



Course Outcomes Form Northwest Indian College

All hand-outs are posted on the Assessment website at www.nwic.edu/assessment

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*.

Last date this form was updated or edited	June 7, 2010
Course Number (e.g., ENGL 101)	HUMS 208
Course Name (e.g., English Composition I)	Law and Ethics in Chemical Dependency
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Cal Scheidegger, Ted Williams, Brian Compton
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Issues & Ethics in the Helping Professions</i> , 6 th Ed., Corey, Corey, and Callahan; Brooks and Cole, Publishers ISBN 0-534-35615-X (or latest edition) <i>The Book of Ethics</i> . 1 st Ed., Hazelden 2008 ISBN 978-1-59285-4-929 <i>Addiction Counseling Competencies</i> , TAP 21. 2007 U.S. Dept of Health Services CSAT SAMHSA (handout) Washington State Legislature Laws & Rules for chemical dependency providers, as stated in WSR, WAC, & RCW documents

A. **NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen).

NWIC outcome # (e.g., “Written communication: 2a. write Standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Written communication: 2a. write Standard English	Through readings, lecture, discussions, and written practice scenarios students will explain & state the laws regarding impaired professionals, unprofessional, or illegal conduct, and the differentiation of laws governing professional practice, including treatment agencies.	Student presentation, written exams, and discussion processes. Students can identify the existing laws and describe the differences by use of presentation example or in testing.
Quantitative skills: 5b. use analytical and critical thinking skills to draw and interpret conclusions	Through readings, review of case studies, discussions, and practice scenarios, students will list the elements of ethical standards and describe methods of solving ethical dilemmas, including when a law and an ethic are in conflict.	Students can identify or list specific ethical standards of chemical dependency counseling and explain the reasoning for this code of conduct while able to express how a law and an ethic may be in conflict, through testing exams, practice scenarios, and discussions.

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 8).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
1. Express the rationale and purpose for chemical dependency laws.	Readings, classroom discussion, practice examples	Exams, learning scenario essays, & student presentations
2. Describe the origins of ethical codes of conduct.	Readings, student research, classroom discussion	As above
3. State the differences and similarities in ethical behaviors between Chemical Dependency Professionals and other helping professionals.	As above	As above
4. Express the importance of laws governing substances and substance use related behaviors.	Reading and class discussion	Essay question on exams
5. Solve a variety of ethical dilemmas by using team approaches, clinical supervision and administration.	Group discussion, critical thinking and informed decision making	Exam practice scenarios

6. Explain the laws regarding impaired professionals, and conduct, governing professional practice, including treatment agencies.	Readings, lecture, discussions, and written practice scenarios.	Student presentation, written exams, and discussion processes. Students can identify the existing laws and describe the differences by use of presentation example or in testing.
7. Describe methods of solving ethical dilemmas using the elements of ethical standards, including when a law and an ethic are in conflict.	Readings, review of case studies, discussions, and practice scenarios.	Students can identify or list specific ethical standards of chemical dependency counseling and explain the reasoning for this code of conduct while able to express how a law and an ethic may be in conflict, through testing exams, practice scenarios, and discussions.

C. Please list the NWIC outcomes and course outcomes from above on your syllabus.

D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.