

PC305- 3 Professional Issues and Ethics in Marriage and Family Therapy Spring 2019

Instructor: Beth Seeger Troy, MDiv., MA, LMFT
 Cell - 502-727-5856 btroy@lpts.edu

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:...able to think ethically and make appropriate clinical decisions. MFTC: 5.1.1 MFTC 6.1.1	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:...able to think ethically and make appropriate clinical decisions. MFTC: 5.1.1 MFTC: 5.2.1	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:...able to think ethically and make appropriate clinical decisions. MFTC: 1.3.4 MFTC: 5.2.1	Final Examination Class Presentation/Leadership Informed Consent/Disclosure statement
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	Class Presentation/Leadership Final Integration Paper 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: 5.2.1, MFTC: 5.2.4, MFTC: 7.0.1	Final Integration Paper Class Discussion

Be familiar with informed consent, disclosure forms, HIPAA laws and implications for therapy practice	SLO 3:...able to think ethically and make appropriate clinical decisions. MFTC: 5.1.1 MFTC: 1.3.4	Read Texts Informed Consent/Disclosure statement Class Discussion Final Examination
Be able to describe how personal values, cultural, gendered, racial, class, and religious differences influence ethical thinking and decision making	SLO 3:...able to think ethically and make appropriate clinical decisions. SLO 6: ... able to describe and implement a theologically coherent, ethically responsible...integrative framework MFTC: 8.0.4, MFTC: 9.0.1	Final Integration Paper
Demonstrate the ability to think theologically about ethical principles and ethical decision making	SLO 6: ... able to describe and implement a theologically coherent, ethically responsible...integrative framework MFTC: 8.0.2, MFTC: 8.0.4	Final Integration Paper Class Discussion

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.

AAMFT Code of Ethics:

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

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

Note: Selected readings will be used from the texts listed in the *Other Resources* section below indicated by an *.

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
- Attendance and 3-5 page reflection paper on the Anti-Racism Training on March 8

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:

- ★ 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%)

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 in the library computer lab 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.

Please submit assignments via email -- be sure to label the subject with the course, and the assignment. Email to btroy@lpts.edu

Tentative Class Schedule for Spring 2019

Feb. 8 -- Intro and review of Syllabus

Feb. 15 -- *No Class* - strongly encouraged to attend MFT workshops offered (ethics is from 1-4)

Feb. 22

-- Reading: Wilcoxon et al, chs 1 & 2

-- Reading: Doherty, ch 1

Mar. 1

-- Reading: Wilcoxon et al, chs 3 & 4 Presenters: **Andrea and Jessica**

-- Reading: Doherty, ch 2

Mar. 8 -- *No Class* - Anti-Racism Training

Mar. 15

-- Reading: Wilcoxon et al, chs 5 & 6 Presenters: **Ardath and Jordan**

-- Reading: Doherty, ch 3

Mar. 22 - Research and Study Week - No Class

Mar. 29

-- Reading: Wilcoxon et al, chs 7 & 8 Presenters: **Hannah and Landon**

-- Reading: Doherty, ch 4

** Informed Consent and Professional Disclosure forms due

Apr. 5

-- Reading: Doherty, ch 5

** Theological Integration Papers due;

** Turn in one paragraph project proposal/idea

Apr. 12

-- Reading: Wilcoxon et al, chs 9 & 10

Presenters: **William**

-- Reading: Doherty, ch 6

Apr. 19 - Holy Week - No Class

Apr. 26

-- Reading: Wilcoxon et al, ch 11 & 12 Presenters: **Benjamin and Tiffany**

-- Reading: Doherty, ch 7

May 3

-- Reading: Wilcoxon et al, chs 13 & 14 Presenters: _____

-- Reading: Doherty, ch 8

** Submit one paragraph update on status of Final Project

May 10

-- Reading: Wilcoxon et al, ch 15

-- Reading: Doherty, Postscript

** Project due

May 13-14 - Research and Study

May 15-16 - Final Exam

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.

Other Possible Resources

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

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*. New York: Haworth Press.

Bullis, R.K. & Mazur, C.S. (1993). *Legal issues and religious counseling*. Louisville: 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*. New York: Oxford University Press.

Corey, G., Corey, M.S., & Corey, C. (2018). *Issues and Ethics in the Helping Professions* (10th ed.).

Falvey, J.E. (2002). *Managing clinical supervision: Ethical practice and legal risk management*. Pacific Grove: 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*. CA: Thomson Learning, Brooks/Cole.

*Hecker, L. (Ed.). (2010). *Ethics and professional issues in couple and family therapy*. New York: Routledge.

Kottler, J. (2003). *On being a therapist*. San Francisco: 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: 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: Abingdon Press.

Odell, M. & Campbell, C. (1998). *Practical practice of marriage and family therapy: things my training supervisor never told me*. Binghamton: The Haworth Press, Inc.

Rave, E.J. & Larsen, C.C. (Eds). (1995). *Ethical decision making in therapy: feminist perspectives*. New York: The Guilford Press.

Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming an effective therapist*. Boston: Allyn & Bacon.

Weiss, L. (2004). *Therapist's guide to self-care*. New York: Brunner-Routledge.

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, D.C.: 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.

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

Citations in your papers should follow Seminary standards, which are based on the following guide. My preference is that you use APA style. A copy of the guide is available at the library and in the Academic Support Center.

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

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. Significant absences (¼ of the course) may result in a low or failing grade in the course.