

PC305- 3 Professional Issues and Ethics in Marriage and Family Therapy Spring 2022

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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

By the end of the semester, students will:	Student Learning Outcomes (SLO) and MFT Competencies (MFTC):	Assessment Signature Assignments
Demonstrate knowledge of AAMFT and AAPC codes of ethics and state laws that govern MFT practice	SLO 3 - Commitment to Ethical Practice Developmental Competency Component 3, Ethics	Final Examination Read Texts Informed Consent/Disclosure forms Class Discussion
Be able to articulate a working knowledge of how ethical codes are translated into legal and ethically informed professional practices	SLO 3 - Commitment to Ethical Practice Developmental Competency Component 3, Ethics	Class Presentation/Leadership Class Discussion
Be able to identify and define specialized ethical terminology such as privacy, confidentiality, privilege, duty to warn, etc.	SLO 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics	Final Examination Class Presentation/Leadership Informed Consent/Disclosure statement
Demonstrate the ability to identify common legal and ethical problems	SLO 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics	Class Presentation/Leadership Final Integration Paper Final Examination
Be able to articulate a strategy to manage common ethical decisions	SLO 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics	Final Integration Paper Class Discussion
Be familiar with informed consent, disclosure forms, HIPAA laws and implications for therapy practice	SLO 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics	Read Texts Informed Consent/Disclosure statement Class Discussion Final Examination
Be able to describe how personal values, cultural, gendered, racial, class,	SLO 3 – Commitment to Ethical Practice Developmental Competency Component 3,	Final Integration Paper

and religious differences influence ethical thinking and decision making	Ethics	
Demonstrate the ability to think theologically about ethical principles and ethical decision making	SLO 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics	Final Integration Paper Class Discussion

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 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 instructor 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 (bherringtonhodge@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

All dual degree or MFT students must follow the guidelines of the American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, D.C.: American Psychological Association, 2020. Copies of this guide 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. Two or more absences may result in a low or failing grade in the course.

Evaluation of written assignments

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading and proper citation of sources. Double-spaced, 12 font, one-inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters. Tutors are available to work with you on study habits, reading skills, and writing assignments.

Policy on late work

All written assignments are due on the date given in the syllabus. Out of fairness to other students, papers turned in after the tie and date specified in the syllabus will receive a grade penalty. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

A schedule of Important Dates and Times for class discussions, due dates, and scheduling appears below as well as corresponding readings. These are subject to change. It is the responsibility of students to keep abreast of the course schedule. All due dates indicated are for submission on Canvas by 11:59pm on the date listed (unless otherwise specified). Submissions completed within 24 hours of the due date will be within the grace period for late assignments. Assignments more than 24 hours late will be deducted 5 points for each day late up to zero credit.

Grading: Grade Scale and Philosophy

A	96.6-100	A-	93.6-96.5	B+	90.6-93.5	B	87.6-90.5
B-	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:

1. Basic master of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
2. Grades of A- are granted for work which demonstrates
 - a. Basic master of the body of knowledge, and
 - b. Independent thought about the subject matter.
3. Grades of A are granted for work which demonstrates
 - a. Mastery of the required body of knowledge,
 - b. Independent thought about the subject matter, and
 - c. 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.

Main Texts

AAMFT Code of Ethics:

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

Doherty, W.J. (2008). *Soul searching: Why psychotherapy must promote moral responsibility*. Basic Books.

Murphy, M. J., & Hecker, L. (Eds.). (2017). *Ethics and professional issues in couple and family therapy*, 2nd ed. Taylor & Francis.

Taylor, K. (2017). *The ethics of caring: Finding right relationship with clients for profound Transformative work in professional healing relationships*, 3rd ed. Hanford Mead Publishers, Inc.

Other Required Readings – in CANVAS

KY Revised Statutes: Board of Licensure for Marriage and Family Therapists

https://mft.ky.gov/newstatic_Info.aspx?static_ID=411&menuid=113

Kentucky Administrative Regulations: Board of Licensure for Marriage and Family Therapists

https://mft.ky.gov/newstatic_Info.aspx?static_ID=411&menuid=113

Berman, A.L. (2006) Risk management with suicidal patients. *Journal of clinical psychology*, 62(2), 171-184.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=pbh&AN=19301671&site=ehost-live&scope=site&custid=s2699252>

Karakurt, G., Whiting, K., van Esch, C., Bolen, S.D. & Calabrese, J.R. (2016). Couples therapy for intimate partner violence: A systemic review and meta-analysis. *Journal of Marital and Family Therapy*, 42(4): 567-583.

<https://onlinelibrary.wiley.com/share/HPD9QQYRCV9KC9NTSSDX?target=10.1111/jmft.12178>

Stith, S., Spencer, C.M., Ripoll-Nunez, K.J., Jaramillo-Sierra, A.L., Khodadadi-Andariyeh, F., Nikparvar, F., Oksman, R., & Metelinen, J. (2019). International adaptation of a treatment program for situational couple violence. *Journal of Marital and Family Therapy*, 46(2): 272-288.

<https://onlinelibrary.wiley.com/share/BJPPIXKIWIFBPYGJIT3?target=10.1111/jmft.12397>

Trimble (2018). From the margins to the center: Generative possibilities in multicultural dialogue on spirituality. In *Engaging with Spirituality in Family Therapy: Meeting in Sacred Space* (pp. 1-13). Springer.

Trimble, D., Abu-Baker, K., Arora, K., Bava, S., Hines, P., Kanya, H., ... & Robbins, R. (2018). A Conversation in sacred space. In *Engaging with Spirituality in Family Therapy: Meeting in Sacred Space* (pp.123-140). Springer.

Bibliography and Other Possible Resources

*AAMFT Code of Ethics:

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

AAMFT. (2015). *User's guide to the AAMFT code of ethics*. Alexandria: American Association for Marriage and Family Therapy.

*KY Revised Statutes: Board of Licensure for Marriage and Family Therapists

https://mft.ky.gov/newstatic_Info.aspx?static_ID=411&menuid=113

*Kentucky Administrative Regulations: Board of Licensure for Marriage and Family Therapists

https://mft.ky.gov/newstatic_Info.aspx?static_ID=411&menuid=113

*Berman, A.L. (2006) Risk management with suicidal patients. *Journal of clinical psychology*, 62(2), 171-184.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=pbh&AN=19301671&site=ehost-live&scope=site&custid=s2699252>

Brock, G.W. (Ed.). *Ethics casebook*. Washington, D.C.: American Association for Marriage and Family Therapy

Publications.

- Bucky, S., Callan, J., & Stricker, G. (2005). *Ethical and legal issues for mental health professionals*. Haworth Press.
- Bullis, R.K. & Mazur, C.S. (1993). *Legal issues and religious counseling*. Westminster/John Knox Press.
- Carter, L. & Barnett, J. (2014). *Self-care for clinicians in training: a guide to psychological wellness for graduate students in psychology*. Oxford University Press.
- Corey, G., Corey, M.S., & Corey, C. (2018). *Issues and Ethics in the Helping Professions* (10th ed.).
- *Doherty, W.J. (2008). *Soul searching: Why psychotherapy must promote moral responsibility*. Basic Books.
- Falvey, J.E. (2002). *Managing clinical supervision: Ethical practice and legal risk management*. Thomson Brooks/Cole.
- Guy, J.D. (1989). *The personal life of the psychotherapist*. Somerset: John Wiley & Sons.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Thomson Learning, Brooks/Cole.
- *Karakurt, G., Whiting, K., van Esch, C., Bolen, S.D. & Calabrese, J.R. (2016). Couples therapy for intimate partner violence: A systemic review and meta-analysis. *Journal of Marital and Family Therapy*, 42(4): 567-583. <https://onlinelibrary.wiley.com/share/HPD9QQYRCV9KC9NTSSDX?target=10.1111/jmft.12178>
- Kottler, J. (2003). *On being a therapist*. Jossey-Bass.
- Lageman, A.G. (1993). *The moral dimensions of marriage and family therapy*. University Press of America.
- Lebacqz, K. (1985). *Professional ethics: power and paradox*. Abingdon Press.
- Lebacqz, K. & Driskill, J. (2000). *Ethics and spiritual care*. Abingdon Press.
- *Murphy, M. J., & Hecker, L. (Eds.). (2017). *Ethics and professional issues in couple and family therapy, 2nd ed.* Taylor & Francis.
- Neibuhr, H.R. (1963). *The responsible self*. Harper & Row.
- Noyce, G.B. (1988). *Pastoral ethics: professional responsibilities of the clergy*. Abingdon Press.
- Odell, M. & Campbell, C. (1998). *Practical practice of marriage and family therapy: things my training supervisor never told me*. The Haworth Press, Inc.
- Rave, E.J. & Larsen, C.C. (Eds.). (1995). *Ethical decision making in therapy: feminist perspectives*. The Guilford Press.
- Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming an effective therapist*. Allyn & Bacon.
- *Stith, S., Spencer, C.M., Ripoll-Nunez, K.J., Jaramillo-Sierra, A.L., Khodadadi-Andariyeh, F., Nikparvar, F., Oksman, R., & Metelinen, J. (2019). International adaptation of a treatment program for situational couple violence. *Journal of Marital and Family Therapy*, 46(2): 272-288. <https://onlinelibrary.wiley.com/share/BJPPIXKIWIFBPYGGJIT3?target=10.1111/jmft.12397>
- *Taylor, K. (2017). *The ethics of caring: Finding right relationship with clients for profound Transformative work in professional healing relationships, 3rd ed.* Hanford Mead Publishers, Inc.
- *Trimble (2018). From the margins to the center: Generative possibilities in multicultural dialogue on spirituality. In *Engaging with Spirituality in Family Therapy: Meeting in Sacred Space* (pp. 1-13). Springer.
- *Trimble, D., Abu-Baker, K., Arora, K., Bava, S., Hines, P., Kamyra, H., ... & Robbins, R. (2018). A Conversation in sacred space. In *Engaging with Spirituality in Family Therapy: Meeting in Sacred Space* (pp.123-140). Springer.
- Weiss, L. (2004). *Therapist's guide to self-care*. Brunner-Routledge.
- Wicks, R.J. (2008). *The resilient clinician*. Oxford University Press.
- 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.). Pearson Education, Inc.

Woody, R.H. & Woody, J.D. (Eds). (2001). *Ethics in marriage and family therapy*. 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*. The Guilford Press.

References marked with an (*) are used in class.

Part of being a developing scholar in the field requires not only reading assigned materials but also resourcing materials. Students will research and respond to materials on assignments they locate and evaluate as pertinent. One semester cannot possibly cover all the vast information regarding ethics. Students are encouraged to read and research their specific areas of interest and client concerns in literature.

Graded Course Requirements

1. Class Presentation/Leadership (10%)

- Each student will co-lead one class discussion centered on the readings for the day. Students leading the discussion should prepare a brief one page hand-out of bullet points that highlight key concepts, terms, practices, dilemmas or concerns.
- A *role play* should be provided by the student presenters to highlight the ethical topic or issues for discussion. This usually requires some additional reading or thought to assure that the presenter understands concepts fully and considers ways to engage colleagues in effective conversation about issues of the day.
- The student's grade will be based on observed preparation of material, use of role play and preparation to engage colleagues in discussion.

2. Course Engagement (Informed Consent/Disclosure Forms and Class Participation) (30%)

- Research and create an Informed Consent Form as if going into private practice
- Research and create a Professional Disclosure Statement as if going into private practice

3. Final Project (30%)

- Select an ethical issue, concern, principle or dilemma related to clinical practice that you believe deserves careful attention.
- Choose a method for further study and reflection on this ethical issue. Time involved in this project should be 10-20 hours of work.

Options include:

- Write a 10-15 page research paper that includes a literature review of MFT, pastoral counseling and theological sources.
- Create a seminar or workshop series to address ethical issues common to the practice of MFT.
- Review Kentucky laws and regulations related to the practice of MFT and therapy in general. Create a workshop or a guide to provide this information to therapists.
- Review common areas of ethical complaints and violations in the field of MFT in Kentucky. Review recent reports of the Kentucky Licensure Board regarding ethical concerns. Provide a summary of what you have

discovered and a reasoned discussion of why these areas are most likely to be the source of ethical violations in the practice of MFT.

- Other projects may be approved in advance by the professor.

Be sure to include the following: (see attached rubric)

- ★ A clear statement of the ethical issues, question or problem you are examining;
- ★ Clear attention to contextual considerations related to the issue (e.g. 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 work is important to the field of ethics.

4. Theological Integration Paper (10%) (see attached 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 for your own practice; and
- Any thoughts or conclusions you have about your own ethical practice as a clinician.

5. Final Examination (20%)

The final examination will be completed on Canvas during the week of finals. The final will cover ethical principles, specialized ethical terminology, knowledge of ethical codes, HIPAA rules, and ethical decision making in clinical practice both in person and via telehealth.

Please submit assignments via Canvas.

Tentative Class Schedule for Spring 2022

Feb. 8 – This Class will be held via Zoom -- Introduction, review of Syllabus, and discussion of presentation dates

Reading: Framework for Making Ethical Decisions – on CANVAS

Reading: Murphy & Hecker, *Preface*

Reading: Taylor, *Preface, Chs. 1, 2*

Feb. 15 – Ethical Decision Making and Issues in Practice 3 Presenters:

Reading: Murphy & Hecker, *Chs. 1, 2, 12*

Reading: Doherty, *Ch.1*

Feb. 22 – Self of the Therapist and Professionalism 3 Presenters:
Reading: Murphy & Hecker, *Chs. 5 & 16*
Reading: Taylor, *Chs. 3, 18*
Reading: Roberts (2005) – on CANVAS

Mar. 1 – Legal Issues, HIPAA/HITECH 2 Presenters:
Reading: Murphy & Hecker, *Chs. 3 & 4*
Reading: Doherty, *Ch. 3*
Reading: Taylor, *Ch. 4*

Mar. 8 – Power, Systemic Issues 3 Presenters:
Reading: Murphy & Hecker, *Chs. 6 & 13*
Reading: Taylor, *Ch. 13 & 19*
Reading: Doherty, *Ch. 4*

**** Informed Consent and Professional Disclosure forms due**

Mar. 15 -- Research and Study Week - No Class

Mar. 22 – Sex, Boundaries & Ethics 3 Presenters:
Reading: Murphy & Hecker, *Ch. 7*
Reading: Taylor, *Chs. 12 & 14*
Reading: Shook & Parker (2016) – on CANVAS
Reading: Pope & Keith-Speigel (2008) – on CANVAS

Mar. 29 – Spirituality & Religion 2 Presenters:
Reading: Murphy & Hecker, *Ch. 9*
Reading: Taylor *Chs. 15 & 17*
Reading: Trimble (2018) – on CANVAS
Reading: Trimble et al (2018) – on CANVAS

Apr. 5 – No Class

**** Theological Integration Papers due**

**** Turn in one paragraph project proposal/idea**

Apr. 12 – Risk Management Speaker
Reading: Murphy & Hecker, *Ch. 8*
Reading: Taylor, *Chs. 11 & 16*
Berman (2006) – on CANVAS

Apr. 19 – Children and Families

2 Presenters:

Reading: Murphy & Hecker, *Chs. 10 & 11*

Reading: Doherty, *Chs. 5 & 6*

Reading: Karakurt (2016) – on CANVAS

Reading: Stith (2019) – on CANVAS

Apr. 26 -- Telehealth and Ethics

2 Presenters:

Reading: Murphy & Hecker, *Chs. 14 & 15*

Reading: Summary of the HIPAA Privacy Rule

Reading: Caldwell et al (2017) – on CANVAS

May 3 --

Reading: AAMFT Code of Ethics

Reading: Doherty, *Chs. 7 & 8*

Wrap-Up **** Submit one paragraph update on status of Final Project**

May 11 - Final Exam

May 12 – Final Project Due by 11:59 pm

Ethics Project Assessment Rubric

Scoring: 1-Does not meet expectations. 2- Meets expectations. 3-Exceeds expectations

Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	
Project shows an exceptional statement of an MFT relevant ethical problem, question or dilemma addressed.	Project shows a clear statement of an MFT relevant ethical problem, question or dilemma addressed.	Project fails to shows a clear statement of an MFT relevant ethical problem, question or dilemma addressed.	SLO: 3 - Commitment to Ethical Practice Developmental Competency Component 3, Ethics
Project shows exceptional attention to and understanding of systemic and contextual issues such as race, class, intersectionality, etc.	Project shows clear attention to systemic and contextual issues such as race, class, intersectionality, etc.	Project shows little or no attention to systemic and contextual issues such as race, class, intersectionality, etc.	SLO: 3 - Commitment to Ethical Practice Developmental Competency Component 3, Ethics
Project demonstrates exceptional consideration, depth of review and response to an area of ethical complaints and/or violation in MFT.	Project demonstrates consideration, review and appropriate response to an area of ethical complaints and/or violation in MFT.	Project demonstrates little consideration, review and appropriate response to an area of ethical complaints and/or violation in MFT.	SLO: 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics
Project shows exceptional thinking and an outstanding ability to discuss clinical implications for the therapist and therapist's practice.	Project shows clear thinking and discussion of clinical implications for the therapist and therapist's practice.	Project fails to show clear thinking or discussion of clinical implications for the therapist and therapist's practice.	SLO: 3 Commitment to Ethical Practice Developmental Competency Component 3, Ethics
Project shows particular depth of understanding when relating to AAMFT and Kentucky Codes of Ethics, standards of practice, and Kentucky (or other state) law.	Project attends carefully to AAMFT and Kentucky Codes of Ethics, standards of practice, and Kentucky (or other state) law.	Project does not attend to AAMFT and Kentucky Codes of Ethics, standards of practice, and Kentucky (or other state) law.	SLO: 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics
Project demonstrates an advanced ability to consider theological dimensions, ramifications or implications related to the selected area of clinical concern	Project demonstrates a beginning ability to consider theological dimensions, ramifications or implications related to the selected area of clinical concern	Project ignores or minimizes theological dimensions, ramifications or implications related to the selected area of clinical concern	SLO: 3 – Commitment to Ethical Practice Developmental Competency Component 3, Ethics

Ethics Theological Integration Paper Rubric

Scoring: 1 – Does not meet expectations 2 – Meets expectations 3 Exceeds expectations

Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	
Paper shows an exceptionally thought-out theological idea about ethical principles and ethical decision-making	Paper shows a thought-out theological idea about ethical principles and ethical decision-making	Paper does not show a thought-out theological idea about ethical principles and ethical decision-making	SLO: 3 Commitment to Ethical Practice Developmental Competency Component 3, Ethics Score:
Paper shows exceptional attention to and understanding of personal values, systemic and contextual issues such as gender, class, race, sexual orientation, etc. and social context in your ethical framework and decision-making	Paper shows attention to and understanding of personal values, systemic and contextual issues such as gender, class, race, sexual orientation, etc. and social context in your ethical framework and decision-making	Paper shows little to no attention to and understanding of personal values, systemic and contextual issues such as gender, class, race, sexual orientation, etc., and social context in your ethical framework and decision-making	SLO: 3 Commitment to Ethical Practice Developmental Competency Component 3, Ethics Score:
Paper shows exceptional attention to the strengths, weaknesses, and role of ethical codes for your own practice	Paper shows attention to the strengths, weaknesses, and role of ethical codes for your own practice	Paper shows little to no attention to the strengths, weaknesses, and role of ethical codes for your own practice	SLO: 3 Commitment to Ethical Practice Developmental Competency Component 3, Ethics Score:
Paper shows exceptional detail to your own thoughts or conclusions you have about your own ethical practice as a clinician	Paper show detail to your own thoughts or conclusions you have about your own ethical practice as a clinician	Paper shows little to no detail to your own thoughts or conclusions you have about your own ethical practice as a clinician	SLO: 3 Commitment to Ethical Practice Developmental Competency Component 3, Ethics Score: