

Providence Theological Seminary

CP5111 Ethical and Legal Issues for Counsellors and Educators

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SYLLABUS

Course Description:

An introduction to Christian Ethics with special application for the Christian Counselling and Education student. The course includes an analysis of professional ethics, training and practice standards, educational requirements, and mental health law. Attention will be given to contemporary professional and psycho-social issues that affect the training and practice of Christian counsellors and educators. The ethical/legal status and practice of the Christian counsellor will be explored and analytically appraised from an integrated theological-psychological perspective. (3 credits)

Course Objectives:

- Develop an understanding of moral, ethical, and legal issues, and of Christian ethics in particular.
- Introduce a variety of ethical codes for professional counsellors and learn how to interpret and apply them to counselling situations.
- Help students to identify how personal beliefs, experiences, needs, lifestyles, culture, etc., impact the formation of a person's ethical sense.
- Identify ethical issues related to working with particular populations (students, marriage and family counselling, group therapy, community or government agencies, private practice).
- Explore issues of confidentiality, client rights, informed consent, duty to warn and protect, dual relationships, transference and counter-transference and understand the impact these have on the counselling practice.

Required Text:

Corey, Gerald, Marianne Schneider Corey, and Patrick Callanan. (2010). *Issues and Ethics in the Helping Professions*. (8th edition) California: Thomson Brooks/Cole.

Recommended Texts (Optional recommended reading, books on reserve in the library; assigned chapters available on-line through the Providence Student Portal):

Cottone, R. Rocco, and Vilia M. Tarvydas. (2003) *Ethical and professional issues in counselling*. (2nd edition) Upper Saddle River, NJ: Merrill Prentice Hall.

Pope, Kenneth S., and Melba J.T. Vasquez. (2001). *Ethics in Psychotherapy and Counseling*. (2nd edition) San Francisco: Jossey-Bass.

Sanders, Randolph K., ed. (1997) *Christian Counseling Ethics: A handbook for therapists, pastors, & counsellors*. Downers Grove, IL: InterVarsity Press.

Truscott, Derek, and Kenneth H. Crook. (2004). *Ethics for the practice of psychology in Canada*. Edmonton, AB: The University of Alberta Press.

Course Requirements:

i) *Class Attendance and Participation*

- Participation in class discussions which shows an interaction with the reading material is a requirement.

ii) *Reading Report (15%)*

Due: December 17

- Read each chapter in Corey and any other assigned readings on reserve in the library or posted on-line for every class. Come prepared to interact with what you have read.
- Hand in a reading report showing what you have read of the assigned readings (Corey text and materials on reserve or posted on-line, worth 10 of the 15 percentage points), and any additional reading from the “Recommended Texts” list or other relevant material (worth the remaining 5 percentage points...can include materials read for written assignments).

iii) *Paper #1 (30%)*

Evaluation and comparison of 2 different ethical codes for counsellors or educators

Due: October 22

Length: 10-12 pages

- Evaluate and compare two different ethical codes for counsellors or educators.
- Evaluate and compare at least one Christian code and one non-Christian code, and make sure that at least one of the codes is Canadian.
- Use outside references in your comparison and evaluations of the codes (i.e. journal articles on the Code of Ethics you are discussing; counselling or psychology books or text books that discuss ethical issues or the use of ethical codes)
- Consider the following questions in your evaluation and comparison:
 - What is the organizational structure of each code?
 - For whom were the codes written and how has this affected their structure and content?
 - How are the rights of clients maintained by counsellors following each ethical code?
 - What responsibilities does the counsellor have, both toward their clients and with other professionals, and toward the public at large? (i.e. to avoid sexual harassment, dual relationships, maintaining confidentiality, protection of those who are most vulnerable, etc.)
 - How are professional boundaries defined and maintained by the counsellor?
 - What additional aspects of counselling work are included in the ethical codes, and how are they addressed? (i.e. research, educational settings, public lectures, publications, computer technology)
 - How does each code address ethical dilemmas/conflicts/discipline?
- Cite your sources in your paper and include a bibliography of all sources.

iv) *Paper #2 (30%)*

Ethical analysis of a current counselling or education issue

Due: November 26

Length: 10 pages

- Choose a current social or ethical issue in either counselling or education and evaluate it theologically and critically. Discuss the implications this issue has for the Christian counsellor or educator. Be sure to include:
 - A definition of the issue/problem and its scope
 - How Canadian law relates to the problem (if there are no legal references to the issue, point this out in your paper; assess the implications for counsellors or educators whether there are or are not legal statutes)
 - The biblical principles applied to the problem (cite Scripture references as well as theological references that expand on Scripture)
 - What ethical principles should be applied to the problem (cite principles from Corey, Corey, & Callanan or other ethics texts, or principles from a particular Code of Ethics)
 - What particular problems, if any, this issue raises for Christian counsellors or educators
 - Given the above information, how would a counsellor or educator best deal with the issue?
- Include a bibliography citing your references (minimum of 10 outside sources for a 10 page paper). Be sure to have counselling or education-based resources as well as biblical and theological resources.

v) *Case study & Presentation (15%)*

Due: date assigned by group, November 5 – December 17

Length: 10 pages

- Up to 6 case studies will be assigned for class presentation and discussion. Students will choose their own groups and be assigned a case study for their group within the first month of class.
- Each presentation will include:
 - Application of a decision-making model to the case (this will include both what has transpired in the case study, and what you believe ethical/legal management of the case dictates should happen in the ongoing management of the case). Within the decision-making model, be sure to:
 - Identify the ethical issue(s) as succinctly as possible.
 - Cite the relevant portions of a particular code of ethics and/or Standards of Practice.
 - Cite applicable federal and/or provincial law
 - Include a succinct Christian ethical analysis
 - Make an evaluation of liability for malpractice (see Corey, pp. 192-198). The legal review of the case will address the four elements of a malpractice case:
 - 1 – Duty: was a relationship established?
 - 2 – Breach of duty: what was the basis of the standard of care in this case?
 - 3 – Injury: was the client harmed?
 - 4 – Causation: is there a causal link? Did the breaking of the standard of care harm the client?

- If one of the above areas does not seem to be applicable to your case study, indicate that in your write-up and presentation, rather than leaving out the area completely.

- The group will have 45 minutes to orally present their case and analysis in class, and lead a class discussion on the case and their analysis of the case. The group may choose to use handouts, Powerpoint, or other presentation aids in their oral presentation.
- At the end of the class in which they present, the group will hand in a written copy of their case review.
- In the written paper, cite your sources and include a bibliography.

vi) *Article response paper* (10%)

Due: November 5

Length: 4 - 5 pages

- There will be no class lecture on October 29. Instead, students are expected to read the assigned chapter in Corey, Corey, & Callanan and read the article which will be made available to them on reserve in the library October 22.
- Students are to write a 3-4 page response paper to the article on the ethics and complications of dual relationships in counselling. In this paper, consider the following questions:
 - Do the dual relationships reported in the study match with Corey's discussion of dual relationship concerns? Why or why not may they match?
 - What impediments (real or imagined) do counsellors face in dealing with potential dual relationships? How does this affect their work?
 - Which dual relationships reported in the study would seem to be the most problematic and most important to avoid in professional practice?
 - Give your own personal response (maximum 1 page) to the information presented, and your assessment of how this information could impact your own counselling practice.
- Cite your references in your paper and include a bibliography of your sources.
- *No extensions will be given for this assignment.*

Summary of Assignments:

Reading Report	December 17	15%
Paper #1 (Ethical codes)	October 22	25%
Paper #2 (Current ethical issue)	November 26	25%
Case Study & Presentation	November 5 – December 17	25%
Article Response paper	November 5	10%

Assignment Guidelines:

Required Format

- Counselling students are to use APA formatting. Other students may use Turabian formatting. There are numerous resources available on-line to help with either formatting style.
- stay within the required number of words and/or pages! Saying what you need to say without being verbose is a skill worth developing.
- For help with properly formatting your citations, see www.citationmachine.net or the Providence library reference section.

Master's Level of Scholarship

- Research papers must show sufficient research! This means using enough resources and a wide enough variety of resources, to show an adequate understanding of the material. A good rule of thumb is one major resource for every page of your final paper (i.e. a 10 page paper would need a minimum of 10 resources).
- Show more than a rudimentary understanding of the material—show an understanding of how to integrate the various psychological, counselling, or educational perspectives, and how to apply them to your counselling or education work.
- Proofread your work well—marks will be deducted for grammar, spelling, and formatting errors.

Submission of assignments

- assignments are to be typed, double-spaced, in Times New Roman size 12 font. All research papers and case study are to include a title page and bibliography.
- Unless previously arranged with the instructor, assignments are to be submitted as a hard copy (not emailed). If arrangements are made to submit assignments electronically, they must be sent in a format compatible with Word 2003 (Word 2007 is acceptable) or as a pdf. To create your own pdf files, you can download a free pdf creation program at www.cutepdf.com or www.primopdf.com.
- Arrangements can be made for extensions on assignment due dates. Speak with the instructor prior to the due date to make arrangements.

Plagiarism

- The Oxford Dictionary defines “plagiarize” as to “take and use the thoughts, writings, inventions, etc. of another person as one’s own; pass off the thoughts, etc. of another person as one’s own”.
- Plagiarism is a very serious issue when it comes to research assignments. Any idea that is taken from someone else’s work must be properly cited and given due credit. To not properly cite someone else’s ideas is to (inadvertently) pass them off as your own.
- See the Prov website: <http://randall.holm.prov.ca/plagiarism.htm> for more information.

Grading

- Breakdown of marks:
 - Spelling & grammar 10%
 - Proper formatting 10%
 - Adequate research/sources 10%
 - Clear outline and arguments..... 70%
 - Deductions for late papers -2% per day

Class Schedule

Class Date	Lecture Topics	Readings Due	Assignments Due
Sept 10	Course Intro What are ethics?		
Sept 17	Christian ethics Role of values in counselling/the Counsellor as a person	Corey: chapters 1, 2 & 3 Sanders: chapter 2 (on reserve)	
Sept 24	Ethics and the law Ethical codes	Pope: chapter 2 (on reserve)	
Oct 1	Ethical decision making models	PACCC Professional Code of Ethics CCA Code of Ethics Review Corey chapter 1 (Ethical decision making & steps in making ethical decisions)	
Oct 8	Thanksgiving Break – no class		
Oct 15	Intersession #1 – no class		
Oct 22	Client rights: informed consent Counsellor responsibilities: Informed consent; competence	Corey: chapter 5, 6 & 8	Paper #1 (comparison of ethical codes)
Oct 29	NO IN-CLASS LECTURE Boundaries in counselling Dual/multiple relationships	Corey: chapter 7 Article on reserve	
Nov 5	Couples & family therapy Key issues working with children Reporting of child abuse	Corey: chapter 11	Group Presentation #1 Response paper to boundaries article on reserve
Nov 12	Group presentation Issues of physical touch/sexual relationships		Group Presentation #2
Nov 19	Intersession #2 – no class		
Nov 26	Group presentation Diversity in counselling – multicultural & sexuality issues	Corey: chapter 4	Group Presentation #3 Paper #2 (current issue)

Dec 3	Group presentation Responding to suicide risk	Pope: chapter 14 (on reserve)	Group Presentation #4
Dec 10	Group presentation Group work & community work	Corey: chapters 12 & 13	Group Presentation #5
Dec 17	Office, administrative, & business issues Record keeping	Corey: chapter 10 Cottone: chapter 8	Group Presentation #6 Reading Report due