



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: SUDC

Course and Section #: 4710-X01

Course Title: Professional Development

Credits: 3

Course Description

Defines the scope of practice and legal and ethical obligations of substance abuse counselors. Examines the knowledge, skills, attitudes, legal obligations, and limitations of practice of professional substance abuse counselors. Introduces the 12 core functions.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Michelle Aldana

Student Learning Outcomes

1. Describe the role of the substance abuse counselor in agency practice.
2. Describe the limitations on clinical practice for substance abuse counselors.
3. Explain the laws that govern the confidentiality of substance abuse client information and your obligation to protect such information.
4. Outline the requirements for licensure and certification for substance abuse counselors in Utah and other states.
5. Explain the vulnerabilities of substance abuse clients and the ethical obligation of substance abuse professionals to their clients, employers, their professional peers, and themselves.

6. Traits Upon successful completion, students should have the following attitude(s)/traits: 1 - Appreciation of the ethical standards for substance abuse counselors. 2 - Awareness of legal issues governing substance abuse counselors.

Course Materials and Texts

Basics of Addiction Counseling Desk Reference, Module III: Ethical and Professional Issues in Addiction Counseling (Module 3 of 3) Eleventh Edition - December 2017, NAADAC, the Association for Addiction Professionals, 44 Canal Center Plaza, Suite 301, Alexandria, VA 22314 (703-741-7686) (naadac@naadac.org, www.naadac.org)

Course Requirements

Course Assignments, Assessments, and Grading Policy

Activity	Possible Points	Points Earned
Discussions	50	
Assignments	150	
Quizzes	64	
Term Paper	100	
Midterm Exam	100	
Final Exam	100	

Total: 564 My Total:

Final Grade	Percentage	Points
A	93 - 100	524 - 564
A-	90 - 92.9	507 - 523
B+	88 - 89.9	496 - 506
B	83 - 87.9	468 - 495
B-	80 - 82.9	451 - 467
C+	75 - 79.9	423 - 450
C	70 - 74.9	394 - 422
C-	65 - 69.9	366 - 393
D+	60 - 64.9	338 - 365
D	55 - 59.9	310 - 337
D-	50 - 54.9	282 - 309
E	< 49.9	0 - 281

Grading Criteria

A Grades: 90-100% of all possible points. The student demonstrates an outstanding knowledge of the course content and skills taught. The student attends and actively participates in class activities.

B Grades: 80-89% of all possible points. The student demonstrates an adequate knowledge of the course content and skills taught. The student attends and actively participates in most class activities.

C Grades: 65-79% of all possible points. The student demonstrates some knowledge of the course content and skills taught. The student attends and actively participates in some class activities. The student presents some evidence of the ability to gain additional understanding and skill with further training.

D Grades: 50-64% of all possible points. The student demonstrates an inadequate knowledge of the course content and skills taught. The student does not attend or actively participate in most class activities.

E Grades: below 50% of all possible points. The student does not demonstrate an adequate knowledge of the course content and skills taught. The student does not attend class or actively participate in class activities.

Required or Recommended Reading Assignments

Basics of Addiction Counseling Desk Reference, Module III: Ethical and Professional Issues in Addiction Counseling (Module 3 of 3) Eleventh Edition - December 2017, NAADAC, the Association for Addiction Professionals, 44 Canal Center Plaza, Suite 301, Alexandria, VA 22314 (703-741-7686) (naadac@naadac.org, www.naadac.orgLinks to an external site.)

Confidentiality and Communication: An Abridged and Updated Guide to 42 CFR Part 2 and HIPAA Fundamentals (2020), New York: Legal Action Center. <https://www.lac.org/resource/confidentiality-communication>Links to an external site.

Critical Incidents: Ethical Issues in the Prevention and treatment of Addiction (2001) White, William L. and Popovitz, Renee M., Bloomington, IL: Lighthouse Institute

International Certification & Reciprocity Consortium/Alcohol and Other Drug Abuse, Inc. (IC&RC) -- Nationally Accepted Certification Standards for Alcohol and Drug Abuse Counselors and Prevention Specialists (standard for licensure or certification in many states other than Utah). <http://internationalcredentialing.org>Links to an external site./

National Association of Alcohol and Drug Abuse Counselors (NAADAC) - Nationally Accepted Certification Standards for Alcohol and Drug Abuse Counselors and Prevention Specialists (standard for licensure or certification in many states other than Utah). www.naadac.orgLinks to an external site.

General Description of the Subject Matter of Each Lecture or Discussion

Week	Lesson	Topic	Overview
1/6-1/12	1	Lesson 1 - Ethics in General	This lesson provides a broad overview of substance abuse counseling ethics. It provides a perspective of ethical dilemmas

			<p>facing substance use disorder counselors, and discusses ethical guidelines governing some common breaches of professional standards and codes.</p>
1/13 - 1/19	2	Lesson 2 - NAADAC Code of Ethics	<p>Some states license substance use disorder counselors while others leave authority to practice in the field to certification boards. IC&RC is the International Certification and Reciprocity Consortium for substance abuse counselors. NAADAC is the National Association of Alcohol and Drug Abuse Counselors. These are the two nationally accepted certification and testing organizations for licensing and certifying substance abuse counselors. Some states accept IC&RC testing and certification, while others accept NAADAC testing and certification. NAADAC has its own code of ethics and a variety of services and products for members. IC&RC functions under the assumption that each state has its own ethical guidelines for counselors in law or administrative rule. Utah also has a state association for substance abuse counselors called AUSAP - the Association of Utah Substance Abuse ProfessionalsLinks to an external site.. These organizations look out for the common interests of their members, lobby for legislation, and often provide other member services (discounted malpractice insurance for instance.) They also strive to assist members to maintain their clinical skills through continuing education programs.</p>
1/20- 1/26	3	Lesson 3 - Diversity within the workplace	<p>This lesson introduces the different health professions that might be found working alongside substance abuse counselors in drug and alcohol treatment programs. Although most treatment programs employ licensed drug and alcohol counselors, Utah state law prohibits professionals with drug and alcohol counseling licenses such as the SUDC from practicing independently. Other behavioral health professionals such as psychologists,</p>

			social workers, and marriage and family therapists, among others, must be employed by drug and alcohol treatment agencies and supervise the work of SUDC.
1/27-2/2	4	Lesson 4 - Agency Ethical Standards	This lesson provides a rationale for having a set of ethical standards for agencies that conduct substance use disorder counseling and prevention. The reasons for developing an agency code include the likelihood that the agency will employ a variety of clinicians with different licenses and different codes of ethics, and the fact that some agency staff (clerical and business) may not belong to a profession with a tradition of ethical standards.
2/3 - 2/9	5	Lesson 5 - Term Paper Assignment	The term paper is an unusual writing exercise as far as term papers go. This is more of an application of a tool that, as your instructor, I would recommend be adopted for use at the agency level. It is an example of practical and applied ethics - taking the values and structure of the NAADAC code of ethics and making it into a functional process to evaluate and assess the extent of a breach, and to guide agency response to rectify the breach.
2/03 - 2/09	6	Lesson 6 - Laws versus Ethics and Federal Confidentiality Regulations	Federally funded substance abuse treatment programs are those that receive reimbursement from Medicare, Medicaid, or through state or county contracts funded by the Substance Abuse Prevention and Treatment Block Grant (SAPT Block Grant). All federally funded substance abuse programs have been subject to 42 CFR Part 2 - the confidentiality regulations governing such programs. Since 2000, all health care providers have been subject to HIPAA, regardless of federal reimbursement. Much of HIPAA's privacy provisions were based on 42 CFR Part 2. These laws guarantee confidentiality of client records and information and carry with them federal, civil and criminal penalties for their violation. When the two federal laws come into

			<p>conflict, the more restrictive one must be followed. This is usually 42 CFR Part 2. Many agencies also have strict policies and procedures based on these laws. It is vital that all substance abuse professionals know their responsibilities under these two laws.</p>
2/10-2/16	7	Lesson 7 - DOPL Disciplinary Action Leading to Loss or Suspension of License	<p>This lesson exposes you to concepts related to correct and proper behavior of professionals in addictions treatment. Concepts covered in this lesson include attention to ethical considerations directly related to the counselor's ability to practice and the rights of our clients.</p>
2/17-2/23	8	Lesson 8 - Common Ethical Problems #1 - Dual Relationships	<p>This lesson continues the investigation into correct and proper behavior of professionals in addictions treatment – specifically that of the ethical extent of a relationship between counselor and client. Concepts covered in this lesson include defining dual relationships and prohibited types of relationships and interactions between counselor and client.</p>
2/26-2/28		Mid-Term Examination	<ul style="list-style-type: none"> • Examination - covers lessons 1 - 8.
2/24 - 3/2	9	Lesson 9 - Common Ethical Problems #2 - False Claims and Marketing	<p>In the past, I have seen many different publications, web sites, television commercials, from treatment providers, so called "life coaches", and "recovery coaches" that make dubious and exaggerated claims. I am sure you have seen many of these. Many treatment providers - usually in the for-profit sector - compete aggressively for clients. To do that, they promote aspects of their programs that are designed to set them apart and make them appear attractive and to be more effective than the competition. Sometimes they promote novel treatment approaches that may not be evidence based, may be unproven, or may in fact be dangerous. They may be legal but may not be ethical - especially when commercial insurance may deny reimbursement for some of these treatments.</p>

3/3 - 3/9	10	Lesson 10 - Common Ethical Problems #3 - Impaired Professionals	This lesson covers the topics of exploitation of clients, proper financial relationships with clients and third party payers, and relationships within the professional and community support communities.
3/10-3/15		Spring Break	
3/16 - 3/23	11	Lesson 11 - Common Ethical Problems #4 - Excessive Length of Stay, Holding Clients Hostage, Abandonment	It seems in our field, depending on whether you are working for a profit making entity or non-profit, versus working for an agency funded by federal, state, or county government, you are confronted with complex issues related to length of stay, when it is appropriate to discharge a client from treatment, optimal clinical gain for the client, and the realities of available funding versus client need. These issues caused me the most concern both within my own agency, with the contract treatment providers we employed, and what I heard about other providers with which we had no formal business relationship. There are two sides to each of these issues. This lesson makes an attempt to explore them both.
3/21		Term Paper Due	<ul style="list-style-type: none"> • Term Paper
3/24-3/30	12	Lesson 12 - Common Ethical Problems #5 - Financial Fraud, False Billing, False Diagnosis, False Insurance Claims	This lesson covers the topics of exploitation of clients, proper financial relationships with clients and third-party payers, and relationships within the professional and community support communities.
3/31 - 4/6	13	Lesson 13 - Common Ethical Problems #6 - Withholding/denying evidence-based treatments	The purpose of this lecture is to broaden your perspective of the field of substance abuse counseling and to challenge the attitudes and preconceived notions of addictions and addictions treatment you have brought with you to this program. Through the work assigned for this lecture, you should be able to identify reasons to use evidence-based medication assisted treatments, and identify circumstances where medication assisted treatments are unethical, or lack empirical support in the research. You should

			also be able to embrace new perspectives on the theory behind addictions and efficacious addictions treatment.
4/7-4/13	14	Lesson 14 - Co-occurring Medical Problems - HIV/AIDS, Hepatitis C, Tuberculosis	Persons with substance use disorders are vulnerable to a number of specific infectious diseases. Those who have been in jail or prison are sometimes exposed to tuberculosis, and there are requirements to test people in residential SUD treatment for tuberculosis. Those who are intravenous drug users and/or have multiple sexual partners are at risk for and sometimes exposed to HIV/AIDS and Hepatitis C. These disorders occur at such a frequency in the population receiving substance use disorder treatment that students in drug and alcohol counseling programs are required to have training on the diseases, causes, testing, referral and intervention. Young people with SUDs can be characterized as impulsive, risk taking, and pleasure seeking. The age group with the highest frequency of SUD is 18-45. All were born after the AIDS crisis of the 1980s-90s. Because prevention and treatment of this disease has advanced so much, most have no appreciation for the past ravages of AIDS and the risks involved. This module satisfies the requirements for communicable disease education for the Utah SUDC and ASUDC licenses.
4/14-4/20	15	Lesson 15 - Crisis Intervention and Suicide Prevention for Substance Use Disorder Counselors	The purpose of this lesson is to introduce you to a new problem on the ethical landscape - the recently established licensure requirement that all professionals licensed in Utah under the Behavioral Health Practice Act be trained initially and every two years thereafter on crisis and suicide risk prevention and intervention.
4/24-4/26		Final Exam	<ul style="list-style-type: none"> • Final Exam

Required Course Syllabus Statements

Generative AI

This is an ethics course, so the expectation is that you only submit your own original work. As per Wikipedia, you may use AI to start your research into a topic, but you may not copy and paste AI search results into an assignment or discussion. If you are going to cite AI research in an assignment or in a discussion, follow the directions below.

[April 2023 post on the official APA Style Blog](#)[Links to an external site.](#) provides the following guidance on citing ChatGPT (which could be adapted for other AI chatbots):

- If you used ChatGPT in your research, describe how in your methods section.
- If you used ChatGPT in a literature review, describe how you used it and provide both the prompt you used and response in the text (Quote).
- Depending on the scenario, you may also include the full text of prompts and responses in an appendix or in online supplementary materials.

The blog post includes these examples for in-text citation and reference sections:

In-text citation example:

(OpenAI, 2023; see Appendix A for the full transcript)

Reference section example:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>[Links to an external site.](#)

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.