

**PC305- 3 Professional Issues and Ethics in Marriage and Family Therapy**  
**Spring 2020**  
**Wednesdays 8:30am – 11:20am**  
**Schlegel 123**

**Instructor:** Ashley Hicks White, PhD, LMFT, AAMFT Approved Supervisor  
**Office Phone:** 502-894-2299                      [ahicks@lpts.edu](mailto:ahicks@lpts.edu)

**Office Hours**

Wednesdays 3:00pm – 4:00pm

Meetings with the instructor are also available by appointment

Please use my online calendar to schedule appointments outside office hours:

<https://calendly.com/ahickswhite>

**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**

<b>By the end of the semester, students will:</b>	<b>Student Learning Outcomes (SLO) and MFT Competencies (MFTC):</b>	<b>Assessment Signature Assignments</b>
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

### Required Texts (On Library Reserve)

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

Murphy, M. J., & Hecker, L. (Eds.). (2016). *Ethics and Professional Issues in Couple and Family Therapy*. Taylor & Francis.

### Other Required Readings

#### CAMS Course Documents

AAMFT Code of Ethics:

[https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)

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

<http://mft.ky.gov/Pages/laws.aspx> (*Course Packet*)

#### *Course Packet Provided on CAMS*

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

<http://mft.ky.gov/Pages/regulations.aspx> (*Course Packet*)

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* (pp. 123-140). Springer, Cham.

### CAMS course hyperlinks

Caldwell, B. E., Bischoff, R. J., Derigg-Palumbo, K. A., & Liebert, J. D. (2017). Best practices in the online practice of couple and family therapy: Report of the online therapy workgroup. *American*

Association for Marriage and Family Therapy (AAMFT)

[https://www.aamft.org/Online\\_Education/Online\\_Therapy\\_Guidelines\\_2.aspx](https://www.aamft.org/Online_Education/Online_Therapy_Guidelines_2.aspx)

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

[https://onlinelibrary.wiley.com/doi/pdf/10.1002/jclp.20221?casa\\_token=hIP3OC1KFh8AAAAA:SpmlwzP5k8tPbWmp577Tz6HW6ciqSZVYT1DHez9k3DsBpwFEiqsNwTOoNqJDthmS5HBnR76s6oZOtZM](https://onlinelibrary.wiley.com/doi/pdf/10.1002/jclp.20221?casa_token=hIP3OC1KFh8AAAAA:SpmlwzP5k8tPbWmp577Tz6HW6ciqSZVYT1DHez9k3DsBpwFEiqsNwTOoNqJDthmS5HBnR76s6oZOtZM)

Hines, P. (2018). The Gift That Keeps on Giving: Culturally Relevant Integration of Spirituality in Family Therapy With African American Families. In *Engaging with Spirituality in Family Therapy* (pp. 49-65). Springer, Cham.

Holmberg, Å., Jensen, P., & Ulland, D. (2017). To Make Room or Not to Make Room: Clients' Narratives About Exclusion and Inclusion of Spirituality in Family Therapy Practice. *Australian and New Zealand Journal of Family Therapy*, 38(1), 15-26.

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/anzf.1198>

Pope, K. S., & Keith-Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences. *Journal of clinical psychology*, 64(5), 638-652.

[https://onlinelibrary.wiley.com/doi/pdf/10.1002/jclp.20477?casa\\_token=XlICijru0PwAAAAA:Qg1uAqG5-T9IwKKCoS31A4Oy1O7UGvqOY4K8SYsJmqp76RAF2-Uy-iiMbg\\_YZlod13RqvRdjC954oM](https://onlinelibrary.wiley.com/doi/pdf/10.1002/jclp.20477?casa_token=XlICijru0PwAAAAA:Qg1uAqG5-T9IwKKCoS31A4Oy1O7UGvqOY4K8SYsJmqp76RAF2-Uy-iiMbg_YZlod13RqvRdjC954oM)

Roberts, J. (2005). Transparency and Self-Disclosure in Family Therapy: Dangers and Possibilities. *Family process*, 44(1), 45-63.

[https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1545-5300.2005.00041.x?casa\\_token=hyNwc3vshLIAAAAA:745PsGwSQWVlwQ7wNwecxbQ\\_bgvzIom8rqU02czJADc0ofuIah1bPwWLnGNyF0Pgsx\\_BbUQzVA0WQ](https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1545-5300.2005.00041.x?casa_token=hyNwc3vshLIAAAAA:745PsGwSQWVlwQ7wNwecxbQ_bgvzIom8rqU02czJADc0ofuIah1bPwWLnGNyF0Pgsx_BbUQzVA0WQ)

Williams, S. L., Shook, B. L., & Parker, J. S. (2016). Assessing Marriage and Family Therapy Graduate Students' Responses to Sexual Attraction in Therapy. *Psychology*, 7(2), 258-270.

[https://www.scirp.org/pdf/PSYCH\\_2016022915212539.pdf](https://www.scirp.org/pdf/PSYCH_2016022915212539.pdf)

In Home Therapy Checklist

<https://www.zurinstitute.com/home-based-mental-health/>

Summary of the HIPPA Privacy Rule

<https://www.hhs.gov/sites/default/files/privacysummary.pdf>

### **Supplemental Text: (not required)**

Wilcoxon, A., Remley Jr, T. P., & Gladding, S. T. (2013). *Ethical, legal, and professional issues in the practice of marriage and family therapy*, Updated 5<sup>th</sup> edition. Pearson Higher Ed.

### **Course Assignments:**

#### **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%)**

- Class Attendance and Participation
- 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:**

- 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. 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: [ahicks@lpts.edu](mailto:ahicks@lpts.edu)**

**Tentative Class Schedule for Spring 2020**

**Feb. 12**

Intro and review of Syllabus

Reading: Murphy & Hecker, *Preface*

**Feb. 19**

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

Doherty, ch 1

**Feb. 26**

Reading: Murphy & Hecker Chs. 5 & 16

Doherty, ch 2

Roberts (2005)

**Mar. 4**

Reading: Murphy & Hecker Ch. 3 & 4

Presenters: \_\_\_\_\_

Doherty, ch 3

Summary of the HIPPA Privacy Rule

**Mar. 11 --**

Reading: Murphy & Hecker Chs. 6 & 13

Presenters: \_\_\_\_\_

Doherty, ch 4

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

**Mar. 18 - Research and Study Week - No Class**

**Mar. 25**

Reading: Murphy & Hecker Ch. 7

Presenters: \_\_\_\_\_

Williams, Shook, & Parker (2016)

Pope & Keith-Speigel (2008)

**Apr. 1**

Reading: Murphy & Hecker Ch. 8

Berman (2006)

Doherty, ch 5

Presenters: \_\_\_\_\_

**\*\* Theological Integration Papers due**

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

**Apr. 8**

Reading: Murphy & Hecker Ch. 9

Trimble (2018)

Trimble et al (2018)

Doherty, ch 6

Presenters: \_\_\_\_\_

**Apr. 15**

Reading: Murphy & Hecker Chs. 10 & 11

Doherty, ch 7

Presenters: \_\_\_\_\_

**Apr. 22**

Reading: Murphy & Hecker Ch.14

Doherty, *ch 8*

Caldwell et al (2017)

Presenters: \_\_\_\_\_

**April 29**

Reading: Murphy & Hecker Ch. 15

In Home Therapy Checklist

Doherty, *Postscript*

Presenters: \_\_\_\_\_

**\*\* Submit one paragraph update on status of Final Project**

**May 6 No Class**

**\*\* Project due**

**May 11-12 - Research and Study**

**May 13 - Final Exam**

***Additional 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.

Code of Ethics for the American Counseling Association

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Code of Ethics for the International Association of Marriage and Family Counselors

[www.iamfconline.org](http://www.iamfconline.org)

Code of Ethics for the National Association of Social Workers -

<http://www.socialworkers.org/pubs/code/default.asp>

Ethics Principles of Psychologists and Code of Conduct for the American Psychological Association - <http://www.apa.org/ethics/code/index.aspx>

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.

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### **Course Policies**

**Student responsibility**- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

**Classroom Behavior** - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary. You are expected to adhere to the following principles during class: 1) no text messaging, phone calls, emailing, or surfing the internet; and 2) no side conversations irrelevant to the class.

**Issues of Privacy and Confidentiality** - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share



viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

**Inclusive/Expansive Language** – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language:

<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

**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. **Three or more absences (1/4 of the course) will result in a failing grade in the course.**

**Late work** – **Assignments are due at the beginning of class unless otherwise specified.** Due dates for every assignment are provided on the course syllabus and course schedule. **An assignment submitted within 24 hours of the due date will only be eligible for 80% of the maximum number of points allotted. Assignments submitted more than 24 hours after the due date will not be accepted.** There are no make-ups for in-class writing, activities, or the final exam. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

**Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced.** Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

**All assignments should be completed using APA format 6th edition.**

If you have questions, please see the following resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01>

**Assignments that do not meet the writing guidelines will be returned for correction and will not be graded until corrected. Assignments will be reduced by 10% for each day (including the initial due date) after the assignment is late due to failure to adhere to the writing guidelines.**

**Drop/Withdrawal** - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or

therapist of the student's ability to resume academic and professional work before being readmitted to classes in the following term or semester.

**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. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

**Accommodations** - Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### **Grading Scale and Philosophy**

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. Grades of A are granted for work which demonstrates mastery of the required body of knowledge, independent thought about the subject matter, and 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.
2. Grades of A- are granted for work which demonstrates basic mastery of the body of knowledge, and independent thought about the subject matter.
3. Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
4. Scores C and below do not meet the standard expected for graduate level academic work.

<b>A</b>	96.6-100	<b>A-</b>	93.6-96.5	<b>B+</b>	90.6-93.5	<b>B</b>	87.6-90.5
<b>B-</b>	85.6-87.5	<b>C+</b>	83.6-85.5	<b>C</b>	81.6-83.5	<b>C-</b>	79.6-81.5
<b>D</b>	70.6-79.5	<b>F</b>	below 70.6				