

Meets Thursdays 4:00 p.m. to 6:50 p.m. in ED 177 (Redbirds)

Meets Thursdays 7:00 p.m. to 9:55 p.m. in ED 177 (Bluebirds)

Kremen School of Education and Human Development

Vision: The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission: The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

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. Family mediation and professional consultation will be introduced. 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.

Class Meeting Day/Time and Room Information: This class meets on Thursday, 4:00 p.m. to 6:50 p.m. in ED 177. This is a "Smart Classroom"; laptops and tablets are welcome for note taking (see policy below). Our classroom has wireless Internet access via "eduroam."

Instructor Office Hours (ED 441): Tuesday, 8:30 a.m. to 11:30 a.m. AND 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@csufresno.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:

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.]

Atkins, C., Griffin, M., Jasper, S., Jensen, D., Johnson, A., Tran-Lien, A. (December, 2016). *Compendium: A collection of articles concerning the legal & ethical obligations of California Marriage and Family Therapist licensees, interns, and trainees*. San Diego, CA: California Association of Marriage and Family Therapists (CAMFT).

Objectives of this Course. The Student will ...

- **Demonstrate** understanding of the legal and ethical standards and models of ethical decision-making that guide the profession of marriage and family therapy (CACREP MFT I-A2; I-B1);
- **Demonstrate** understanding of child abuse assessment, reporting, and treatment. *This will fulfill seven hours of pre-licensure training in child abuse assessment and reporting required by the Board of Behavioral Sciences* (CACREP MFT I-C2; I-D5);
- **Demonstrate** understanding of the structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family therapy (e.g., CAMFT, AAMFT, IAMFC) (CACREP MFT I-A4);
- **Demonstrate** understanding of the ethical and legal considerations related to the practice of marital, couple, and family therapy (e.g., the ACA and IAMFC Code of Ethics) (CACREP MFT I-E4; I-D5);
- **Conduct** literature review of a relevant area of law and ethics and produce an original research paper in the realm of legal/ethical considerations (CACREP MFT I-A2; I-B1; I-E3; I-I1);

- Demonstrate understanding of the ethical implications of the development of a professional and personal self-care plan and how to implement it in professional behavioral health care setting (CACREP MFT I-D6; I-E3);
- Articulate implications of professional issues unique to marital, couple, and family therapy including recognition, reimbursement, and right to practice (CACREP MFT I-A2; I-E4);
- Compare and contrast roles of marital, couple, and family therapists in a variety of practice settings and in relation to other professionals (CACREP MFT I-A3);
- Understand role of racial, ethnic, cultural heritage, nationality, socioeconomic status, family structures, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family therapy (CACREP MFT I-A6; I-B2; I-C3; I-E1,2,4; I-F4); and
- Demonstrate understanding of family systems and other theories and their application in working with couples, families, and other systems (e.g., legal, legislative, school and community systems). CACREP MFT I-F2; I-F3).

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://smith.soehd.csufresno.edu>. 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 **SafeAssign.com** for comparison to their library of known resources

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.com. **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, October 12, 2017** (for 2 points toward your final grade). The paper is due, in final form, on **Week 12, Thursday, November 9, 2017** (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!) My hope is to get you done with this before Thanksgiving ... so you can relax. Work with me on this.

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 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 a number of 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 abstract/outline 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, over 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. **I absolutely love my exams.**

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, see: <http://smith.soehd.csufresno.edu/copyrtpolicyfull.pdf>

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 39th year in the department; no problems thus far ...

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).

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. **I love this stuff, you need to love it, too ... at least for 18 weeks!**

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/>
- American Psychiatric Association. (2013). *DSM-5: Diagnostic and statistical manual of mental disorders; text revision* (5th ed.). Washington, DC: Author.
- 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.
- Goldenberg, H., & Goldenberg, I. (2001). *Counseling today's families* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- 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.