

Instructor: Rod Buxton MA Counselling, D.Min

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 psycho-social issues that effect the training and practice of Christian counsellors and educators. The ethical/legal status and practice of the Christian counsellor and educators will be explored and analytically appraised from an integrated Theology-Psychology perspective.

Course Objectives:

After the successful completion of this course the student –counsellor/educator will be able to:

- Describe the Theory and Theology of Christian Ethics and it's applications in counselling and education.
- Display the critical skills for evaluating ethical issues in counselling and education from a Biblically based perspective.
- Apply the essential elements of ethical and legal practice (competence, accountability, confidentiality, dual or multiple relationships, etc.).
- Select and use Ethical Codes and apply the Ethical Codes to practical problematic situations.
- Engage theologically with moral inquiry as it pertains to the role and methods of Christian ethics in counselling and education.
- Display professional levels of excellence and ethics in counselling and education.

Required Texts:

The following texts are required for the course:

1. Sanders, Randolph K. (1997). *Christian Counselling Ethics: a handbook for therapists, pastors and counsellors*. Downers Grove: Intervarsity Press.
2. Truscott, Derek, and Kenneth H. Crook (2004) *Ethics for the Practice of Psychology in Canada*. Edmonton, AB: The University Of Alberta Press.

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

ALL TEXTBOOKS ARE AVAILABLE THROUGH THE PROVIDENCE BOOKSTORE: 1-800-668-7768 (ext. 225)

Library:

This course requires that you access the online library research databases. A link is provided and can only be accessed from within this courses(see Online Library Databases on the course databases page).

Please be sure that you know how to use these resources, review the Library Databases Guide.doc. For further assistance with electronic searches you can contact the Library Director Terry Kennedy.

Additional recommended Reading:

It is recommended that you read additional books and journal articles for this course. The quantity that you would need to read will depend on how well read you are in this field. If you have done other ethics courses you could perhaps read less. If this is your first ethics course then you would have to read more to ensure that you can meet the required outcomes for a master's level course.

Here is a partial list of recommended readings.

Births, Ronald K. (2001) *Sacred Calling, Secular Accountability: Law and Ethics in Complementary and Spiritual Counseling*. Brunner-Routledge.

Collins, Gary R. (1991) *Excellence and Ethics in Counseling*. (Resources for Christian Counseling Volume 30). Word Publishers

Cottone, R. Rocco & Tarvydas, Villa M. (2002) *Ethical and Professional Issues in Counseling* Prentice Hall.

Dineen, Tana (2001) *Manufacturing victims: What the psychology industry is doing to people*. (3rd edition) Studio 9. ISBN: 1552070328

Elliott, Lynda D. & Elliott, Elisabeth (2003) *How Can I Help?: Caring for People Without Harming Them or Yourself* Chosen Books

Goodlad, Soder, and Sirotnik (Ed). (1990) *The Moral Dimensions of Teaching*. Josey-Bass: San Francisco (*Recommended for education students*)

Grenz, Stanley J. 1997. *The Moral Quest: Foundations of Christian Ethics*. Downers Grove: InterVarsity Press

Pack-Brown, Sherlon P. and Williams, CB (2003) *Ethics in a Multicultural Context*. Sage Publications

Course Requirements:

Grading Policies: How you will be evaluated

Online Participation

Grade	Skills
A	Contributions are prompt, timely, relevant, self-initiated; remarks are posted freely on all assignments throughout the course; there is no attempt to dominate conversation.
B	Student generally keeps up with the discussion; needs an occasional prompting to contribute; might participate in some discussions more than others
C	Participation is spotty; picks and chooses topics to get involved in; offers short, perfunctory postings when prompted; takes limited initiative.
D or F	Student rarely participates freely; makes short, irrelevant remarks.

Homework and Projects

Grade	Skills
A	Demonstrates excellence in grasping key concepts; critiques the work of others; provides ample evidence of support for opinions; readily offers new interpretations of discussion material.
B	Shows evidence of understanding most of the major concepts; is able to agree or disagree when prompted; is skilled in basic level of support for opinions; offers an occasional divergent viewpoint.
C	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.
D or F	Shows no significant understanding of material.

In all written work, please use gender inclusive language according to the current conventions of Canadian usage. If your intention is to refer to both men and women in a statement, the language used should make this clear. Please do not use “man,” “men,” “mankind” or masculine pronouns generically. The use of gender accurate Bible translation is recommended but not required. Examples would be Today’s new International version, the New Revised Standard version and the New Living Translation.

For counselling students, the papers must be typewritten, according to the *Publication Manual of the American Psychological Association* – fifth edition. **For non-counselling students**, Chicago style as described in Kate L. Turabian’s. *A Manual for Writers of Term Papers, Theses, and Dissertations*, sixth edition (Chicago: University of Chicago Press. 1996).

Seminary Grading Criteria.

- A Outstanding work:** superior achievement of course objectives. This grade in effect says that the work could not be improved by any great margin (A+ would say that it could not be improved by **any** margin).
- B** Designates **good work**, commendable achievement of course objectives. This is the standard grade for work that is well done.
- C** Designates **acceptable** work, satisfactory achievement of course objective.

The grade for **late assignments** will be reduced by 1% per week day (to a maximum of 10%) unless extensions have been given because of illness or other unavoidable disruption of a student's work.

No assignments will be accepted later than April 15, without permission from the Academic Committee. Requests should be sent to the Registrar.

On Line Class Participation 30%

Reading Journal 15%

Assignment 1. Ethical Analysis of a Contemporary Issue 30%

Assignment 2. Evaluation and Comparison of Ethical Codes 25%

Interaction with Course Content

Independent study by reading the required text books and additionally researching and reading applicable books and journal articles. You have to report your reading schedule and reflections in your journal.

Course work will be presented in ten units that will be released weekly. A list of release dates will be presented on the course home page. Be sure to check there and for announcements in the Bulletin section on the home page. The 10 weeks will be spread over the total semester and there will be some pauses due to Intersession course and other scheduling conflicts. The course work of each Unit will consist of and be presented in: The Unit 'Study Guidelines' in which guidance will be given concerning the content and required work

- Interactive Slide Shows with audio or through lecture material as posted.
- Additional course notes will be posted where applicable
- A Case Study or task will be posted for each unit.
- Additional documents will be posted in the Document Sharing folder
- Submission of your Discussion Review before the cut-off-time for the unit.
- Researching and completing the two assignments

Interaction with Fellow Students

- Introducing yourself to the class in the Student Lounge (thereafter participation in the student lounge is optional but recommended)
- Required active participation in the Discussion Group for each unit—although this can be done at your leisure and when convenient, you have to make time to do so as the Unit Discussion is only available for that window period.
- Please share applicable and good web resources with fellow students by posting a link. Share applicable documents with other students.

Interaction with the Instructor

- You can ask me questions about assignments and class lectures in the faculty office/classroom and all class members can benefit from the threaded discussion and answers.
- Instructor comments and interaction in the Discussions groups
- Where needed, feedback and guidance will be given on Journal entries and Discussion Reviews.
- Assignment and grade feedback will be given
- If you have a question that you would prefer to be answered through private email, please use the

email function.

Courses on a masters level are normally compiled to require a Workload minimum of 120 -150 hours of study per semester. The Ethics online course for the average student should require:

- 40 - 50 hours "Virtual" Class Time: Number of hours actually spent in virtual class (instead of actual class which is usually the equivalent of 45 50-minute sessions). Approximately 3 1/2 hours per week: 1 hr to read the Power Point Lectures and additional material, 1 hr to read and research the case study, 1hr to post contribution and responses in the virtual discussions, 1/2 to summarize and post weekly responses. Please note this varies from person to person.
- 40-50 hours of reading assignments, compiling reading journal and writing short reflections (approximately 1000 pages per course - assuming that students will read at a speed of 20 pages per hour). For some students research and reading online seems to be more challenging but if you have done any electronic database research, it should not be a problem.
- 30 hours for research **paper** (Ethical Analysis of a Contemporary Issue) . Assuming that students will spend two hours per written page (200 - 250 words) including research, writing, and editing, a 15 page paper (3000 words) should involve roughly 30 hours of work
- 20 hours for second paper (Evaluation and Comparison of Ethical Codes) paper (2000 - 2500 words)

Depending on the student's aptitude, computer expertise, ability to selectively read applicable material, self-discipline, etc, an average student should spend 10 - 12 hours per week (for 12 weeks) on the course. Because of the nature of online studies and the required online research, some students initially find it quite daunting to navigate their way around the online platform, but soon get used to it. The online course is also presented in ten one-week units, which makes it feel more contracted. The upside is that you end up with all the resources of **all** the students combined, a wealth of information you can securely file away for later reference.

The Goal is not to overwhelm you, it is to equip you for the task ahead as a professional therapist Ethics and Legal issues are imperatives in the lives of therapist and other professionals

You can take a look at the document: *Suggested Course Workload* found in Document Sharing.

Our grading policy is available in the Seminary catalogue under Academic Information . Grading criteria is also posted in Document Sharing under the title, *Assignment Guidelines*.

Course Policies

- **Attendance.** Failure to "show up" for the weekly assignments or threaded discussions will be considered an equivalent of two class-time absences. Repeated absences will therefore result in a incomplete grade being awarded.
- **Threaded Discussion.** You must make at least three threaded-discussion entries throughout the week, not at the end of the week. You should post your contribution by Wednesday/Thursday of the Unit week, and by Saturday, you must have responded to at least 3 classmates' threads.
- **Netiquette:** Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.
- **Submission of Work.** All assignments should be turned in via the assignments link on the course home page, unless otherwise specified.
- **Deadlines.** Odd things happen in cyberspace—emails get lost, servers disconnect temporarily, and logins fail. Do not wait for the last minute to do your work. Allow time to meet deadlines. Reply and, check for replies on every email sent and received. You are responsible for getting the work to me on time
- **Late Work.** Each week's work must be completed before the end of the Unit-week. Assignments must be submitted on due dates - late work will not receive credit unless you have contacted me beforehand and explained a special circumstance. If you are not able to meet the course deadline you will have to apply to the academic committee for an extension.
- **Help Desk.** For all technical problems (not being able to view a page, slowness, etc) please contact *the 24/7* helpdesk (see Course Homepage for link and phone number).
- **Email Policies and Procedures.** Please submit assignments through the course home page, however if you do have to use Email, please insert on the Subject header your name, the course number, and the subject (i.e. Assignment #1; Extension Request; etc.). I will check my email regularly and will respond asap.
- **File Format.** All documents posted in the Document Sharing box must be in *Microsoft Word* or *Rich Text Format*. Assignments can be attached as *Microsoft Word (.doc)*, *WordPerfect (.wpd)*, or *Rich Text Format (.rtt)* - please note that no *Microsoft Works* documents will be accepted.
- **Safeguards.** Back up your work on disk and make a hard copy. If your work is 'electronically lost', you are responsible for resubmitting the assignments.
- **Academic Honesty.** Plagiarism, falsification, and multiple submission of work for more than one course, will not be tolerated. All sources must be included in your bibliography and correctly cited in the text.
- **Copy write @** We are using a password protected platform/website and educational

'Fair Use Guidelines' apply. This is somewhat similar in manner of handling material in the face-to-face classroom. Thus, the material and images used in my lecture notes and slide shows are for educational purposes only. Where possible I will cite the source and provide a hyperlink, but **you are not allowed to copy and paste any pictures or text from my lecture notes or slide shows.** You are allowed to download documents from the Doc Sharing box, but you have to correctly cite them in your text and bibliography.