Course Outline of Record Report

10/07/2021

ADSTC106X : Law and Ethics in Addiction Counseling

General Information

Author:	• Melissa Bowen • Stephens, Lisa • Wanta, Matthew
Course Code (CB01) :	ADSTC106X
Course Title (CB02) :	Law and Ethics in Addiction Counseling
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	04/03/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	This course introduces students to issues associated with the dignity and worth of individual human beings and the protection of fundamental human rights. Professional ethics, clients' rights, confidentiality, and other relevant material related to the field of addictions are explored. Topics include discussing situations for setting boundaries and an overview of current federal legislation pertaining to client confidentiality and release of information.
Submission Type:	Change to Content
	Removed ADST C101 as a prerequisite.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• Law • Psychology • Sociology • Social Work
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No value

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

☑ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Addiction Counseling Studies (In Development)	Certificate of Achievement	Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Not transferable

Transferability Status

Not transferable

C-ID	Categories	Status	Approval Date	Comparable Course
Addiction Studies	C-ID discipline	Approved	No value	ADS 160X

Units and Hours

Summary

Minimum Credit Units (CB07)   3

Maximum Credit Units (CB06)   3

Total Course In-Class (Contact) Hours   54

Total Course Out-of-Class Hours   108

Total Student Learning Hours   162

Faculty Load   0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex research. In addition, they must critically analyze advanced scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. ENGL C101 level ensures students have the skills necessary for success in these requirements.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Audiovisual skills demonstration.

Methods of Instruction	Case Study
Rationale	Analysis of case studies provides opportunities to apply skills.

Methods of Instruction	Group Work
Rationale	Soft skills practice done in groups during class time.

Methods of Instruction	Guest Lecturers
Rationale	Industry partners will discuss work experience.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Students will demonstrate understanding through quizzes, midterm, and/or final examinations.

Methods of Instruction	Lecture
Rationale	PowerPoint presentations, in-class, synchronous, and recorded lectures.

Methods of Instruction	Outside reading
Rationale	Assigned textbook readings.

Methods of Instruction	Presentations (by students)
Rationale	Individual and group presentations will be assigned to facilitate student comprehension.

Methods of Instruction	Written work
Rationale	Written assignments will be assigned to facilitate student comprehension.

Assignments

- A. Assigned reading of texts and/or professional journals to inform paper and/or class presentation. B. Apply concepts of law and ethics to case vignettes for class discussion, paper(s), and/or presentation(s). C. Library research in preparation for paper(s) and/or presentation(s). D. Film analysis of law and ethics scenarios, assessments, crisis intervention, and/or mandated reporting.

Methods of Evaluation	Rationale
Homework	Oral and written case studies and scenario analyses. Example: Analyze an ethical dilemma and create an appropriate plan of action.
Tests	Quizzes and Tests on identification and description of basic concepts of the addiction counseling profession. Example: Which of the following skills are important for establishing appropriate boundaries?

a. assertiveness in general
b. basic understanding of human services ethical principles
c. skill in finding information
d. comfort in asking for supervision when you don't know what to do.
e. all of the above.

Research Paper	Essays of written synthesis of considerations for problem solving in the addiction counseling workplace. Example: Analyze a case study involving addiction and substance use disorders and create a treatment plan using the Diagnostic and Statistical Manual of Mental Disorders 5 criteria, considering ethical and legal codes and regulations.
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment

None.

Textbooks

Author	Title	Publisher	Date	ISBN
Corey, G., Corey, M., Corey, C.	Issues and Ethics in the Helping Professions	Cengage	2018	978-1337406291

Other Instructional Materials

Description	Open educational resources, as appropriate.
Author	No value
Citation	No value

Materials Fee

None.

Learning Outcomes and Objectives

Course Objectives

Respond to ethical, legal, clinical, and professional issues involved in the counseling profession and understand the differences between ethics and law.

Identify when and how to apply ethical decision-making models and the role of the code of ethics and moral principles when dealing with an ethical dilemma.

Explain the importance of self-awareness and its value in ethical practice.

Identify the role of the ethics code pertaining to multicultural perspectives and diversity issues and the importance of being multicultural competent.

Identify the purpose and importance of clients' rights and counselor responsibilities.

Explain the purpose and importance of confidentiality and mandated reporting.

Identify and establish appropriate boundary management skills and develop framework on how to assess considerations of potential risk factors regarding multiple and dual relationships.

Identify the significance of professional competence and how to handle training issues within agency experience.

Explain the purpose of the supervisor and supervisee relationship and the significance this relationship has on professional development as well as ethical and legal issues.

Discuss the differences between HIPAA and CFR 42 Part II.

CSLOs

Develop and use strategies to maintain one's physical and mental health.

Expected SLO Performance: 75.0

Examine case studies identifying the range of supervisory options available to process personal feelings and concerns about clients.

Expected SLO Performance: 75.0

Identify ethical and legal codes used in addiction and recovery counseling.

Expected SLO Performance: 75.0

Describe means for addressing allegations of legal and/or ethical violations and the consequences of legal and/or ethical violations.

Expected SLO Performance: 75.0

Outline

Course Outline

Outline

A. Introduction
1. Terminology
2. Legal guidelines
a. Mandated reporting
b. Danger to self or others
c. Abuse
d. Privilege
3. Ethical guidelines
a. Exceptions to Confidentiality

4. Resources
a. Agency resources
b. Gaps and unmet needs
5. Boundaries and limitations
a. Self-care
6. Crisis response
a. Crisis and substance use
b. Safety
7. Client rights
8. Client responsibilities

B. Ethical guidelines
1. Terminology
2. Cultural competence
3. Supervision
a. Effective use of supervision
b. Personal feelings
4. Ethical standards of care
a. Identifying the client
b. Addictions Treatment Specialists code of ethics
c. Professional responsibility
5. Continuing education
6. Client rights
a. Confidentiality
b. Informed consent
7. Client responsibilities
a. Confrontation
b. Crisis response
8. Establishing boundaries
a. Transference
b. Countertransference
9. Self-care
a. Stress management
b. Identifying burn-out

C. Legal requirements
1. Terminology
2. CA state laws
a. Mandated reporting
b. Mental health crisis
c. Abuse
d. Tarasoff
3. Types of counselors
a. Peer counselor
b. Sponsors
c. Professional counselors
4. Discrimination
a. Non-discriminatory policies
b. Violations
c. Consequences
5. Laws about treatment
6. Ethical decision making
a. Research
b. Consultation
c. Supervision
d. Documentation
7. Continuing education
a. Finding classes
b. Documenting hours
8. Certification
a. Requirements
b. Renewal

D. Violations
1. Terminology
2. Ethical violations
a. Preventing violations

b. Violation allegations
c. Consequences
3. Legal violations
a. Preventing violations
b. Violation allegations
c. Consequences
4. Self-analysis
5. Self-reporting
6. Reporting co-workers

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric.
Student-Instructor contact MAY include the following: chat, synchronous meetings, phone, online newsgroup/discussion board, learning management system messages, electronic mail, and iTV.
Student-Student contact MAY include the following: chat, synchronous meetings, learning management system messages, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Face-to-face meeting(s)

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Learning management system.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size limited to 30.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities