



Leadership for Diverse Communities

Fall 2009 Syllabus for
**COUN 231 • Seminar in Ethics and Professional
Practices of Marriage and Family Therapy (3)**

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Kremen School of Education and Human Development

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

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

Course Description: Prerequisites: COUN 200, 230 (or concurrent), and permission of instructor. This course addresses professional concerns, including legal/ethical issues, professional identity and Board of Behavioral Sciences regulations. Family mediation and professional consultation will be introduced. This course includes a minimum of seven training hours in child abuse assessment and reporting in accordance with MFT licensing requirements.

Class Meeting Day/Time and Room Information: This class meets on Thursday, 4:00 p.m. to 6:50 p.m. in ED 178. This is a "Smart Classroom"; laptops are welcome for note taking (see policy below). Our classroom is wireless Internet accessible.

Instructor Office Hours (ED 441): Tuesday, 9:00 a.m. - 12:00 noon (3-hours); Wednesday, 3:00 p.m. - 5:00 p.m. (2-hours); others by appointment. I also advise via video chat. *ALWAYS by e-mail!*

Communication: My office phone number is 559-278-0329, but I am there ONLY during office hours (as noted above). I monitor e-mail constantly, regardless of my schedule or my travels, so you might wish to try this first: dans@csufresno.edu. Our class has its own web site portal at <http://smith.soehd.csufresno.edu/coun231.html> where you can find additional information about the course, a replacement syllabus, links to additional information, test study guides, the grade book, etc.

Behavioral Objectives of this Course. The Student will ...

- **Demonstrate** understanding of the legal and ethical standards and models of ethical decision-making that guide the profession of marriage and family therapy;
- **Demonstrate** 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;*
- **Demonstrate** understanding of the structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family therapy (e.g., CAMFT, AAMFT, IAMFC);
- **Demonstrate** understanding of the ethical and legal considerations related to the practice of marital, couple, and family therapy (e.g., the ACA and IAMFC Code of Ethics);
- **Conduct** literature review of a relevant area of law and ethics and produce an original research paper in the realm of legal/ethical considerations;
- **Demonstrate** understanding of the ethical implications of the development of a professional and personal self-care plan and how to implement it in professional behavioral health care setting;
- **Articulate** implications of professional issues unique to marital, couple, and family therapy including recognition, reimbursement, and right to practice;
- **Compare** and **contrast** roles of marital, couple, and family therapists in a variety of practice settings and in relation to other helping professionals;
- **Understand** role of racial, ethnic, cultural heritage, nationality, socioeconomic status, family structures, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family therapy; and
- **Demonstrate** understanding of family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals.

Calendar: A calendar of events is attached. The dates presented thereon are to help us stay on task, and are subject to change in the event of extenuating circumstances. 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.

Textbooks and Required Readings:

- **Required Textbook:** Wilcoxon, A.S., Remley, T.P., Gladding, S.T., & Huber, C.H. (2007). Ethical, legal, and professional issues in the practice of marriage and family therapy (4th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- **Required Textbook:** Atkins, C., Benitez, B., Griffin, M., Jensen, D., Leslie, R., McNamara, T., Pelchat, Z., Riemersma, M., & Tran, A. (December, 2008). Compendium: A collection of articles concerning the legal & ethical obligations of California Marriage and Family Therapist licensees, interns, and trainees. San Diego, CA: California Association of Marriage and Family Therapists (CAMFT).

- **Supplementary Materials:** This class will call upon you to do some retrieval of information from various sources, as indicated in the Calendar of Events affixed to this syllabus. Much of the material may be acquired over the Internet via download, or by ordering it 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 work 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 ... and perhaps for the exams, too. There is only one way to retrieve a **TPM**, and that is to download it from <http://smith.soehd.csufresno.edu>. Each **TPM** is in Adobe Acrobat® (.pdf) format. Please see below for "University policy on student access to computers."

Major Paper: There is a research paper expectation for this class. As you might imagine, the area of ethical and legal development and application is evolving. Your paper (APA style, in the 10-ish page range) will review the literature on a specific area, its relevance to the MFT profession and practice, and how the profession is being impacted by the developments. My hope is that you will be stimulated by our early discussions and find an area where you would like to develop greater expertise. My goal is that you develop knowledge and expertise . . . your goal may be "getting it done." I hope is that you will develop a sincere interest in a niche area, and not just do it to get it done. Your paper will be accepted in hard copy once it is forwarded to **turnitin.com**.

I have discovered that some (several) students in COUN 231 are not familiar with "APA style"; it is a rather strict formatting protocol that is used by the profession exclusively for papers, articles, etc. The definitive source is the fifth edition (2001) of the *APA Publication Manual*, and this may be a required text for some classes (but not for this class). I often consult the Internet on APA style questions; just Google "APA style." I like Russ Dewey's "APA Research Style Crib Sheet" from Georgia Southern University. It is well organized and pretty helpful.

PLEASE READ THIS TWICE: Papers that are not appropriately crafted to reflect graduate-level work (including respect for APA style), will be returned after I get through reading a page or two ... you'll have to bring such papers up-to-speed. If you need help with your writing, please get it! **Have someone (else) proofread your paper and verify the logic and message that you are putting forth. Make sure the paper that comes to me has been rigorously examined and proofed before it arrives on my desk.** While you are certainly encouraged to use Internet-based resources to develop your paper, I expect that a majority of the sources used be of a "traditional nature."
OUR DEPARTMENT HAS A STRONG "NO CHEATING ON PAPERS, NO PLAGIARISM ETHIC." IF YOU DO EITHER, YOU NEED TO GO ... All papers will be submitted via hard copy (provided by YOU; no e-mail attachments as I will not print your paper) subsequent to being received by turnitin.com

To help assure that you are thinking about a topic and beginning to formulate some ideas on the direction you plan to pursue, you are required to submit a working title and abstract or outline no later than **Week 7, Thursday, October 8, 2009** (for 3 points toward your final grade). The paper is due, in final form, on **Week 13, Thursday, November 19, 2009** (for 27 points toward your final grade). Think ahead so you don't have to do this on a "last minute basis" (as if this caution would help, ha! My hope is to get you done with this before the big rush at the end ... so you can relax. Work with me on this.

Participation: Participation is key to our mutual, collective success in this class (and accounts for 10 points toward your final grade). There is a great deal of information to be covered and that task will be enhanced if you actively engage in the business at hand, and responsibly speak your mind when the various topics stimulate your desire for expression. Most of this material has a subjective aspect, and we can only discern the meaning by bouncing ideas off each other. Also, there are a number of highly technical concepts involving the law and ethics, and lack of discussion could render this class exceedingly boring (I have even been known to bore myself!). Only through discussion can we bring some life to what could be a rather tedious experience. As such, I anticipate we will work under the following principles:

- **Be Prepared.** Have required readings, take-home assignments and other tasks completed at the beginning of each class. I want everyone up-to-speed at all times.
- **Be Present.** Being in class on time and ready to start allows others to learn from your experience as we interact in the class process. A variety of ideas and perceptions are one of the benefits of the learning process. It is expected that you will be attending the class unless previously excused or an emergency occurs. You may be asked to verify an emergency if it prevented you from turning an assignment in on time. Lack of verification will result in the loss of all points for that assignment.
- **Listen.** Concern and sensitivity for everyone in the class is demonstrated by giving attention to those who are sharing. The instructor will guide discussion, and support each MFT Trainee so their views and beliefs will be heard. Good counseling skills are always welcome in counseling classes, too.
- **Be Flexible.** While the exam dates will be "set in concrete unless by mutual decree," I reserve the right to be wildly flexible regarding the pace and order in which we cover the material. While I realize the calendar of events is rather detailed, it may be derailed should something better come along. For example, I would very much like for one of my psychiatrist colleagues to meet with us one evening. . . but he is not sure that he can at this writing. Should I be able to obtain an audience with him, I will post a change of plans via our e-mail list, and we'll then switch gears. Just roll with it. Don't be so up-tight.

Evaluation: You will be evaluated based on the following: Participation 10% (10 points for the semester), two exams 40% (2 X 20 points each = 40 points), major paper 30% (30 points total; 27 points for the paper, 3 points for the abstract/outline that is due early), and final exam 20% (20 points). Your final grade will be based on the following point system: 100 - 90 = A; 89 - 80 = B; 79 - 70 = C; 69 - 60 = D; 59 - 0 = F.

The two scheduled exams and the final exam will allow you to demonstrate your ability to assimilate, synthesize elaborate, infer, and illustrate your grasp of the course material. They are most likely to be objective-type items, but they may take other formats depending on the progress we make through the material and the needs of the class. I don't do "extra credit." Your grade will be based on "regular credit" only.

Dan's Policy on Attendance: It is expected; get behind in this class and you're toast!

University Policy on Students with Disabilities: The University is committed to providing reasonable academic accommodation to students with disabilities. Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities (SSD) at 559-278-2811 for information regarding accommodations. Please notify your instructor that instructions from SSD will be forthcoming so that reasonable efforts can be made to accommodate your needs. **IF YOU EXPECT ACCOMMODATION THROUGH THE ACT, YOU MUST MAKE A FORMAL REQUEST THROUGH SERVICES FOR STUDENTS WITH DISABILITIES.**

University Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration);
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading; and
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

It is important that we all do the "right thing" where exams, papers, and other academic matters are concerned; the university permits me to require students to sign a statement on all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." You'll see this on the Exams.

University Policy on Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a "0" or "F" on a particular

assignment, through an "F" for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the *Schedule of Courses* ("Legal Notices on Cheating and Plagiarism") or the *University Catalog* ("Policies and Regulations"). ***Cheating in an "ethics" class? ... Get real!***

Statement on Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, see: <http://smith.soehd.csufresno.edu/copyrtpolicyfull.pdf>

No material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site. Permission has been received for copyrighted materials republished on the class web site.

University Policy on Student Access to Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS>) 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, which means your computer must be equipped with Adobe Acrobat® Reader (v4.0 or higher). Acrobat is **free** from <http://www.adobe.com> (see the buttons at the bottom of their home page). Also, one of our first tasks will be to establish an e-mail address list so we may communicate throughout the week.

Counselor Education Program Policy on the use of Electronic Gizmos in the Classroom (Adopted December 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. "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 (myspace, facebook, 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** (see below) and will be subject to disciplinary action.

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."

Selected Bibliography:

- American Association for Marriage and Family Therapy. (1999, April/May). Therapy by E-mail. *Family Therapy News*, 29, 3.
- American Association for Marriage and Family Therapy. (2001). *AAMFT code of ethics*. Washington, DC: Author. Available: <http://www.aamft.org/about/ethics.htm>
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- Alponte, H.J. (1985). The negotiation of values in therapy. *Family Process*, 24, 323-338.
- Brock, G.W. (1998). *Ethics casebook*. Washington, DC: American Association for Marriage and Family Therapy.
- California Association of Marriage and Family Therapists. (1997). *Ethical Standards Part I & II*. San Diego, CA: Author. Available: <http://www.camft.org>
- Corey, G., Corey, M.S., & Callanan, P. (1998). *Issues and ethics in the helping professions* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- 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.
- Guy, J.D. (1987). *The personal life of the psychotherapist*. New York: Wiley.
- 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.

CALENDAR OF EVENTS

COUN 231 • Fall Semester, 2009

**Class meets on Thursdays
4:00 p.m. to 6:50 p.m.
ED 178 - SmartClassroom**

Week 1: Thursday, August 27, 2009

Discussion:

- Introductions.
- Review Syllabus; plan for the semester.
- Textbooks and outside readings.
- Professional Identity. Who are we and who represents our interests? CAMFT, AAMFT, ACA, IAMFC, etc. The role of professional societies in our development as a profession.
- The code set. Where can we find the laws?
- Realistic view of the profession, where we are going from here.
- MFT, LMFT, LSMFT? What gives with the alphabet soup?

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM		
<input type="checkbox"/>	Wilcoxon et al.	Chapter 1 (pages 2 - 22) - Values as Context for Therapy
<input type="checkbox"/>	Atkins et al.	Chapter 2ABC (<i>skim</i> pages 21 - 28; read pages 29 - 43) - Scope of Competence, Scope of Practice, & ... Across the Nation

- **Assignment:** Acquire a hard copy of California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I." You'll find this at <http://camft.org>. Look under "Site Map" in the header bar. **Read:** Part I," sections: 1) Introduction, 2) Responsibility to Patients, and 3) Confidentiality.
- **Assignment:** Spend time looking at the CAMFT web site and be prepared to discuss the services and features available from CAMFT's site. How many ways can one get a copy of the "Ethical Standards" from their site?
- **Assignment; Scavenger Hunt:** Acquire a hard copy of the California State Assembly's "Chaptered Version" of AB 1449 (Brown, 1998). It is only 1 page, but you've got to find it.

Week 2: Thursday, September 3, 2009

Discussion:

• Wilcoxon et al.	Chapter 1 (pages 2 - 22) - Values as Context for Therapy
• Atkins et al.	Chapter 2ABC (pages 21 - 43) - Scope of Competence, Scope of Practice, & ... Across the Nation

- AB 1449.
- CAMFT “Ethical Standards Part I,” sections: 1) Introduction, 2) Responsibility to Patients, and 3) Confidentiality.
- Findings from your Internet ramblings through CAMFT’s web site.

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM		
<input type="checkbox"/>	Wilcoxon et al.	Chapter 2 (pages 23 - 40) - Systems and Layers
<input type="checkbox"/>	Atkins et al.	Chapter 8A-C (pages 143 - 159) - Dual Relationships Chapter 8D (pages 161 - 162) - Therapist-Patient Sex

- **Assignment:** Acquire “Professional Therapy Never Includes Sex” from the Board of Behavioral Sciences (<http://www.bbs.ca.gov>). The document is around 20 pages and may be downloaded as a .pdf file. **Make a hard copy and bring it with you to class next meeting . . . read. You are required to have this on hand when your practice!**
- **Assignment:** E-mail to me (by attachment; no virus, please) your summary of “Professional Therapy Never Includes Sex.” Please specifically comment on the definitions of sexual misconduct and the enforcement procedures. This will also serve as a check to see if you are reading the syllabus.
- **Assignment:** Read CAMFT “Ethical Standards Part I,” sections: 4) Professional Competence and integrity, 5) Responsibility to students and supervisees, 6) responsibility To Colleagues and 7) Responsibility to research participants.

Week 3: Thursday, September 10, 2009

Discussion:

• Wilcoxon et al.	Chapter 2 (pages 23 - 40) - Systems and Layers
• Atkins et al.	Chapter 8ABC (pages 143 - 159) - Dual Relationships Chapter 8D (pages 161 - 162) - Therapist-Patient Sex

- CAMFT “Ethical Standards Part I,” sections: 4) Professional Competence and integrity, 5) Responsibility to students and supervisees, 6) responsibility To Colleagues and 7) Responsibility to research participants.
- “Professional Therapy Never Includes Sex”

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM	
<input type="checkbox"/>	Wilcoxon et al. Chapter 3 (pages 41 - 85) - Ethical Principles and Traditions
<input type="checkbox"/>	Atkins et al. Chapter 4E (pages 87 - 97) - Confidentiality issues ... Chapter 6AB (pages 119 - 132) - Dangerous Patients Chapter 13BC (pages 239 - 255) - Informed Consent, & Dominos are Falling

- **Assignment:** CAMFT “Ethical Standards Part I.” **Read** sections: 8) Responsibility to the profession, 9) Responsibility to the legal system, 10) Financial arrangements, and 11) Advertising
- **Assignment:** Abstract/outline of major paper due **October 8** (week 7).

Week 4: Thursday, September 17, 2009

WEBINAR TONIGHT: Presenting video chat with Jack P. Kennedy, MFT (Danville, CA) via Internet iChat video. This will be fun.

Discussion:

• Wilcoxon et al.	Chapter 3 (pages 41 - 85) - Ethical Principles and Traditions
• Atkins et al.	Chapter 4E (pages 87 - 97) - Confidentiality issues ... Chapter 6AB (pages 119 - 132) - Dangerous Patients Chapter 13BC (pages 239 - 255) - Informed Consent, & Dominos are Falling

- CAMFT “Ethical Standards Part I,” sections: 8) Responsibility to the profession, 9) Responsibility to the legal system, 10) Financial arrangements, and 11) Advertising.

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM	
<input type="checkbox"/>	Wilcoxon et al. Chapter 4 (pages 86 - 122) - Unique Ethical Considerations
<input type="checkbox"/>	Atkins et al. Chapter 4ABCDG (Skip E; Read pages 73 - 85; 99 - 108) - Child and Elder Abuse, etc. You've already read E!

- **Assignment; Scavenger Hunt:** Find two (2) on-line therapists (people OR organizations that actually do psychotherapy over the Internet). Take some notes and be ready to discuss their sites, the set-up as best you can determine. Be able to discuss BBS position on "on line therapy" from their web site.
- **Assignment:** Abstract/outline of major paper due **October 8** (week 7).

Week 5: Thursday, September 24, 2009

Discussion: *This discussion will cover 1/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*

• Wilcoxon et al.	Chapter 4 (pages 86 - 122) - Unique Ethical Considerations
• Atkins et al.	Chapter 4ABCDFG (Skip E; Read pages 73 - 85; 99 - 108) - Child and Elder Abuse, etc. We've already discussed E!

- Lets take a look at those on-line counselors that you found.
- VITALY TARASOFF v. REGENTS OF UNIV. OF CA., ET AL. (1976).
- Tie-up loose ends. We've covered a lot of ground. Phew!

Assignment(s) for next meeting:

- **EXAM 1 NEXT WEEK.** The exam will be of an "objective nature" and will evaluate the full range of readings and discussion to date in the Wilcoxon et al. text, the Atkins et al. readings, and the California Association of Marriage and Family Therapists (CAMFT) "Ethical Standards Part I."
- **Assignment:** Abstract/outline of major paper due **October 8** (week 7).

Week 6: Thursday, October 1, 2009

EXAM 1, as noted above. We will use the last hour and a half for this task. Lecture first, exam after the break. No kidding!

Discussion:

- More on unique ethical considerations; introduction/orientation to IPV.

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM		
<input type="checkbox"/>	Wilcoxon et al.	Chapter 5 (pages 123 - 137) - Intimate Partner Violence
<input type="checkbox"/>	Atkins et al.	Chapter 3ABCDFG (pages 45 - 72) - Consent for Treatment of Minors

- **Assignment:** Acquire a digital copy (read: "do not print this") of *The California child abuse & neglect reporting law* (PUB 132; 01/03) from the California Department of Social Services, Office of Child Abuse Prevention. You can find this on the DSS web site at <http://www.dss.cahwnet.gov>. Look for the gold tab labeled "Forms and Publications." You will find PUB 132 under the heading of "P Forms" (notice directory at the bottom of the web page). This document is 44 pages and requires Adobe Acrobat. Peruse.
- **Assignment:** Abstract/outline of major paper due **October 8** (week 7). **That would be NEXT WEEK!** I realize this is putting some pressure on you, but you'll thank me later.

Week 7: Thursday, October 8, 2009 - Abstract/outline of major paper due today!

WEBINAR TONIGHT: Presenting video chat with Cathy Atkins, CAMFT Staff Attorney via Internet iChat video. Awesome legal stuff; you'll be amazed.

Discussion:

- Further discussion of child abuse vis-à-vis treatment of minors.
- Counseling via the Internet.

• Wilcoxon et al.	Chapter 5 (pages 123 - 137) - Intimate Partner Violence
• Atkins et al.	Chapter 3ABCDEFG (pages 45 - 72) - Consent for Treatment of Minors

- **Assignment for next meeting:** *The California child abuse & neglect reporting law:* Acknowledgements, Introduction, The Reporting Law, Identification, and Guidelines for Assessment.
- **Assignment for Someone; Scavenger Hunt:** Look around for information on Family Mediation. What is it? How does it differ from main line family therapy? Give us a 5-minute mini-lesson at our next session. Thanks.

Week 8: Thursday, October 15, 2009

Discussion: *This will bring us to 4/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*

- *The California child abuse & neglect reporting law:* Acknowledgements, Introduction, The Reporting Law, Identification, and Guidelines for Assessment.
- Findings from your Internet ramblings through other states.

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM		
<input type="checkbox"/>	Wilcoxon et al.	Chapter 6 (pages 138 - 174) - Contemporary Ethical Issues
<input type="checkbox"/>	Atkins et al.	Chapter 1ABC (pages 7 - 20) - Advertising Chapter 5AB (pages 109 - 117) - Patient Records Chapter 12 (pages 229 - 232) - Therapy Termination

- **Assignment:** *The California child abuse & neglect reporting law:* The Major Treatment Issues, Questions Often Asked, Conclusions and Recommendations.
- **Assignment:** Major paper is due **November 19** (week 13).

Week 9: Thursday, October 22, 2009

Discussion: *This will bring us to 5/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*

• Wilcoxon et al.	Chapter 6 (pages 138 - 174) - Contemporary Ethical Issues
• Atkins et al.	Chapter 1ABC (pages 7 - 20) - Advertising Chapter 5AB (pages 109 - 117) - Patient Records Chapter 12 (pages 229 - 232) - Therapy Termination

- *The California child abuse & neglect reporting law: The Major Treatment Issues, Questions Often Asked, Conclusions and Recommendations, and Appendices.*

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM	
<input type="checkbox"/>	Wilcoxon et al. Chapter 8 (pages 202 - 242) - MFTs in the Legal System
<input type="checkbox"/>	Atkins et al. Chapter 7ABC (pages 133 - 142) - Subpoena and Minor's Counsel

- **Assignment; Scavenger Hunt:** Spend time on the Internet looking at states and their level of emphasis on MFT law. Make notes to compare to California laws and regulations as you know to this point. Be prepared to share your findings.
- **Assignment:** Major paper is due **November 19** (week 13).

Week 10: Thursday, October 29, 2009

Discussion: *This will bring us to 6/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*

• Wilcoxon et al.	Chapter 8 (pages 202 - 242) - MFTs in the Legal System
• Atkins et al.	Chapter 7ABC (pages 133 - 142) - Subpoena and Minor's Counsel

- Liability Insurance: types and necessity for California MFTs.
- Tie up loose ends with *The California child abuse & neglect reporting law*.
- Findings from your Internet ramblings through states.
- **Assignment:** Major paper is due **November 19** (week 13).

This is going to be an interesting evening because we will have a **MAJOR** guest speaker tonight, **Mr. Sean O'Connor** from the Board of Behavioral Sciences. All MFT students in the program are invited to attend, so tell your friends!

Sean will be speaking on the ins-and-outs of attaining your MFT license.

Week 11: Thursday, November 5, 2009

Discussion:

- Family law issues. Marriage ("rules of engagement"), Annulment (Catholic v. secular), Divorce (decrees, child support information, spousal support, treatment considerations where divorce is involved, blended families, etc.), Subpoenas, etc.

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM		
<input type="checkbox"/>	Wilcoxon et al.	Chapter 9 (pages 243 - 270) - Family Law Chapter 11 (pages 300 - 347) - MFT Professional Identity
<input type="checkbox"/>	Atkins et al.	Chapter 13A (pages 233 - 238) - Tale of Two Supervisees Chapter 14 (pages 257 - 265) - Critical Reminders

- **EXAM 2 NEXT WEEK.** The exam items will come from readings in Wilcoxon et al., the California child abuse and neglect reporting law, and the items from Atkins et al. *Completion of this exam will bring us to 7/7 of the mandatory child abuse assessment and reporting instruction relegated to this class.*
- **Assignment:** Spend time on the Internet looking at states and their MFT professional associations. Make notes to compare CAMFT and CAL-AAMFT to associations in states. Be prepared to share your findings.
- **Assignment:** Major paper is due **November 19** (week 13).

Week 12: Thursday, November 12, 2009

REMIND ME TO GIVE YOU INSTRUCTIONS ON HOW TO USE TURNITIN.COM

EXAM 2, as noted above. We will use the last hour and a half for this task. Lecture first, exam after the break. No kidding!

Discussion:

• Wilcoxon et al.	Chapter 9 (pages 243 - 270) - Family Law Chapter 11 (pages 300 - 347) - MFT Professional Identity
• Atkins et al.	Chapter 13A (pages 233 - 238) - Tale of Two Supervisees Chapter 14 (pages 257 - 265) - Critical Reminders

- *Board of Behavioral Sciences Statutes and Regulations*, Latest Revision

Assignment(s) for next meeting:

• Textbook Reading Assignments (Check box for completion). TPM		
<input checked="" type="checkbox"/>	Wilcoxon et al.	None. Dan is slipping, huh?
<input type="checkbox"/>	Atkins et al.	Chapter 9ABCD (pages 163 - 181) - Online Therapy & Coaching Chapter 10ABCF (Skip DEG; Read pages 183 - 198; 207 - 209) - Insurance (billing health plans, etc.) Chapter 11AB (pages 219 - 228) - Recourse/Personal Pollution

- **Assignment; Scavenger Hunt:** Acquire from the BBS web site (<http://www.bbs.ca.gov>) all the materials needed to register as an Intern. Spend some time exploring the web site and be ready to discuss.
- **Assignment:** Major paper is due next week, **November 19**.

Week 13: Thursday, November 19, 2009

Major Paper is due NOW. Thank you for being on time. Phew, that's over!

NOTE: *This is a traditional "mournful day of illness" for students who have not completed their papers. I would rather you come to class to be involved with this important discussion than stay away because you are "sickly" today. Please, eat your vegetables and take your vitamins . . . and come to class as expected. Thanks.*

Discussion:

• Wilcoxon et al.	Finish Chapter 9 (pages 243 - 270) - Family Law Finish Chapter 11 (pages 300 - 347) - MFT Professional Identity
• Atkins et al.	Chapter 9ABCD (pages 163 - 181) - Online Therapy & Coaching Chapter 10ABCF (Skip DEG; Read pages 183 - 198; 207 - 209) - Insurance (billing health plans, etc.) Chapter 11AB (pages 219 - 228) - Recourse/Personal Pollution

- Consultation for MFTs; new directions for the future. "Coaching" as an alternative to treatment, a personal perspective. Using MFT skills in areas. Becoming involved in professional societies; giving back to your profession. Moving to states. Lots of loose ends tonight.
- Findings from your Internet ramblings through states; major emphasis today on professional associations, licensure, etc.
- Examine various BBS forms and procedures.
- MCE (Mandatory Continuing Education) for MFTs.

Week 14: Thursday, November 26, 2009 (NO CLASS TONIGHT)

Have a great Thanksgiving. Enjoy your family and friends, and be safe. See you next week.

Week 15: Thursday, December 3, 2009 (FINAL DAY OF CLASS)

Discussion (Continued from November 19):

• Atkins et al.	Chapter 10ABCF (Skip DEG; Read pages 183 - 198; 207 - 209) - Insurance (billing health plans, etc.) Chapter 11AB (pages 219 - 228) - Recourse/Personal Pollution
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- Examine various BBS forms and procedures (continuation of this discussion).
- The emerging reality of professional groups who will be our colleagues as well as competitors for mental health dollars.
- The role of professional organizations in supporting a professional legislative agenda.
- The final word on insurance billing, health plans, the future of third party payers. Trying to determine how we're going to be paid in the future. *Hint:* it's not looking too bad.

Week 16: Thursday, December 10, 2009

Consultation Days. No class; Dan will be available for advising.

Week 17: Thursday, December 17, 2009

Final Examination: 5:45 p.m. to 7:45 p.m. The exam will cover readings and discussions and will attempt to crystallize the emerging gestalt into a succinct formulation, thus bringing closure to this life experience. Say what? This MAY be a take-home exam with a social event to conclude.