

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

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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.

MAMFT/AAPC Student Learning Outcomes (SLO)

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

Required Reading

American Association of Pastoral Counselors (AAPC) Code of Ethics.
(LPTS/MAMFT Student Manual.)

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 :

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|---|------------------------------------|
| 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.

B. Grading

1. Scale

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|---|--------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | < 60 |

2. Evaluation Criteria

Use of Inclusive Language

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.

Academic Honesty

Fully document information included in your papers that is not original. When you summarize information your summaries should be in your own words and not retain too much of the original author's style, even when you

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

document your sources. Presenting the ideas or writings of someone else as if they were your own is considered plagiarism. Seminary and MFT Program policies on academic honesty will be followed should you fail to adequately document your writings.

AAMFT STANDARDS

- 5.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
- 5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
- 5.1.3 Know policies and procedures of the practice setting.
- 5.1.4 Understand the process of making an ethical decision.
- 5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
- 5.2.2 Recognize ethical dilemmas in practice setting.
- 5.2.3 Recognize when a legal consultation is necessary.
- 5.2.4 Recognize when clinical supervision or consultation is necessary.
- 5.3.1 Monitor issues related to ethics, laws, regulations, and professional standards.
- 5.3.2 Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
- 5.3.3 Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
- 5.3.4 Develop safety plan for clients who present with potential self-harm, suicide, abuse or violence.
- 5.3.5 Take appropriate action when ethical and legal dilemmas emerge.
- 5.3.6 Report information to appropriate authorities as required by law.
- 5.3.7 Practice within defined scope of practice and competence.
- 5.3.8 Obtain knowledge of advances and theory regarding effective clinical practice.
- 5.3.9 Obtain license(s) and specialty credentials.
- 5.3.10 Implement a personal program to maintain professional competence.
- 5.4.1 Evaluate activities related to ethics, legal issues, and practice standards.
- 5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
- 5.5.1 Maintain client records with timely and accurate notes.
- 5.5.2 Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.
- 5.5.3 Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.
- 5.5.4 Bill clients and third-party payers in accordance with professional ethics, relevant laws and policies, and seek reimbursement only for covered services.

Ethics in Family Therapy Grading Rubric for Oral and Written Assignments

| Grade | Conceptual | Rhetorical | Thesis | Development and Support | Structuring | Language |
|-------|---|---|---|---|---|---|
| A | Has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course | Commands attention with a convincing argument with a compelling purpose; highly responsive to the demands of a specific writing | Essay controlled by clear, precise, well-defined thesis; is sophisticated in both | Well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, | Well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of organizational elements | Uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English |

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| | materials: ideas original, often insightful, going beyond ideas discussed in lecture and class | situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader's needs for information, explanation, and context | statement and insight | aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident | seems particularly apt | and manuscript format; makes few minor or technical errors |
| B | Shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual in-consistency | Addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent use of the conventions of academic discipline and genre; addresses the reader's needs for information, explanation, context | Clear, specific, arguable thesis central to the essay; may have left minor terms undefined | Pursues explanation and proof of thesis consistently; develops a main argument with explicit major points with appropriate textual evidence and supporting detail | Distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs | A few mechanical difficulties or stylistic problems (split infinitives, dangling modifiers, etc.); may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate format |
| C | Shows understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors | Presents adequate response to the essay prompt; pays attention to the basic elements of the writing situation; shows sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's needs for | General thesis or controlling idea; may not define several central terms | Partially develops the argument; shallow analysis; some ideas and general and undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing | Some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information | Frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, |

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| | | information, explanation, and context | | | | singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately |
| D | Shows inadequate command of course materials or has significant factual and conceptual errors; confuses some significant ideas | Shows serious weaknesses in addressing an audience; unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate | Thesis vague or not central to argument; central terms not defined | Frequent digression from one topic to another without developing ideas or terms; makes insufficient or awkward use of contextual and textual evidence; relies on too few or the wrong type of sources. | Simplistic; tends to narrate or summarize; wanders from one topic to another; illogical arrangement of ideas | Some major grammatical or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); language frequently weakened by clichés, colloquialisms, repeated inexact word choices; incorrect quotation or citation format |
| F | Writer lacks critical understanding of lectures, readings, discussions, or assignments | Shows severe difficulties to communicate through academic writing | No discernible thesis, or logic | Little or no development; may list disjointed facts or mis - information; uses no quotations or fails to cite, inadequately cites sources, or plagiarizes | No transitions; incoherent paragraphs; suggests poor planning or no serious revision | Numerous grammatical errors and stylistic problems seriously detract from the argument; does not meet Standard Written English requirement |