UNIVERSITY OF SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES
ADDITION COUNSELING AND PREVENTION PROGRAM
ACP 700: ETHICAL & LEGAL ISSUES IN THE ADDICTION PROFESSION
ONLINE SPRING 2019

INSTRUCTOR: Erin B. Nielsen Ogdahl, JD, 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.

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


*Upcoming revised text from the Legal Action Center. You will order from their website once it is available.

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.


Other 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

This course provides an in depth examination of advanced legal and ethical issues within the addiction profession. Students will integrate critical thinking with ethical decision making. Topics include (but are not limited to): CFR-42, HIPAA, emergency and involuntary commitment procedures, code of ethics, moral principles and virtues, multicultural perspectives, internet therapy and boundaries. In addition we will explore current ethical issues in the profession and what changes should be made for best clinical practice.

COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Standards</th>
<th>Course Assessments</th>
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<tbody>
<tr>
<td>Recognize the history and ethical issues in the addictions field</td>
<td>NAADAC Principles IV and VIII USD Health Sciences Mission Statement</td>
<td>Discussion and Chapter Presentations</td>
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<tr>
<td>Develop a fundamental</td>
<td>NAADAC Principles III, IV</td>
<td>Discussion, CFR Quiz</td>
</tr>
<tr>
<td>Knowledge of the federal confidentiality regulations CFR-42 and HIPAA requirements</td>
<td>VI, VIII USD Health Sciences Mission Statement</td>
<td>HIPPA module, and Final Exam</td>
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<tr>
<td>Distinguish how the emergency and involuntary commitment procedures for substance abusers occur</td>
<td>NAADAC Principles IV, VI, VIII USD Health Sciences Mission Statement</td>
<td>Discussions and Final Exam</td>
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<tr>
<td>Recognize code of ethics violations and the disciplinary action process</td>
<td>NAADAC Principles IV, VI, VIII USD Health Sciences Mission Statement</td>
<td>Discussions and Critical Incident Paper</td>
</tr>
<tr>
<td>Relate the legal/ethical issues in treatment and prevention programs and in the client/counselor relationship</td>
<td>NAADAC Principles IV, VI, VIII USD Health Sciences Mission Statement</td>
<td>Discussions and Critical Incident Paper</td>
</tr>
<tr>
<td>Recognize the responsibilities of supervisors in regards to ethics</td>
<td>NAADAC Principles IV, VI, VII, VIII USD Health Sciences Mission Statement</td>
<td>Discussions and Critical Incident Paper</td>
</tr>
<tr>
<td>Interpret client/counselor boundary issues and community work</td>
<td>NAADAC Principles IV, VI, VIII USD Health Sciences Mission Statement</td>
<td>Discussions and Critical Incident Paper</td>
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</table>

**COURSE OUTLINE**

I. History and ethical principles
   A. Professional code of ethics
   B. Ethical decision making
   C. Moral principles and virtues

II. The Foundation: A Thinking Way to Approach Addiction Ethics
   A. Beyond Ordinary Ethics: Why and How
   B. The Emotional Aspect of Ethical Thinking

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

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

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

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

REQUIREMENTS AND EVALUATION

PARTICIPATION

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 respond 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. This will be a collaborative effort between both the students and professor. Student groups will be monitored by the professor and will be provided with guidance if deemed necessary.

Grades will be posted within two weeks of the close of the discussion. Feedback will be given through email.

Students will need to stay “focused” on the topic and use proper internet/discussion board etiquette (Netiquette). Refer to page 5 in the Continuing Education orientation packet. 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.

Grades will be posted within two weeks of due date.

**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 White 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 2 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 each student will be required to participate in a live discussion. 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 Elluminate 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.

After the activities occur, you will be responsible for writing a one page (2 total) reaction on each scenario from the viewpoint of a supervisor. How would you respond if this issue came up in your agency?

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.

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

ADVANCED ETHICS TEXT PAPER 50 POINTS

Students will write a 3-4 page reaction paper on the Taleff text. Grades will be based on (1) familiarity with required information, and (2) ability to apply this information to the field.

Grades will be posted within two weeks of the due 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 dates will be provided in the course schedule.
TOTAL POINTS AND GRADING SCALE:

225-250 = A [90% to 100%]
200-224 = B [80 to 89%]
175-199 = C ([70% to 79%] minimum grade required ADS Department and by SD certification board)
150-174 = D [60% to 69%]

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. (5) 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 to 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>A+ 100%</th>
<th>A 90-99%</th>
<th>B 80-89%</th>
<th>C 70-79%</th>
<th>D 60-69%</th>
<th>F &lt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively supports,</td>
<td>• actively supports,</td>
<td>• makes a sincere</td>
<td>• limited interaction</td>
<td>• virtually no</td>
<td>• no interaction</td>
</tr>
</tbody>
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<tr>
<th>Engagement</th>
<th>Comments on Engagement</th>
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<tbody>
<tr>
<td><strong>Engages and listens to peers (ongoing)</strong></td>
<td>Arrives fully prepared at every session. Plays an active role in discussions (ongoing). Comments occasionally advance the level and depth of the dialogue (consistently). Group dynamic and level of discussion are consistently better because of the student’s presence.</td>
</tr>
<tr>
<td><strong>Effort to interact with peers (ongoing)</strong></td>
<td>Arrives mostly, if not fully, prepared (ongoing). Participates constructively in discussions (ongoing). Makes relevant comments based on the assigned material (ongoing). Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence.</td>
</tr>
<tr>
<td><strong>With peers (preparation, and therefore level of participation, are both inconsistent)</strong></td>
<td>When prepared, participates constructively in discussions and makes relevant comments based on the assigned material. Group dynamic and level of discussion are not affected by the student’s presence.</td>
</tr>
<tr>
<td><strong>Interaction with peers (rarely prepared)</strong></td>
<td>Rarely participates. Comments are generally vague or drawn from outside of the assigned material. Group dynamic and level of discussion are not affected by the student’s presence.</td>
</tr>
<tr>
<td><strong>Rarely prepared</strong></td>
<td>Never participates. Demonstrates a noticeable lack of interest in the material (ongoing). Group dynamic and level of discussion are significantly harmed by the student’s presence.</td>
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Developed by Adam Chapnick, University of Toronto

http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469