Course Description

Course Information

This course focuses on the study of current ethical standards of professional practice for family therapists and psychologists. Students explore ethical and legal issues in a variety of settings that they may encounter in the course of their professional careers, with an emphasis on clinical, supervisory, and training roles. Students examine ethical dilemmas and present/discuss potential actions according to ethical decision-making models. CITI IRB-qualifying research training is completed as a criterion course requirement if not completed elsewhere in your academic program. The course emphasis is on general standards and AAMFT and APA ethics, with material on other professional codes integrated into assignments and discussions.

Reasonable self-disclosure is required.

Course Format

We meet as a class on Monday afternoons. Class activities may include discussions of general ethics topics and the intersection of ethical considerations and diverse populations, experiential exercises and role plays, group activities, lectures, and other activities.

The required 1-credit profession-specific ethics courses focus on topics specific to students’ professional ethical and legal requirements.

Course Objectives and Outcomes

1. To help students develop awareness of professional, ethical, moral, and legal issues in family therapy and psychology.
2. To help students learn ethical codes, laws, and guidelines applicable to the practice of family therapy and psychology.
3. To help students develop skills for distinguishing between laws, rules, codes of ethics, values, and personal beliefs.
4. To introduce ethical decision making models and processes.
5. To assist in the process of identifying personal values and biases.
6. To assist in the process of assessing limits of competency, potential dilemmas, and available resources.
7. To assist in the process of learning to explore and resolve ethical dilemmas.
8. To facilitate active participation in the development and revision of professional ethical and legal standards.
Couples and Family Therapy Competencies Addressed in This Course

5. Legal Issues, Ethics, and Standards

5.1. Conceptual skills

5.1.1. Know state, federal, and provincial laws and regulations that apply to the practice of couples and family therapy.

5.1.2. Know professional ethics and standards of practice that apply to the practice of couples and family therapy.

5.1.3. Know policies and procedures of the practice setting.

5.1.4. Understand the process of making an ethical decision.

5.2. Perceptual skills

5.2.1. Recognize situations in which ethics, laws, professional liability, and standards of practice apply.

5.2.2. Recognize ethical dilemmas in practice setting.

5.2.3. Recognize when a legal consultation is necessary.

5.2.4. Recognize when clinical supervision or consultation is necessary.

5.3. Executive skills

5.3.1. Monitor issues related to ethics, laws, regulations, and professional standards.

5.3.2. Develop policies, procedures, and forms consistent with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.

5.3.3. Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.

5.3.4. Develop safety plan for clients who present with potential self-harm, suicide, abuse, or violence.

5.3.5. Take appropriate action when ethical and legal dilemmas emerge.

5.3.6. Report information to appropriate authorities as required by law.

5.3.7. Practice within defined scope of practice and competence.

5.3.8. Obtain knowledge of advances and theory regarding effective clinical practice.

5.3.9. Obtain license(s) and specialty credentials.

5.3.10. Implement a personal program to maintain professional competence.

5.4. Evaluative skills

5.4.1. Evaluate activities related to ethics, legal issues, and practice standards.

5.4.2. Monitor personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

Counseling Psychology Competencies Addressed in This Course

Goal #2: To produce graduates who are committed to multicultural competence and social justice values in science and practice

Objective 6: Graduates are able to engage in culturally competent clinical and professional practice that reflects social justice values

Competency 6a: Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).

Competency 6b: Students apply knowledge of diversity and contextual issues to all aspects of clinical work.

Competency 6c: Students demonstrate awareness of multicultural and contextual issues in their professional interactions and commitment to relevant guidelines (e.g., APA's Multicultural Guidelines).

Competency 6d: Students recognize connections between injustice, oppression, and mental health, and the responsibility of counseling psychologists to address these issues.

Objective 7: Graduates are able to engage in culturally competent scholarly work that reflects social justice values
Competency 7b: Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.

**Goal #3: To produce graduates who reflect the values and identity of counseling psychologists, including a strong commitment to ethical practice in psychology**

**Objective 8: Graduates develop professional identities as counseling psychologists**

Competency 8b: Students gain didactic and applied experiences that support their career goals within the specialty of counseling psychology.

Competency 8c: Students and graduates recognize the central role of prevention science and multicultural competencies in their ongoing work as counseling psychologists.

**Objective 9: Graduates are knowledgeable of and adhere to ethical and legal guidelines and standards in all aspects of their professional work**

Competency 9a: Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA's Ethical Standards).

Competency 9b: Students demonstrate competence in applying established ethical principles and practices in all facets of their professional work with both adults and child/family populations.

**Objective 11: Graduates display professionalism in their relationships with faculty, staff, and peers necessary for success in multiple career settings**

Competency 11a: Students demonstrate the ability to collaborate in training, clinical practice, and research.

Competency 11b: Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees.

Competency 11c: Students are responsive to feedback from faculty, supervisors, and peers.

**Objective 12: Graduates engage in continuing professional education activities and lifelong learning**

Competency 12a: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing personal and professional development.

Competency 12b: Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their research and practice activities.

**Texts and Materials**

*Additional materials may be added in response to feedback, questions, and during course development.*

**Required Text**


**Required Ethical Codes and Guidelines**

- APA Ethics
  

- AAMFT Ethics
  
  [http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx](http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx)

- APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations
  

- Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients
  

**Recommended Ethical Codes and Guidelines**
• ACA Ethics  
• NASP Ethics  
• NASW Ethics  
  http://www.naswdc.org/code.htm  
• NOHS Ethics  
  http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals  
• Human Services—Board Certified Practitioner Ethics  

Oregon Law  
• Oregon Board of Psychologist Examiners  
• Board of Licensed Professional Counselors and Therapists  
  http://www.oregon.gov/OBLPCT/LPC.shtml  

Specific Documents  
• NARTH website  
  http://www.narth.com/menus/about.html  
• Articles from Ken Pope available at “Therapy, Ethics, Malpractice, Forensics, Critical Thinking (and a few other topics)”  
  http://www.kspope.com/index.php  
• Kerewsky, S. D., & Wallis, F. [Article posted on Blackboard]  

Additional readings may be added in response to student requests and current events.  

Class Schedule  

Subject to change. Additional readings may be assigned or substituted. Guests may change.  

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments to be completed before class meets</th>
<th>General Topics</th>
</tr>
</thead>
</table>
| 1  9/29 | ♦ Course overview, profession-specific course requirement, ecological frame, aspirational goals, model for engagement with ethics, ethical codes and decision-making, case vignettes. Why have professional ethics? Why teach the course in this order? Stories from our professions. Positive ethics. Practice. CPSY students: Oral Ethics Comps. | ♦ CITI requirement  
♦ Discussion of codes  
♦ Your questions  
♦ How codes change  
♦ Models of ethics decision making  
♦ Ugly cases (law vs. ethics): Preview  
♦ Assign discussion leaders, overview of assignment  
♦ Ethics activity |
| 2  10/6 | ♦ Read APA ethics, AAMFT ethics (online—new code adopted in 2012)  
♦ Skim other codes for comparison  
♦ Read Corey et al. 1: Introduction to Professional Ethics  
♦ Read Corey et al. 2: The Counselor as a Person and as a Professional  
♦ Note: Scheduling of CITI training will affect the order of activities | |
| 3  10/13 | ♦ Read Corey et al. 3: Values and the Helping Professional  
♦ Skim Corey et al. 4: Multicultural Perspectives and Diversity Issues | ♦ Models of ethical decision making (cont.)  
♦ Ethics and diverse populations (assign) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>CITI documentation due in instructor’s mailbox as paper copy if not completed for another Fall 14 class</td>
</tr>
<tr>
<td>10/27</td>
<td>Oregon Board of Psychologist Examiners and Board of Licensed Professional Counselors and Therapists (explore)</td>
</tr>
<tr>
<td>11/3</td>
<td>Read Corey et al. 7: Managing Boundaries and Multiple Relationships</td>
</tr>
<tr>
<td>11/10</td>
<td>Read Kerewsky &amp; Wallis</td>
</tr>
<tr>
<td>11/17</td>
<td>Read Corey et al. 6: Confidentiality: Ethical and Legal Issues</td>
</tr>
<tr>
<td>11/24</td>
<td>Read Corey et al. 12: Ethical Issues in Group Work</td>
</tr>
<tr>
<td>12/1</td>
<td>Read relevant Ken Pope articles</td>
</tr>
</tbody>
</table>

**Note:** Scheduling of CITI training will affect the order of activities.
Course Evaluation and Grading

Below is a list of assignments that link to the CFT Program Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

Specific Course Requirements and Evaluation Criteria

1. **Participation (20%)**: Attend class and scheduled group meetings, complete required readings on time, participate actively, complete required in-class and group activities, complete other activities as assigned. (Low participation may require additional assignments or retaking the course.) (CFT SLO 1)

2. **Training activity group project (30%)**: With a small group, develop an ethics training activity. Criteria, authorship, and uses of your product will be discussed in class (CFT SLO 1, 4).

3. **Class facilitation (20%)**: With partners, facilitate a discussion on an assigned topic and collect anonymous feedback from the class.

4. **Bibliography (10%)**: With partners, prepare and electronically distribute an annotated bibliography explicitly related to ethical considerations for work with a diverse population. This will be distributed to other students (CFT SLO 1, 4).

5. **Vignette (10%)**: Respond to a timed ethics vignette, demonstrating the use of a decision-making model. (CFT SLO 1)

6. **Test (10%)**: Take an online test to demonstrate basic comprehension of professional ethical principles and common legal standards for your profession in Oregon. (CFT SLO 1)

7. **CITI training (criterion requirement)**: If not completed in another Fall 2014 class, complete University of Oregon’s CITI training with an overall score of 80% or higher and provide a paper copy of your documentation. (CFT SLO 1, 4)

Work is due as assigned. Late group work may earn a grade of 0 for all group members because the structure of the course relies on timely submission of your work. Late individual work will be accepted; however, the calculated grade ceiling will be reduced 5% for each day late (i.e., your grade will be calculated, then multiplied by .95 on the first day late, .90 on the second, etc.). This includes weekend and holiday days.

There are no opportunities to earn extra credit in this course. Some make-up assignments may be offered. **Incompletes** will be given only for emergencies and by prior arrangement with your instructor. **All work is due as assigned or as described in class. No work will be accepted after class on Week 10 except by prearrangement with the instructor.**

**Grading**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86 - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83 - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>Below 80%</td>
<td>individual meeting required</td>
</tr>
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</table>

**Student Engagement Inventory**

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student</th>
<th>Explanatory comments</th>
</tr>
</thead>
</table>

Test closes 8:00 PM

Counseling Psychology students: Ethics Comps will be scheduled with faculty for Winter term

Student-led discussion 3

Training activities
<table>
<thead>
<tr>
<th>Attendance</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned readings and study</td>
<td>20</td>
</tr>
<tr>
<td>Test</td>
<td>2+ Test may be retaken</td>
</tr>
<tr>
<td>Assignments</td>
<td>28</td>
</tr>
<tr>
<td>Group work outside class</td>
<td>10</td>
</tr>
<tr>
<td>Total hours</td>
<td>90 This total represents the average engagement anticipated for a student with typical reading speed and academic preparation</td>
</tr>
</tbody>
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### Policies and Notifications

#### Attendance and Absence Guidelines
You are expected to attend class. Under some circumstances, make-up activities may be negotiated in advance with the instructor. Documented medical and athletic absences may be made up. However, if you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor’s discretion.

#### Expectations for Professional in Training
Please see the sections below on ethics, conduct, and related issues.

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade.

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless explicitly required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor’s materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

#### Additional Course Requirements
Please save or print a copy of this syllabus. Some readings may be on Blackboard. If you have trouble printing directly from Blackboard, try 1) saving the document to your computer; or 2) copying the document using CONTROL+A, CONTROL+C, then pasting it using CONTROL+V into a Word document.

If you are having trouble accessing or using Blackboard from off-campus, UO Microcomputing recommends that you use the Firefox browser. If you are having trouble downloading PDFs, try using a PC (not Mac).

When you e-mail the instructor(s) or a GTF, please give your full name and the class number and title. E-mail with an instructor or GTF is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

You are responsible for keeping copies of all of your work until after you are satisfied with your final grade. This may mean making an electronic backup of all assignments completed on the computer (or e-mailing yourself a copy that can be retrieved if your computer crashes), keeping
graded work until after the class is over, or keeping a copy of any e-mail you send and receive related to the course.

Ethics and Academic Standards

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person’s privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred. Participation in this class does not confer confidentiality.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Accommodation

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term or first two class meetings, whichever is first. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code found at http://conduct.uoregon.edu. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

At University of Oregon, you may contact:

- UO Bias Response Team: 541-346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 541-346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 541-346-3123 or http://aaeo.uoregon.edu

Grievance Policy

A student or group of students may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://neweducation.uoregon.edu/academics/student-grievance) or enter search: student grievance.

In Case of Inclement Weather

In the event that the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
Course Incomplete Policy
Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.
University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.