Purpose:

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

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

Requirements:

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

   Corey, G., Corey, S. & Callanan, P.  Issues and ethics in the helping professions, 8\textsuperscript{th} ed CA: Brooks / Cole.


2) Students are to complete 11 designated chapter summaries of the Corey text by days indicated per Course Schedule.

3) Students are to read the American Psychological Association Code of Ethics and the American Counseling Association Code of Ethics and generate a (two-page-minimum) comparison of the three codes (AAMFT code is a part of Wilcoxon, et al. Text) due at class time according to Course Schedule.

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

5) Students are to read and summarize one recent (past 12 mos.) MFT refereed journal article pertaining to professional issues, due at class time according to Course Schedule.
6) Students are to obtain and read the current LMFT or LPC licensure law (including rules and regs attachments) from one state of their choosing. Students are to prepare an organized summary/outline of that law primarily specifying the clinical and academic requirements for obtaining licensure and the disciplinary aspects of that particular licensure law, i.e., a practical guide on how to obtain and how to loose that mental-health provider state license. Outline (4-page-max), include exact website address, due at class time according to Course Schedule.

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

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

**Testing Procedure:**

1) Students will receive Sample Questions for “quizzable” chapters of the Wilcoxon text.

2) Students will be tested over specified Wilcoxon chapters (NOT comprehensively) and class lecture material (comprehensively) as listed on Course Schedule. (See Course Schedule for quiz dates and content.)

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

4) Students will be tested via a comprehensive final exam.

**Course Grading:**

1) The final course grade will be based on class quizzes (33% weight), a final exam (33% weight) and the quality and timely completion of all dated Requirements/Assignments, above (34% weight).

2) Two lowest quiz grades will be excluded in final grade computations.

3) The final exam will be comprehensive and will include Wilcoxon, et al., text and class lecture material (including guest speaker presentations, if any).

4) Satisfactory fulfillment of all class requirements by **8/8/13** is necessary for successful course completion.

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

6) 90% attendance required unless prior written permission by professor is obtained or student illness.
<table>
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<th>Class Number</th>
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PSY 551 - PROFESSIONAL STUDIES

SAMPLE QUIZ Q'S  Wilcoxon, et. al.: pps. 42-60, 5th Ed.

1. What is Barry's definition of ethics? (4th Ed.)
2. Explain the difference between mandatory and discretionary actions relative to ethical codes. (5th Ed.)
3. Van Hoose and Kottler (1985) state that ethical codes define basic principles that ought to guide professional activities. These authors then specify four purposes which professional ethical codes fulfill. Know two of these four purposes.
4. If sued for malpractice by what standard would the therapist be judged?
5. Given any one of Kitchner's (1986) four major psychological processes underlying applied ethics and psychotherapy, be able to explain that particular process. (one sentence per process)
6. Be able to recount the four components of ethically responsible behavior according to Van Hoose (1980).
7. Given any of the five biomedical ethical principles (Beauchamp and Childress, 2009) seen as overarching/foundational to psychotherapy, be able to supply a definition.
8. What is care-based ethical decision-making?
9. Define virtue ethics. What is its opposite?
10. Illustrate the difference between nonmaleficence and beneficence as applied to the issue of sexual intimacies with clients.
11. Illustrate the difference between mandatory and discretionary ethical decisions as applied to the issue of sexual intimacies with clients.

SAMPLE QUIZ Q'S  Wilcoxon, et. al.: Chapter 3b (remaining pages)

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

1. The authors point out issues unique to marriage and family under six rubrics (excluding confidentiality).
   a. Informed consent
   b. Problem definition
   c. Power inequity
   d. Therapist as change agent
   e. Convening complications
   f. Paradoxical procedures
   Presented with any of these be able to articulate at least one ethical concern addressed by the authors.

2. According to Grunebaum (1984), what is a necessary precondition to families adopting the therapist's problem definitions? (4th Ed.)

3. How are autonomy concerns potentially at risk in problem definition issues?

4. How could institutional/agency triangulation lead to inequity imbalance and what ethical code (number) item may be in question?

5. Give three reasons cited in this text for convening significant familial groups in therapy vs individuals in therapy.

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

7. What are the three positions given in your text regarding confidentiality in Marriage and Family Therapy? (5th Ed.)

QUIZ ASSIGNMENT: Wilcoxon, et. al., Chapters 6-8 (5th Ed.)
To be done and emailed to Prof and TA before class.

1. Compose a one paragraph summary of the key issues presented in the partner violence chapter (chapter 6 5th Ed.).

2. Describe any five key ethical issues identified in the contemporary issues chapter (chapters 7 & 8 5th Ed.).
SAMPLE QUESTIONS: Wilcoxon, et. al., Chapter 9 (5th Ed.)

1. Who may approach the Ethics Committee with complaints against AAMFT members?
2. All such complaint cases are decided after the "defendant" appears before the Ethics Committee.
   (T or F)
3. In cases where mutual consent is not reached, the AAMFT Judicial Council can take what final actions?
4. As today’s class and all future classes students should be able to analyze quiz scenarios like those in the
text and judge them in accord or in violation of the AAMFT Code of Ethics. Students do not need to
quote code numbers but must be able to paraphrase code principles and prescribe ethical courses of
action.

SAMPLE QUESTIONS: Wilcoxon, et. al.; Chapter 10 (5th Ed.)

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

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

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

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


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

6. Be able to briefly define "annulment."

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

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

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

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

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

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

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

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PSY 551 - PROFESSIONAL STUDIES
SAMPLE QUESTIONS: Wilcoxon, et. al.; Chapter 12 (5th Ed.)

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

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

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

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

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

6. Supervisees are absolved of legal liability for their clients in light of the legal doctrine of respondeat superior. (T or F)

7. Re insurance fraud, the authors point out 3 often practiced but prohibited behaviors. One involves the provider of service, another diagnosis and the third, fee waiver. Briefly explain 1, 2 or 3 of these for as many points.

8. What is the "consistent judicial trend" on the issue of privileged communication and multi-person psychotherapy, e.g., marital therapy.

9. On the same topic as immediately above, what is the third party rule and how universally is this applied?

10. Usually courts value the welfare of children above the privacy of their parents. (T / F)

11. Cindy is 15 years old; she stole a car and still possesses it. She tells you, her therapist. According to your authors what is the best course of action?

12. In the case immediately above the authors’ rationale focused primarily on laws addressing

   a. Reporting known crimes
   b. Tarsoff-like situations
   c. Contributing to the delinquency of a minor
   d. Accessory to a crime
   e. Astrological signs entrails interpretations
PSY 551
PROFESSIONAL STUDIES

SAMPLE QUESTIONS: Wilcoxon, et. al.; Chapter 13 & 14 (5th Ed.)

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

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

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

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

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

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

7. According to your author MFT is a distinct profession rather than a professional specialization. (T or F, explain both concepts.)

SAMPLE QUESTIONS: Wilcoxon, et. al.; Chapter 15 (5th Ed.)

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

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

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

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

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

**Course**: PSY 551 Professional Studies, **Professor**: Wm Richardson, **Campus**: Jackson, **Date**: Su 2014

#### MAMFTC Student Learning Outcomes

*In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.*

<table>
<thead>
<tr>
<th>Rubric</th>
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<tr>
<td>Strong</td>
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#### Completion of Curriculum Requirements

Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists.

**Rubric**: Strong  
**Mini-Justification**: Program Requirement

#### Licensure Requirements

Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.

**Rubric**: Strong  
**Mini-Justification**: Requisite acquisition of LMFT and LPC in Mississippi and all other United States

#### Theoretical/Philosophical Concepts

Understand the theoretical and philosophical concepts underlying marriage and family therapy.

**Rubric**: Strong  
**Mini-Justification**: Ethics theoretical and philosophical foundations of the helping professions are studied, e.g., discrimination, informed consent and multiple role concerns

#### Individual Development/Family Relations

Gain an understanding of individual development and family relations.

**Rubric**: Minimal  
**Mini-Justification**: The ethical decision-making process as it pertains to intervention decisions vis a vis convening individuals or relevant multi-person contexts is considered

#### Clinical Knowledge

Achieve the ability to understand and to apply clinical knowledge effectively.

**Rubric**: Minimal  
**Mini-Justification**: The emphasis here is the consideration of the delivery of mental health services, not the acquisition of such skills

#### Professional Identity & Ethics/Ethical Conduct

Form a professional identity and awareness of ethics and ethical conduct.

**Rubric**: Strong  
**Mini-Justification**: The understanding of professional identity and professional ethical standards of conduct is a pointed learning outcome goal of this class

#### Integration

Integrate research and clinical skills and knowledge.

**Rubric**: Minimal  
**Mini-Justification**: Some research of effective treatment outcome is considered in the light of values and treatment plans

#### Contemporary Culture

Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews).

**Rubric**: Moderate  
**Mini-Justification**: Part of the course directly addresses the helping field issues of therapist and client values, discrimination and diversity

#### Biblical Worldview

Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy.

**Rubric**: Strong  
**Mini-Justification**: Biblical world view and secular practice ethics are analyzed at points of convergence and divergence