



Ethical & Professional Development In Marriage and Family Therapy

FCHD 6360-001 ▫ Fall 2016
M 9:00-11:30 Family Life Center

INSTRUCTOR: Kay Bradford, PhD, LMFT
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Office Hrs: By Appointment. Walk-ins welcomed.

Program Outcomes (PO)

The USU MFT program will:

1. *Graduate culturally competent therapists* to work in the mental health field (PO 1).
2. Prepare students for *successful completion of the MFT national exam & MFT licensure* (PO 2).
3. Adhere to the *advertised student graduation timeframe* (PO 3).

Student Learning Outcomes

Each student will:

1. Demonstrate competence in the assessment, diagnosis, treatment, and client management of individuals, couples, and families (SLO 1).
2. Understand and apply ethical principles in their clinical decisions (SLO 2).
3. Demonstrate cultural competence and sensitivity to diversity of clients, colleagues, faculty, supervisors, and the public (SLO 3).
4. Interpret and integrate scholarly work into clinical work (SLO 4).

Student Learning Outcomes (SLOs) for this course:

Understand and apply ethical principles and decision making to clinical practice (SLO 2).

Core Competencies

This course provides didactic and experiential coverage of the AAMFT core competencies in Domain 5: Legal issues, ethics, and standards, including the conceptual, perceptual, executive, and professional sub-domains, with the exception of those standards not typically practiced in training (e.g., licensure, third-party payers).

Course Objectives (COs)

1. Develop a broad understanding of therapy as a moral and ethical endeavor.

2. Describe the importance of, and practice of ethics in MFT.
3. Describe and practice processes of ethical decision making.
4. Begin to develop an identity that integrates best practices into personal and professional ways of being.

Readings

Texts:

American Association for Marriage and Family Therapy (2013). *User's guide to the AAMFT Code of Ethics*. AAMFT: Alexandria, VA.

Lorna L. Hecker (Ed.). (2010). *Ethics and Professional Issues in Couple and Family Therapy*. New York: Routledge.

Articles:

Additional articles will be read and discussed as posted in the course schedule. These will be made available to you on *Canvas*.

Requirements

Course Process:

This course is a graduate seminar. Complete the assigned readings prior to the class period, and be prepared to discuss all of the readings for each class period.

1. Class Attendance, Punctuality, and Participation (15 points)

Because of the seminar format of this course, attendance is mandatory.

- *Attendance*: I allow one absence during the semester. If you must miss class, please contact me. (Additional absences are typically -5).
- *Punctuality*: Probably everyone (myself included) will be late on rare occasions. (Late appearances are typically -2). But any class member who develops a *pattern* of being late will not be eligible for the grade of "A."
- *Participation*: I value participation and expect each student to be active in discussion each week. A key part of ethical and professional development is the ability to formulate and articulate your ideas, to participate in respectful exchange, and to critically evaluate your ideas and those of others.

2. Applied Annotated Bibliographic Citations* (5 x 10 = 50 points)

Prepare an applied annotated bibliographic citation for each chapter/article you read. These are due *at the beginning* of class on *Canvas* the day the reading is scheduled.

HOW TO DO AN AB:

- Condense the content of the chapter or article into a paragraph or so,
- Add or integrate critical thought and commentary,
- *Give each bibliographic citation a grade, based on your personal evaluation.*

*See example in the Appendix. ABs are 5 points for each day's total readings. *You may drop one AB at any point in the semester.* If you want to do an AB for all 11 weeks, you may earn up to 5 points extra credit.

3. Class Discussion Leadership (10 + 10 = 20 points). You will be a 'content' discussant, and an 'applied' discussant once each during the semester.

A. Content Discussant: Take the lead during the first 20 minutes of one class in discussing (a) major point(s) of the reading assignment for a day (typically the first reading listed). This will serve as your AB for that reading. **Format: your choice.** You can put your review into a handout, a powerpoint, or in activity form. Compliment your discussion with (a) a therapy scenario to highlight the content, (b) a related video (clear with me), or (c) a role-play to engage us. Discuss what you agreed with, disagreed with about the readings, and why. You can touch on how the readings relate to your professional work, or talk about research implications.

B. Applied/Process Discussant. Each class member will also take 20 minutes of one class to be an 'Applied/Process Discussant.' **Your task will be to apply the content to your own clinical work,** or even to your broader professional development. **This will serve as your AB for that reading.** This will be like a case presentation in practicum, but you'll apply the day's readings (on the moral, ethical, and legal aspects) to a case. In addition, comment on the process of applying this content, *and comment on class reactions to the content being discussed.* How do we all respond to the material? What difficulties do we have, or facilities do we have with it?

➔ NOTE: We may have less time than we need for a given discussion! Also, I may also present related material and focus the discussion, which may leave less time for any given discussant.

4. Written Assignments:

1. Professional Interview (10 points). **CO 4**

Interview a professional who is doing what you would like to be doing 10 years from now. You may take this opportunity to interview someone working in a less traditional area: for example, family life educator or facilitator, life-coaching, business consulting, academia, or government agencies. Report this investigation of an MFT career path to the class.

2. Foundations Paper (20 points). **CO 2**

Write a paper that uses the readings from **PART I** of the course.

Sections:

- I. Describe the *philosophical foundations* of your therapy. Cite to ground your ideas.
- II. Discuss professional and personal *ways of being* (use readings to discuss how the self matters to your model of therapy). Cite.

III. Discuss *knowledge and epistemology*. What informs (or should inform) therapy? Rationalism? Empiricism? Tradition? How do these matter? If you incorporate postmodernism, how do you reconcile it with your primary theory? Cite.

IV. Discuss *morality and spirituality*. How do the personal/spiritual/moral, and the empirical/professional work together? (Yep – cite).

V. Briefly discuss *family structure and lifestyle choices*: How do authors we've read discuss relationship choices and family structure? How does this fit with your model?

Cite appropriately from the readings, and be very clear regarding what ways of knowing you are using. Be sure to integrate the readings you've done in the class.

In writing this paper, *explain the ideas* of the authors you cite, and discuss how those ideas fit together or clash. Make your own arguments, and use authors' main points to support your arguments. Construct and support your own thesis.

4- 5 pages, excluding references. You'll need at least 6 references.

3. Professional Disclosure Statement (10 points). COs 2, 3, 4

Submit a statement of disclosure that you might give to your new clients. This statement should effectively present you and your services to prospective clients. Describe your professional qualifications, and briefly state your ideas regarding psychotherapy: for example, purpose, theory of change, etc., risks and benefits of therapy, therapist/client responsibilities, and so forth (see Wilcoxon et al., p. 69). Be sure to include confidentiality and limits of confidentiality.

4. Ethics Decision-Making Paper (20 points). SLO 2. COs 3, 4

Prepare a paper on your own decision-making philosophy.

A. Using reading assigned material from **PART II** (models of ethical decision-making), set forth a model that fits your philosophy and style. You will be graded on completeness, clarity of presentation of ideas, and logic for your model.

B. Give a brief illustration of your decision-making model. Select one of your cases ('blind' content by changing names and other information), and (1) highlight a moral, ethical, or legal issue present in the case, (2) apply your ideas on ethical decision-making to the case.

4-6 pages, excluding references. You'll probably need at least 5-6 references.

Issues to include:

- What are core values and philosophies about ethics, both professional and personal? Note any significant convergence or divergence with your own personal values.
- How do you recognize when you are caught in an ethical dilemma?
- What is your basic decision-making model for ethical dilemmas? (e.g., Kitchener, 1986). What steps are in your model?
- What are some important considerations for making decisions around ethical dilemmas?

- Name two or three areas where you are ambivalent or unsure about your ideas in terms of ethics. How will/do you handle those times when you are unsure?
- What are some limitations of your model for making decisions? How do you handle those?
- How do you take care of yourself professionally in order to minimize ethical dilemmas?

5. *Self of Therapist Paper* (10 points). **CO 4**

This short paper will become part of your theory of change.

Address:

- How does *your model* conceptualize use of self? (Cite sources).
- Through the lens of *your model*, identify and discuss aspects of yourself that facilitate and that impede client progress. (Explain the theory's concepts and how you fit in. Cite).
- How do the ideas in our course readings comment on use of self and the work that you have done or could do? (Explain ideas from the course readings and how these ideas comment on the self as facilitative or impedimentary).
- How does self-care matter?

Approximately 2-3 pages, excluding references. You'll probably need at least 3 references.

6. *Final Presentation*: (30 points). **SLO 2. COs 1, 2, 3, 4**

Possible Date: November 18 or December 2.

Proposal: Present a professional workshop through UAMFT to licensed professionals in Northern Utah. Create an educational presentation which includes applied group discussion. The presentation will focus on applications of ethical and moral issues. Topics may include broad issues such as paradigms (e.g., the problem of ways of knowing and morality), individualism, and social justice; common issues such as secrets and confidentiality in systemic therapy or danger and duty to warn; or discrete clinical topics such as family law, diversity, issues surrounding religion, etc. Possible topics may also include issues of professional issues such as state licensure and/or funding, diagnoses as a relational therapist, and MFT's place among the various mental health professions.

Possible Strategy: Divide into groups. Each group is in charge of a chunk of content. Consider an additional 'executive' group, responsible for technical and logistical aspects, blending the powerpoints, ensuring the workshop works as a whole.

Each group should create topics that complement each other well. A critical review of the literature is mandatory: at least 10 peer-reviewed references (some of these should come from class readings) in addition to a bibliography of recommended resources that can include websites. Recognizing that there will be more important content than can be presented in the time allotted during the class format, handouts should be created that compliment the power-point slides.

UAMFT has traditionally counted on our doing this, but I am willing to consider a conventional final project due during finals week.

Grading Criteria:

All class papers are to be doubled-spaced, follow APA format, and be accompanied by a reference list.

My general criteria for writing assignments are as follows:

- a) Conceptualization, accuracy and thoroughness in writing (30%). Student demonstrates knowledge of the subject matter and integrates ethical principles.
- b) Application, integration, synthesis, and analysis of course material (30%). Student shows critical thinking about the subject matter and appropriately integrates and applies ethical principles.
- c) Clarity, organization, adherence to APA style (30%). Student shows proficient writings skills (grammar, structure, etc.) Appropriate for professional writing.
- d) Creativity (10%). Student produces a unique assignment identifying new ideas, viewpoints, or connections through a well styled presentation.

☞ Please submit assignments on time. I typically take 20% off for each day an assignment is late.



Summary of Requirements:

1. Class Attendance, Punctuality, and Participation (15 points)
2. Applied Annotated Bibliographic Citations* (5 x 10 ABs = 50 points)
3. Class Discussion Leadership (10 + 10 = 20 points)

Assignments:

1. Professional Interview (10 points)
2. Foundations Paper (20 points)
3. Professional Disclosure Statement (10 points)
4. Ethics Decision-Making Paper (20 points)
5. Self of Therapist Paper (10 points)
6. Final Presentation: (30 points)

Total Points = 185

Grading Scale

94-100%	A	77-79%	C+
90- 93%	A-	74-76%	C
87- 89%	B+	70-73%	C-
84- 86%	B	Below 70%	Fail
80-83%	B-		

Special Needs

Students with ADA-documented physical, sensory, emotional or medical needs may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Prizing and Prejudice

Awareness and clarification of world view is a foundational part of this course, the core of which should be prizing and respecting others. Thus, honest and thoughtful expression of in-the-moment intellectual and emotional experience is encouraged, while searching persistently for the best in each other. If there are any issues you feel need to be addressed, please talk to me.

Avoid Plagiarism

As a scholar, cite appropriately the ideas and sources you use. Use APA format to do so.

6360 Class Schedule

Revised 8.27.2016. Subject to further revision

DATE	TOPIC	READINGS	DUE TODAY
8/29	Intro & Syllabus	None.	
PART I: Epistemologies, Morality, and Families as Ethical Contexts			
9/5	NO CLASS	Labor Day	
9/12	Moral development and allocentrism	Richardson, F.C., Fowers, B.J., & Guignon, C.B. (1999). Ch. 3 Individualism, family ideology & family therapy. Cooper (2004). Ethics for Professionals in a Multicultural World. Ch. 5 – The role of voice in ethics, with the focus on gendered interpretations of morality. Kitchener (1986). Teaching applied ethics in counselor education: An integration of psychological processes and philosophical analysis.	Content: Laurin, Melanie Applied: Sarah
9/19	Morality, Spirituality	Hecker (2010). Ch. 11 (Multicultural issues, spirituality, and religion) Hoogestraat (2003). Spiritual and religious discussions in family therapy: Activities to promote dialogue. Odell, M., & Campbell, C.E. (1998). Ch. 1: So you want to be a marriage and family therapist. Ch. 11: Values and conflicts: Who knows what is best for whom?	Professional Interview due/ Discussion Content: Colton, Michael Applied: Melanie
9/26	Self and others. Same sex issues in therapy	Fife, S.T., Whiting, J.B., Bradford, K., & Davis, S. (2014). The therapeutic pyramid: A common factors synthesis of techniques, alliance, and way of being. <i>Journal of Marital and Family Therapy, 40</i> , 20-33. Hancock, Gock, & Haldeman (2012). Science meets practice in determining effectiveness of sexual orientation change efforts. <u>Choose one:</u> Charles, Thomas, & Thornton (2005). Overcoming bias toward same-sex couples. McGeorge, C. & Carlson, T. S. (2011). Deconstructing heterosexism: Becoming an LGB affirmative couple and family therapist.	Content: Alex Applied: Evan, Preston
PART II: Ethics & Ethical Decision-Making			
10/3	Contexts of ethics	AAMFT Code of Ethics (2015) Hecker (2010). <i>Preface</i> Ch. 1 (Introduction) Hays (1996). Culture and Gender in Counseling. Hastings, C. (2002, March/April). So, how do you become culturally competent? <i>Family Therapy Magazine, 1</i> (2), 18-24.	Foundation Paper due Content: Loni, Kaity Applied: Doug
10/10	Decision-making models & processes	Hecker (2010). Ch. 2 (Ethical decision-making) Zygmund, M. J., & Boorhem, H. (1989). Ethical decision making in family therapy. <i>Family Process, 28</i> , 269-280. Wilcoxon, Remley, & Gladding (2012). Ethical, legal, and professional issues in the practice of MFT (pp. 65-70). AAMFT User's Guide: Preface, Intro, & Chapters 1-2.	Content: Sarah Applied: Alex

10/17	Ethics and Systemic Issues; Decision-making	Hecker (2010). Ch. 14 (Ethical issues endemic to CFT) Summary table of ethics decision making models Burkemper, E. M. (2002). Family therapists' ethical decision-making processes in two duty-to-warn situations. AAMFT User's Guide: Ch. 3	Professional Disclosure due Content: Juliet Applied: Kaity
10/24	Children; Power	Hecker (2010). Ch. 4 (Ethics in therapy with children in families) Hecker (2010). Ch. 5 (Power, privilege, and ethics) AAMFT User's Guide: Ch. 4	Content: Ashley Applied: Juliet
10/31	AAMFT Code of Ethics and Case examples; IPV.	Hecker (2010). Ch. 6 (Sexuality, boundaries, and ethics) Hecker (2010). Ch. 7 (Ethical and clinical issues with violence)	Ethics Decision-Making paper due Final Project Topic due Content: Evan Applied: Ashley
PART III: Ethics and the Law; Self-of-Therapist			
11/7	Legal Aspects Laws regulating the practice of MFT	Hecker (2010). Ch. 3 (Legal issues) Hecker (2010). Ch. 13 (Ethical issues in clinical practice) UT LAWS -Laws and regulations relating to the UT Board of Licensure of MFTS -Additional UT statutes. AAMFT User's Guide: Ch. 5 Leslie (2003). Record keeping and responsibilities within the legal system.	Final Project Outline due Content: Doug Applied: Laurin
11/14	High-risk clients; Self-of-Therapist	Hecker (2010). Ch. 8 (Risk factors and suicide) Hecker (2010). Ch. 9 (Managing risk with potentially dangerous clients) Hecker (2010). Ch. 10 (The self of the therapist) MFT Licensure Application – Utah [Optional: Aponte, H. J. (1994). How personal can training get. <i>Journal of Marital and Family Therapy</i> , 20, 3-15.0 Goldberg, C. (1990). Typical mistakes of the beginning therapist. In E. Margenau (Ed.), <i>The encyclopedia of private practice</i> (p. 770). New York: Gardner Press. Porter, N. (1995). Therapist self-care: A proactive ethical approach. In E. J. Rave & C. C. Larsen (Eds.), <i>Ethical decision making in therapy</i> (pp. 247-266). New York: Guilford.]	Content: Colton Applied: Michael Final Project: Rough draft due
11/21	Final Project	Final Project Preparation – UAMFT workshop	-----
11/28	10 Legal Cases	Hecker (2010). Ch. 12 (Ethics, legal, and professional issues in mediation and parent coordination) Hecker (2010). Ch. 15 (E-Therapy: developing an ethical online practice) Choose ONE: AAMFT User's Guide: Chapters 8, 9, 10 (Responsibility to the Profession; Financial Arrangements; Advertising)	Content: Preston Applied: Loni Self-of-Therapist Reflection paper due
12/2	UAMFT ETHICS WORKSHOP 1-4 PM, FCHD WEST (tentative)		

Appendix

Sample of an annotated bibliographic citation:

Bellah, R.N.; Madsen, R.; Sullivan, W.M.; Swidler, A.; & Tipton, S.M. (1996). *Habits of the heart: Individualism and commitment in American life* (pp 3-51). Los Angeles: University of California Press.

The authors discuss American individualism, and analyze how we Americans think about the nature of success, the meaning of freedom, and the requirements of justice in the modern world. The good life is portrayed as being driven by economic development, individually created and defined; personal success is now often removed from bringing success/impact on the immediate community. Freedom, defined as an ultimate American goal, is portrayed as a process where one separates oneself from values imposed by one's past, so one can discover and get what one really wants. But freedom makes it hard to forge bonds of attachment to & cooperation with other people. We have not thought effectively about how to include the deprived in occupational and civic life (e.g., welfare reform – the working poor), and how healthy it is to give inordinate rewards to relatively few. But that's our way of being, and our capitalistic system flows from it. Bellah and colleagues give a rare macro-view of our American society's cultural orientation. Historical and current social and economic trends are reviewed, revealing that the first language in which we as American tend to think about our lives and relationships is through the lens of individualism, where independence and self-reliance is valued, explicitly or implicitly, above virtually all else.

These strains of individualism are illustrated by my current case in which a single male is separated from family-of-origin, and feels he needs to stay emotionally detached to achieve success and independence (and otherwise might be viewed as inadequate). Our individualistic culture helps blind us to important issues of reciprocal influence and interdependence on levels as intimate as marital and family interactions, all the way to macro interactions.

Evaluation: A