

<b>COURSE TITLE:</b>	Couple and Family Therapy Ethics
<b>COURSE NUMBER AND SECTION:</b>	CFTD-701
<b>CREDIT HOURS:</b>	1 Credit Hour
<b>COURSE SECTION SCHEDULE:</b>	Fall 2020, Thursdays from 4-4:55pm
<b>INSTRUCTOR NAME:</b>	Dr. Kristina S. Brown, LMFT
<b>OFFICE HOURS:</b>	Tuesdays from 1:30-4pm or by appointment
<b>CONTACT INFORMATION:</b>	<a href="mailto:kbrown@adler.edu">kbrown@adler.edu</a>

<b>COURSE DESCRIPTION:</b>	This one credit course is specifically for incoming PhD in Couple and Family Therapy students who did not receive their MA in Couple and Family Therapy, Marriage and Family Therapy, or Medical Family Therapy. This course will specifically cover the AAMFT Code of Ethics complementing the ethics course taken in their clinical master's degree. The goal of this course is to prepare them for practice and licensure as a Couple and Family Therapist.
<b>PROGRAM OBJECTIVES/ STANDARDS/ COMPETENCIES</b>	<p>The Doctorate in Couple and Family Therapy Program at Adler University has developed Student Learning Outcomes (SLOs). The SLOs are:</p> <ol style="list-style-type: none"> <li>1. To understand and apply advanced knowledge of systems, modern, and postmodern Couple and Family Therapy theories.</li> <li>2. To demonstrate cultural competency with diverse populations in the advanced practice as a Couple and Family Therapist across academic, clinical, research, and supervision settings.</li> <li>3. To demonstrate knowledge of Adlerian principles that can complement systemic work with couples, families, and individuals.</li> <li>4. To display advanced application in clinical and supervision skills in the practice of Couple and Family Therapy with specific training in grief, loss, and trauma.</li> <li>5. To exemplify doctoral-level knowledge, skill, and integration of research in the field of Couple and Family Therapy.</li> <li>6. To advance sensitivity and knowledge in application of social justice, social responsibility, and oppression with couples and families.</li> <li><b>7. To establish a clear professional identity including an ethical consciousness as a Couple and Family Therapist with advanced training in preparation to serve the profession.</b></li> </ol> <p>This course provides students with specific assignments and activities as described in this syllabus to meet the <b>SLO7</b>.</p>

<b>COURSE LEARNING OBJECTIVES:</b>	<p>1. Demonstrate a comprehension of ethical issues <b>specific</b> to working with <b>couples</b> and <b>families</b> and the ability to apply an ethical decision-making model to these issues.</p> <p>2. Demonstrate knowledge of the <b>American Association for Marriage and Family Therapy (AAMFT) Code of Ethics</b>.</p> <p>3. Understand the unique ethical issues that arise in working with small and large systems and in fulfilling nontraditional clinician roles, such as advocacy, policy-making, and community-level intervention.</p> <p>4. Understand the process to becoming licensed as a Marriage and Family Therapist</p>
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<b>TEXTBOOKS AND MATERIALS</b>	
<b>REQUIRED TEXTBOOK (s)</b>	<p>AAMFT Code of Ethics (2015)</p> <p><a href="https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx">https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx</a></p> <p>or</p> <p><a href="https://www.aamft.org/Documents/Legal%20Ethics/AAMFT-code-of-ethics.pdf">https://www.aamft.org/Documents/Legal%20Ethics/AAMFT-code-of-ethics.pdf</a></p> <p>Caldwell, B. (2015). <i>User's Guide to the 2015 AAMFT Code of Ethics</i>. American Association for Marriage and Family Therapy: Washington, DC.</p>

<b>INSTRUCTIONAL METHODS:</b>	<p>The format for the course is a mixture of in-class meetings and independent study. As this course is a doctoral level course, students are expected to work through the material independently bringing questions to the class meetings.</p> <p>This course operates on the assumption that students should be actively involved in the learning process. The students are expected to undertake a high level of responsibility for their own learning by reading all assigned readings, conducting an in-depth study of selected topics, and presenting their findings and questions to the instructor.</p>
<b>DELIVERY METHOD:</b>	<p>Independent Study with four Zoom meetings</p> <p>Dr. Brown is inviting you to a scheduled Zoom meeting.</p> <p>Join Zoom Meeting  <a href="https://zoom.us/j/4608644235">https://zoom.us/j/4608644235</a></p> <p>Meeting ID: 460 864 4235  One tap mobile  +13126266799,,4608644235# US (Chicago)  +16468769923,,4608644235# US (New York)</p> <p>Dial by your location  +1 312 626 6799 US (Chicago)  +1 646 876 9923 US (New York)</p>

	<p>+1 301 715 8592 US (Germantown)  +1 346 248 7799 US (Houston)  +1 408 638 0968 US (San Jose)  +1 669 900 6833 US (San Jose)  +1 253 215 8782 US (Tacoma)  Meeting ID: 460 864 4235  Find your local number: <a href="https://zoom.us/j/4608644235">https://zoom.us/j/4608644235</a></p>						
<b>ATTENDANCE:</b>	<p>Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance (via email or text). Students cannot miss any of the class meetings as this only has four meeting times. If you miss a class meeting you will receive a grade of "F" (Fail) and be required to repeat the course pushing back the start of clinical practicum. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade at the discretion of the faculty instructor.</p> <p>See additional information under the description of "Participation."</p>						
<b>GRADING AND EVALUATION:</b>	<p>Adler University Grade Scale</p> <p style="text-align: center;">95 – 100% A  90 – 94% A-  85 – 89% B+  80 – 84% B  77 – 79% B-  70 – 76% C  60 – 69% D  Below 59% F</p> <p>Student performance will be evaluated based upon the following criteria. It is possible to accumulate <b>100 points</b> in this class. I want you to understand, apply, and critically think about the ethics, professional, and legal issues that will be a part of your career. Each assignment will be reflective of the goals. Here is the breakdown of points:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Dual License/Identity Interview</td> <td style="text-align: right;">40 pts</td> </tr> <tr> <td><u>Licensure Exploration</u></td> <td style="text-align: right;"><u>60 pts</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100 pts</td> </tr> </table> <p>Students are expected to complete two course evaluations - one at the mid-term and one at the end of the term.</p>	Dual License/Identity Interview	40 pts	<u>Licensure Exploration</u>	<u>60 pts</u>	Total	100 pts
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Total	100 pts						
<b>ASSIGNMENTS:</b>	<p><b>Homework, Presentations, and Other Projects</b></p> <p>1. <b>LMFT Interview and Presentation (40 pts):</b> You will interview an LMFT who shares the dual identity that you are pursuing. On the designated day in the course schedule, you will present to the class on your interview</p>						

	<p>experience – this is an informal presentation. It is an opportunity to share what you learned and how your interview has impacted your own decisions around your licensure and professional identity.</p> <p>2. <b>Licensure Exploration (60 pts):</b> Throughout the class we will talk about the timeline of your career including pursuit of licensure as an LMFT. Understanding the requirements of licensure in the state of your choice is essential to that process as well as considering your own decisions about licensure including the identity you bring to the PhD. This task is in two parts:</p> <p><b>A.</b> You will write a 2-3 page journal addressing your own decision (at this point) in terms of licensure and professional identity.</p> <p><b>B.</b> You will develop a detailed timeline of the steps and tasks you will need for your licensure process.</p>
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<b>COURSE POLICIES</b>	See description of Participation Policy under “Attendance.”
<b>INSTITUTIONAL &amp; DEPARTMENT/ PROGRAM POLICIES:</b>	Catalog & Student Handbook: <a href="https://www.adler.edu/wp-content/uploads/2020/08/Adler-University-Catalog_2020-2021-Catalog.pdf">https://www.adler.edu/wp-content/uploads/2020/08/Adler-University-Catalog_2020-2021-Catalog.pdf</a>
<b>ACADEMIC HONESTY</b>	<p>Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student <i>must</i> be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student’s responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.</p> <p>Student Handbook: <a href="https://www.adler.edu/wp-content/uploads/2020/06/Adler-University-Handbook-19-20-.pdf">https://www.adler.edu/wp-content/uploads/2020/06/Adler-University-Handbook-19-20-.pdf</a></p>
<b>STUDENTS WITH DISABILITIES (ADA Compliance)</b>	<p>It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. <b>If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting Ben Lyon, Director of Compliance (blyon@adler.edu).</b> The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.</p> <p>Catalog &amp; Student Handbook: <a href="https://www.adler.edu/campuses/#chicago">https://www.adler.edu/campuses/#chicago</a></p>

**CFTD-701 COURSE SCHEDULE AND TOPICAL OUTLINE:**

CLASS FORMAT & CLASS TOPICS		READINGS & ASSIGNMENT	
Class #1 - Thursday, September 3, 2020	<b>NO CLASS MEETING</b>		
Class #2 – Thursday, September 10, 2020	Zoom Class Meeting	Course Introduction Review Syllabus	Discussion of dual identities
Class #3 - Thursday, September 17, 2020	Independent Study  Post any questions on the Code in response to the Discussion Question		<i>AAMFT Code of Ethics Preamble Standards I-IX</i>  READ: Caldwell – bring questions to class about the Code
Class #4 – Thursday, September 24, 2020			
Class #5 - Thursday, October 1, 2020			
Class #6 - Thursday, October 8, 2020			
Class #7 - Thursday, October 15, 2020	Zoom Class Meeting	AAMFT Code of Ethics	Discuss differences in Codes Begin Review Illinois Licensure Information
Class #8 - October 22, 2020	Asynchronous Requirement – Review Law & Ethics Video for Therapists (49 mins)		
Class #9 - Thursday, October 29, 2020	Independent Study time to focus on assignments  Reading provided by for class meeting (Olmer et al., 2021) – bring questions to class about the licensure process		
Class #10 - Thursday, November 5, 2020			
Class #11 - Thursday, November 12, 2020			
Class #12 - Thursday, November 19, 2020	Zoom Class Meeting	Licensure Requirements	<b>DUE:</b> Licensure Assignment, Part A
Class #13 - Thursday, November 26, 2020	<b>NO Class</b>		
Class #14 - Thursday, December 3, 2020	Zoom Class Meeting	Dual Identities	<b>DUE:</b> Present LMFT Licensure Interviews
Class #15 - Thursday, December 10, 2020	<b>DUE:</b> Licensure Assignment, Part B		

*\*Instructor reserves the right to alter this syllabus throughout the semester with appropriate notification.*

*Appendix A*

**Interviewing an LMFT/\_\_\_\_\_**

I want to offer some ideas to help get you started in finding an LMFT to interview for a required task as part of this seminar. I highly suggest you start this process IMMEDIATELY as history has taught me that students who wait even a few weeks find themselves in a difficult spot and not getting their interview completed on time or at all. I am confident that if you start now and get creative, you will have an LMFT to interview and very little stress. Please note that I may randomly ask you to provide the contact information for your interviewee so that I may verify the authenticity of the interview.

This interview must be \*LIVE\* ~~either in person or~~ over the telephone/FaceTime/Skype. Again, this must be an LMFT only (interviewing someone from another mental health profession is not going to be accepted) and you cannot email them questions for them to respond to. You must actually speak to them.

What NOT to do: Do not try to pass along a bio from a therapist's website as an interview as it is easy to find this out and you will fail the assignment (yes, sadly, this has been attempted in the past) and fail this class. Do not ask an adjunct or core faculty to interview them – I want you to reach out to someone NEW to you.

Steps to consider are as follows:

You can go to TherapistLocator.net and put in your zip code, and find AAMFT Clinical Members in your area, whom you can then email using the web form. Confirm that they are an LMFT. Or you can put in the zip code for where you anticipate practicing as an LMFT.

You can also take this opportunity to join AAMFT now (this is required anyways!), and then go post in the AAMFT forums to ask for an interviewee, and then possibly join division forums or Facebook pages.

You can go to the website for the state's licensing board and search for an LMFT in your geographical area or the area you wish to practice in.

You can search the AAMFT Approved Supervisor's listings.

You can search on Facebook in various groups, i.e., Illinois Affiliation for Marriage and Family Therapy.

If you don't know a single actual LMFT, consider this an opportunity to learn how to network with professionals in the field and in your area. This is especially important because **interviewing a non-LMFT is unacceptable**. Said another way, you can ONLY interview an LMFT to successfully complete this assignment. There are hundreds of LMFTs you can connect with in this way and it would be surprising to not find at least one to interview. Start the process TODAY!

I advise that you schedule your interview by the first week of October to give you time in case the interview falls through and you need to find another LMFT. Again, the earlier the better in my opinion. It gives you time to deal with unexpected things that may come up with either you or your

interviewee.

You are welcome to provide my contact information (Dr. Kristina S. Brown, LMFT; [kbrown@adler.edu](mailto:kbrown@adler.edu)) to any prospective interviewee if it helps them feel more comfortable. I will verify the assignment on your behalf!

### Frequently Asked Questions (FAQs) for the LMFT Interview

#### 1. What should I ask the LMFT?

At the very least, I want you to ask them about how they decided to become an LMFT, about their professional journey, lessons they have learned, and what they think you should know as you start your training and career. I also recommend that you take some time and reflect on your journey-to-date as a CFT student and ask additional questions that you are interested to know or you think your classmates might be interested in knowing, too.

#### 2. Do I have to pay for the interview?

No, you should not have to pay for the interview. Many therapy professionals advocate for the profession by engaging in these kinds of activities. In fact, by simply meeting with you for this interview the professional is already in an act of advocacy! If you procrastinate, and fail to secure an interview with adequate time, you may have to offer the professional his or her hourly fee for the interview.

#### 3. Must the LMFT be local?

That depends on what you mean by local! If you live in a remote place with few LMFTs I encourage you to widen your search to neighboring counties or you can reach out to one right here in the Loop! If you think you may return to or move to another state, find an LMFT there to interview. You can agree to do a Skype interview or a phone interview (although you may not get the same experience and details) but **you may NOT send the questions by e-mail and have an e-mail transaction!** You must synthesize the information and be prepared to talk about your interview in class.

#### 4. Can I ask a core or adjunct faculty at Adler, or my own therapist?

No. Please reach out beyond Adler to expand your own network. Your adjunct and core faculty will share their own journeys through their instruction and supervision of you throughout the program. I also prefer you not interview your own therapist – please be mindful of dual relationships!

#### 5. Can I identify the interviewee?

Please do not identify the interviewee! You can describe the gender, race, age or other demographics of the LMFT but make sure from the description one cannot identify them. For instance, please do not say, “My interviewee is the Chair of the Couple and Family Therapy Department at Adler University.” I can find out the identity of the participant with one Google search! You can say, “My interviewee is the administrator of an academic program.”

#### 6. What else is required?

Make sure to follow up with a formal thank you (I recommend a handwritten note!) for the interviewee’s time! Many students have maintained this relationship as a future professional network connection ranging from mentor to practicum site to future job from this interview. As you

move through your schooling and into practice, who you know will become very important as MFT is a small community. Appreciating the valuable time your interviewee shared with you - remember, most of us charge upwards and over \$150/hour to see clients - will create a relationship for you in the future.