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 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 Develop and maintain proficiency in professional practice.
5.3.10 Executive Implement a personal program to maintain professional competence.
5.4.1 Evaluative Develop and maintain proficiency in professional practice.
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. Each week a study guide will be provided for your assistance. The glossary and multiple choice 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. Three tardy classes will comprise one absence.

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*. How do these connect to your two Codes? Why do you believe your intentions to be important? Maximum of 6 pages.

   Due: September 28

   Point value = 20 points.
2. **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 19 and December 15. Point value = 30 points each.

**Either:**

3. **One class presentation.** A group project. Select from Key Topics or Course Outcomes Lists. 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 will provide a one page summary of definitions, key points, and key resources utilized. 15 to 30 minutes target length for presentation and discussion, depending on number of presenters. Submit preferred topic (from Chapter 4 following) on September 14. Due: As assigned. Point value = 20 points.

**Or:**

4. You may read and **review a professional book** on any topic related to our class. You must receive approval of the book from the professor before you can receive credit. This should be a **critical review** similar to that found in professional journals. Include connections to your two Codes. Maximum length of 8 pages. Due: November 16 Point value = 20 points.

**Or:**

5. 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? Include connections to your two Codes. Maximum length of 8 pages. Due: November 16 Point value = 20 points.

**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>
</tr>
<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 final 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**
2. Codes of Ethics for the Helping Professions
4. Articles posted to class site on InsideCTS.

**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 2011 Law Compilation near bottom of page. Other links are also interesting and 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.

Class may consist of up to three segments. One will center on professor lecture and class discussion based upon the assigned reading. One may center on a class presentation(s). One may engage a case study or review a professional Code of Ethics.

**August 31**

Introduction to class and participants.
1. Overview of Key Agenda
2. Syllabus and Course Requirements
3. Participant introductions
September 7  The Disciplines of Ethics and Professionalism
   Corey, Chapters 1 and 2
   Keys: Ethics, Ethics codes, Ethical decision-making, Dealing with suspected unethical colleagues
   Keys: Self-awareness as core virtue, Professional stress and burnout, Transference and countertransference as ethical challenges, Dealing with suspected impaired colleagues

September 14  Values
   Wicks, Introduction through Chapter 3
   Corey, Chapter 3
   Keys: Values conflicts in counseling (choose a specific conflict to explore), Spirituality as a values conflict
   Due: Intention for optional assignment. If class presentation, include two topic preferences; formed groups can submit proposal together.

September 21  Diversity and multicultural living
   Wicks, Chapter 4 through Appendix G
   Corey, Chapter 4
   Keys: Ethics codes interpreted cross-culturally, Sexual orientation as culture, Multiculturalism as an ethical possibility or impossibility

September 28  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
   Due: Reflection paper on Wicks.

October 5  Confidentiality
   Guests Presenters: Legal and Risk Management Concerns for Therapists
   Corey, Chapter 6
   Keys: HIPAA, Privileged communication, Breaching confidentiality, Duty to warn, Duty to protect, Limits of confidentiality, HIV/AIDS issues

October 12  No Class
   Reading Week

October 19  Rights and Responsibilities returns
   Due: Exam 1 on Chapters 1-6

October 26  Confidentiality returns

November 2  Managing Relationship Boundaries Ethically
   Corey, Chapter 7
   Keys: Bartering, Dual / Multiple relationships, Gift giving and receiving, Managing sexual attraction, Social relationships with clients
November 9  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

November 16  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  
Due: Book Review or Case Study Paper.

November 23  No class.  
Reading Week.

November 30  Issues in Theory and Practice of Therapy  
Corey, Chapter 10  
T Plante, “Integrating Spirituality and Psychotherapy: Ethical Issues and Principles to 
AESERVIC, “Competencies for Addressing Spiritual and Religious Issues in 
Counseling”  
Keys: Theory as an ethical challenge, Practice issues including diagnosis and insurance 
company relationships

December 7  Issues in Community Engagement  
Corey, Chapter 13  
Keys: 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 15  Final Examination Period  
Due: Exam 2 on Chapters 7-13