UNIVERSITY OF SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES
ADDICTION COUNSELING AND PREVENTION PROGRAM
ACP 315 ETHICAL & LEGAL ISSUES IN THE ADDICTION PROFESSION
ONLINE SPRING 2018

INSTRUCTOR: Erin B. Nielsen Ogdahl, J.D., CSW-PIP, LAC
PHONE: 605-271-1348
EMAIL: Please email whenever possible through D2L, my address is available in your contact list. If that is not possible, my secondary email address is: Erin.Nielsen@usd.edu

ONLINE OFFICE HOURS: BY appointment. I will respond to all e-mail through D2L within 24 hours Monday through Friday. I do not guarantee that I will respond to anything over the weekend. If there is a time where I will be unavailable during the week, I will notify the class through the NEWSBOARD in D2L prior to such absence.

All times are Central Time Zone. Preferred communication is through D2L. If you must contact me by phone, please leave a detailed message. I will either send you an email response or if needed call you back as soon as I am available. Although I know this is an online class and you may be working on it at all hours of the day, please understand that if you are working on something in middle of the night, I am not going to be available to assist.

TEXT

SUPPLEMENTAL READING
*Both TAP’s are available free on the SAMHSA website. Hard copies are not currently available, so you can download them and save them on your computer.

Confidentiality of Patient Records for Alcohol and Other Drug Treatment. Technical Assistance Publication (TAP) Series 13. Substance Abuse and Mental Health Services

Additional readings are located under Content.

IMPORTANT LINKS

D2L  https://d2l.sdbor.edu/index.asp

For information about USD’s technical, academic and student support services, as well as how to take advantage of these services, please refer to the CE Online Student Orientation. http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

COURSE DESCRIPTION
An exploration of the ethical and legal issues within the substance abuse field. This course will include an opportunity for identification and discussion of ethical and legal issues frequently encountered by prevention and treatment professionals.

COURSE OBJECTIVES
Students will:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>1. Recognize the history and ethical issues in the addictions field</td>
<td>Course readings and group discussions</td>
</tr>
<tr>
<td>2. Develop a fundamental knowledge of the federal confidentiality regulations CFR-42 and HIPAA requirements</td>
<td>Course readings, course materials, discussions, papers, and final examination</td>
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<tr>
<td>3. Distinguish how the emergency and involuntary commitment procedures for substance abusers occur</td>
<td>Course readings, course materials, discussions, papers, and final examination</td>
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<tr>
<td>4. Recognize code of ethics violations and the disciplinary action process</td>
<td>Course materials, discussions, papers, and final examination</td>
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<tr>
<td>5. Relate the legal/ethical issues in treatment and prevention programs</td>
<td>Course readings, course materials, discussions, papers, and final examination</td>
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<td>6. Analyze the ethical dilemmas in the counselor/client relationship and prevention efforts</td>
<td>Course readings, course material, discussions, papers, and final examination</td>
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<tr>
<td>7. Interpret client/counselor boundary issues and community work</td>
<td>Course readings, course material, discussions, papers, and final examination</td>
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COURSE OUTLINE
I. History and ethical principles
   A. Professional code of ethics
   B. Ethical decision making
   C. Moral principles and virtues

II. Legal Issues
   A. Federal confidentiality regulations (CFR-42)
   B. Emergency and involuntary commitment procedures
   C. Prevention specialist/treatment counselor

III. Theory, practice, and research
   A. Multicultural perspectives and diversity issues
   B. Couples and family therapy
   C. Group and community work

IV. Managing boundaries and multiple relationships
   A. Professional relationships and standards
   B. Clients rights
   C. Competence and training

V. Evaluation and application
   A. Research
   B. Personal/professional conduct
   C. Education

REQUIREMENTS AND EVALUATION

PARTICIPATION 50 POINTS

Accessing course notes, reading assigned textbook chapters, and contributing to the discussion topics is required. Questions, concerns, and/or more information on a specific topic are strongly encouraged through Desire2Learn (D2L) course mail and the discussion board. Participation in discussion groups via the discussion board is required and students will be randomly assigned to these discussion groups. There will be ten topics, listed in the following table, and students will be required to post at least three times per topic. Each topic is worth 5 points. Each student’s first post must be in by Thursday night at 11:59pm. The remaining post must be made by Sunday at 11:59pm. If the first post is not up by Thursday, you will receive no credit for the week. Some topics will be up for 2 weeks, when this is the case, your first post must be up by the first Thursday and then you will have the second week to make one more post. Student groups will be monitored by the professor and will be provided with guidance if deemed necessary.

Students will need to stay “focused” on the topic and use proper internet/discussion board etiquette (Netiquette). Each student needs to post to the discussion topics at least three
times per topic in order to receive total points for participation. Postings need to include course readings, outside resources, and an intellectual exchange of information. Personal opinions can be included, but should not be the majority of your post. One or two word postings, i.e. “I agree”, will not count towards the participation points; a good guide is to post a paragraph per post.

*Discussion grades will be posted every two weeks under the Grades tool. If a student does not post in the discussion for 3 or more weeks throughout the semester, their grade may be lowered by one letter grade.*

**HIPPA ASSIGNMENT** 10 POINTS

Details and further instruction will be available the second week of class.

**CFR-42 QUIZ** 20 POINTS

There will be a quiz testing your knowledge of the CFR 42. This quiz will be 20 questions and will be available over two days on D2L. You will have two hours to take it and do not need a proctor. It will be graded automatically when you take it.

**PERSONAL REACTION PAPER** 40 POINTS

Students will choose a critical incident as presented in the text that relates to their interest area (business/agency, research, professional/personal conduct or training and education). The paper should identify specifically which incident is being addressed (ex. Incident 26 on page 45). A maximum 3-4 page double-spaced 12-font computer generated paper will be required that answers the discussion questions as presented in the text and includes a personal opinion of how you would react to the situation.

Students will also need to assess his/her level of ethical practice (mandatory/moral and aspirational/virtue) that includes steps in making ethical decisions and incorporates course material. Course document specifically address these issues. **PAPER SUBMISSION IS VIA DROPBOX. Late submission will result in a 5-point deduction per day.**

*Grades will be posted within two weeks from the due date. Students will receive feedback through the dropbox from the professor as to the grading rationale.*

**LIVE DISCUSSION ACTIVITIES** 30 POINTS

During this course, at specific times that will be arranged within the first two weeks of the semester, students will be required to participate in a live discussion topic/activity. For one portion of the activity you will be a participant and one you will be an observer. Instructions will be posted within the first two weeks of class, so that students have time to prepare. Sessions will be moderated by an instructor. These discussions will take place on Collaborate and a link will be posted on D2L under Content. Students will then
be allowed access to the site. Even though most computers have a microphone and
speakers, it has been found buying a headset with a microphone works better for
participating in live sessions. These headsets can be purchased at your local electronic
store at a minimal cost. There will be several practice sessions scheduled prior to the
actual discussion, so that students can ensure they are prepared.

Students will be graded on their level of participation in the live activity. Students will
receive feedback from their instructor through email within 2 weeks of the activity.

For those not able to participate in the live discussion you will be able to access a link to
the recorded session. For your assignment you will listen to one session and write a
minimum of two pages on your reaction to the scenarios and how you would have
responded. You will work through each of the covered topics. More detail will be
provided as we approach the discussion date.

FINAL EXAMINATION 50 POINTS

The final examination will consist of 20 multiple-choice questions worth 2 points each
and 3 short answer essay questions of which students will select 2. The short answer
essay questions are worth 5 points each. The final examination will be available through
D2L, you will not need a proctor. Although the exam will be available over 3 days, you
will only get one attempt. So do not go into the exam until you are prepared to take it.
You will be limited to 2 hours to take the exam.

Exams will be scored within one week of completion. Scores will be available under the
Grades tool.

*All assignment due dates will be in the course schedule.

TOTAL POINTS AND GRADING SCALE:

180-200 = A (90%)
160-179 = B (80%)
140-159= C (70%) (minimum grade required ADS Department and by SD certification
board)
120-139= D (60%)

Course Policies

Course Progression. All assignments must be turned in on the scheduled date unless
you have prior permission from the instructor. I will not chase you down if you miss a
due date. Students who fall 3 weeks behind in coursework will be removed from the
course by the instructor. We have found that any student who fall this far behind is not
able to adequately catch up. In addition this course moves at a rapid pace and missing
that much content will not be beneficial for you or any clients that you may serve in the
future. If it is your plan to take the national addiction certification exam at the end of your studies, it is in your best interest to take every course seriously and gain as much information as you possibly can. This cannot be achieved by falling behind in your courses.

Not having the textbook is NEVER an excuse for late work. The student is expected to order the text from the University Bookstore at the University of South Dakota prior to the course starting. There will be no redos allowed for unacceptable assignments. It is the responsibility of the student to contact the professor prior to the due date if the student is in any way unclear about the requirements of the assignment. Students are strongly encouraged to send assignments in progress to the professor so that the professor can give “early feedback” on the assignment. Assignments cannot be turned in for early feedback less than 96 hours (4 days) prior to the due date of the assignment.

USD Academic Honesty Policy: No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- Given a zero on the assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

USD Academic Freedom Policy:
Freedom in learning: students are responsible for learning the content of this course and a student’s academic performance will be evaluated on an academic basis. Students are welcomed and encouraged to take reasoned exception to the data or views offered in this course. If a student believes that they are graded on personal opinions or conduct they should contact the Dean of Health Sciences.

Disability Service: Any student who feels he or she may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact: Ernetta L. Fox, Director Disability Services Room 119 Service Center, 605)677-6389 www.usd.edu/ds; dservices@usd.edu

Etiquette/Netiquette: Students will be respectful and courteous to other persons even if the discussion should become intense. Learning occurs when we learn to see each other as sources of information and realize that we are all fallible, including your instructor. Never post anything that can be perceived negatively by another student. Never email or post in anger. Always be respectful of the views of others.
Course Delivery Mode and Technology: Desire 2 Learn will be the course management software for this course. Please review the new student's guide for online learning for valuable information to help you be successful as an online learner. The guide can be found at the following URL (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). You will need a USD email account, which is required for all online courses. All new students should go to http://www.usd.edu/accounts/pickup to create a USD email account. If you have an active account but are unsure of your username or password, please contact the USD helpdesk at 605-677-5028.

The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses and those requirements are listed in the student's guide. Course materials will be provided as online documents that you can read online or print off. You will need weekly access to a web navigator to access the course web site, materials, and participate in weekly group discussions. You will also need a PDF file reader (Acrobat Reader) since class documents/assignments will be in this format.

The following rubric sets out the criteria upon which you will be evaluated: A guide to grading your class/discussion board participation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+ 100%</td>
<td>Actively supports, engages and listens to peers (ongoing)</td>
</tr>
<tr>
<td>A 90-99%</td>
<td>Actively supports, engages and listens to peers (ongoing)</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Makes a sincere effort to interact with peers (ongoing)</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Limited interaction with peers</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Virtually no interaction with peers</td>
</tr>
<tr>
<td>F &lt;60%</td>
<td>No interaction with peers</td>
</tr>
</tbody>
</table>

- **Actively supports, engages and listens to peers (ongoing)**
- **Arrives fully prepared at every session**
- **Plays an active role in discussions (ongoing)**
- **Comments advance**
- **Makes a sincere effort to interact with peers (ongoing)**
- **Arrives mostly, if not fully, prepared (ongoing)**
- **Participates constructively in discussions (ongoing)**
- **Makes relevant**
- **Limited interaction with peers**
- **Preparation, and therefore level of participation, are both inconsistent**
- **When prepared, participates constructively in discussions**
- **Comments are generally vague or drawn from outside of the assigned material**
- **Virtually no interaction with peers**
- **Rarely prepared**
- **Rarely participates**
- **Comments are generally vague or drawn from outside of the assigned material**
- **No interaction with peers**
- **Never prepared**
- **Never participates**
- **Demonstrate a noticeable lack of interest in the material (ongoing)**
- **Group dynamic and level of interaction**
| the level and depth of the dialogue (consistently) | • comments occasionally advance the level and depth of the dialogue | comments based on the assigned material (ongoing) | and makes relevant comments based on the assigned material | • demonstrate a noticeable lack of interest (on occasion) | discussion are significantly harmed by the student’s presence |
| group dynamic and level of discussion are consistently better because of the student’s presence | • group dynamic and level of discussion are often better because of the student’s presence | • group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence | • group dynamic and level of discussion are not affected by the student’s presence | • group dynamic and level of discussion are harmed by the student’s presence |

Developed by Adam Chapnick, University of Toronto
http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469