Catalogue Course Description
Discussion of moral dimensions of, and the ethical and professional issues relevant to, pastoral care, counseling, and marriage and family therapy.

Purpose of This Class
This class will create and deepen students’ abilities to reflect ethically, practice ethically, and create an ethical therapeutic culture. Professional identity and practice, faith identity and practice, credentialing associations’ codes, and legal statutes and regulations will inform and shape the directions of this class.

Desired Course Outcomes

1. Marriage and Family Therapy Core Competencies addressed by this course:

Admission To Treatment

1.3.4 Executive Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
1.3.5 Executive Obtain consent to treatment from all responsible persons.
1.5.1 Professional Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
1.5.2 Professional Complete case documentation in a timely manner and in accordance with relevant laws and policies.
1.5.3 Professional Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality.

Treatment Planning and Case Management

3.5.1 Professional Advocate with clients in obtaining quality care, appropriate resources, and services in their community
3.5.2 Professional Participate in case-related forensic and legal processes.
3.5.3 Professional Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.
Legal Issues, Ethics, and Standards

5.1.1 Conceptual Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.

5.1.2 Conceptual Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.

5.1.3 Conceptual Know policies and procedures of the practice setting.

5.1.4 Conceptual Understand the process of making an ethical decision.

5.2.1 Perceptual Recognize situations in which ethics, laws, professional liability, and standards of practice apply.

5.2.2 Perceptual Recognize ethical dilemmas in practice setting.

5.2.3 Perceptual Recognize when a legal consultation is necessary.

5.2.4 Perceptual Recognize when clinical supervision or consultation is necessary.

5.3.1 Executive Monitor issues related to ethics, laws, regulations, and professional standards.

5.3.2 Executive 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 Executive Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.

5.3.4 Executive Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.

5.3.5 Executive Take appropriate action when ethical and legal dilemmas emerge.

5.3.6 Executive Report information to appropriate authorities as required by law.

5.3.7 Executive Practice within defined scope of practice and competence.

5.3.8 Executive Obtain knowledge of advances and theory regarding effective clinical practice.

5.3.9 Executive Obtain license(s) and specialty credentials.

5.3.10 Executive Implement a personal program to maintain professional competence.

5.4.1 Evaluative Evaluate activities related to ethics, legal issues, and practice standards.

5.4.2 Evaluative 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 Professional Maintain client records with timely and accurate notes.

5.5.2 Professional Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.

5.5.3 Professional Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.

5.5.4 Professional Bill clients and third party payers in accordance with professional ethics, relevant laws and polices, and seek reimbursement only for covered services.

2. Council for Accreditation of Counseling and Related Educational Programs core content areas for MHC licensure addressed by this course:

  Professional orientation and ethical practice:
  ✓ self-care strategies appropriate to the counselor role;
  ✓ advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
  ✓ ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
3. AAPC Body of Knowledge for professional certification addressed by this course:
   a. Counseling and psychotherapy: Theory and techniques
      ✓ Ethical and legal considerations relevant to counseling and consultation.
   c. Couples and family systems: theory and techniques:
      ✓ Ethical and legal factors
   d. Social and cultural diversity
      ✓ Ethical and legal considerations as well as advocacy issues for clinicians that accompany the consequences of prejudice, racism and other forms of oppression which clients encounter.
   e. The function and ethics of professional identity
      ✓ The role of advocacy on behalf of the profession regarding public and private policy issues as well as advocacy for clients in relation to institutional and social barriers that deny them access to or equity in resources
      ✓ The ethical standards of the profession and current legal considerations as well as developing skills in applying these in practice.

Course Methods and Requirements

1. Lectures will develop a core perspective and offer general principles.

2. Class discussions will illustrate, amplify, and challenge basic perspectives and principles. Reading and reflecting upon assigned texts as scheduled will facilitate responsible discussion. Be prepared to respond to questions such as: What was the most significant idea you encountered? What would you like to challenge or to discuss more thoroughly?

3. Required Readings will provide broad theoretical and practical perspectives. The Corey, et.al. text includes a self-inventory at the beginning of each chapter. This inventory should be routinely completed since it will frequently provide one basis for class conversations. After a chapter has been discussed, a list of study questions will be provided for your review. These questions are the bank from which exams will be drawn.

4. Class attendance and informed participation is required. Class participation will be evaluated based on your consistent, attentive presence in class. Verbal participation should give evidence of receptivity to the questions and ideas of others as well as effective articulation of one's own views. Completing assigned readings before class is essential to effective participation.

   Students are to contact the professor if unable to attend due to illness or emergency. More than one absence will likely result in a lowered grade. Three tardy classes will comprise one absence. The sign-in sheet will be circulated at 6:05pm.

   Attendance and participation may modify your final grade by 1/3 grade; e.g., a B could become a B+ or a B-.

5. Graded Assignments

   1. Write one reflective paper based on your reading of The Resilient Practitioner. Answer the following questions: What two practices do you now engage in that you now intend to practice more? What two current practices do you intend to stop or modify? What two
new practices do you intend to adopt? Connect each of your intentions to themes, statements, or principles in *The Resilient Practitioner*. Why do you believe your intentions to be important? Maximum of 6 pages.
Due: October 1 (Note: If you have a group presentation due on this day, you may choose to delay submission of this paper for one week with no penalty.)
Point value = 10 points

2. **Two Class presentations**, probably in groups of 3 or 4.
   Select from Key Topics List. Use a case study methodology to amplify key topics. An average presentation will refer to codes of ethics, applicable laws, and reserve book resources. An excellent presentation will also utilize additional books, journals, and online resources. Appropriate creativity (role plays, movie clips, etc.) will be rewarded. Each presentation should provide a one page summary of definitions, key points, and key resources utilized. 45 minutes target length for presentation and discussion.
   Due: As assigned
   Point value = 20 points each

3. **Two exams** = These will predominately be “objective style” exams taken from each chapter’s study questions. Brief essay questions may also be present. More specific information will be available prior to each exam.
   Due: October 29 and December 17.
   Point value: 25 points each

**For extra credit:**
1. You may read and review a book on any topic related to our class. Your must receive approval of the book from me before you can receive credit. This should be a critical review similar to that found in professional journals. Maximum length of 5 pages. Potential credit = 5 points. Must be submitted no later than November 20.
2. You may write a case study of a clinical ethical dilemma of which you have first-hand knowledge or of which you have second-hand knowledge through interview of the clinician directly involved in the case. How was it resolved or how is it being resolved? What is your assessment of the ethical adequacy of the resolution? Maximum length of 5 pages. Potential credit = 5 points. Must be submitted no later than November 20.

**Requirements and Evaluation:**

**Grading**

Each graded assignment will receive a numerical grade based upon that assignment’s total points. At the conclusion of the course, the points will be totaled and a letter grade computed as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>91 - 100</td>
<td>A</td>
</tr>
<tr>
<td>81 - 90</td>
<td>B</td>
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<tr>
<td>71 - 80</td>
<td>C</td>
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<tr>
<td>61 - 70</td>
<td>D</td>
</tr>
<tr>
<td>Below 61</td>
<td>F</td>
</tr>
</tbody>
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The instructor’s evaluation of class participation and your attendance record may modify the earned grade by a – or +.
1. **Grading Criteria:** Responsiveness to and focus on stated assignments is essential. Writing skill (or speaking skill), conceptual clarity, and cohesive presentation are expected. Breadth and depth of understanding add to your grade. Critical analysis and synthesis of material moves toward “excellence.” Creativity and risk taking will be rewarded.

2. **Due Dates:** Any late paper or presentation will have its assigned grade reduced by 1 grade per class period late (e.g., an ‘A’ becomes a ‘A’- after 1 class, a ‘B+’ after 2 classes, etc.). Any time after the conclusion of a class period is considered late. Grace may be extended due to crisis events that are not predictable or within the student’s control (e.g., your printer running out of ink is considered within your control; an appendectomy is not).

3. **Format:** Prepare all assignments in 12-point font, 1 to 1.5 inch margins, right margin unjustified. Document quotes and references via the in-line method (APA).

**Texts**


**Supplemental Texts** (on library reserve)


**Key Websites**

1. American Counseling Association (ACA) [www.counseling.org](http://www.counseling.org)
2. Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) [www.aservic.org](http://www.aservic.org)
3. American Association of Pastoral Counselors (AAPC) [www.aapc.org](http://www.aapc.org)
4. American Association for Marriage and Family Therapy (AAMFT) [www.aamft.org](http://www.aamft.org)
5. National Board of Certified Counselors (NBCC) [www.nbcc.org](http://www.nbcc.org)
6. Indiana Professional Licensing Agency [www.in.gov/pla/social.htm](http://www.in.gov/pla/social.htm) and click Statute and Administrative Rules and click compilation link in middle of page. Other pages are also important.

**Tentative Course Schedule**

Note: The following schedule may be amended due to student interests, availability of guests, or other emerging opportunities. Changes in required assignments (either content or due dates) should not be expected; if changes occur, these will be published in writing.

Each class will usually consist of three segments. One will center on professor lecture and class discussion based upon the assigned reading. One will center on a group presentation. One will have another group presentation or a discussion of a case or of a Code of Ethics.

**September 3  Introduction** to class and participants.

1. Overview of Key Agenda
2. Syllabus and Course Requirements
3. Participant introductions
**September 10**  The Discipline of Ethics  
Corey, Chapter 1  
Keys: Ethics, Ethics codes, Ethical decision-making, Dealing with suspected unethical colleagues

**September 17**  Professionalism as the ‘a priori’  
Corey, Chapter 2  
Wicks, Introduction through Chapter 3  
Keys: Self-awareness as core virtue, Professional stress and burnout, Transference and countertransference as ethical challenges, Dealing with suspected impaired colleagues

**September 24**  Values  
Corey, Chapter 3  
Wicks, Chapter 4 through end  
Keys: Values conflicts in counseling (choose a specific conflict to explore), Spirituality as a values conflict

**October 1**  Diversity and multicultural living  
Corey, Chapter 4  
Keys: Ethics codes interpreted cross-culturally, Sexual orientation as culture, Multiculturalism as an ethical possibility or impossibility  
Due: Reflection paper on Wicks.

**October 8**  Rights and Responsibilities  
Corey, Chapter 5  
Keys: Informed consent, Negligence/malpractice/liability, Children and adolescent special ethical and legal issues, Record keeping, Involuntary commitment, Online counseling, Malpractice liability

**October 15**  No Class  
Reading Week

**October 22**  Confidentiality  
Corey, Chapter 6  
Keys: HIPAA, Privileged communication, Breaching confidentiality, Duty to warn, Duty to protect, Limits of confidentiality, HIV/AIDS issues

**October 29**  Rights and Responsibilities returns  
Due: Exam 1 on Chapters 1-6

**November 6**  Confidentiality returns

**November 13**  Managing Relationship Boundaries Ethically  
Corey, Chapter 7  
Keys: Bartering, Dual / Multiple relationships, Gift giving and receiving, Managing sexual attraction, Social relationships with clients
**November 20**  
Issues with Multiple Client Therapies  
Corey, Chapters 11 and 12  
Keys: Special considerations in marriage therapy ... in family therapy ... in group therapy, Confidentiality and multiple client therapies, Informed consent, Ethical issues in co-therapy, Special issues in ethical termination  
**Due:** Papers for extra credit (if chosen)

**November 27**  
No Class  
Thanksgiving Holiday

**December 3**  
Issues in Professional Training and Supervision  
Corey, Chapters 8 and 9  
Keys: Professional competence, State licensing regulations, Ethics and the training supervisor, Peer review and ethics challenges, Multiple relationships in supervisory setting, Consultation and professionalism

**December 10**  
Issues in Community Engagement  
Corey, Chapter 13  
Codes of ethics and community practice, Interface between private therapist and community mental health workers, Therapist as advocate in community or legislature or profession

**December 17**  
Final Examination Period  
**Due:** Exam 2 on Chapters 7-13