



**-- SYNCHRONOUS VIRTUAL INSTRUCTION ONLY --**

Syllabus for COUN 231 • Seminar in Ethics and Professional Practices of Counseling (3)			
<b>Semester:</b>	Fall 2022	<b>Department:</b>	Counselor Education & Rehabilitation
<b>Course:</b>	Sem. in Ethics & Professional Practices of Counseling	<b>Instructor:</b>	H. Dan Smith, EdD, LMFT
<b>Units:</b>	Three (3)	<b>Office:</b>	ED 331 (but I'm not really there)
<b>Time:</b>	Thursdays, 4:00 pm to 6:50 pm	<b>e-mail:</b>	dans@mail.fresnostate.edu
<b>Location:</b>	Virtual Instruction Only	<b>Telephone:</b>	559-287-5413 (Dan's Cell)
<b>Website:</b>	<a href="http://hdansmith.com">http://hdansmith.com</a>	<b>Office Hours:</b>	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:** Since I'm not at all on campus this semester, advising will be done via Zoom, text and/or email. The best bet is to text me at 559-287-5413, and we'll find a time to get together and the best mode for our meeting. I'm not "vaporware," I'm around and accessible.

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**Communication:** You can text or phone my cell at 559-287-5413. I monitor e-mail constantly, regardless of my schedule or my travels, so you might try this first: [dans@mail.fresnostate.edu](mailto: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, syllabus, links to additional information, test study guides, etc.

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

1. 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.

This text is available via **IA Bookshelf**, located on the course Canvas page, left-hand navigation list. You don't have to use (purchase) this if you have another resource for the book, **YOU MUST OPT OUT BY SEPTEMBER 4 OR YOU WILL BE CHARGED!** Find this book on-line, any edition will do (they're all about the same, even though the later editions are more detailed).

2. Atkins, C., Griffin, M., Jasper, S., Martin, L., Montgomery, A., Muldrow, B., Roscoe, K., Tran-Lien, A., Benitez, B., Jensen, D., Johnson, A., Lee, D., & Riemersma, M. (March, 2022). *Compendium: A collection of articles concerning the legal and ethical obligations of California Marriage and Family Therapist Licensees, Associates, and Trainees*. San Diego, CA: California Association of Marriage and Family Therapists (CAMFT).

-- directions to acquire are below; it will come to you in .pdf, **hard-copy is not available**.

The *Compendium* is purchased and downloaded directly from CAMFT. **Go to:** <http://CAMFT.org> → Education → On Demand Learning Library → Compendium for details. Unfortunately, it cost \$35.00 (**DO NOT PURCHASE THE \$85.00 COMPENDIUM TEST**). It is a treasure-trove of information and you must have it. You'll need the "current one (2022)" as it reflects new items on the MFT Law and State Ethics Exam.

Or, just press: <https://ondemand.camft.org/courses/10408> Use the NON-MEMBER link.

**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. You will be tested on this by the California Board of Behavioral Sciences after graduation.
- 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.

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

CACREP Standard		Learning Activities & Experiences	Evaluation Method
<b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</b>			
<b>F. 1. Professional Counseling Orientation and Ethical Practice</b>			
b.	Demonstrate 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	Exams; Potential paper topic Students' choice
f.	Demonstrate understanding of professional counseling organizations, including membership benefits, activities, services to members, and current issues.	Readings & Discussion	Exams; Potential paper topic, Students' choice
g.	Demonstrate understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	Readings & Discussion	Exams; Potential paper topic Students' choice
h.	Demonstrate understanding of current labor market information relevant to opportunities for practice within the counseling profession	Readings & Discussion	Exams; Potential paper topic Students' choice
i.	Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling (e.g., ACA, IAMFC, AAMFT, and CAMFT Codes of Ethics).	Readings & Discussion	Exams; Potential paper topic Students' choice
j.	Demonstrate understanding of technology's impact on the counseling profession.	Readings & Discussion	Exams; Potential paper topic Students' choice
l.	Demonstrate understanding of self-care strategies appropriate to the counselor role.	Readings & Discussion	Exams; Potential paper topic Students' choice
m.	Demonstrate understanding of the role of counselor supervision in the profession.	Readings & Discussion	Exams; Potential paper topic Students' choice
<b>F. 2. Social and Cultural Diversity</b>			
d.	Demonstrate understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	Readings & Discussion	Exams; Potential paper topic Students' choice
e.	Demonstrate understanding of the effects of power and privilege for counselors and clients.	Readings & Discussion	Exams; Potential paper topic Students' choice
g.	Demonstrate understanding of the impact of spiritual beliefs on clients' and counselor's worldviews.	Readings & Discussion	Exams; Potential paper topic Students' choice
<b>F. 5. Counseling and Helping Relationships</b>			
b.	Demonstrate understanding of a systems approach to conceptualizing clients.	Readings & Discussion	Exams; Potential paper topic Students' choice
d.	Demonstrate understanding of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	Readings & Discussion	Exams; Potential paper topic Students' choice
e.	Demonstrate understanding of the impact of technology on the counseling process.	Readings & Discussion	Exams; Potential paper topic Students' choice
f.	Demonstrate awareness of counselor characteristics and behaviors that influence the counseling process.	Readings & Discussion	Exams; Potential paper topic Students' choice
l.	Demonstrate understanding of suicide prevention models and strategies.	Readings & Discussion	Exams; Potential paper topic Students' choice

<b>F. 8. Research and Program Evaluation</b>			
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
<b>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS</b>			
<b>F. Marriage, Couple, and Family Counseling</b>			
<b>2. Contextual Dimensions</b>			
i.	<u>Demonstrate</u> understanding of the impact of interpersonal violence on marriages, couples, and families.	Readings & Discussion	Exams; Potential paper topic Students' choice
n.	<u>Demonstrate</u> understanding professional organizations preparations standards, and credentials relating to the practice of marriage, child, and family counseling.	Readings & Discussion	Exams; Potential paper topic Students' choice
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	Exams; Potential paper topic Students' choice
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	Exams; Potential paper topic Students' choice
<b>3. Practice</b>			
e.	<u>Demonstrate</u> 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 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
<b>Goal 4:</b> 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 (ACA) and the California Association of Marriage and Family Therapists (CAMFT)	Readings, Discussion, Two Midterm Exams, Major Paper, Final Exam
<b>Goal 5:</b> 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/coun231.html>. Each **TPM** is in Adobe Acrobat® (.pdf) format. Please see below for "University policy on student access to computers."

**Participation:** Participation in class is key to our mutual, collective success in this class (and accounts for 9 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 full 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 bore myself!). Only through discussion can we bring life to the classroom experience.

**Evaluation:** You will be evaluated based on the following: Participation 25% (25-points for the semester, broken into several elements), two exams 50% (2 X 25-points each = 50-points), and final exam 25% (25-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.

The 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 comprehensive knowledge learned in the class.

**Dan's Policy on Attendance:** Log in to Zoom. **KEEP YOUR CAMERA ON.** Join in the discussion. Make your point. Ask questions. 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, YOU MUST REQUEST IT THROUGH SERVICES FOR STUDENTS WITH DISABILITIES (SSD).** I'm all about accommodation, so speak-up if you need it.

**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 includes 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 *University Catalog* ("Policies and Regulations"). **Dude, cheating in an "ethics" class? ... Seriously? For reals?**

**Statement on Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy distributed in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of such 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>

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**Intellectual Property Provision:** As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or

post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

**University Policy on Student Access to Computers:** "At California State University, Fresno, computers and communication 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 43rd year doing this, no problems thus far ...

**Contact information for Department Chair:** The Department Chair, who is the next contact level beyond the faculty member, should be contacted should students need assistance with a concern that they are unable to address satisfactorily with the faculty member directly. This will put the student on a direct path for assistance with any issue and allow the chair to work with the faculty member and the student immediately to attempt to resolve the matter. If the issue relates to Title IX or Discrimination, Harassment or Retaliation allegations, those issues will be reported to the appropriate office as mandated by Executive Orders. **Chair:** Dr. Alicia Becton

**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 (not required for this course):** 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 << free >> 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/>

American Psychiatric Association. (2013). *DSM-5: Diagnostic and statistical manual of mental disorders; text revision* (5th ed.). Washington, DC: Author.



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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.
- 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.
- 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]