

**PC305 - 3 Professional Issues and Ethics in Marriage and Family Therapy
Summer, 2015**

Professor: Loren Townsend, Ph.D.

Course Description

This course provides a comprehensive overview of ethical and legal standards for the practice of Marriage and Family Therapy and pastoral counseling. The course will encourage a collaborative focus on the study of ethics as a life-long process that is anchored in principles that guide responsible practice as a therapist. Students will explore ethical and legal principles and develop strategies for sound ethical practice and problem solving. Critical theological engagement with ethical theory and practices will be a central feature of the class.

Objectives and Expected Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
Demonstrate knowledge of AAMFT and AAPC codes of ethics and state laws that govern MFT practice	SLO 3:...able to think ethically and make appropriate clinical decisions... MFTC: 5.1.2-Know...professional ethics and standards that apply to...MFT 6.3.1-Read current MFT...literature	Final Examination Read Texts (summary papers)
Be able to articulate a working knowledge of how ethical codes are translated into legal and ethically informed professional practices	SLO 3:...able to think ethically and make appropriate clinical decisions... MFTC:5.1.2-Know...professional ethics and standards that apply to...MFT 5.1.4-Understand the process of ethical decision making	Class Presentation/Leadership
Be able to identify and define specialized ethical terminology such as privacy, confidentiality, privilege, duty to warn, etc.	SLO 3:...able to think ethically and make appropriate clinical decisions... MFTC: 5.1.3-Know policies and procedures of the practice setting 5.2.1-Recognize the situations in which ethics, law, professional liability...apply	Final Examination Class Presentation/Leadership Ethical Issues Research (Rubric)
Demonstrate the ability to identify common legal and ethical problems	SLO 3:...able to think ethically and make appropriate clinical decisions... MFTC: 5.2.1-Recognize the situations in which ethics, law, professional liability...apply 5.2.2-Recognize ethical dilemmas in practice setting	Class Presentation/Leadership Ethical Issues Research (Rubric) Final Integration Paper (Rubric) Final Examination
Be able to articulate a strategy to manage common ethical decisions	SLO 3:...able to think ethically and make appropriate clinical decisions... MFTC:5.3.5-Take appropriate action when ethical and legal dilemmas emerge 5.4.1- Evaluate activities related to ethics, legal issues and practice standards	Ethical Issues Research (Rubric) Final Integration Paper (Rubric) Class Presentation/Leadership
Be familiar with informed consent, disclosure forms, HIPPA laws and implications for therapy practice	SLO 3:...able to think ethically and make appropriate clinical decisions... MFTC: 5.1.3-Know policies and procedures of the practice setting 5.4.1- Evaluate activities related to ethics, legal issues and practice standards	Read Text (summary papers) Class Discussion Final Examination LSCTC document review
Be able to describe how personal values, cultural, gendered, racial, class, and religious	SLO 3:...able to think ethically and make appropriate clinical decisions... SLO 5: ... able to use a theologically informed and clinically appropriate	Final Integration Paper (Rubric)

<p>differences influence ethical thinking and decision making</p>	<p>framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy.</p> <p>MFTC:4.3.2-...sensitive to special needs of clients (diversity)</p> <p>4.5.1-Respect multiple perspectives</p>	
<p>Demonstrate the ability to think theologically about ethical principles and ethical decision making</p>	<p>SLO 6: ... able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy.</p> <p>MFTC: 5.1.4 Understands the process of making an ethical decision.</p>	<p>Final Integration Paper</p> <p>Class Presentation/Leadership</p>
<p>Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)</p>		
<p>Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).</p>		

Texts

Wilcoxon, S.A., Remley, T.P., & Gladding, S.T. (2012). Ethical, legal, and professional issues in the practice of marriage and family therapy (5th ed.). NJ: Pearson Education, Inc.

AAPC Code of Ethics: <http://www.aapc.org/policies/codes-of-ethics.aspx>

AAMFT Code of Ethics:

http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/code_of_ethics.aspx

Doherty, William J. (1995) *Soul searching: why psychotherapist must promote moral responsibility*. Basic Books.

Requirements

1. Prior to the seminar (20% of grade)--

Read the required texts and write a (only one paper) 5 page reflective essay about how these readings and resources influenced your thinking about ethics, professionalism, ministry and your own practice. On one or two additional page(s), construct 5-10 questions or issues for discussion during the seminar. You will submit these on the first day of class.

2. During the seminar—

- a. Each student (or dyad of students) will lead at least one class discussion of the readings for the day. Students leading the discussion should prepare a brief outline of the discussion and be prepared to lead conversation about key concepts, terms, practices, dilemmas or concerns. This usually requires some additional reading or thought to assure that presenter understand concepts fully and consider ways to engage colleagues in effective conversation about issues of the day.

b. Integration Paper (due final day of class 30%--see rubric)

Write a 5 page paper describing your philosophical/theological approach to ethics in clinical practice. Your paper should demonstrate:

- how you think theologically about ethical principles and ethical decision making;
- how you account for personal values, diversity (such as gender, class, race, sexual orientation, etc.), and social context in your ethical framework and decision making;
- your perceptions of the strengths, weaknesses, and role of ethical codes in your own practice; and
- any thoughts or conclusions you have about your own ethical practice as a clinician.

3. After the seminar—

a. Write an Ethical Issue Research Paper (30%--see rubric on CAMS. Due June 26)

Select an ethical issue, concern, principle, or dilemma related to clinical practice that you believe deserved careful attention. Conduct a literature review of MFT, pastoral counseling and theological sources. Write a 10-15 page research paper that includes the following:

- A clear statement of the ethical issue, question or problem you are examining;
- A summary and critical evaluation of the literature you reviewed (for example—pros and cons, identification of ethical frameworks, observed competition between ethical frameworks, etc.);
- Clear attention to contextual considerations related to the issue (for example, gender, race, class, religious differences, geography, family constellation, etc.)
- A discussion of theological dimensions, ramifications or implications related to the issue as a human and clinical concern;

- A discussion of the clinical implications for you and your practice;
- A concluding paragraph that summarizes your findings and tells your reader why this study was important.

4. Final Examination (20% of grade, Due June 26)

The final examination will be completed in the library computer lab **within one week of completing the course**. The final will cover ethical principles, specialized ethical terminology, knowledge of ethical codes, HIPPA rules, ethical decision making in clinical practice,

Other Resources

- AAMFT. (2001). *User's guide to the AAMFT code of ethics*. Washington, DC: AAMFT.
- Brock, G. W. (Ed.). *Ethics casebook*. Washington, DC: American Association for Marriage and Family Therapy Publications.
- Bucky, S., Callan, J., & Stricker, G. (2005). *Ethical and legal issues for mental health professionals*. New York: Haworth Press.
- Bullis, R. K. & Mazur, C. S. (1993). *Legal issues and religious counseling*. Louisville, KY: Westminster/John Knox Press.
- Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7th ed.). Belmont, CA: Thomson Brooks/Cole.
- Falvey, J. E. (2002). *Managing clinical supervision: Ethical practice and legal risk management*. Pacific Grove, CA: Thomson Brooks/Cole.
- Guy, J. D. (1989). *The personal life of the psychotherapist*. Somerset, NJ: John Wiley & Sons.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions A practical guide*. CA: Thomson Learning, Brooks/Cole.
- Kottler, J. (2003). *On being a therapist*. San Francisco, CA: Jossey-Bass.
- Lageman, A. G. (1993). *The moral dimensions of marriage and family therapy*. New York: University Press of America.
- Lebacqz, K. (1985). *Professional ethics: power and paradox*. Nashville: Abingdon Press.
- Lebacqz, K. & Driskill, J. (2000). *Ethics and spiritual care*. Nashville, TN: Abingdon Press.
- Neibuhr, H. R. (1963). *The responsible self*. New York: Harper & Row.

- Noyce, G. B. (1988). *Pastoral ethics: professional responsibilities of the clergy*. Nashville, TN: Abingdon Press.
- Rave, E. J. & Larsen, C. C. (Eds.). (1995). *Ethical decision making in therapy: feminist perspectives*. New York & London: The Guilford Press.
- Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming an effective therapist*. Boston, MA: Allyn & Bacon.
- Wicks, R.J. (2008). *The resilient clinician*. New York: Oxford University Press.
- Woody, R. H. & Woody, J. D. (Eds.). (2001). *Ethics in marriage and family therapy*. Washington, DC: American Association for Marriage and Family Therapy Publications.
- Wynne, L.C., McDaniel, S.H., & Weber, T.T. (1986). *Systems consultation: a new Perspective for family therapy*. New York: The Guilford Press.

Grading: Grade Scale and Philosophy

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
C	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	Below 70.6

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

- Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
- Grades of A- are granted for work which demonstrates basic mastery of the body of knowledge, and independent thought about the subject matter.
- Grades of A are granted for work which demonstrates mastery of the required body of knowledge, independent thought about the subject matter, creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.

Seminary Policies

SEMINARY POLICIES – See Student Handbook for policies on use of inclusive language, academic honesty, citation, attendance, and special accommodations. (NOTE FOR COAMFTE: These policies are normally inserted but removed due to space limitations for the self-study.)

MFT Ethics Comprehensive Rubric

Assessment Rubric: (Note to COAMFTE: Rubrics for assessing SLOs and Marriage and Family Therapy core competencies have been removed to meet self-study space limits. See SIE rubric which is used for all case studies in the MFT Program and see 1 sample comprehensive course rubric Bookmarks. All rubrics can be provided upon request.)