Schedule:

This course will meet on Tuesdays and Thursdays throughout June (6/5 – 6/28) from 9 – 12:00, 1 – 3:00 p.m.

Purpose:

This course is designed to give students ethical, legal and practical guidelines for the practice of marriage and family therapy and individual counseling in various settings. Course content will be focused on these guidelines and also will include:

- Comparative professional identities within the mental health delivery field *vis a vis* training, practice, employment and licensure / credentialing
- History and philosophy of the counseling and MFT professions, including significant factors and events
- Technological competence, computer literacy and other electronic issues impacting the helping professions
- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

Requirements:

1) Students are to read all assigned portions of course texts:


2) Students will complete 11 designated chapter summaries of the Corey text by class time on days indicated per Course Schedule.

3) Students are to read the American Psychological Association Code of Ethics, the American Counseling Association Code of Ethics and the American Association for Marriage and Family Therapy Code of Ethics and generate a (three-page-minimum) comparison of the three codes, due at class time according to Course Schedule.

4) Students are to read one recent edition of the *Family Therapy Magazine.* (This is operationally defined as reading two main articles and all other pages in a recent (published within the last 18 mos.) edition of the *Family Therapy Magazine.*) Available in the MFTC Conf. Rm, Statement of completion, due at class time according to Course Schedule.

5) Students are to read and summarize one recent (past 12 mos.) AAMFT or ACA refereed journal article pertaining to professional issues, due at class time according to Course Schedule.
6) Students are to obtain and read the current LMFT or LPC licensure law (including rules and regs attachments) from one state of their choosing. Students are to prepare an organized summary/outline of that law. This summary should primarily specify the clinical and academic requirements for obtaining licensure and the disciplinary aspects of that particular licensure law, i.e., a practical guide on how to obtain and how to loose that mental-health provider’s license. Outline (3-page-max), include exact website address, due at class time according to Course Schedule.

7) Students are to read The Gift of Therapy and write a “plagiarized” book entitled Irvin’s Little Instruction Book. (Cite Yalom.) Each “book” is to be composed of the students’ favorite (non-chapter-title) one phrase or sentence from any 81 of Yalom’s 85 chapters. Students are to hand-in their “plagiarized” books in sections of 9 chapters by class time according to Course Schedule.

8) Other readings or projects may be required. All written work is due via email to Prof and Grad assistant at designated times and must be satisfactorily completed for successful course accomplishment.

**Testing Procedure:**

1) Students will receive Knowledge Objective Samples (KOs) for “quizzable” chapters of the Huber text. (See Course Schedule)

2) Students will be tested over specified Knowledge Objectives and class lecture material as listed on Course Schedule. Quizzes are NOT comprehensive.

3) Students will have bonus point opportunities on each quiz. Bonus points will be taken from the non-member sections of the AAMFT and ACA org web sites.

4) Students will be tested via a comprehensive final exam covering Knowledge Objectives and class lecture material.

**Course Grading:**

1) The final course grade will be based on class quizzes (35% weight), a final exam (35% weight) and the quality and timely completion of all dated Requirements, above (30% weight).

2) Quizzes will not be comprehensive but will include the previous class lecture material (including any guest speaker presentations).

3) One lowest quiz grade will be excluded in final grade computations.

4) The final exam will be comprehensive and will include Knowledge Objective and class lecture material (including guest speaker presentations, if any).

5) Satisfactory fulfillment of all class requirements by **8/10/12** is necessary for successful course completion.

6) All written assignments, must be type-written (double spaced, New Times Roman, 12 pt. font, 1 in. margins.) and emailed to Prof and Grad assistant @ the times designated on the Course Schedule.

7) 100 % attendance required (unless due to illness) unless prior written permission by professor is obtained.
<table>
<thead>
<tr>
<th>Class Number</th>
<th>Class Date</th>
<th>Huber 4th Ed.</th>
<th>Corey Chapters</th>
<th>Other Assignments</th>
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<tbody>
<tr>
<td>1</td>
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<td>6-28</td>
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KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 3a

1. What is Barry's definition of ethics?
2. Be able to briefly define and differentiate principle and virtue ethics.
3. Van Hoose and Kottler (1985) state that ethical codes define basic principles that ought to guide professional activities. These authors then specify four purposes which professional ethical codes fulfill. Know two of these four purposes.
4. If sued for malpractice by what standard would the therapist be judged?
5. Given any one of Kitchner's (1986) four major psychological processes underlying applied ethics and psychotherapy, be able to explain that particular process. (one sentence per process)
6. Be able to recount the four components of ethically responsible behavior according to Van Hoose (1980).
7. Be able to say "nonmaleficence" rapidly, three times (and know what it means).
8. What is care- based ethical decision-making.
9. What sets MFT therapists apart from individual therapists with regard to the topic of client welfare vis a vis multiple client considerations?

KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 3b (plus pps. 88-95)

1. What is confidentiality and why is it needed in psychotherapy?
2. Define privileged communication.
3. How does "privacy" differ from "privileged communication" and "confidentiality"?
4. When is it the therapist's "duty" to violate a client's rights to privacy?
5. According to Knapp and VandeCreek (1982), when are psychotherapists not liable for failure to warn in cases of violence?
6. Be able to outline Corey's six point procedure to be used in cases of imminent serious danger (of violence).
7. What are the three positions given in your text regarding confidentiality in Marriage and Family Therapy?
8. Define the ethical issue of informed consent.
9. According to Hare-Mustin, et.al. (1979), what are the three types of information that clients should have in order to make informed choices about psychotherapy?
10. What is the difference between a Therapeutic Contract and a Professional Disclosure Statement?
KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 4

1. The authors point out ethical dilemmas around 6 specific marriage and family issues (excluding confidentiality and informed consent). Be able to recall each of these major issues, one major ethical dilemma stemming from each and your own resolution to each of those dilemmas. You may use the authors' resolutions or those which you have personally generated.

2. According to Grunebaum (1984), what is a necessary precondition to families adopting the therapist's problem definitions?

3. Give at least two reasons cited in this text in favor of convening significant familial groups in therapy.

4. What do your authors see as the major danger in misuse of therapists' power?

5. How might a therapist "inoculate" clients to guard against deterioration?

KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapters 5 & 6

1. Prepare 10 Knowledge Objectives (complete with answers and page number references) covering the content of Chapter 5.

2. Prepare 10 Knowledge Objectives (complete with answers and page number references) covering the content of Chapter 6. (Sample from all topic-areas addressed.)
KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 7

(This is a “do at home alone quiz,” i.e., answer all questions in writing. Due @ class time of due date as per Course Schedule.

1. Who may approach the Ethics Committee with complaints against AAMFT members?
2. All such complaint cases are decided after the "defendant" appears before the Ethics Committee. (T or F)
3. In cases where mutual consent is not reached, the AAMFT Judicial Council can take what final actions?
4. Below you will find ethical situation scenarios. For each one cite the AAMFT ethical principle numbers which are in question (may or may not be violated). In cases of potential violation (very briefly) prescribe the ethical course of action. (To be handed-in as part of quiz.)

A. A Christian Marriage & Family Therapist moves to begin part-time private practice in a small southern town. She is also teaching at an undergraduate level at the local community college. One of her students, who is also a Christian, is delighted to find a believer among his teachers this semester. This student and his wife call the Christian instructor and Marriage & Family Therapist in order to obtain counseling regarding their six year old daughter who is afraid to begin first grade. They report that there are no other Christian therapists in town and certainly no other Christian therapists who hold expertise in children's issues. The therapist in question does possess such expertise and agrees to see this family.

B. While working to obtain client referrals for a budding practice, a Marriage & Family Therapists is asked to speak at a local church. When the pastor introduces the therapist for the evening service to address the topic of "Christian Couple's Communication" he concludes his remarks by saying, "So please welcome Dr. Smith to our pulpit this evening." The therapist holds a Master's degree. After an enthusiastic round of applause from this large congregation, the therapist decides to continue with his presentation and not confuse the audience with embarrassing and awkward explanations of degrees and academic credentials.

C. A local social worker with the Child Protection Team has referred Mr. Smith and his family to you. You have seen the Smith family for five weeks when you receive a call from that social worker wanting an update on the case. The case worker says that she does not want details of the case but only needs to know if the family has been seeing you regularly and if so, how many times.

1. As of the next class and thereafter, be able to analyze quiz scenarios like those above and judge them in accord or violation of the AAMFT Code of Ethics. You do not need to quote code numbers but be able to paraphrase code principles and prescribe ethical courses of action.
KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 8

1. Be able to define and differentiate between Statutory, Administrative and Case Law.
2. Differentiate between Criminal and Civil Law in terms of definition and remedy.
3. What are the two most frequently encountered situations calling for therapists to serve as "sources of information"?
4. Be able to briefly outline the facts of the Tarasoff case as well as the three factors emanating from the Tarasoff decision which are pertinent to a therapist's duty to warn.
5. Marriage and Family Therapists who act in good faith in reporting suspected cases of child abuse or neglect are immune from suit. (T or F, explain)
6. Be able to recall and broadly define the three Treatment Specialist functions that Marriage and Family Therapists may serve.
7. What is a "consent decree''?
8. Be able to recall two results of comparisons between mediation and court adjudication.
9. What is the ideal role of the Marriage and Family Therapist as "expert witness''?
10. Who can serve as an "expert witness''?
11. Be able to recall three of the five points made by your author under "Preparation" for courtroom testimony.
12. Marriage and Family Therapists' major areas of people liability come under what three headings?
13. How is a therapist's relationship with his client a fiduciary relationship?
15. Define malpractice. (Include the first two elements necessary to prove malpractice.)
16. Be able to recognize any of the five negative effects of psychotherapy constituting tortious injury.
17. Malpractice is an unintentional tort. (T or F)
18. Differentiate between intentional & unintentional tort.
19. Explain any three intentional torts.
20. Know the difference between “occurrence-based” and “claims-based” professional liability insurances.
KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 9

1. What is a **prenuptial agreement** and how are such agreements used today?

2. Recently, the Supreme Court has supplied judicial opinion in favor of support benefits from parents to illegitimate children. (T or F)

3. Be able to recognize the sorts of evidence courts can be expected to employ in attempts to prove paternity.


5. Define and state the purpose of the guardian ad litem?

6. Be able to briefly define "annulment."

7. Be able to briefly summarize Orlando's (1978) report on required conciliation counseling.

8. According to the Census Bureau (1981), about what percentage of divorces involved alimony at the time of reporting?

9. Know the difference between common law and community property rights laws.

10. What is the difference between the **tender years doctrine** and the **best interest of the child standard**?

11. Indicate 3 relevant factors courts may use to delineate the best interest of the child according to the Uniform Marriage and Divorce Act.

12. Be able to define and differentiate between the four types of child custody listed in your text.

13. Typically, child support awards remain in effect until a child reaches the age of _____.

KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 10

1. Given an oral or written presentation of cases 1-6 in your present chapter, briefly state the core of your authors’ conclusion and their legal reasoning behind that conclusion.

2. The Buckley Amendment basically states that parents and "eligible" students have the right to inspect the educational records of those students. To which schools does this law apply?

3. The therapists may legally refuse court testimony if state statutes grant him privileged communication regardless of the wishes of the particular client. (T or F)

4. List two means that a court might use to acquire information that would be less intrusive than the subpoena of therapist testimony or records.

5. Supervisors are ultimately legally responsible for the welfare of clients seen in therapy by their supervisees. (T or F)

6. Supervisees are absolved of legal liability for their clients in light of the legal doctrine of respondeat superior. (T or F)
KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 11

1. What does AFTA stand for and how is it different from AAMFT?

2. The American Psychological Assoc. is individualistic in its theoretical presuppositional base and therefore opposed to marriage and family/systems concepts. (T or F)

3. What does IAMFC signify and of what larger professional body is it a subgroup?

4. Explain "MCE" and AAMFT's MCE policy for continued clinical membership.

5. Your text cites other authors pointing out that the purpose of state licensure of M&F therapists is:
   a. consumer protection
   b. monopolistic self-protection of “market place” income
   c. both a and b above
   d. neither a nor b above

6. According to your author, how is research relevant to professional identity.

7. According to your author MFT is a distinct profession rather than a professional specialization. (T or F, explain both concepts.)
KNOWLEDGE OBJECTIVES: Huber, et. al.; Chapter 12

1. Be able to list any 5 therapeutic uses of individual sessions listed by your authors (either in diagnostic or ongoing therapy sessions).

2. Do your authors believe that values should ever be addressed in therapy? (yes or no)

4. What does your author believe regarding written consent and the use of substitute therapists in cases of therapist absence?

5. It is unethical, according to AAMFT, to use a collection agency in light of confidentiality problems. (T or F) Explain your answer.

6. Drawing from the issues presented by your authors under Question 8, list three of these you see as the most problematic professional concerns regarding "small town" practice?
## Course Objectives Related to MAMFTC Student Learning Outcomes

<table>
<thead>
<tr>
<th><strong>MAMFTC Student Learning Outcomes</strong></th>
<th><strong>Rubric</strong></th>
<th><strong>Mini-Justification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.</td>
<td>Strong</td>
<td>Program Requirement</td>
</tr>
<tr>
<td><strong>Completion of Curriculum Requirements</strong></td>
<td>Strong</td>
<td>Program Requirement</td>
</tr>
<tr>
<td>Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists.</td>
<td>Strong</td>
<td>Requisite acquisition of LMFT and LPC in Mississippi and all other United States</td>
</tr>
<tr>
<td><strong>Licensure Requirements</strong></td>
<td>Strong</td>
<td>Requisite acquisition of LMFT and LPC in Mississippi and all other United States</td>
</tr>
<tr>
<td>Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.</td>
<td>Strong</td>
<td>Requisite acquisition of LMFT and LPC in Mississippi and all other United States</td>
</tr>
<tr>
<td><strong>Theoretical/Philosophical Concepts</strong></td>
<td>Strong</td>
<td>Ethics theoretical and philosophical foundations of the helping professions are studied, e.g., discrimination, informed consent and multiple role concerns</td>
</tr>
<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
<td>Strong</td>
<td>Ethics theoretical and philosophical foundations of the helping professions are studied, e.g., discrimination, informed consent and multiple role concerns</td>
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<tr>
<td><strong>Individual Development/Family Relations</strong></td>
<td>Minimal</td>
<td>The ethical decision-making process as it pertains to intervention decisions vis a vis convening individuals or relevant multi-person contexts is considered</td>
</tr>
<tr>
<td>Gain an understanding of individual development and family relations</td>
<td>Minimal</td>
<td>The ethical decision-making process as it pertains to intervention decisions vis a vis convening individuals or relevant multi-person contexts is considered</td>
</tr>
<tr>
<td><strong>Clinical Knowledge</strong></td>
<td>Minimal</td>
<td>The emphasis here is the consideration of the delivery of mental health services, not the acquisition of such skills</td>
</tr>
<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
<td>Minimal</td>
<td>The emphasis here is the consideration of the delivery of mental health services, not the acquisition of such skills</td>
</tr>
<tr>
<td><strong>Professional Identity &amp; Ethics/Ethical Conduct</strong></td>
<td>Strong</td>
<td>The understanding of professional identity and professional ethical standards of conduct is a pointed learning outcome goal of this class</td>
</tr>
<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
<td>Strong</td>
<td>The understanding of professional identity and professional ethical standards of conduct is a pointed learning outcome goal of this class</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>Minimal</td>
<td>Some research of effective treatment outcome is considered in the light of values and treatment plans</td>
</tr>
<tr>
<td>Integrate research and clinical skills and knowledge</td>
<td>Minimal</td>
<td>Some research of effective treatment outcome is considered in the light of values and treatment plans</td>
</tr>
<tr>
<td><strong>Contemporary Culture</strong></td>
<td>Moderate</td>
<td>Part of the course directly addresses the helping field issues of therapist and client values, discrimination and diversity</td>
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<tr>
<td>Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)</td>
<td>Moderate</td>
<td>Part of the course directly addresses the helping field issues of therapist and client values, discrimination and diversity</td>
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<tr>
<td><strong>Biblical Worldview</strong></td>
<td><strong>Strong</strong></td>
<td><strong>Biblical worldview and secular practice ethics are analyzed at points of convergence and divergence</strong></td>
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<td>Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</td>
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