



# TYNDALE

• SEMINARY •

## Course Syllabus

**FALL 2018  
PROFESSIONAL ETHICS  
COUN 0775  
(SECTION 2)**

**SEPT. 21, OCT. 19, NOV. 9, NOV. 16, Nov. 30  
8:30 AM – 4:00 PM**

**There will be an examination during Exam Week (Dec 10 – 14).**

**INSTRUCTOR: THE REV. DR. PAUL D. SCUSE**

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Email: [pscuse@tyndale.ca](mailto:pscuse@tyndale.ca)

Office Hours: Wednesdays 1:00 – 3:00pm (by appointment)

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

## I. COURSE DESCRIPTION

This course offers the participant a foundational knowledge of the field of professional ethics as it relates to the practice of Marriage and Family Therapy. This course will acquaint the participant with the content of the Code of Ethics of the AAMFT and CRPO, the process of ethical decision making, and hence, contribute to the overall ethical development of the professional. Issues pertaining to legal responsibilities and liabilities, professional ethical standards and general professional conduct in contemporary society will be considered.

*Prerequisites: COUN 0601 and COUN 0602. Co-requisite: Concurrent registration in Internship*

(COUN 0701).

## II. LEARNING OUTCOMES

At the end of the course, students should be able to:

1. Distinguish among morals, values, ethics, and the law and to explore how they each impacts professional practice;
2. Increase personal understanding of issues related to ethics and the law within the practice of marriage and family therapy;
3. Examine one's own ethical decision-making processes and develop guidelines for enhancing one's ability to generate ethical behaviours and solutions to conflicts arising in the clinical practice.

## III. COURSE REQUIREMENTS

Regular attendance in and punctuality for all classes is expected for all students.

Absence from more than 2 classes may result in the loss of credit.

### A. REQUIRED TEXTS

The user's guide to the AAMFT *Code of Ethics*, Washington, DC: American Association for Marriage and Family Therapy. (ISBN 1491035404)

AAMFT *Code of Ethics*, Washington, DC: American Association for Marriage and Family Therapy. (This text will be available on the class website in a PDF format.)

*Professional Practice & Jurisprudence for Registered Psychotherapists*. (This text will be available on the class website in a PDF format.)

Sanders, R.K. (2013). *Christian Counseling Ethics: A handbook for therapists, pastors & counselors*. (Second edition) Downers Grove, IL: InterVarsity Press. (ISBN 0830839941)

Beamish, S., Melanson, M., & Oladimeji, M. (1998). *Client rights in psychotherapy & counselling: A handbook of client rights and therapist responsibility*. Toronto, ON: Client Rights Project. (This text will be available on the class website in a PDF format.)

Wilcoxon, S., Remley, T., Gladding, S. (2013) *Ethical, Legal and Professional Issues in the Practice of Marriage and Family Therapy – 5<sup>th</sup> Edition*. Pearson.

## **B. ASSIGNMENTS AND GRADING**

### **1. Integrative Research Paper: Due on Nov. 9, 2018 at 8:30 am; 40% of final grade**

Each student will select a topic or an issue that is clearly and directly relevant to the field of professional counselling ethics. The student will then write a clear and concise integrative paper on that topic or issue. The paper should provide clear direction for professional practice that is based on an integration of ethical/legal and biblical perspectives.

This paper will be evaluated as an academic research paper. Therefore, along with the requirement for such a paper, a thesis statement should be clearly evident and adequate support from credible resources provided.

All written submissions must adhere to APA standards. All papers should reflect graduate-level competency in regards to matters of grammar, punctuation etc.

Length of paper: 9 pages of written text, not counting references and bibliography.

### **2. Discussion Group Participation: Due on Nov. 30 at 8:30 am; 10% of final grade**

A significant amount of learning in this course will occur in and through participation in a discussion group. General contribution to the learning ethos of the course will, therefore, be a part of the overall class evaluation. Each student will also be required to bring one case from their internship as a “discussion starter” at the beginning of one class. A schedule will be arranged in the first class.

### **3. Reading and Class Participation: Due on Nov. 30 at 8:30 am; 10% of final grade**

### **4. Final Examination: 40% of final grade**

A final examination will be comprised of some short answer questions, some multiple choice questions and a case study.

Date: as scheduled by the Registrar’s Office during exam week of Dec 10 – 14, following the last week of class.

## **C. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services.

*Current students* must renew their plans as early as possible to have active accommodations in place.

#### **D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Assignment	Value	Date Due
Integrative Research Paper	40%	November 9
Discussion Group Participation	10%	November 30
Reading and Class Participation	10%	November 30
Final Examination	40%	During exam week
Total Grade	100%	

#### **E. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

##### **Deadlines:**

Papers are due at the beginning of class. Papers handed in after the beginning of class will be considered late and will receive a **one percent deduction per day**. With the exception of “extreme and extenuating circumstances”, no papers will be accepted two weeks after the due date.

If there are some significant, unusual and unpredictable circumstances which prevent you from getting your assignment in on time, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of this syllabus, specifying the nature of these circumstances and submit it to me **by the due date** for that assignment. All assignments must be completed and submitted in order to receive a credit in this course.

If you need to get hold of me for something fairly brief, before/after class or in the hall are possibilities. For lengthier questions you will need to make an appointment with me.

##### **Academic Integrity:**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on

Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## **F. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## **IV. COURSE OUTLINE AND CONTENT**

Through reading, discussion, exercises, and reflection the student will be encouraged to examine his/her own values and ethics as they impact on the professional practice of Marriage and Family Therapy.

After an initial reflection on some basic principles of Ethical Theory (Principle Ethics and Virtue/Character Ethics) and an integrative multi-leveled understanding of Christian Ethical Reasoning, an Ethical Decision Making Model will be developed as a guide for making ethical decisions in the professional context.

Week 1:

(Sanders: 1, 2, 4, 21; Wilcoxon: 3 AAMFT User Guide and Code of Ethics; CRPO Jurisprudence, Beamish)

- Introduction to Professional Ethics
- Resources for decision making
- Law and Ethics
- Basic Moral Principles to Guide Decision Making

- Steps in Making Ethical Decisions
- Client's Right to Informed Consent
- Content of Informed Consent
- The Therapeutic Contract

Week 2:

(Wilcoxon: 4, 5, 10; Sanders: 7)

- Confidentiality and its limits
- Exceptions to Confidentiality
- Unintentional breaches of Confidentiality
- Working with minors
- The Mental Health Act
- Ethical Issues in Couple and Family Therapy
- Who is the "client"?
- Gender and Culture Sensitive vulnerabilities for therapists

Week 3:

(Sanders: 5, 6, 9; Wilcoxon: 8)

- Managing Boundaries and Multiple Relationships
- Sexual Intimacy with Current Clients and Others
- Boundary Crossings versus Boundary Violations
- Minimizing Risks in Multiple Relationships
- Managing Multiple Relationships in a Small Community
- Bartering
- Socializing with Current or Former Clients
- Sexual Attractions in the Client-Therapist Relationship
- Values and the Helping Relationship
- Clarifying the source of our own values and how our values may influence the therapeutic relationship
- Being with clients whose values differ from our own

Week 4:

(Sanders: 10, 12, 18; Wilcoxon: 8, 13, 15)

- Spirituality and Religion in therapy
- Values Pertaining to Sexuality
- Values Pertaining to Abortion
- Non-Discrimination
- Suicide
- Euthanasia
- Professional Competence and Training
- Maintenance of Competency

- Development of New Skills
- Scope of Competence
- Malpractice
- Making Referrals
- The Gatekeeper Role of Faculty in Promoting Competence
- Self-Care of the Therapist
- The Counselor as a Person and Professional
- Personal Therapy for Counsellors
- Therapeutic impairment
- Secondary traumatization and compassion fatigue
- Transference and Countertransference

Week 5:

(Wilcoxon: 8, 14)

- Record Keeping
- Case Files
- Progress Notes
- General requirements for the content of the health record
- The use of digital media in counselling
- Protecting confidential information on a computer
- Use of Skype and email online counselling
- Jurisdictional issues with online counselling
- Acquiring the appropriate competencies related to this evolving specialty
- Issues in Supervision
- The Supervision Contract
- Rights of Supervisees
- The Supervisor's Roles and Responsibilities
- Methods of Supervision
- Legal Aspects of Supervision
- Multicultural Issues in Supervision
- Multiple Roles and Relationships in the Supervisory Process

Students will also be encouraged to explore areas which are of special interest to them.

## **CRPO COMPETENCIES TAUGHT IN THIS COURSE:**

- 1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients
- 1.4.4 Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.
  
- 2.1 Use effective professional communication
  - 2.1.1 Use clear and concise written, oral and electronic communication
- 2.2.1 Maintain appropriate professional boundaries
- 2.2.3 Demonstrate personal and professional integrity
  
- 3.1 Comply with legal and professional obligations
  - 3.1.1 Apply knowledge of pertinent federal and provincial legislation.
  - 3.1.2 Apply knowledge of CRPO legislative requirements and relevant professional standards.
  - 3.1.3 Identify organizational policies and practices that are inconsistent with legislation and professional standards.
  - 3.1.4 Apply knowledge of relevant municipal and local by-laws related to private practice.
  - 3.1.5 Protect client privacy and confidentiality.
  - 3.1.6 Recognize the limits of the therapist's professional competence.
  
- 3.2 Apply ethical decision making
  - 3.2.1 Recognize ethical issues encountered in practice.
  - 3.2.2 Resolve ethical dilemmas in a manner consistent with legislation and professional standards.
  
- 3.3 Maintain self-care and level of health necessary for responsible therapy
  
- 3.4 Obtain clinical supervision & consultation when necessary
  
- 3.5 Provide reports to third parties
  - 3.5.2 Recognize ethical and legal implications when preparing third-party reports
  
- 4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy
  - 4.1.1 Describe therapist's education, qualifications and role.
  - 4.1.2 Differentiate the role of the therapist in relation to other health professionals.
  - 4.1.3 Explain the responsibilities of the client and the therapist in a therapeutic relationship.
  - 4.1.4 Explain the advantages and disadvantages of participating in psychotherapy.
  - 4.1.5 Explain client rights to privacy and confidentiality, and the limitations imposed upon them by law.
  - 4.1.6 Explain relevant rules and policies.
  - 4.1.7 Explain and obtain informed consent in accordance with legal requirements
- 4.3 Apply safe and effective use of self in the therapeutic relationship



4.4 Conduct an appropriate risk assessment

4.4.1 Develop safety plans with clients at risk.

4.4.2 Refer to specific professional services where appropriate.

4.4.3 Report to authorities as required by law.

4.4.4 Follow up to monitor risk over time.

4.5 Structure and facilitate the therapeutic process

4.5.1 Formulate an assessment.

4.5.2 Formulate a direction for treatment or therapy.

4.5.3 Review therapeutic process and progress with client periodically, and make appropriate adjustments.

4.5.4 Recognize when to discontinue or conclude therapy.

4.6 Identify when and how to refer clients appropriately

4.7 Conduct an effective closure process to end a course of therapy appropriately

5.2 Use research findings to inform clinical practice

**READING & PARTICIPATION REPORT**

NAME: (please print) \_\_\_\_\_  
(Last Name) (First Name)

Please evaluate your comprehension of the required texts for this course by circling the appropriate number according to the following scale:

- 1. I didn't read the text
- 2. I read parts of the text
- 3. I read most of the text
- 4. I read and understood most of the text
- 5. I read the text and feel confident in being able to apply what I read.

<i>The user's guide to the AAMFT Code of Ethics</i>	1 2 3 4 5
<i>AAMFT Code of Ethics,</i>	1 2 3 4 5
<i>Professional Practice &amp; Jurisprudence for Registered Psychotherapists</i>	1 2 3 4 5
<i>Christian Counseling Ethics: A handbook for therapists, pastors &amp; counselors</i>	1 2 3 4 5
<i>Client rights in psychotherapy &amp; counselling: A handbook of client rights and therapist responsibility.</i>	1 2 3 4 5
<i>Ethical, Legal and Professional Issues in the Practice of Marriage and Family Therapy</i>	1 2 3 4 5

MY SELF ASSIGNED MARK FOR THE READING REQUIREMENTS FOR THIS COURSE OUT A POSSIBLE 5 POINTS IS: \_\_\_\_\_ POINTS

Class Participation:

- 1. I missed several classes
- 2. I attended but hardly ever participated
- 3. I participated from time to time
- 4. I participated regularly
- 5. I made significant contributions to the class

MY SELF ASSIGNED MARK FOR THE PARTICIPATION REQUIREMENTS FOR THIS COURSE OUT A POSSIBLE 5 POINTS IS: \_\_\_\_\_ POINTS

MY SELF ASSIGNED MARK FOR THE COMBINED READING & PARTICIPATION REQUIREMENTS FOR THIS COURSE OUT A POSSIBLE 10 POINTS IS: \_\_\_\_\_ POINTS

## DISCUSSION GROUP FEEDBACK FORM

(Please make sufficient photocopies of this form for each member of your small group).

Person being assessed:

\_\_\_\_\_

(Print) LAST NAME

FIRST NAME

Person doing the assessment: \_\_\_\_\_

Last Name

First Name

GENERAL STRENGTHS THAT I OBSERVED:

GENERAL LIMITATIONS THAT I OBSERVED:

SOME SUGGESTIONS FOR PERSONAL/PROFESSIONAL GROWTH:

FINAL MARK OUT OF 100 \_\_\_\_\_ BASED ON THE ABOVE.

(The normal range of marks will be between 75% – 85%. A mark of over 90% will need to be justified to the instructor.)

Initials of person being assessed \_\_\_\_\_

**REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES.**

**TYNDALE SEMINARY**

**PROFESSIONAL ETHICS (COUN 0775)**

**Professor: Dr. Paul D. Scuse**

\_\_\_\_\_ Date

\_\_\_\_\_ Surname

\_\_\_\_\_ Given Name

Name of Assignment Due: \_\_\_\_\_

Due Date of Assignment: \_\_\_\_\_

Circumstances that Necessitate a Request for Extension:

\_\_\_\_\_  
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Student's suggested NEW DUE DATE for Assignment: \_\_\_\_\_

\*\*\*\*\*

FOR OFFICE USE ONLY:

Extension Request: Granted \_\_\_\_\_ New Due Date \_\_\_\_\_ Denied \_\_\_\_\_