

PC305-3 Professional Issues and Ethics in Marriage and Family Therapy
Fall 2011 - Monday 2:00-4:50 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 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 the state (Kentucky), 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 Manuel.)
- 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.
- 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*. Pearson.
- Wilkins, Steve. (1995). *Beyond Bumper Sticker Ethics – An Introduction to Theories of Right & Wrong*. IVP Academic.

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*. Pearson.
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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

1. Attendance, preparation and participation

Prompt, regular attendance in class sessions is expected. Late arrival for a class affects the learning environment. Learning is a complex activity that requires conceptual and experiential participation by those who wish to learn. While circumstances may require an adult learner to miss class occasionally, absences will affect student learning and the student's grade. Extreme must be discussed with the professor **prior** to multiple missed classes. You will regularly meet assignment deadlines on time to receive credit.

Evaluation Rubric for Attendance, preparation and participation:

- Demonstrate knowledge of assigned readings, and critical thinking skills regarding implications.
- Provides 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.
- Demonstrates knowledge of pastoral psychopathology and clinical diagnosis in the discussion of ethical dilemmas and in the analysis and interpretation of the reading.

2. Ethical Paradigm for Decision Making in Pastoral Counseling Paper

(Due September 26)

Conceptualize your current theological/philosophical/ethical decision making paradigm. Identify cultural values that most influence your paradigm. (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? Demonstrate an understanding of and an integration of the reading material in your writing. The paper will be no more than four pages.

Graduate level writing is expected in this course. Use APA Style and Times New Roman 12-pitch font, double-spacing with one inch margins for the paper. Careless writing will affect your grade adversely. **The grading rubric for counseling assignments is in the syllabus. (p. 7-9)**

ASC (Academic Support Center) is available for your support. Call or stop by to make an appointment, or visit their website at http://lpts.edu/Academic_Resources/ASC/Online_Writing_Lab.asp.

3. Literature Review Paper

(Due October 17)

Prepare a literature review of the legal and ethical issues involved in a pastoral psychopathology topic. Select the topic in dialog with your professor no later than September 26. You will review at least six research studies published since 2000. You will lead a class discussion of your research topic on an assigned date. Guidelines for writing a paper for this class is described in writing assignment #2. The paper will be no more than five pages. [The grading rubric for counseling assignments is in the syllabus. \(P. 7-9\)](#)

Research Topics:

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

4. Mid Term Exam

The exam will be multiple choice, T/F, fill in the blank, and short essay. The exam will cover the reading material and class discussion up to mid semester to assess the students knowledge of course material to date.

5. Pastoral Theological Reflection Case Paper

(Due November 21)

Conceptualize and describe your understanding of the sources for your professional and personal values that frame your clinical pastoral counseling practice with a specific case that presents an ethical dilemma. Frame your answer using the self of the therapist in systemic context responding to competing ethical claims. Select at least one theological source. Guidelines for writing assignments are described in #2. No more than four pages. Case study integration guidelines are on page 12 of the syllabus. [The grading rubric for counseling assignments is in the syllabus. \(P. 7-9\)](#)

6. Final Exam

The exam will be multiple choice, T/F, fill in the blank, and short essay. The exam will cover the reading material and class discussion covered since mid semester to assess students knowledge of course material to date.

B. Grading

1. Scale

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

2. Evaluation Criteria

1. Class attendance, preparation and participation	20 points
2. Ethical Decision Making Paper	10 points
3. Literature Review Paper	20 points
4. Mid term Exam	20 points
5. Theological Reflection Paper	10 points
6. Final Exam	20 points

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 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 materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	Commands attention with a convincing argument with a compelling purpose; highly responsive to the demands of a specific writing situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader's needs for information, explanation, and context	Essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	Well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident	Well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of organizational elements seems particularly apt	Uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English 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-	Addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent use of the	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	Distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed, cohering,	A few mechanical difficulties or stylistic problems (split infinitives, dangling modifiers, etc.); may make occasional problematic word choices or syntax

	consistency	conventions of academic discipline and genre; addresses the reader's needs for information, explanation, context		detail	and logically arranged paragraphs	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 information, explanation, and context	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, singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately
	Shows inadequate	Shows serious	Thesis vague or	Frequent digression	Simplistic; tends to	Some major grammatical

D	command of course materials or has significant factual and conceptual errors; confuses some significant ideas	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	not central to argument; central terms not defined	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.	narrate or summarize; wanders from one topic to another; illogical arrangement of ideas	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

CASE STUDY INTEGRATION GUIDE

Format: Limit case study write up to five (5) page summary. (Three (3) pages to address research/focus of case and two (2) pages to address your research interest). Use 12 point font with 1.5 line spacing. Include your bibliography. Protect confidentiality!

I. Identifying Information

Describe the unit of treatment. Include contextual information that include, gender, class, ethnic, religious, vocational, spiritual, historical, cultural concerns.

II. Presenting Problem

Describe the reason(s) for presenting in counseling,

III. Relevant History

Summarize relevant history that contribute to the formal assessment and conceptualization of the problem.

IV. Pastoral Assessment and Conceptualization

- A. Describe your working pastoral assessment and guiding rationale for the presenting problem.
- B. Include relevant systemic information regarding the family emotional process, and etc.
- C. Provide your clinical summary.

V. DSM Pastoral Diagnosis

- A. Presenting problem
- B. AXIS I- AXIS VI.
- C. Theoretical and theological rational for diagnosis and treatment. (support your argument)

VI. Summary of Treatment to Date

- A. Treatment plan.
- B. Therapeutic contract.
- C. Treatment strategy to date.
- D. Evaluation of treatment strategy.

VII. Theological reflection

- A. Cultural factors.
- B. Cultural & personal sources of interpretation.
- C. Theoretical ethical considerations.
- D. Theoretical/theological ethical commitments that guide your selection of treatment.

VIII. Countertransference

- A. Tension/countertransference that may bear upon the consideration of the case.

- B. Countertransference that assist you in your understanding of the self development of the clinician.

CASE STUDY INTEGRATION GUIDE

Format: Limit case study write up to five (5) page summary. (Three (3) pages to address research/focus of case and two (2) pages to address your research interest). Use 12 point font with 1.5 line spacing. Include your bibliography. Protect confidentiality!

IX. Identifying Information

Describe the unit of treatment. Include contextual information that include, gender, class, ethnic, religious, vocational, spiritual, historical, cultural concerns.

X. Presenting Problem

Describe the reason(s) for presenting in counseling,

XI. Relevant History

Summarize relevant history that contribute to the formal assessment and conceptualization of the problem.

XII. Pastoral Assessment and Conceptualization

D. Describe your working pastoral assessment and guiding rationale for the presenting problem.

E. Include relevant systemic information regarding the family emotional process, and etc.

F. Provide your clinical summary.

XIII. DSM Pastoral Diagnosis

D. Presenting problem

E. AXIS I- AXIS VI.

F. Theoretical and theological rational for diagnosis and treatment. (support your argument)

XIV. Summary of Treatment to Date

E. Treatment plan.

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G. Treatment strategy to date.

H. Evaluation of treatment strategy.

XV. Theological reflection

E. Cultural factors.

F. Cultural & personal sources of interpretation.

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XVI. Countertransference

C. Tension/countertransference that may bear upon the consideration of the case.

- D. Countertransference that assist you in your understanding of the self development of the clinician.