

DM305 – 3 Professional Issues and Ethics in Marriage and Family Therapy
Monday, June 4, 2015, through Friday, June 8, 2012, 9:00 a.m. - 5:00 p.m.

Instructor: Loren Townsend, Ph.D.

Course Description

This course contributes offers a study of the AAPC and AAMFT code of ethics. Legal and professional issues are examined in regard to their impact on the practice of pastoral counseling with a keen focus on the counseling practice of a professional pastoral counselor in training to for marriage and family therapy degree program. Ethical foundations for professional conscience is addressed. Common recurrent professional problems are reviewed and discussed. Attention is given to professional values established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), and the American Association of Pastoral Counselors (AAPC) ethical codes. The student is expected develop an awareness of the appropriateness to integrate this knowledge into a practical philosophy of clinical practice.

DMin Student Learning Outcomes

1. Have knowledge of the AAPC Code of Ethics and the AAMFT Code of Ethics and procedures that apply to the professional pastoral counseling in the discipline and practice of marriage and family therapy. Have knowledge of state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
2. Recognize situations in which ethical problems and dilemmas arise and understand the policies, processes for making an ethical decision for professional clinical pastoral counseling and marriage and family therapy practice.
3. Become aware of and identify personal values that influence ethical decision making and evaluation of situations in the counseling relationship.
4. Understand the professional role of the professional clinical pastoral counselor in marriage and family therapy practice
5. Understand ethical considerations in regard to conducting research.
6. Theologically reflect on professional ethics for decision making, research analysis and clinical practice.
7. Be aware of cultural nuances that influence and guide competencies in regard to populations served. (ethnicity, gender, religion, race, class, social location, and etc.)
8. Conceptualize your personal and professional values that guide your professional ethical decision making paradigm for clinical pastoral counseling practice.

Required Reading

American Association of Pastoral Counselors (AAPC) Code of Ethics.
Doherty, William J. (1995) *Soul Searching - Why Psychotherapist Must Promote Moral Responsibility*. Basic Books.
Haas, Leonard J. & John L. Malouf, Editors. (2005) *Keeping Up the Good Work – A Practitioners Guide to Mental Health*. 4th Edition. Professional Resource Press.
Wilcoxon, S. Allen, Theodore P. Remley, Jr., and Samuel T. Gladding. (2011). *Ethical, Legal, And Professional Issues in Marriage and Family Therapy, 5th ed.* Prentice Hall.

Library Reserve

Bucky, Steven F. ,Joanne Calan, George Stricker. (2005) *Ethical and Legal Issues for Mental Health Professionals*. Haworth Maltreatment and Trauma Press.
Callahan, Joan. (1988) *Ethical Issues in Professional Life*. Oxford University Press.
Doherty, William J. (1995) *Soul Searching – Why Psychotherapist Must Promote Moral Responsibility*. Basic Books.
Haas, Leonard J. & John L. Malouf. (2005) *Keeping Up the Good Work - A Practitioners Guide*

- to *Mental Health*. 4th Edition. Professional Resource Press.
- Rave, Elizabeth & Carolyn Larsen. (1995) *Ethical Decision Making in Therapy: Feminist Perspectives*.
- **Users Guide to the AAMFT Code of Ethics. (2001). Washington, D.C.: American Association for Marriage and Family Therapy. (<http://www.familytherapyresources.net>)
- Wilcoxon, S. Allen, Theodore P. Remley, Jr., and Samuel T. Gladding. (2012). *Ethical, Legal, and Professional Issues in Marriage and Family Therapy*. Prentice Hall.
- Wilkins, Steve. (2010). *Beyond Bumper Sticker Ethics – An Introduction to Theories of Right & Wrong*. IVP Academic

Course Bibliography

- Bucky, Steven F. ,Joanne Callan, George Stricker. (2005) *Ethical and Legal Issues for Mental Health Professionals*. Haworth Maltreatment and Trauma Press.
- Cobb & Griffin. Editors. (1976) *Process Theology*. Westminster Press.
- Couture, P. D. & Hunter, R. J. , Editors. (1994). *Pastoral care and social conflict*. Nashville, TN: Abingdon Press.
- Lebacqz, K. (1985). *Professional ethics: Power and paradox*. Nashville, TN: Abingdon Press.
- Lebacqz, K. & Driskill, J. (2004). *Ethics and spiritual care*. Nashville, TN: Abingdon Press.
- McClendon, J. W., Jr. (1990). *Biography as theology: How life stories can remake today's theology*. Philadelphia: Trinity Press.
- Louisville Seminary Counseling Ministry Operating Manual*. Louisville, KY: Louisville Seminary Counseling Ministry.
- Rave, Elizabeth & Carolyn Larsen. (1995) *Ethical Decision Making in Therapy: Feminist Perspectives*. Guildford Press.
- Spong, J. (2005). *The sins of the scripture*. San Francisco: HarperCollins Publishers.
- Wilkins, Steve. (2010) *Beyond Bumper Sticker Ethics*. IVP Academics.
- Wind, James P., Russell Burck, Paul F. Camenisch, & Dennis P. McCann, Editors. (1991). *Clergy ethics In A Changing Society*. Westminster John Knox Press.
- Woodruff, P. (2002). *Reverence: A forgotten virtue*. New York: Oxford University Press.
- Woody, R. H. & J. D. Woody, Editors. (2001). *Ethics in marriage and family therapy*. Washington, DC: American Association for Marriage and Family Therapy Publications.

A. Course Requirements

Because this is an intensive, summer seminar work is required both before and after the week of class meetings.

1. Prior to the seminar (10% of grade):

- Read and be prepared to re-read and discuss during seminar:

Doherty, William J. (1995) *Soul Searching - Why Psychotherapist Must Promote Moral Responsibility*. Basic Books.

Haas, Leonard J. & John L. Malouf, Editors. (2005) *Keeping Up the Good Work – A Practitioners Guide to Mental Health*. 4th Edition. Professional Resource Press.

Wilcoxon, S. Allen, Theodore P. Remley, Jr., and Samuel T. Gladding, 5th ed. (2011). *Ethical, Legal, And Professional Issues in Marriage and Family Therapy*. Prentice Hall.

AAPC code of ethics (www.aapc.org)

AAMFT code of ethics (www.aamft.org)

- Explore (check out the links and information):
http://www.aamft.org/iMIS15/AAMFT/MFT_Resources/Legal_and_Ethics/Content/Legal_Ethics/Legal_Ethics.aspx?hkey=2e3ddff7-9dff-45f6-9344-a8f152c91681

- **Write a (only one paper) 3 page reflective essay about how these readings and resources influenced your thinking about ethics, professionalism, ministry and your own practice. On one additional page, 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 (20% of grade)

- **Attendance and participation in class discussion**

Evaluation Rubric for Attendance, preparation and participation:

- Demonstrate critical reflection on assigned readings, and critical thinking skills regarding implications.
- Provides doctoral level analysis and interpretation of reading as applied to ethics in clinical practice.
- Able to engage in professional dialog with other students and stay on track with the relevance of the reading for the discussion.

3. Ethical Paradigm for Decision Making in Pastoral Counseling Paper (35% of grade)

(Due at end of the seminar)

In 7 pages describe your theological/philosophical/ethical decision making paradigm. How do you currently make professional ethical decisions? Identify your own cultural values that most influence your paradigm and the systems from which these values emerge (family, society, theology, ecclesial, AAMFT, AAPC, and etc.). How do you engage the tensions that are created by competing demands upon you as a professional pastoral counselor in training? **Be sure to show how you used and integrated texts you read for the seminar into your paper. Be sure to demonstrate effective pastoral theological reflection in your paper.**

4. Ethical Case Study (35% of grade)

(Due no later than June 30)

Select a legal or ethical case study issue you have (or might) encountered in your professional practice. In about 10 pages do the following:

1. Describe the clinical case, context and problem.
2. Using what you have learned in class, describe why the case presents a problem, for whom this is a problem, and your preliminary analysis of why this is an ethical or legal problem, or why it is an ethical dilemma.
3. Describe the potential effects of the dilemma/problem on clinical practice, client wellbeing, or integrity of the field of pastoral counseling/MFT.
4. Using your theological/philosophical/ethical decision making paradigm (assignment 3 above), describe how you initially analyze and deal with this problem.
5. Conduct a literature search (find 5-6 articles published since 2000) and write a brief (2 page) summary of what the articles say about your dilemma or problem.
6. Describe how you integrate this new material into your own theological/philosophical/ethical decision making paradigm (be sure and think/reflect theologically in this section).
7. End your case study with an ethical/legal treatment plan describing what you would/will now do with the case as it is now informed by your reflection and research.
8. In one page, describe how you used pastoral theological reflection to inform your case study.

Potential Problems/Dilemmas (You may also use the AAMFT Website links and/or the User's Guide for the AAMFT Code of Ethics¹) for ideas as well as :

Disability	Sexual Orientation
Religion	Social Class/ Socioeconomic Status
Ethnicity	Other Cultural Dimensions
Supervision	The Impaired Therapist
Aids and duty to Warn	Confidentiality
Cultural Competence	Malpractice Suits Prevention
Specific Marriage and Family Therapy Issues	Dual Relationships
Pastoral Counseling/Church Counseling Context	Complaints
Litigation Against Churches/Church Counseling Centers	
Sexual Boundaries	Informed Consent
Imposition of Values on Client System	Value Sensitive Care
Therapist/Counselor Identity	Violence

Schedule of daily topics will be sent at least one week prior to the seminar.

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

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the

¹ <https://www.aamft.org/iMISpublic/Core/Orders/category.aspx?catid=2>

whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. For more information see: <http://lpts.libguides.com/content.php?pid=469569&sid=4083885> Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

