



Syllabus for COUN 231 • Seminar in Ethics and Professional Practices of Counseling (3)			
Semester:	Spring 2018	Department:	Counselor Education & Rehabilitation
Course:	Sem. in Ethics & Professional Practices of Counseling	Instructor:	H. Dan Smith, EdD, MFT
Units:	Three (3)	Office:	ED 441
Time:	Thursdays, 4:00 pm to 9:50 pm	e-mail:	dans@mail.fresnostate.edu
Location:	ED 193	Telephone:	559-278-0329
Website:	http://hdansmith.com	Office Hours:	See below . . .

Course Description: Prerequisites: COUN 200, 230 (or concurrent), and permission of instructor. This course addresses professional concerns, including legal/ethical issues, professional identity and Board of Behavioral Sciences regulations. This course includes a minimum of seven training hours in child abuse assessment and reporting in accordance with MFT licensing requirements, and provides a required certificate. *It is usually expected that students will spend approximately 1-1/2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 4-1/2 hours outside of class each week.*

Instructor Office Hours (ED 441): Tuesday, 9:30 a.m. to 1:00 p.m. (when not in meetings). I'm a pretty busy guy, but I'll find a way to make time for you for consultation. *ALWAYS by e-mail!*

Communication: My office phone number is 559-278-0329, but I am there ONLY during office hours (as noted above). I monitor e-mail constantly, regardless of my schedule or my travels, so you might wish to try this first: dans@mail.fresnostate.edu. Our class has its own web site portal at <http://hdansmith.com/coun231.html> where you can find additional information about the course, the syllabus, links to additional information, test study guides, the grade book, etc.

Required Textbooks (there are TWO, and you can't function without both . . .)

Wilcoxon, A.S., Remley, T.P., & Gladding, S.T. (2013). *Ethical, legal, and professional issues in the practice of marriage and family therapy* (Updated 5th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

[If you can get your hands on a 4th or a regular 5th edition, those will be fine, too. I've published a comparison sheet between the 4th and 5th edition on the web site. Also, there are a lot of rental and used possibilities out there.]

Atkins, C., Griffin, M., Jasper, S., Jensen, D., Johnson, A., Tran-Lien, A. (January 2018). *Compendium: A collection of articles concerning the legal & ethical obligations of California Marriage and Family Therapist licensees, Associates, and Trainees*. San Diego, CA: California Association of Marriage and Family Therapists (CAMFT).

[The *Compendium* is now available ONLY as a .pdf document for you to purchase and download directly from CAMFT. AFTER January 1, 2018, go to CAMFT.org → Education → Compendium for details.]

The Overarching Goals of this Course are to:

- Enhance your understanding of the legal and ethical standards and models of ethical decision-making that guide the profession of marriage and family therapy.
- Provide you with a solid understanding of child abuse assessment, reporting, and treatment. *This will fulfill seven (7) hours of pre-licensure training in child abuse assessment and reporting required by the Board of Behavioral Sciences.*
- Promote your understanding of the structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of Marriage, Couple, and Family Counseling.
- Promote your understanding of the ethical and legal considerations related to the practice of Marriage, Couple, and Family Counseling.
- Conduct a literature review of a relevant area of law and ethics and produce an original research paper in the realm of legal/ethical considerations.

Course Objectives for Marriage, Family and Child Counseling Graduate Students (per the Council for the Accreditation of Counseling and Related Educational Programs – CACREP):

2016 CACREP Standard	Learning Activities & Experiences	Evaluation Method
SECTION 2: PROFESSIONAL COUNSELING IDENTITY F. 1. Professional Counseling Orientation and Ethical Practice		
b. <u>Demonstrate</u> understanding of multiple professional roles and functions across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.	Readings, Discussion	Discussion, Exams
f. <u>Demonstrate</u> understanding of professional counseling organizations, including membership benefits, activities, services to members, and current issues.	Readings, Discussion	Discussion, Exams

g.	<u>Demonstrate</u> understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	Readings, Discussion	Discussion, Exams
i.	<u>Demonstrate</u> understanding of ethical standards of professional counseling organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling (e.g., ACA, AAMFT, and CAMFT Codes of Ethics).	Readings, Discussion	Discussion, Exams
j.	<u>Demonstrate</u> understanding of technology's impact on the counseling profession.	Readings, Discussion	Discussion, Exams
l.	<u>Demonstrate</u> understanding of self-care strategies appropriate to the counselor role.	Readings, Discussion	Discussion, Exams
m.	<u>Demonstrate</u> understanding of the role of counselor supervision in the profession.	Readings, Discussion	Discussion, Exams
F. 2. Social and Cultural Diversity			
d.	<u>Demonstrate</u> understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	Readings, Discussion	Discussion, Exams
e.	<u>Demonstrate</u> understanding of the effects of power and privilege for counselors and clients.	Readings, Discussion	Discussion, Exams
g.	<u>Demonstrate</u> understanding of the impact of spiritual beliefs on clients' and counselor's worldviews.	Readings, Discussion	Discussion, Exams
F. 5. Counseling and Helping Relationships			
b.	<u>Demonstrate</u> understanding of a systems approach to conceptualizing clients.	Readings, Discussion	Discussion, Exams
d.	<u>Demonstrate</u> understanding of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	Readings, Discussion	Discussion, Exams
e.	<u>Demonstrate</u> understanding of the impact of technology on the counseling process.	Readings, Discussion	Discussion, Exams
f.	<u>Demonstrate</u> awareness of counselor characteristics and behaviors that influence the counseling process.	Readings, Discussion	Discussion, Exams
l.	<u>Demonstrate</u> understanding of suicide prevention models and strategies.	Readings, Discussion	Discussion, Exams
F. 8. Research and Program Evaluation			
a.	<u>Conduct</u> literature review of a relevant area of law and ethics and produce an original research paper in the realm of legal/ethical considerations that demonstrates "the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice."	Readings, Discussion	Major Paper
SECTION 5: ENTRY-LEVEL SPECIALTY AREAS			
F. Marriage, Couple, and Family Counseling			
2. Contextual Dimensions			
i.	<u>Demonstrate</u> understanding of the impact of interpersonal violence on marriages, couples, and families.	Readings, Discussion	Discussion, Exams
n.	<u>Demonstrate</u> understanding professional organizations preparations standards, and credentials relating to the practice of marriage, child, and family counseling.	Readings, Discussion	Discussion, Exams
o.	<u>Demonstrate</u> understanding of ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling.	Readings, Discussion	Discussion, Exams
p.	<u>Demonstrate</u> understanding of record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling.	Readings, Discussion	Discussion, Exams

3. Practice			
e.	Demonstrate awareness of strategies for interfacing with the legal system relevant to marriage, couple, and family counseling.	Readings, Discussion	Discussion, Exams

Student Outcome and Assessment Plan (SOAP): The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. The learning goals of the program emphasize achieving a firm understanding of the theoretical foundations of counseling and its practical applications, and becoming responsive to the cultural, ethnic, racial, disability, gender, sexual identity, and socio-economic context of individuals, couples, and families. COUN 231 emphasizes the following four learning objectives.

SOAP Goals/Objs.	Objective	Evaluation Method
Goal 4: Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.		
Objective 4.1	Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society	Readings, Discussion, Two Midterm Exams, Major Paper, Final Exam
Objective 4.2	Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.	Readings, Discussion, Two Midterm Exams, Major Paper, Final Exam
Goal 5: Provide Counseling: Marriage, Child, and Family Counseling students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the licensure requirements of the State of California’s Board of Behavioral Science as a Marriage and Family Therapist.		
Objective 5.1	Monitor and adjust program curricula to comply with the regulations of the State of California’s Board of Behavioral Science.	Readings, Discussion, Two Midterm Exams, Major Paper, Final Exam
Objective 5.2	Maintain academic and practical curricula reflective of standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP)	Readings, Discussion, Two Midterm Exams, Major Paper, Final Exam

Supplementary Material: This class will call upon you to do some retrieval of information from various sources, as indicated in the Calendar of Events. Much of the material may be acquired over the Internet via download from various government agencies and/or professional societies. Please scan the Calendar of Events to get a feel for the pace in which you will have to acquire materials. Keep an extra ink cartridge handy for your printer ... we’ll be doing some heavy Internet retrieval in this class.

On the attached calendar of events, you will frequently see "TPM" next to your weekly reading assignment. This boldfaced notation means that a “Talking Points Memo” or study guide accompanies your reading and ultimately our discussion for the following meeting. There is only one way to retrieve a TPM, and that is to download it from <http://hdansmith.com>. Each TPM is in Adobe Acrobat® (.pdf) format. Please see below for “University policy on student access to computers.”

Major Paper: This is a "unique" and "original" paper to this class, not a "shared-with" or "recycled-from" paper for COUN 201, 202, 206, 230, 233 or ANY OTHER COURSE. Doing so will result in your failing this course. Doing so will result in your failing this course. Doing so will result in your failing this course. As you might imagine, the area of ethical and legal development and application is evolving. Your paper (APA style, in the 8-ish page range) will review the literature on a specific area, its relevance to the MFT profession and practice, and how the profession is being impacted by the developments. My hope is that you will be stimulated by our early discussions and find an area where you would like to develop greater expertise. My goal is that you develop knowledge and expertise ... your goal may be "getting it done." I hope is that you will develop a sincere interest in a niche area, and not just do it to get it done. Your paper will be accepted electronically once it is forwarded to **Turnitin.com** for comparison to their library of known resources

The campus subscribes to Turnitin plagiarism prevention service through Blackboard, and you will need to submit your written assignment to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports **WILL be available for your viewing.**

For many students in COUN 231 this may be your first formal introduction to "APA style"; it is a rather strict formatting protocol that is exclusively used by the profession for papers, articles, etc. The definitive source is the sixth edition (2010) of the *Publication Manual of the American Psychological Association*, and this may be a required text for some classes (but not for this class). I often consult the Internet on APA style questions; just Google "APA style." I like Russ Dewey's "APA Research Style Crib Sheet" from Georgia Southern University. It is well organized and pretty helpful. Also, the "Purdue Owl" is a great internet APA resource.

PLEASE READ THIS TWICE: Papers that are not appropriately crafted to reflect graduate-level work (including respect for APA style), will be returned after I get through reading a page or two ... you'll have to bring such papers up-to-speed *and* lose points. If you need help with your writing, please get it! **Have someone (else) proofread your paper and verify the logic and message that you are putting forth, and/or make an appointment with the Writing Studio (great resource in the Madden Library). Make sure the paper that comes to me has been rigorously examined and proofed before I receive it.** While you are certainly encouraged to use Internet-based resources to develop your paper, I expect that a majority of the sources used be of a "traditional nature." **OUR DEPARTMENT HAS A STRONG "NO CHEATING ON PAPERS, NO PLAGIARISM ETHIC." IF YOU DO EITHER, YOU NEED TO GO ...** All papers will be submitted to me via electronic means subsequent to being received by Turnitin. **The only hard copy that I will require is a copy of your References section.** Full instructions will be forthcoming. This paper is a "big deal."

To help assure that you are thinking about a topic and beginning to formulate some ideas on the direction you plan to pursue, you are required to submit a working title and abstract or outline on **Week 8, Thursday, March 8, 2018** (for 2 points toward your final grade). The paper is due, in final form, on **Week 13, Thursday, April 12, 2018** (for 28 points toward your final grade). Think ahead so you don't have to do this on a "last minute basis" (as if this caution would help, ha!). **Unfortunately, Spring Break is very early this year, so it will be due the week after.**

Late Papers: Please don't unless absolutely necessary. I take off points for late papers, mostly because they are a headache for me. Gearing up to grade late papers is quite an ordeal; you will have been given ample notice of the due date throughout this course. Please keep me posted of extenuating circumstances.

Let's have a serious chat about Extra Credit. I'm not a fan. The request for "extra credit" usually follows one having done a crappy job on a paper, a test, or the like. So, when a person asks me for extra credit, what they're really saying is, "Hey, dude, you caught me doing a crappy job on my work and I'd appreciate the opportunity to do it right this time." That sounds good, but it puts me through more work than it does you! For example, I will thoroughly mark your papers, so extra credit means you get to incorporate my corrections and then get a great grade. That means I should get the extra credit, not you! Right? Hey, you're the student here, not me! So, if extra credit is ever in order, **I WILL ASK YOU TO DO IT, NOT THE OTHER WAY AROUND.** The best way that I know to eliminate the need for requesting extra credit is to not do crappy work in the first place.

Participation: Participation in class is key to our mutual, collective success in this class (and accounts for 10 points toward your final grade). There is a great deal of information to be covered and that task will be enhanced if you actively engage in the business at hand, and responsibly speak your mind when the various topics stimulate your desire for expression. Most of this material has a subjective aspect, and we can only discern the meaning by bouncing ideas off each other. Also, there are many highly technical concepts involving the law and ethics, and lack of discussion could render this class exceedingly boring (I have even been known to even bore myself!). Only through discussion can we bring some life to what could be a rather tedious experience.

Evaluation: You will be evaluated based on the following: Participation 10% (10-points for the semester), two exams 40% (2 X 20-points each = 40-points), major paper 30% (30-points total; 28-points for the paper, 2-points for the proposal that is due early), and final exam 20% (20-points). Your final grade will be based on the following point system: 100 - 90 = A; 89 - 80 = B; 79 - 70 = C; 69 - 60 = D; 59 - 0 = F.

Let's have a serious chat about grades. Every semester, without fail, someone (who earned a "B" or a "C" on the first exam), will come to me and say, "Dr. Smith, I must get an 'A' in this class. What can I do to assure that?" To save you from asking that question, the answer is to get "A's" on all your assignments and exams. Typically, about half of the class gets an "A," about a third or more of the class will get a "B," and there may be some other grades, too. I feel no guilt, shame, or sorrow about issuing a "B" where warranted, and I freely assign "A's," "C's," and even lower grades if they are supported by the numbers. So, in summary, **you don't have to get an "A" in this class**, but you will get what you earned. Please don't lay this personal need on me; I'm not *that* codependent.

The two scheduled exams and the final exam will allow you to demonstrate your ability to assimilate, synthesize elaborate, infer, and illustrate your grasp of the course material. They two exams during the semester are objective-type items, and the final exam will be an essay-type exam that will require synthesizing and applying knowledge learned in the class.

Dan's Policy on Attendance: Be here. It is expected. Really. This is the second mention of "attendance" in this syllabus. And, I take roll.

University Policy on Students with Disabilities: The University is committed to providing reasonable academic accommodation to students with disabilities. Services for Students with Disabilities provide university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities (SSD) at 559-278-2811 for information regarding accommodations. Please notify your instructor that instructions from SSD will be forthcoming so that reasonable efforts can be made to accommodate your needs. **IF YOU EXPECT ACCOMMODATION THROUGH THE ACT, YOU MUST MAKE A FORMAL REQUEST THROUGH SERVICES FOR STUDENTS WITH DISABILITIES.**

University Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

1. Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration);
2. Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading; and
3. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

It is important that we all do the "right thing" where exams, papers, and other academic matters are concerned; the university permits me to require students to sign a statement on all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." You'll see this on the 3 exams.

University Policy on Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a "0" or "F" on a particular assignment, through an "F" for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the *Schedule of Courses* ("Legal Notices on Cheating and Plagiarism") or the *University Catalog* ("Policies and Regulations"). **Dude, cheating in an "ethics" class? ... Seriously?**

Statement on Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

No material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site. Permission has been received for copyrighted materials republished on the class web site.

University Policy on Student Access to Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and

recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

It will be **impossible** to deal with the material in this class without access to the Internet, an e-mail address that is frequently checked for messages, and the ability to print from your Internet browser. Many of the documents we review will be available over the Internet via .pdf file, using Adobe Acrobat® Reader (v4.0 or higher). Acrobat is free from <http://www.adobe.com> (see the buttons in the "download" section of their home page).

University Policy on Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class." This is my 40th year in the department; no problems thus far ...

Subject to Change Statement: This syllabus and schedule are subject to change in the event of extenuating circumstances. I try to avoid change, but sometimes it happens.

Clinical Review; a Process to Assist Students . . . and Protect the Profession: Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.

Student Liability Insurance: Students pay an additional fee upon enrolling in clinical courses, which provides them with liability insurance coverage through the university; however, the faculty cannot guarantee coverage under this policy, as students are not identified by name as the holder of the policy. Most agencies in our community require that trainees have a policy where they are the "named insured." Therefore, I highly recommend that students acquire additional professional liability insurance. **Excellent liability insurance is a benefit of your student membership** in the California Association of Marriage and Family Therapists (CAMFT), the American Counseling Association (ACA), and/or the American Association for Marriage and Family Therapy (AAMFT). *[This is informational only; this is not a "clinical" course, but "liability insurance" will be a serious topic for discussion in this course.]*

Counselor Education Program Policy on the use of Electronic Devices in the

Classroom (Adopted 12-11-2007): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones**: Students must put cell phones on "silent mode" (**not** "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode (or the "Airplane" mode). "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers**: While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (Facebook, Twitter, Instagram, LinkedIn, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.**: The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Calendar: A calendar of events is included in a separate .pdf file. The dates presented thereon are to help us stay on task, and are subject to change in the event of extenuating circumstances (or a better deal ...). I'm sure we'll get off track by adding new items and deleting items that were covered elsewhere in our discussions. Be flexible ... be ready to dig in.

Selected Bibliography

(a partial listing, for sure)

- American Association for Marriage and Family Therapy. (2012). *AAMFT code of ethics*. Washington, DC: Author. Available: <http://www.aamft.org/>
- American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author. Available: <http://www.counseling.org/>
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- Alponte, H. J. (1985). The negotiation of values in therapy. *Family Process*, 24, 323-338. [a classic]
- California Association of Marriage and Family Therapists. (2011). *Ethical Standards Part I*. San Diego, CA: Author. Available: <http://www.camft.org>
- Doherty, W. J. (1992). Values and ethics in family therapy. In M. T. Burke & J. G. Miranti (Eds.), *Ethical and spiritual values in counseling* (pp. 75-80). Alexandria, VA: Association for Religious and Values Issues in Counseling. [a classic]
- Goldenberg, H., & Goldenberg, I. (2011). *Family therapy: An overview* (8th ed.). Pacific Grove, CA: Brooks/Cole.
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- Guy, J. D. (1987). *The personal life of the psychotherapist*. New York: Wiley. [a classic]
- Leslie, R. S. (1999). *Malpractice: A problem to be avoided (legal issues)*. San Diego, CA: California Association of Marriage and Family Therapists.
- Patten, C., Barnett, T., & Houlihan, D. (1991). Ethics in marital and family therapy: A review of the literature. *Professional Psychology: Research and Practice*, 22, 171-175.
- Shaw, H. E., & Shaw, S. F. (2006). Critical ethical issues in online counseling: Assessing current practices with an ethical intent checklist, *Journal of Counseling & Development*, 84, 41-53. [a classic]
- Thomas, A. J. (1998). Ethical mandates for multicultural sensitivity for family counseling. *Family Journal: Counseling and Therapy for Couples and Families*, 6, 49-51. [a classic]
- Woody, J. D., & Woody, R. H. (2001). *Ethics in marriage and family therapy*. Washington, DC: American Association for Marriage and Family Therapy.

CALENDAR OF EVENTS

**Class meets on Thursday,
4:00 p.m. to 6:50 p.m. in ED 177**

Week 1: Thursday, January 18, 2018

Discussion:

- Review Syllabus; plan for the semester.
- Textbooks and outside readings.
- Professional Identity. Who are we, and who represents our interests? CAMFT, AAMFT, ACA, IAMFC, etc. The role of professional societies in our development as a profession.
- The code set. Where can we find the laws?
- Realistic view of the profession, where we are going from here.
- MFT, LMFT, LSMFT, LPCC? What gives with the alphabet soup?

For next meeting:

• Textbook Reading Assignments (Check box for completion). TPM

- Wilcoxon et al. Chapter 1 (pages 2 - 22) - Values as Context for Therapy
- Atkins et al. Chapter 2A (pages 33 - 39) - "Scope of Practice." **Don't read B**, pages 40 - 44 on "coaching."

- **Assignment:** Acquire a hard copy of California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I." You'll find this at <http://camft.org>. Look under "**About CAMFT**" in the red header pull-down bar. **Read** sections: 1) Introduction, 2) Responsibility to Patients, 3) Confidentiality, 4) Professional Competence and Integrity, and 5) Responsibility to Students and Supervisees. We will compare the ACA and CAMFT codes of ethics throughout the semester. In the courtroom, however, you will be held to account for the CAMFT code of ethics.
- **Assignment:** Spend time looking at the CAMFT web site and be prepared to discuss the services and features available from CAMFT's website.

Week 2: Thursday, January 25, 2018

Discussion:

- Wilcoxon et al. Chapter 1 (pages 2 - 22) - Values as Context for Therapy
- Atkins et al. Chapter 2A (pages 33 - 39) - "Scope of Practice."
- California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I," sections: 1) Introduction, 2) Responsibility to Patients, 3) Confidentiality, 4) Professional Competence and integrity, and 5) Responsibility to students and supervisees. Compare to ACA code of ethics.
- Findings from your internet ramblings through CAMFT's web site.

For next meeting:

• Textbook Reading Assignments (Check box for completion). TPM

- Wilcoxon et al. Chapter 2 (pages 23 - 39) - Professional Acculturation
- Atkins et al. Chapter 9A thru C (pages 183 - 199) - Dual Relationships and Unlawful/Unethical Dual Relationships
- **Assignment:** California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I." **Read** sections: 6) responsibility To Colleagues, 7) Responsibility to research participants, 8) Responsibility to the profession, 9) Responsibility to the legal system, 10) Financial arrangements, and 11) Advertising.
- **Assignment:** Acquire hard copy of "Professional Therapy Never Includes Sex" (2011) from the Board of Behavioral Sciences (<http://www.bbs.ca.gov>), under FORMS/PUBS → Consumer Protection. The document is 28 pages in length and may be downloaded as a .pdf file. **Make a hard copy and bring it with you to class next meeting . . . read. The law requires you to have this on hand when your practice!**
- **Assignment:** E-mail to me at h.dan.smith@gmail.com (by attachment; no virus, please) your summary of "Professional Therapy Never Includes Sex." Please specifically comment on the definitions of sexual misconduct and the enforcement procedures. This will also serve as a check to see if you are reading the syllabus. **P.S.:** I only use this email address for three assignments in COUN 231. Should you need to reach me for any other reason, this address won't work.

Week 3: Thursday, February 1, 2018

Discussion:

- Wilcoxon et al. Chapter 2 (pages 23 - 39) - Professional Acculturation
- Atkins et al. Chapter 9A thru C (pages 183 - 199) - Dual Relationships and Unlawful/Unethical Dual Relationships
- California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I," sections: 6) responsibility To Colleagues, 7) Responsibility to research participants, 8) Responsibility to the profession, 9) Responsibility to the legal system, 10) Financial arrangements, and 11) Advertising. Compare to ACA code of ethics.
- "Professional Therapy Never Includes Sex"
- Beginning discussion of psychotherapist-patient privilege

For next meeting:

• Textbook Reading Assignments (Check box for completion). TPM

- Wilcoxon et al. Chapter 3 (pages 42 - 70) - Promoting Ethical Practice
 - Atkins et al. Chapter 5A (pages 100 - 110) - Confidentiality Issues; Chapter 7A thru D (pages 136 - 162) - Dangerous Patients; Chapter 8A thru E (pages 163 - 182) – The Psychotherapist-Patient Privilege
- Assignment:** Proposal statement for major paper due **March 8** (week 8).

Week 4: Thursday, February 8, 2018

Discussion:

- Wilcoxon et al. Chapter 3 (pages 42 - 70) - Promoting Ethical Practice
- Atkins et al. Chapter 5A (pages 100 - 110) - Confidentiality Issues; Chapter 7A thru D (pages 136 - 162) - Dangerous Patients; Chapter 8A thru E (pages 163 - 182) – The Psychotherapist-Patient Privilege
- *VITALY TARASOFF v. REGENTS OF UNIV. OF CA., ET AL.* (1976).
- Dan's famous "Colorado Dangerous Patient" movie!
- Dan's famous "Poop-on-the-Door Dangerous Patient" movie!
- The elements of privileged communication. HUGE issue in our business.
- **The subpoena.**
- California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I," sections: 8) Responsibility to the profession, 9) Responsibility to the legal system, 10) Financial arrangements, and 11) Advertising. Compare to ACA code of ethics.

For next meeting:

• **Textbook Reading Assignments (Check box for completion). TPM X 2**

- Wilcoxon et al. Chapter 4 (pages 71 - 88) - Unique Ethical Considerations
Chapter 8 (pages 142 - 169) - Contemporary Ethical Issues
- Atkins et al. Chapter 10A and B (pages 200 - 209) - Telehealth
Chapter 14B (pages 274 - 285) - Revisiting Informed Consent
- **Assignment; Scavenger Hunt:** Find two (2) on-line therapists; jot down their URL so that we can look at them in class next time. Take some notes and be ready to discuss their sites, the set-up as best you can determine. Read and be ready to discuss BBS position on "on line therapy" from their web site.
- **Assignment:** Go to the BBS website (<http://www.bbs.ca.gov/>) and search "online therapy." The first two "hits" will be documents entitled, "Consumer Information Regarding Online Psychotherapy" [for consumers], and "Online Psychotherapy Services" [for licensees]. Print **BOTH** of these items and bring to class next week.
- **Assignment:** Proposal statement for major paper due **March 8** (week 8).

Week 5: Thursday, February 15, 2018

Discussion:

- Wilcoxon et al. Chapter 4 (pages 71 - 88) - Unique Ethical Considerations
Chapter 8 (pages 142 - 169) - Contemporary Ethical Issues
- Atkins et al. Chapter 10A and B (pages 200 - 209) - Telehealth
Chapter 14B (pages 274 - 285) - Revisiting Informed Consent
- Examination of your two favorite (or most outrageous) online psychotherapy web sites from your search per last week's assignment. We'll take a look at them, too.
- Discussion of technology's impact on the profession. You'll probably be counseling on-line in your future ... one never knows. Discussion of online therapy and how it has developed over the past 10 years, review of Dan's favorite web sites where therapists are promoting themselves as online therapists. Taking a look at BBS expectations for online treatment, as well as NBCC ethical standards for online therapists.

For next meeting:

- **EXAM 1 NEXT WEEK.** The exam will be of an "objective nature" and will evaluate the full range of readings and discussion to date in the Wilcoxon et al. text, the Atkins et al. readings, and the California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I."
- **Assignment:** Proposal statement for major paper due **March 8** (week 8).

Week 6: Thursday, February 22, 2018

EXAM 1, as noted above. We'll talk more about psychotherapist-patient privilege for a while before the exam . . .

• Textbook Reading Assignments (Check box for completion). TPM

- Wilcoxon et al. Chapter 5 (pages 89 - 104) - Unique Ethical Considerations
- Atkins et al. Chapter 12A thru D (pages 233 - 256) - Civil Liability, Disciplinary Actions, and Ethics Complaints
- **Assignment:** Proposal statement for major paper due **March 8** (week 8).

Week 7: Thursday, March 1, 2018

Discussion:

- Wilcoxon et al. Chapter 5 (pages 89 - 104) - Unique Ethical Considerations
- Atkins et al. Chapter 12A thru D (pages 233 - 256) - Civil Liability, Disciplinary Actions, and Ethics Complaints
- Discussion of how the practice of MFT differs from individual therapies; there are many distinctions that feel awkward and pose legal and ethical problems if appropriate principles are not followed or ignored. Unique confidentiality considerations, application of paradoxical procedures, poverty, trauma, and cultural issues. Also liability issues for MFTs and disciplinary actions, including DUIs (and other consequences of how you live your life).

For next meeting:

- **Textbook Reading Assignments (Check box for completion). TPM**
 - Wilcoxon et al. Chapter 6 (pages 105 - 119) - Intimate Partner Violence
 - Atkins et al. Chapter 4A thru G (pages 61 - 99) - Child and Elder Abuse
- **Assignment:** Proposal statement for major paper due **March 8** (week 8).
That would be NEXT WEEK!

Week 8: Thursday, March 8, 2018 – Proposal statement for major paper due today. Thank you for being on time.

- **Discussion:** *This discussion will cover 1/7 of the mandatory child abuse assessment and reporting instruction relegated to this class. We will have a detailed discussion of the law and your responsibilities, who is a mandated reporter, and reporting procedures.*
 - Wilcoxon et al. Chapter 6 (pages 105 - 119) - Intimate Partner Violence
 - Atkins et al. Chapter 4A thru G (pages 61 - 99) - Child and Elder Abuse
- Dan's famous "Child Abuse" movie. **Brace yourself for this one! You'll never be the same after seeing this.**
- IPV per your readings
- Discussion on APA style and other paper-relevant matters.

For next meeting:

• Textbook Reading Assignments (Check box for completion). TPM

- Wilcoxon et al. Chapter 7 (pages 120 - 141) - Contemporary Ethical Issues
- Atkins et al. Chapter 3A thru D (pages 45 - 60) - Consent for Treatment of Minors;
Chapter 5B (pages 111 - 113) - Minors in the System, the Flow of Information;
Chapter 5C (pages 114 - 116) - Collaterals in Psychotherapy
- **Assignment:** *Acquire a copy of 20 Facts about Child Abuse and Neglect (PUB 411; 08/2011) from the California Department of Social Services. Just Google it; it is a tri-fold brochure, front and back. This is a nice "waiting room" brochure for your practice, and it is very informative.*
- This *would* be a good time to be considering your paper, which is due **April 12** (week 13). **I'm begging you not to wait until the last moment!**

Week 9: Thursday, March 15, 2018

Discussion: *This will bring us to 3/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*

- Wilcoxon et al. Chapter 7 (pages 120 - 141) - Contemporary Ethical Issues
- Atkins et al. Chapter 3A thru D (pages 45 - 60) - Consent for Treatment of Minors;
Chapter 5B (pages 111 - 113) - Minors in the System, the Flow of Information;
Chapter 5C (pages 114 - 116) - Collaterals in Psychotherapy
- *20 Facts about Child Abuse and Neglect* (PUB 411; 08/2011) from the California Department of Social Services.
- Diagnosis in family therapy; incompatibility of orientations, Managed Care, etc.
- **Intimate discussion of APA style; prepping you for the BIG ONE!**
- **REMIND ME TO GIVE YOU INSTRUCTIONS ON HOW TO USE Turnitin.com.**

For next meeting:

• Textbook Reading Assignments (Check box for completion). TPM

- Wilcoxon et al. Chapter 10 (pages 200 - 232) - MFTs in the Legal System
- Atkins et al. Chapter 1A thru E (pages 7 - 32) - Advertising/business cards, fees, Social Media, etc.;
Chapter 6A thru D (pages 117 - 135) - Patient Records, and Chapter 13A and B (pages 257 - 267) - Therapy Termination
- **Assignment:** This would be a good time to be considering your paper, which is due **April 12** (week 13).

Week 10: Thursday, March 22, 2018

Discussion: *This will bring us to 5/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*

- Wilcoxon et al. Chapter 10 (pages 200 - 232) - MFTs in the Legal System
- Atkins et al. Chapter 1A thru E (pages 7 - 32) - Advertising/business cards, fees, Social Media, etc.;
- Chapter 6A thru D (pages 117 - 135) - Patient Records, and Chapter 13A and B (pages 257 - 267) - Therapy Termination
- Dan's famous "Business Cards Faux Pas" exercise.
- Liability Insurance: types and necessity for California MFTs.
- Review of Fresno State's liability program through Lloyds of London.
- Problems encountered when you allow your employer (or school) to supply your liability insurance

For next meeting:

• **Textbook Reading Assignments (Check box for completion). TPM**

- Wilcoxon et al. Chapter 11 (pages 233 - 261) - Family Law
- Atkins et al. Chapter 11A thru D (pages 210 - 232) - Health Insurance Chapter 14 A, B, and D (pages 268 - 273; 286 - 293) - The Standard of Care
- **EXAM 2 NEXT MEETING—RIGHT AFTER SPRING BREAK . . . SORRY.**
The exam items will come from readings in Wilcoxon et al., the California child abuse and neglect reporting law, and the items from Atkins et al.
Completion of this exam will bring us to 7/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.
- Your Major Paper is due **April 12** (week 13).

Week 11: Thursday, March 29, 2018 Spring Break

NO CLASS – Dan will spend this week in Washington D.C. with CAMFT, lobbying Congress and the Senate for inclusion of our license-type as Medicare providers.

Week 12: Thursday, April 5, 2018

EXAM 2, as noted above. *The exam will complete 7/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*

Someone else will administer the exam. Dan will spend this week in Washington D.C. with CAMFT, lobbying the US House and Senate members for inclusion of our license-type as Medicare providers.

PLEASE NOTE: THERE IS NO TPM FOR CHAPTER 13!

• Textbook Reading Assignments (Check box for completion). NO TPM

- Wilcoxon et al. Chapter 13 (pages 290 - 308) - Professional Issues: Identity
- Atkins et al. Chapter 15A thru E (pages 294 - 318) - Registered Associate MFTs, Trainees and Supervisors

• Your Major Paper is due April 12 (NEXT WEEK).

Week 13: Thursday, April 12, 2018

Major Paper is due NOW. Thank you for being on time. Phew, that's over!

NOTE: This is a traditional "mournful day of illness" for students who have not completed their papers. I would rather you come to class to be involved with this important discussion than to be "sickly" today. Please, eat your vegetables and take your vitamins . . . and come to class as expected. Thanks.

Discussion:

- Wilcoxon et al. Chapter 11 (pages 233 - 261) - Family Law
Chapter 13 (pages 290 - 308) - Professional Issues: Identity
- Atkins et al. Chapter 11A thru D (pages 210 - 232) - Health Insurance
Chapter 14 A, B, and D (pages 268 - 273; 286 - 293) - The Standard of Care
Chapter 15A thru E (pages 294 - 318) - Registered Associate MFTs, Trainees and Supervisors

For next meeting:

• Textbook Reading Assignments (Check box for completion). NO TPM

- Wilcoxon et al. Chapter 14 (pages 309 - 328) - Professional Issues: Supervision, Licensure, and Professional Development
- **Assignment:** Go to the BBS web site (<http://www.bbs.ca.gov>) and look at the materials needed to register as an Associate. Spend some time exploring the web site and be ready to discuss.
- Examine various BBS forms and procedures.
- MCE (Mandatory Continuing Education) for MFTs.
- MFT consultation, a growing perspective.

Week 14: Thursday, April 19, 2018

"MFT/LPCC Essentials":

BBS rules/regulations for MFT licensure; information on COUN 239 placements and requirements for the field experience.

- *Board of Behavioral Sciences Statutes and Regulations*, Latest Revision.
- Examine various BBS forms and procedures.
- MCE (Mandatory Continuing Education) for MFTs.
- Discussion of various licensure issues; how to get your IR number, questions to ask your supervisor, where you can work, what to expect, etc.

Discussion:

- Atkins et al. Chapter 15A thru E (pages 294 - 318) - Registered Associate MFTs, Trainees and Supervisors

Week 15: Thursday, April 26, 2018 -- No class. DAN IS AT CAMFT CONFERENCE!

Week 16: Thursday, May 3, 2018

Discussion (Continued from week 14) "MFT/LPCC Essentials":

Continue discussion of BBS rules/regulations for MFT licensure; information on COUN 239 placements and requirements for the field experience.

- *Board of Behavioral Sciences Statutes and Regulations*, Latest Revision.
- *Examine* various BBS forms and procedures.
- MCE (Mandatory Continuing Education) for MFTs.
- *Discussion* of various licensure issues; how to get your AR number, questions to ask your supervisor, where you can work, what to expect, etc.

Week 17: Thursday, May 10, and Friday, May 11, 2018

Consultation Days. No class; Dan will be available for advising.

YOUR FINAL EXAM WILL BE POSTED ON THE CLASS WEB SITE AT 12:00 NOON ON FRIDAY, MAY 11, 2018 (SECOND CONSULTATION DAY).

Week 18: Thursday, May 17, 2018

Final Examination: 4:00 p.m. to 6:00 p.m. (More information forthcoming on exact time and place of the "exam"). The exam will cover readings and discussions and will attempt to crystallize the emerging gestalt into a succinct formulation, thus bringing closure to this life experience. Say what? This MAY be a take-home exam.