“Ethics is a code of values which guide our choices and actions and determine the purpose and course of our lives.”

— Ayn Rand, 20th-century Russian/American novelist and philosopher

Course Description
This 1-credit discussion section is a supplement to CPSY 612: Professional Ethics. It is designed to provide an opportunity to more fully examine and discuss ethical and legal considerations for Couples and Family Therapists with emphasis on relational/systemic elements of ethical decision making.

Course Learning Outcomes
1. To develop a working knowledge of legal and ethical issues faced by couples and family therapists.
2. To increase participants’ familiarity with the American Association for Marriage and Family Therapy (AAMFT) and AAMFT’s code of ethics.
3. To review ethical issues associated with research, including research with human subjects.
4. To help students learn ethical codes, laws, and guidelines applicable to the practice of couples and family therapy.
5. To help students develop skills for distinguishing between laws, rules, codes of ethics, values, and personal beliefs.
6. To apply systemically-minded ethical decision making models and processes.
7. To assist in the process of identifying personal values and biases.
8. To assist in the process of assessing limits of competency, potential dilemmas, and available resources.
9. To assist in the process of learning to explore and resolve ethical dilemmas.

Text/Readings
2. Blackboard postings (primary readings for this course).

This course will address the following AAMFT core competencies:

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.

Additional Resources
- AAMFT Ethics
  http://www.aamft.org/lmis15/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
- Board of Licensed Professional Counselors and Therapists
  http://www.oregon.gov/OBLPCT/LPC.shtml

POLICIES

Documented Disability & Request for Accommodations
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. 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

The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This syllabus will be made available in accessible format upon request.

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). 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. The MFT program has a specific set of policies with regard to Professional Conduct and Ethical Standards that can be found in the MFT Program Handbook. It is the student's responsibility to review these policies.

Respect for Diversity
It is the policy of the University of Oregon and the Family Therapy Program 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.

**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; Ron Beghetto, Associate Dean for Academic Affairs, at 346-1534 or beghetto@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

**Grievance Policy**
A student or group of students of the College of Education 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://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

**Weather Policy**
In the event 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 homepage (in the “News” section) at http://www.uoregon.edu. College of Education students should contact their program department for further information.

**Disclosure of Personal Information**
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program can not guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

The AAMFT Code of Ethics states in standard 4.7 (2001) that *Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight that clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

**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 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:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

**Course Incomplete Policy**
Please be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, see: https://education.uoregon.edu/academics/incompletes-courses

**Electronics**
Please use electronic devices during class for class purposes only.

**Course Assignments**

*Below is a list of assignments that link to the 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.*

I have designed the assignments based on previous collaboration with students and with the course objectives in mind. My goal is that each assignment is meaningful and an important part of the course. I hope that the assignments enhance your learning. If an assignment is not meeting this standard for you, please contact me right away. I will work with you so that each assignment meets a high standard and supports your learning. Outside of exceptional circumstances, in this class I will not accept late assignments. An assignment is late when it is not turned in to me at the beginning of class on the day it is due (or at another time listed in the syllabus or negotiated between us).

**Attendance & Participation (SLO1)**
Attendance, including arriving on-time to every class, is essential to successful mastery of course material. Attendance at every class is strongly encouraged. The course is advanced and designed to be student and discovery-oriented. Given this, I encourage you to have a very active role in the course. This includes sharing your thoughts, raising important questions, supporting other students’ learning, actively engaging the readings, and arriving at each class session prepared to discuss and engage the material. If you miss class for any reason, please meet with me during my office hours within one week of your absence. If you cannot meet during that time, please contact me and we will schedule an individual time.

*A Note About Arriving On Time: We will begin right at 1:00 each class period. Please be ready to begin at that time. It is important to me that our work together is focused and very active. Beginning on time and using our time well is one important part of creating that environment. Each of us has an important role toward that end. If you miss class for any reason, please meet with me during my office hours within one week of your absence (or contact me to schedule a meeting). Please also notify me of your absence in advance whenever possible by phone or e-mail.*

**Reading**
The readings, including the internet assignments, have been carefully selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. I have included readings that I believe will be instrumental in helping you to develop key competencies in working with complex issues. The readings are a mixture of journal articles, current websites, chapters, professional magazines and a very highly regarded book (Herman, 1997). To understand the material and the core concepts of working with violence and trauma it is very important to read the materials as designed in the schedule. This will contribute to your own learning and significantly enhance the learning of all participants. Therefore, prior to each class, significant preparation is necessary.

For each reading assignment, come prepared to class with (1) important questions the reading raised for you; (2) the most
important pieces of information as you see it; and (3) areas of agreement and disagreement with the author(s). Preparing in this way will help to focus our discussion and highlight central features of the readings. For example, after reading a 30-page chapter, what were the 3 most important points for you, the 2 most important questions it raised, and how do you agree/disagree with the central ideas? Think also about how a given reading is related to other readings, ideas and experiences you’ve encountered. Please bring a hard coy of assigned readings to class.

**Professional Disclosure Statement (SLO1)**

Prepare a professional disclosure statement following the guidelines set forth by the Oregon Board of Licensed Professional Counselors and Therapists. Specific instructions can be found at: [http://www.oblpct.state.or.us](http://www.oblpct.state.or.us).

From this location, link to “Guidelines and Publications,” found in the left hand column from the OBLPCT homepage. Then, read “Guidelines for Professional Disclosure Statements.” Prepare a professional document, following the guidelines, that is presentable to clients and colleagues. I will evaluate this based on (1) professional appearance (including grammar, format and punctuation); (2) the degree to which the statement complies with OBLPCT guidelines; and (3) demonstration of an understanding of the AAMFT and OBLPCT Code of Ethics.

**Background Check**

Please provide evidence that you have completed the background check.

**Legal Statutes & Rules Summary (SLO 1)**

This assignment is designed to give you an opportunity to summarize some of the laws pertinent to the practice of couples and family therapy, or a related discipline, in a state/providence/country of your choosing. It is meant to be a summary – even a concise outline is fine with this assignment. First, select and identify the state/providence/country. Then, summarize the legal standards and professional rules for each of the following (for each, also cite the standard and/or rule number):

- Licensing eligibility requirements
- Child & elder abuse & neglect reporting requirements
- Grounds for denial, suspension or revocation of license/certificate
- Disclosure statement requirements
- Continuing Education requirements
- Scope of Practice
- Confidentiality & Exceptions
- Informed Consent requirements

I will evaluate this assignment based on (1) professionalism; (2) clarity; and (3) the degree to which the summary is thorough, yet succinct.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Disclosure Statement</td>
<td>20</td>
</tr>
<tr>
<td>Legal Statutes and Rules Summary</td>
<td>30</td>
</tr>
<tr>
<td>Background Check</td>
<td>10</td>
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</tbody>
</table>

**Note:** Outside of exceptional circumstances, I will not accept late assignments for this course. An assignment is late when it is not turned in at the predetermined due date/time.

**Course Grading (%)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>64-68</td>
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As described in the CFT Student Handbook, a course grade of C+ or lower is not accepted for graduate credit, even though it may be computed in the G.P.A. *Note: If this class is taken P/NP, 70% or higher is required to pass the class.*

### Course Schedule

<table>
<thead>
<tr>
<th>DATE/CCLASS</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGN. DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Introduction; a review of CPSY 612; guiding documents</td>
<td>Blackboard</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Systemic considerations, confidentiality &amp; Informed consent (assent)</td>
<td>Blackboard</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>Social Justice, research, and relational ethics</td>
<td>Blackboard</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>Professional disclosure</td>
<td>Blackboard</td>
<td></td>
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<tr>
<td>2/23</td>
<td>Relational ethics &amp; suicide lethality &amp; imminence assessment</td>
<td>Blackboard</td>
<td></td>
</tr>
<tr>
<td>3/2</td>
<td>Drop In Discussion Lab, 1:00-3:00</td>
<td>Blackboard</td>
<td>Professional Disclosure Statement</td>
</tr>
<tr>
<td>3/9</td>
<td>Drop In Discussion Lab, 1:00-3:00</td>
<td>Blackboard</td>
<td></td>
</tr>
<tr>
<td>3/16-3/20</td>
<td>Finals Week</td>
<td>Finals Week</td>
<td>Legal Statutes and Rules Summary Background Check</td>
</tr>
</tbody>
</table>
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.