

MFTH 7350: Legal issues in MFT
Marriage and Family Therapy Program
Valdosta State University
Summer 2013

**Days Class will be held: July 15th Monday (10-2), July 16th Tuesday (10-2),
July 17th Wednesday (10-2), July 23rd Tuesday (10-2)**

Instructor: Jennifer Lambert-Shute, Ph.D.

Office Hours: by appointment

Email: jjshute@valdosta.edu **Phone:** (wk) 229 245-4323 (cell) 229-269-6110

COURSE DESCRIPTION

In this course the class will be cover legal responsibilities and liabilities in the practice of Family Therapy which addresses issues such as limits to confidentiality, therapist liability, and client privilege. The course will also include working with the legal system and relevant aspects of family law.

STUDENT LEARNING OUTCOMES (SLO'S):

1. Practice from a culturally sensitive lens.
2. Practice from a systemic lens.
3. Be prepared to obtain entry-level employment in mental health agencies.
4. Claim the professional identity of Marriage and Family Therapist.

Syllabi Specific Learning Objectives linked to SLO's

As a result of this course, the student will:

- examine their values in relation to the legal practice of Marriage and Family Therapy (Student Learning Outcomes: 1, 4)
- examine the relationship between ethics and the law (Student Learning Outcomes: 4)
- become familiar with the issues associated with helping people navigate end-of-life decision making (Student Learning Outcomes: 1, 2, 4)
- explore the intersection of family problems and the legal system (Student Learning Outcomes: 2, 4)
- understand and form a means for planning, justifying, and carrying out ethical decision-making in the practice of MFT (Student Learning Outcomes: 2, 3, 4)
- learn to recognize the importance of managing boundaries and multiple relationships (Student Learning Outcomes: 2, 3, 4)
- discuss the concepts of diversity, resistance, transference, and countertransference with respect to their importance in therapy and professional practice (Student Learning Outcomes: 1, 2, 3, 4)
- understand informed consent and duty to warn, confidentiality, and privileged communication, and documentation and record keeping practices (Student Learning Outcomes: 3, 4)
- become aware of educational resources appropriate for ethical decision making in the practice of Marriage and Family Therapy (Student Learning Outcomes: 3, 4)

Assignments for this course linked to SLO's

Dual Relationship Scenarios	SLO 2:Practice from a systemic lens
Professional Disclosure & Therapeutic Contract	SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Exams	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies SLO 4:Claim the professional identity of Marriage and Family Therapist.
Case Notes	SLO 2: Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Dual Relationship Scenarios	SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies SLO 4:Claim the professional identity of Marriage and Family Therapist.
Treatment Plan	SLO 1:Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies

USE OF GRADING RUBRICS:

A grading rubric will be used for all major assignments. When a rubric is not included in your syllabus or on the web-based learning portal for this class, the *MFT Program Academic Assignment Evaluation Tool* will be used for papers, posters, or presentations. For written exams, the *MFT Exam Evaluation Tool* will be used. Both rubrics can be found and downloaded on the *Resources for Students* page of the MFT website.

REQUIRED TEXTS

AAMFT Code of Ethics:

<http://www.aamft.org/resources/lrmp/plan/ethics/ethicscode2001.asp>

Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists: <http://www.sos.state.ga.us/plb/counselors/>

Wilcoxon, S.A., Remley, T. P., & Gladding, S. T. (2012). *Ethical, legal, & professional issues in the practice of marriage and family therapy*, 5th edition. Upper Saddle River, N.J.: Merrill. ISBN: 978-0-13-705192-2

Readings: Selected other readings will be required which will be available on Blazeview or distributed in class.

RESPECT FOR DIVERSITY

In order to thrive and excel, a culture must hone the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical or cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

CHEATING POLICY:

Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

- **Using unauthorized notes on an exam, test, or class exercise.**
- **Plagiarizing on a paper or class exercise.**

Definition of Plagiarism:

- 1) you cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;
 - 2) it is not acceptable to edit or paraphrase another's words and present the revised version as your own work;
 - 3) it is not even acceptable to present another's ideas as your own-even if you use totally different words to express those ideas.
- Taking or procuring or attempting to take or procure an unauthorized copy of a test, exam.
 - Taking or modifying an instructor's grade book.
 - Copying from another student's exam, test, or class exercise.
 - Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics.

The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feel strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of 'F' in the course."** Also, the instructor may decide that further action is warranted, and the case may "be referred to the Dean of Students where [more severe] official charges may be drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

ACCOMODATIONS: Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY). Also, please discuss this need with the instructor at the time of the first class.

SUCCESS CENTER: The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services. Phone number 229-333-7570 and email is ssc@valdosta.edu.

ATTENDANCE:

As the university attendance policy requires that you miss no more than 20% of classes (i.e 3 hours for this course), *whether excused or not*, in order to pass the course. Since this course is only 4 meeting days (15 hours) even arriving late or leaving early (from class or breaks) can result in missing more than the 20% and thus earning a failing grade.

ASSIGNMENT POLICY: All assignments are expected to be turned in on time. If an assignment is not submitted on time the most points you can receive is 98%. If the assignment is not turned in by the end of the day it is due the most point you can receive is 95%. Then for every day the assignment is late an additional **5%** points will be deducted. All exams, quizzes and assignments unless stated otherwise are due via Blazeview. If the document is not submitted on time as outlined in the syllabus or in a format that can be read by the instructor or if the attached is blank then this is considered late and thus will not be accepted. In addition, the excuse of Blazeview not working will also not be taken into consideration. Example if an assignment is due on Monday at 9am and a student turns their paper in at Monday at 5pm the student has a perfect paper, however since the assignment was late they can only receive at the most 98% on this assignment. Second Example if an assignment is due Monday at 9am and the student submits the assignment on Tuesday at 8am. The student has a perfect paper, however the most the student can receive for this assignment is 90%.

No assignment will be accepted after **July 26th**. If you have any questions about this policy please make an appointment.

BLAZEVIEW: Students are expected to be familiar and proficient with the Blazeview software. Blazeview will be used in this class to enhance the overall class. We will use Blazeview to obtain articles, additional information about assignments, hold class discussions, submit assignments, take exams, and watch videos. Each student is responsible for ensuring that you have the most current information and assignments. To ensure you are up to date check the site often and check announcements. I will often use the announcements versus sending email. Not knowing about these announcements does not qualify as an excuse.

Course Requirements:

Class Participation: This class is offered in such a way that the material is packed into a short time period. Thus, during class time each student will be asked to participate in several activities such as role-plays, presentations, leading discussions, etc. These activities are necessary to learn all the necessary material for you to be a successful therapist. Thus, class participation is expected and necessary to pass the class. An active learner includes but is not limited to the following activities: Answering questions, volunteering information, sharing your knowledge with the class, asking questions, being engaged in the discussion, listening and responding to your other colleagues, and presenting an attitude of wanting to learn. Class participation can influence your grade.

Professional Disclosure Statement & Therapeutic Contract (30 points if keep worth less points). Each student is expected to write a professional disclosure statement and therapeutic contract. Everyone's professional disclosure statement and therapeutic contract will be presented

to the class. For examples of these statements see your book and Blazeview. The examples on the Blazeview are integrated professional disclosure statements and therapeutic contracts. You can either produce two separate documents or one document which contains all the necessary information. When thinking about length of the document, remember this is a statement/contract that you will give to clients. *The paper will be submitted via **Blazeview** & as a **Hardcopy** in class by the due date (see class schedule).*

A *disclosure statement* needs to entail the following elements to receive full points. (1.) A process of introducing prospective clients to a therapist qualifications (2.) The nature of the therapeutic process (3.) Administrative procedures relating to time and money. Examples of a disclosure statement can be found on Page 35 and 36 in Gladding and on Blazeview. Writing one's approach can be difficult demanding experience. Gill (1982) has provided a list of questions to help with this process, these following question are not necessarily answered in your disclosure but are to help you think about what you would like to convey to your clients:

1. What do you believe is the purpose of therapy?
2. What do you believe helps persons lead more satisfying lives?
3. What should clients expect as a result of engaging in therapy efforts?
4. What is your responsibility during therapy?
5. What are the responsibilities your clients can be expected to assume during therapy?
6. What is your primary therapeutic approach, and what are the general intervention strategies that emanate from that approach?
7. What types of presenting problems have you been most effective in assisting clients with in the past?
8. Under what circumstances might clients be offered referral to another source of assistance?
9. How do you handle the confidential nature of the therapeutic relationship?

The purpose of a *therapeutic contract* is to clarify the therapeutic relationship. The therapeutic contract needs to contain the following elements to receive full points. (1.) Specific therapeutic approach and procedures to be employed. (2.) Length and frequency of sessions (3.) Duration of treatment (4.) The cost and method of payment (5.) provisions for cancellation and renegotiation of the contract (6.) The extent of each party's responsibilities (7.) The degree of confidentiality (8.) A place for signatures to sign the contract. For examples see page 31-32 in Gladding, 73-77 in Wilcoxon, and on Blazeview.

Dual Relationship Scenarios (40 points): Students are expected to respond to several scenarios which deal with different types of dual relationships. Dual relationships, especially sexual dual relationships between clients and therapists, are one of the leading ethical complaints (40% of all violations fall within this category). However, this topic is rarely discussed or talked about in ethics class or within the AAMFT code beyond "Don't do it". To have therapist be better trained in this area and to hopefully decrease the violations several scenarios will be given and students are expected to respond to each of these scenarios by reflecting and answering the questions link to each. To help with this paper please go to blazeview and click on "dual relationships" in this folder you will find articles and other resources. Since this is a reflection paper it does not have to follow APA guidelines, however it should be written in a clear and organized manner. This is not a journal but rather a paper. *The paper will be submitted to **Blazeview** by the due date (see class schedule).*

An exam (60 points): The exam will assess student integration of the material and practical application. The exam consists of 3 parts.

*Part 1: The first part of the exam will be **in class**, timed, and no recourses will be allowed. The exam will evaluate your ability to know the 8 main ethical codes for Marriage and Family Therapists (8 points). See class schedule for due date*

*Part 2: The second exam will **take place on Blazeview** and will also be timed and no resources will be allowed. The exam will consist of multiple choice, short answers, and long answer. (32 points). See class schedule for due date*

*Part 3: This exam will assess student's ability to apply the AAMFT code of Ethics. This part of the exam will be essay and students will be allowed to use resources (books, articles, the AAMFT code of ethics). However, the exam should be completed individually without any help from another person (20 points). See class schedule for due date. This exam should be submitted to **blazeview**.*

FamilyWorks Case Notes (5pts per case note = 10pts): Each student will write 2 case notes that fit the requirements for FamilyWorks. Each student will be expected to choose a case to observe this can be accomplished live or through the use of digital recording. The case should have at least two sessions. Please do **NOT** include real names or contact information. After the case session each student is expected to write a case notes that confirms to the expectation for FamilyWorks (examples will be provided in class). The case notes will be graded with how well you fit these expectations. *Both case notes should be submitted in class as a **Hardcopy**, see class schedule for due date.*

Treatment Plan & Case Note (30pts): This assignment it to assist students in integrating a systemic orientation while creating documentation to fit the medical model. Each student will develop a treatment plan (**20pts**) based on a case scenario (see Blazeview). An example of how to complete a treatment plan will be demonstrated in class. After you have completed the treatment plan each student will then write a case note (**10pts**). The case note will be created from a scenario based on the case from the treatment plan (see blazeview). The case note should conform to the expectations of an agency funded by the state (examples will be provided in class). The case note and treatment our grade will be determined by how well you meet the expectations for approval of payment by the state. *Both the case note and the treatment plan should submitted to **Blazeview**, see class schedule for due date.*

Point Breakdown

Dual Relationship Scenarios	30	A = 90% to 100% of possible points
Disclosure & Contract	30	B = 80% to 89% of possible points
Exam	60	C = 70% to 79% of possible points
Case Notes	20	D = 60% to 69% of possible point
Treatment Plan	40	F = 59% and below of possible points
Total Points	180	

Course Schedule: Tentative and Subject To Change

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
-------------	--------------	--------------------

Day 1: July 15	First Class: The Relationship between The AAMFT Code of Ethics & The Law	<p>AAMFT Code of Ethics (Bring to Class) Gladdings: Ch. 1 pp. 1-12, Ch. 4, Ch. 5 (122-129), & Ch. 8</p> <p>Article: Stewart</p> <p>AAMFT: 1. License Board Complaint 2. Duty to Report Colleague 3. HIPPA</p>
Day 2: July 16	<p>Legal Issues: Client welfare, Confidentiality, Informed Consent, Subpoenas, & Clinical Records</p> <p>Guest Speaker: Case Notes & Treatment Plans</p>	<p>Gladdings: Ch.1 pp. 13-39 & Ch. 3</p> <p>AAMFT: Confidentiality 1. Issues in Confidentiality 2. Confidentiality (Couples & Families) 3. Confidentiality in a Court - Ordered Therapy Setting 4. Confidentiality in the Electronic Age</p> <p>AAMFT: Ethics 1. Informed Consent</p> <p>AAMFT: Clinical Records 1. Clinical Records 2. Withholding client records 3. Ethics – Billing 4. Psychotherapy Notes</p> <p>AAMFT: Subpoena's 1. Privilege 2. Subpoena 3. Response</p>
Day 3: July 17	Duty to Warn (tarsoft) The duty to protect: Professional competence and integrity Responsibility to the profession Dual Relationships	<p>Gladdings: Ch. 5 pp. 129-163, Ch. 6 & 7, & Ch. 9</p> <p>AAMFT: 1. Duty to Warn and/or Protect 2. Treating Children 3. Termination of Treatment</p> <p>AAMFT: When to Break Confidentiality 1. Duty to Report 2. Mandated Reporter Questions</p> <p>Due Today:</p> <ul style="list-style-type: none"> • Submit Disclosure statement and Therapeutic contract to Blazeview by 8am
Day 4: July 23	Review Exams Review Case Notes	Due Today:

	Review a Case File	<ul style="list-style-type: none"> • Exam Part 1: In class • Exam Part 2: Due to Blazeview by 8am • Exam Part 3: Due to Blazeview by 8am • In class Presentation: Disclosure Statement & Therapeutic Contract presentation • Family Works Case Notes Due in Hardcopy to class
July 26		Due Today: <ul style="list-style-type: none"> • Dual Relationship Scenarios: Due to Blazeview by 8am • Treatment Plan & Case Note: Due to Blazeview by 8am

Additional Resources

- AAMFT (1998). Legal issues surrounding false memories. In AAMFT (Ed.), *A marriage and family therapist's guide to ethical and legal practice: Answers to questions on current ethical topics and legal considerations in MFT practice* (pp. 46-50). Virginia: Alexandria
- Aldarondo, E. & Straus, M. A. (1994). Screening for physical violence in couple therapy: Methodological, practical, and ethical considerations. *Family Process*, 33, 425-437.
- Althof, S. E. (1994). A therapist's perspective on the false memory controversy. *Journal of Sex Education and Therapy*, 20, 246-254.
- Amundson, J., Stewart, K. & Valentine, L. (1993). Temptations of power and certainty. *Journal of Marital and Family Therapy*, 2, 111-123.
- Avis, J. M. (1992). Where are all the family therapists? Abuse and violence within families and family therapy's response. *Journal of Marital and Family therapy*, 18, 3, 225-233.
- Baker, K. A. (1999). The importance of cultural sensitivity and therapist self-awareness when working with mandatory clients. *Family Process*, 38, 55-67.
- Bancroft, J. (1991). *Ethical aspects of sexuality and sex therapy*. In S. Bloch & P. Chodoff (Eds.). *Psychiatric Ethics*, 2nd Edition. Oxford: Oxford University Press. 215-242.
- Beauchamp T.L. & Childress, J. F. (1994). *Principles of Biomedical Ethics*, 4th Edition. New York: Oxford University Press.
- Becvar, R. J., Becvar, D. S. & Bender, A. E. (1982). Let us first do no harm. *Journal of Marital and Family Therapy*, Oct., 385-391.
- Bell hooks, (1995). *Killing rage, ending racism*. (pp. 31-61; 263-272). New York: Henry Holt and Company.
- Bobele, M. (1987). Therapeutic Interventions in life-threatening situations. *Journal of Marital and Family Therapy*, 13, 225-239.
- Bobele, M. (1988). Reply to "public policy in life threatening situations." *Journal of Marital and Family Therapy*, 14, 2, 139-141.
- Bograd, M. (1992). Values in conflict: Challenges to family therapist's thinking. *Journal of Marital and Family Therapy*, 18, 3, 245-257.
- Brock, G. W. (1997). Reducing vulnerability to ethics code violations: An at-risk test for marriage and family therapists. *Journal of Marital and Family Therapy*, 23, 87-89.
- Broderick, C. B., Schrader, S. S. (1981). *The history of professional marriage and family therapy*. In A. S. Gurman & D. P. Kniskern (Eds.), *Handbook of family therapy*, (p. 5-35). New York, New York; Brunner/Mazel.
- Bussell, D. A. (1994). Ethical Issues in Observational Family Research. *Family Process*, 33, 361-376.
- Carlson, T. D. & Erickson, M. J. (1999). Recapturing the person in the therapist: An exploration of personal values, commitments, and beliefs. *Contemporary Family Therapy: An International Journal*, 21, 57-76.
- Caudill, O. B. Jr. (1998). Strangers have the right: How clients can sue therapists. In AAMFT (Ed.), *A marriage and family therapist's guide to ethical and legal practice: Answers to questions on current ethical topics and legal considerations in MFT practice* (pp. 48-51). Virginia: Alexandria
- Chodoff, P. (1991). The responsibility of the psychiatrist to his society. In S. Bloch and P. Chodoff (Eds.). *Psychiatric Ethics*, 2nd Edition. 449-460.
- Costa, L., & Altekruze, M. (1994). Duty-to-warn guidelines for mental health counselors. *Journal of Counseling &*

- Development*, 72, 346-350.
- Dell, P. (1982). Beyond homeostasis: Towards a concept of coherence. *Family Process*, 21, 1, 13-27 (reprint).
- Denton, W. H., Patterson, J. E. & Van Meir, E. S. (1997). Use of the DSM in marriage and family therapy programs: Current practices and attitudes. *Journal of Marital and Family Therapy*, 23, 81-86.
- Doherty, W. J. & Beaton, J. M. (2000). Family therapists, community, and civic renewal. *Family Process*, 39, 149-161.
- Erickson, B. M. (1992). Feminist Fundamentalism: Reactions to Avis, Kaufman, and Bograd. *Journal of Marital and Family Therapy*, 18, 263-266.
- Gale, J., Odell, M., Nagireddy, C. (1995). (pp. 105-130). *Marital therapy and self-reflexive research: research and/as intervention*. In G. H. Morris & R. J. Chenail (eds.) *The talk of the clinic: Explorations in the analysis of medical and therapeutic discourse*. Hillsdale, New Jersey. Lawrence Erlbaum.
- Gensler, H. J. (1998). *Ethics: A Contemporary Introduction*. New York: Routledge.
- Gough, R. W. (1998). *Character Is Destiny: The Value of Personal Ethics in Everyday Life*. Roseville, CA: Prima Publishing.
- Goldner, V. (1999). Morality and multiplicity: Perspectives on the treatment of violence in intimate life. *Journal of Marital and Family Therapy*, 25, 325-336.
- Goolishian, H. A., & Anderson, H. (1992). Strategy and intervention versus nonintervention: A matter of theory? *Journal of Marital and Family Therapy*, 18, 1, 5-15.
- Green, S. L. & Hansen, J. C. (1989). Ethical dilemmas faced by family therapists. *Journal of Marital and Family Therapy*, 18 (3), 263-268.
- Gross, S. J. (1978). The myth of professional licensing. *American Psychologist*. 1009-1016.
- Haddock, S. A., Zimmerman, T. S., & MacPhee, D. (2000). The power equity guide: attending to gender in family therapy. *Journal of Marital and Family Therapy*, 26, 153-170.
- Hall, D. D., & Smith, D. (1998). Ethics and evaluation: Ethical challenges facing MFTs as they evaluate their practices. In AAMFT (Ed.), *A marriage and family therapist's guide to ethical and legal practice: Answers to questions on current ethical topics and legal considerations in MFT practice* (pp. 21-28). Virginia: Alexandria
- Haug, I. (1998). Telephone therapy: What's the toll? In AAMFT (Ed.), *A marriage and family therapist's guide to ethical and legal practice: Answers to questions on current ethical topics and legal considerations in MFT practice* (pp. 13-15). Virginia: Alexandria
- Haug, I. (1998). Guidelines for nontraditional therapy techniques. In AAMFT (Ed.), *A marriage and family therapist's guide to ethical and legal practice: Answers to questions on current ethical topics and legal considerations in MFT practice* (pp. 10-12). Virginia: Alexandria
- Harre, R. (1991). *The philosophical basis of psychiatric ethics*. In S. Bloch and P. Chodoff (Eds.). *Psychiatric Ethics*, 2nd Edition. 33-46.
- Harre, R., & Stearns, P. (1995). *Introduction: Psychology as discursive practice* (pp. 1-8). In R. Harre & P. Stearns (eds.) *Discursive psychology in practice*. London Sage.
- Haug, I. E. (1998). Including a spiritual dimension in family therapy: Ethical considerations. *Contemporary Family Therapy*, 20, 181-194.
- Heyd, D. & Bloch, S. (1991). *The ethics of suicide*. In S. Bloch & P. Chodoff (Eds.). *Psychiatric Ethics*, 2nd Edition. Oxford: Oxford University Press. 243-264.
- Holland, T. P. & Kilpatrick, A. C. (1991). Ethical issues in social work: Toward a grounded theory of professional ethics. *Social Work*, 36 (2), 138-144.
- Hucks, M. W. (1999). Gender, power, and relationship ethics in family therapy education. *Contemporary Family Therapy*, 21, 45-56.
- Hirschorn, D. S. (1999). Postmodern ethics and our theories: Doing therapy versus being therapists. *Journal of Systemic Therapies*, 18 (4) 18-41.
- Huber C. H. (1994). *Ethical, legal and professional issues in the practice of marriage and family therapy*, 2nd Edition. New York, NY: Macmillan College Publishing Company.
- Inger, I. & Inger, J. (1994). *Creating an Ethical Position in Family Therapy*. London: Karnac Books.
- Ivey, D. C., Wieling, E., & Harris, S. M. (2000). Save the young—the elderly have lived their lives: Ageism in marriage and family therapy. *Family Process*, 39, 163-175.
- Jacobson, N. S. (1994). Rewards and dangers in researching domestic violence. *Family Process*, 33, 81-100.
- Kaiser, T. L. (1992). The supervisory relationship: An identification of the primary elements in the relationship and an application of two theories of ethical relationships. *Journal of Marital and Family Therapy*, 18, 283-296.
- Kaplan, T. (1998). Marital conflict by proxy after father kills mother: The family therapist as an expert witness in

- court. *Family Process*, 37, 479-494.
- Karasu, B. (1991). *Ethical aspects of psychotherapy*. In S. Bloch and P. Chodoff (Eds.). *Psychiatric Ethics*, 2nd Edition. 135-166.
- Kaslow, F. W. (1993). Relational diagnosis: An idea whose time has come? *Family Process*, 32, 255-259.
- Kaufman, G. (1992). The mysterious disappearance of battered women in family therapists' offices: Male privilege colluding with male violence. *Journal of Marital and Family Therapy*, 18, 233-244.
- Keeney, B. & Sprenkle, D. (1982). Ecosystemic epistemology: Critical implications for the aesthetics and pragmatics of family therapy. *Family Process*, 21, 1, 1-13 (reprint).
- Kidder, R. M. (1995). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. New York: Fireside.
- Kleckner, T., Bland, C., Frank, L., Amendt, J. H., & Bryant, R. d. (1992). The myth of the unfeeling strategic therapist. *Journal of Marital and Family Therapy*, 18, 1f 41-51.p
- Korman, H. (1997). On the ethics of constructing realities. *Contemporary Family Therapy*, 19 (1), 105-116.
- Lageman, A. (1993). *The Moral Dimensions of Marriage and Family Therapy*. (pp. 17-104). Lanham, Maryland: University Press of America, Inc.
- Leslie, R. S. & Rooney, B. J. (1996). On ethics: Annie get your gun? *The California Therapist*, 8 (1), 7-10.
- Margolin, G. (1982). Ethical & legal considerations in marital and family therapy. *American Psychologist*, Vol. 37, No. 7, 788-801.
- Margolin, G. (1986). *Ethical issues in marital therapy*. In N. S. Jacobson and A. S. Gurman (Eds.). *Clinical Handbook of Marital Therapy*. New York: Guilford Press. 621-637.
- Marsh, D. T. & Magee, R. D. (Eds.). (1997). *Ethical and legal issues in professional practice with families*, New York: John Wiley & Sons, Inc.
- McConaghy, J.S. & Cottone, R. R. (1998). The systemic view of violence: An ethical perspective. *Family Process*, 37, 51-63.
- Meth, R. L. (1992). Marriage and family therapists working with family violence: Strained bedfellows or compatible partners?: A Commentary on Avis, Kaufman, and Bograd. *Journal of Marital and Family Therapy*, 18, 257-262.
- Moltz, D. (1992). Abuse and Violence: The dark side of the family, An Introduction. *Journal of Marital and Family Therapy*, 18, 223-224.
- Morfit, S. P. (1994). Challenge to Psychotherapy: An open letter to psychotherapists concerning clinical practice as seen through the lens of the "recovered" or "false memory" debate. *Journal of Sex Education and Therapy*, 20, 234-245.
- Myers, J. E. B. (1992). *Legal Issues in Child Abuse and Neglect*. London: Sage Publications.
- Newfield, S. A., Newfield, N. A., Sperry, J. A., Smith, T. E. (2000). Ethical decision making among family therapists and individual therapists. *Family Process*, 39, 177-188.
- Nichols, W. C. (1992). *The AAMFT: 50 years of marital and family therapy*. (pp. 1-18, 48-81, 188-193). Washington, DC.; AAMFT.
- Pedersen, P. B., & Marsella, A. J. (1982). The ethical crisis for cross-cultural counseling and therapy. *Professional psychology*, 13, 4, 492-500.
- Peterson, M. R. (1992). *At Personal Risk: Boundary Violations in Professional-Client Relationships*. New York: W. W. Norton & Company.
- Piercy, F. & Miller, J. (1998). Factors related to family therapists' breaking confidence when clients disclose high-risks-to-HIV/Aids sexual behaviors. *Journal of Marital and Family Therapy*, 24, 457-472.
- Pojman, L. P. (1998). *Ethical Theory: Classical and Contemporary Readings*, 3rd Edition. Belmont, CA: Wadsworth Publishing Company.
- Potter, J. (1996). *Representing reality: Discourse, rhetoric and social constructionism*. London: Sage. (pp. 17-40).
- Preli, R. & Bernard, J. M. (1993). Making multiculturalism relevant for majority culture graduate students. *Journal of Marital and Family Therapy*, 19, 5-16.
- Reamer, F. (1990). *Ethical Dilemmas in Social Service: A Guide for Social Workers*, 2nd Edition. New York: Columbia University Press.
- Reich, W. (1991). *Psychiatric diagnosis as an ethical problem*. In S. Bloch and P. Chodoff (Eds.). *Psychiatric Ethics*, 2nd Edition. 101-134.
- Rest, J., Narvaez, D., Bebeau, M. J. & Thoma, S. J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.
- Riley, P., Hartwell, S., Sargent, G. & Patterson, J.E. (1997). Beyond law and ethics: An interdisciplinary course in family law and family therapy. *Journal of Marital and Family Therapy*, 23, 461-476.

- Russell, C. S. & Peterson, C. M. (1998). The management of personal and professional boundaries in marriage and family training programs. *Contemporary Family Therapy*, 20, 457-470.
- Ryder, R. & Hepworth, J. (1990). AAMFT ethical code: "Dual relationships." *Journal of Marital and Family Therapy*, 16, 127-132.
- St. George, S. & Wulff, D. (1998). Integrating the client's voice within case reports. *Journal of Systemic Therapies*, 17, 3-13.
- Scheel, M. J. & Ivey, D. C. (1998). Neutrality and feminist perspective: can they co-exist in family therapy? *Contemporary Family Therapy*, 20 (3), 315-322.
- Schoener, G. R. (1993). Common errors in treatment of victims/survivors of sexual misconduct by professionals. *Dulwich Centre Newsletter*, Nos. 3 & 4, 55-61.
- Shield, C. G., Wynne, L. C., McDaniel, S. H. & Gawinski, B. A. (1994). The marginalization of family therapy: A historical and continuing problem. *Journal of Marital and Family Therapy*, 20, 117-138.
- Sim, J. (1997). *Ethical Decision-Making in Therapy Practice* (pp. 1-39). Oxford: Butterworth-Heinemann.
- Simon, G. M. (1993). Revisiting the notion of hierarchy. *Family Process*, 32, 147-155.
- Smith, T. E. (1991). Lie to me no more: Believable stories and marital affairs. *Family Process*, 30, 215-225.
- Solovey, A. D. & Duncan, B. L. (1992). Ethics and strategic therapy: A proposed ethical direction. *Journal of Marital and Family Therapy*, 18, 53-61.
- Stearns, P. (1995). *Emotion*. (pp. 37-54). In R. Harre & P. Stearns (eds.) *Discursive psychology in practice*. London: Sage.
- Stevens, P. (Ed.). (1999). *Ethical Casebook for the Practice of Marriage and Family Counseling*. Alexandria, VA: American Counseling Association.
- Strong, T. (1993). DSM-IV and describing problems in family therapy. *Family Process*, 32, 249-253.
- Sturkie, K. (1994). Recent and emerging trends in marital and family therapy regulation. *Contemporary Family Therapy*, 16, 265-290.
- Tjeltveit, A. C. (1999). *Ethics and Values in Psychotherapy*. (51-82; 83-104). New York: Routledge.
- Tomm, K. (1993). The ethics of dual relationships. *Dulwich Centre Newsletter*, Nos. 3 & 4, 47-54.
- Vandecreek, L., Knapp, S., & Herzog, C. (1987). *Malpractice risks in the treatment of dangerous patients*. *Psychotherapy*, 24, 145-153.
- Waldegrave, C. (1990). Just therapy. *Dulwich Centre Newsletter*, 1, 5-25.
- Wall, J., Needham, T., Browning, D. S. & James, S. (1999). The ethics of relationality: The moral views of therapists engaged in marital and family therapy. *Family Relations* 48 (2), 139-149.
- Watkins, S. A. (1989). Confidentiality and privileged communications: legal dilemma for family therapists. *Social Work*, March, 133-135.
- Wendorf, D. J. & Wendorf, R. J. (1985). A systemic view of family therapy ethics. *Family Process*, 24, 443-453.
- Woody, J. D., Woody, R. H. (1988). Public policy in life-threatening situations: A response to Bobele. *Journal of Marital and Family Therapy*, 14, 2, 133-137.
- Woody, J. D. (1990). Resolving ethical concerns in clinical practice: Toward a pragmatic model. *Journal of Marital and Family Therapy*, 16, 133-150.
- Zygmund, M. J. & Boorhem, H. (1989). Ethical decision making in family therapy. *Family Process*, 28, 269-280.

*Compiled by Jerry Gale, University of Georgia, Athens