

Ethics and Professional Practice **HSCD 603-01 Fall 2017**

Meeting Times

Classroom sessions, [Saint John's Hall, room 152](#): Aug 19th, Sep 9th and 30th, Oct 21st, Nov 18th, 9:00am-3:00pm

This is a hybrid course with substantial online assignments and participation between classroom sessions.

Faculty

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Purpose of the Course

Course Description

This course provides advanced understanding of the ethical and professional responsibilities of counselors who work with those affected by substance use disorders and co-occurring disorders. The course explores the ethical decision-making process, codes of professional conduct, and application to specific clinical cases. Emphasis is placed on thoughtful consideration of ethically ambiguous and/or morally charged situations, on engaging in dialogue with peers to help resolve them, and on each student's personal and cultural biases as they affect decision-making. Attention is also given to the role of self-care in maintaining professionalism. Prerequisite: Acceptance into the graduate program.

Competence Statement

Students are conversant with the theory and practice of ethical decision-making, and can apply them in clinical settings to resolve challenging ethical issues in a manner that is consistent with best practices and protects the vulnerable.

Learning Outcomes

Having completed this course, students:

- examine and employ the components of critical thinking with regard to professional ethics;
- distinguish among perspectives on ethical decision-making, and analyze the foundations of their own ethical decision-making;
- examine the role of privilege and the history of inequity, particularly race, class and gender inequity, in how ethical dilemmas and complaints are addressed;
- consider morally, ethically, legally and emotionally challenging situations germane to substance use disorders and co-occurring disorders counseling, and determine and implement solutions;
- create a framework for ethical decision-making that includes a statement of core values, a set of processes for addressing ethical challenges, and a critique of personal biases that could compromise optimal decision-making;
- review codes of conduct, from Minnesota statute and national professional associations, for alcohol and drug counselors and professional counselors;
- examine current context for self-care practices from the perspective of maintaining professionalism and clinical effectiveness;
- develop and implement health and wellness practices in a context that is consistent with personal core values and informed by compassion.

Learning Strategies and Activities

Self-Evaluation

Review of Texts and Scholarly Literature

Reflective Journal Writing

Classroom and Online Discussions

Oral Case Presentations

Design of Framework for Ethical Decision-Making

Design of Self-Care Plan

Texts, Materials, Media and Resources

Required Textbooks

Anderson, Sharon K. and Mitchell M. Handelsman (2010) *Ethics for Psychotherapists and Counselors*. Chichester, West Sussex, UK: John Wiley & Sons, Ltd. NOTE: Referred to in Course Schedule as **A&H**.

White, William L. and Renée M. Popovits (2001) *Critical Incidents: Ethical Issues In the Prevention and Treatment of Addiction, 2nd ed.* Bloomington, IL, US: Chestnut Health Systems, Inc./Lighthouse Institute. NOTE: Referred to in course schedule as **White**.

D2L Brightspace

This course includes classroom, library and online elements. You will make extensive use of D2L Brightspace throughout the course for a variety of purposes. If you are not conversant with D2L, please see me right away. You can obtain help with D2L from Metro State's [Center for Online Learning \(COL\)](#). This course utilizes certain web-based learning objects to enhance online discussions and presentations. These may include [FlipGrid](#) or [VoiceThread](#). Instructions on using these tools will be included in D2L.

Additional Reading Assignments and Discussions

Book chapters, journal articles and audio or video materials will be posted in D2L. You will also use the forums in D2L for online class discussions on assigned topics.

Library

Building skill in performing research online will be important in each of your graduate classes. The [Metro State Library](#) has many resources, including search engines, databases, collections and instructional videos. For individual questions or instruction, contact the Reference Desk or our library liaison, [Christine Larson](#).

Assignments and Evaluation Criteria

Journal Entries

This course makes use of reflective writing as part of integrating prior experience, academic study and professional acculturation. Questions for reflection will come from the Anderson and Handelsman text and other course materials and activities. Journal entries will be scored on completeness and thoughtful consideration of the questions/issues. For further information, see the instructions for each individual entry in D2L. Score: 8 entries x 15 points each = 120 points

Online Discussions

Both classroom and online discussion are central to this course. There will be four online discussions. For each, the instructor will open the discussion in D2L by posting instructions and a forum or learning object. Comments are expected to be on topic, thoughtful and well-reasoned, and it is expected that students will show the same mutual respect that is present in the classroom. Further instructions and a grading rubric will be posted in D2L. Total possible points: 4 discussions x 20 points each = 80 points

Case Presentations and Discussions

Using the details of a clinical case involving an ethically challenging situation, your task is to create a case study using PowerPoint. Your case study will include background information, the specifics of the ethically challenging situation, actions that you would recommend for resolving the situation, and a rationale for each of your recommendations. A fellow student and the instructor will review your draft presentation and provide feedback. You will then record your presentation (instructions will be provided) and post it to D2L. Your presentation will be scored

on the accuracy and completeness of your description of the facts, your thoughtful consideration of the complexity of the situation, your rationale for your recommendations, and the professionalism of your presentation and facilitation. After posting, you will participate in an online discussion on your own and others' case studies. A handout further detailing this assignment and a grading rubric will be posted in D2L. Score: 125 points for presentation + 25 points for peer review = 150 points

Portfolio: Framework for Ethical Decision-Making

As part of integrating high-level ethical thinking into your professional identity, you will create a framework for ethical decision-making that is immediately and sustainably useful to you in your work. Such a framework is meant to be clear, reflective, informed by critical thinking, specific yet flexible, and designed to incorporate new knowledge and insight over time. You are expected to include a statement of core values, reflection on your professional identity and acculturation, consideration of your privilege and how it affects your decision-making, sources of information and feedback that will provide you with ongoing support, and a statement of key points in the process of your ethical decision-making. A handout further detailing this assignment and a grading rubric will be posted in D2L. Score: 200 points

Portfolio: Self-Care Plan

You will design and discuss a plan for compassionate self-care for inclusion in your portfolio. Your plan is to be seated in the context of the realities of your life, while at the same time working to fulfill your ethical and professional obligation to foster your own wellness. Your plan is to include consideration of the importance of a self-care plan for yourself as a helping professional, reflection on current self-care needs, specific self-care measures and what they provide for you, and how you can attend to your self-care needs in ways that are realistic, values-driven and compassionate. Your final plan will include both a written narrative and a creative representation. A handout further detailing this assignment and a grading rubric will be posted in D2L. Score: 100 points for narrative + 50 points for creative representation = 150 points

Final Grades

Journal Entries	120
Online Discussions	80
Case Presentation	150
Framework for Ethical Decision-Making	200
Self-Care Plan	<u>150</u>
Total	700

Your course grade will be determined by adding all points earned on all assignments, dividing by total possible points, subtracting any attendance penalties and applying the following scale:

93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
<73	F

The following is Metro State policy for all graduate programs: “To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average.”

Instructor and Institutional Policies

Policies applicable to all graduate programs can be found [here](#).

Attendance and Participation: In this and all graduate-level classes, attendance and participation are expected for the entirety of every class session. Consider how you might challenge yourself to lean in if you typically sit back, and sit back if you typically lean in. All participation is to demonstrate a high level of respect for your peers, and for the diversity of experiences and perspectives found in the classroom and in D2L. Disagreement and even conflict are expected and can be productive, but must always take place in the context of honoring each other. Doing otherwise, especially repeatedly, will jeopardize your standing in this course and the program.

Focus: Both in class and when studying, you learn better when you reduce distractions. Find study places and times that let you bring your full and sustained attention to your work. You improve your own and others’ classroom experience when you arrive before class starts, stay until the end, get up and move around during breaks, and silence and put away your mobile devices. There is to be no use of mobile devices for phone calls, texting, emailing, social media posting, etc., during class sessions. Laptops and tablets are appropriate for taking notes; some classroom activities necessitate setting laptops and tablets aside. Audio recording of lectures is permitted for the sole use of the individual making the recording.

Late Assignments: Turning in a paper or other assignment past the due date will result in a loss of 10% of your score per day. For example, if an assignment is turned in three days late, I will score it, then subtract 30% of my score.

Integrity: You don't succeed in this course unless you are doing your own work (regardless of what grade you receive). You're expected to maintain academic integrity in fulfilling all course requirements. Cheating, plagiarizing and other violations of academic integrity are dishonest and unacceptable practices, and consequences for them may include failing an assignment, failing the course, probation, suspension or expulsion from the program. See the D2L program site for the document entitled "AIP_Student_Guide." It is Metro State policy that faculty report violations of the academic integrity policy. This course makes use of Turnitin as an originality checker for most assignment submissions.

Diversity and Disability Statement: Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Center for Accessibility Resources to discuss a range of options to removing barriers in the course, including accommodations. The Center for Accessibility Resources is located in New Main, room L223, and can be reached at 651-793-1549 or Accessibility.Resources@metrostate.edu.

Changes to Course Content: This syllabus and the content of the course are subject to change by the instructor. Changes will be announced in class and via email.

Incompletes: An Incomplete will be granted only in cases of extreme hardship (medical or family emergencies) and only if you have already completed most (75-80%) of the coursework. If you are granted an incomplete, all coursework must be completed within an agreed-upon time. In any event, all coursework must be completed by the end of the following semester.

Email: All outgoing email from Metro State, including D2L updates, course announcements, program announcements, reminders, etc., goes to your Metro State email account. For a variety of security reasons, it is Metro State policy that all incoming email from students be sent from Metro State email accounts. Students bear sole responsibility for any email communication that does not get delivered or read because it is sent from an outside account.