

*“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.”*

<b>Course</b>	<b>PROFESSIONAL ETHICS</b> COUN 0775 (SECTION 01)
<b>Date and Time</b>	SEPTEMBER 17 – DECEMBER 10, 2020 THURSDAYS 2:15 – 5:05 PM
<b>Instructor</b>	<b>AVA KATE OLESON, MS, MFT, DMin</b> Email: <a href="mailto:aoleson@tyndale.ca">aoleson@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Thursdays 2:15 PM–5:05 PM.  Students may participate in live-streamed office hours: Thursdays 5:15 – 6:15 PM or at a separate time by appointment.  Virtual coffee chats will be hosted by your instructor. Specific times will be decided after the first day of class.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

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 will be able to:

1. Distinguish among morals, values, ethics, and the law and to explore how they each impact professional practice;
2. Explain the issues related to ethics and the law within the practice of marriage and family therapy;
3. Evaluate 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

### A. REQUIRED READING

Careful completion of the assigned readings in advance, in conjunction with reflecting on their relation to the ideas presented in the lectures. It is expected that students will read all of the assigned reading prior to the scheduled lecture of the week.

*User's guide to the 2015 AAMFT Code of Ethics.* Washington, DC: American Association for Marriage and Family Therapy. (ISBN 1514762412)

*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.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## **B. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS**

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

## **C. ASSIGNMENTS AND GRADING**

### **1. Livestream Class Participation: 10% of final grade**

Regular attendance and punctuality for all classes, reading the materials before class, and participation in the group discussions are expected. If you have three or more unexcused absences, you may fail the course. (See the Attendance Policy for details.)

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibility to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness, and encouragement. “Attendance” in this course is demonstrated by on time regular logins and up-to-date participation in forums and class participation.

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

This item is related to Outcome #1 and #2.

### **2. Forum Discussions: 10 X 3% = 30% of final grade**

**Individual Posts & Responses:**

There will be 10 forums in total (approximately one for each week) and each forum will have one to two questions. Students will post their responses by 11:55 PM the assigned day (see the portal) and comment on two posts of other students by 11:55 PM of the assigned day (see the portal.)

A. Initial Post

- Your response for each discussion post should be about 250 words.
- Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context).

B. Choose initial posts made by 2 separate people; comment on them; present your views.

- Simply indicating, "I agree," is not a sufficient response.
- When you begin, type the name of the person you are replying to.
- Make an analysis of the other person's work/thinking.
- Support your comment with a reason, an example, or --preferably-- by a reference from the material you have read in this course.
  - The expectation is that response posts will add *factual information* to the discussion, whether in agreement or disagreement with the peer's original post.
  - This post should be 75-100 words.

Late work: if there is "no post" after 11:59 pm for that day, the student will receive a "zero" for that forum. If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar), the student is to email the instructor directly.

This assignment is related to Outcomes #2 & #3.

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post

Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context
Promptness & quality of responses	Posting on time; responds to all group members' postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members' postings; responses not thoughtful

**3. Integrative Research Paper: Due on Thursday, November 5; 30% 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 clear and adequate support from credible resources provided.

All written submissions must adhere to APA standards. All papers should reflect graduate-

level competency regarding matters of grammar, punctuation etc.

Length of paper: 8-10 pages of written text, not counting references and bibliography.

This assignment is related to Outcomes #2 & 3.

#### 4. Final Examination: 30% of final grade.

A final examination will be comprised of multiple-choice questions. Date: as scheduled by the Registrar's Office during exam week of Dec 14 – 18, following the last week of class.

### D. 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.

### E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation	10 %
Discussion Forums	30 %
Integrative Research Paper	30 %
Final Exam	30 %
Total Grade	100 %

### F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

#### Expected written standards:

It is expected that written work will be submitted in a clear, straightforward academic style. The assignments ought to present clear organization, a coherent position and arguments that support that position. Your work should adhere to the following characteristics:

- Documentation and notes should be consistent with **APA guidelines** as articulated in the [Guidelines for Submission](#) for the Counselling Department.
- Free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.

- Writing should be clear, concise, organized with no run-on sentences; use action verbs rather than various forms of the “to-be” verb.
- Use Times New Roman, 12-point font, and be typed, double-spaced, with one-inch margins all around. Numbered pages.
- Ensure that you have properly documented/cited sources used in any of your assignments.

### **Submission and Return of Assignments:**

Copies of the assignments are to be submitted directly to the instructor in Word version via Moodle at the beginning of class on the due date unless otherwise specified. Work must be received on or before the due date. Otherwise, they will be treated as late. Students are required to retain a copy of all their assignments.

With the exception of “extreme and unusual circumstances” all papers handed in late will be deducted by two-thirds of a grade point (i.e., B to C+). No paper will be accepted after two weeks past the due date.

If there are extraordinary circumstances, complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of the syllabus. Specify the nature of the circumstances and submit it to the instructor by the due date of that assignment.

### **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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#). 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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## **G. 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 link can also be found in the left column on the course page. 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 SCHEDULE, CONTENT AND REQUIRED READINGS**

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

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

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

**Week 2:** (Beamish)

- Client's Right to Informed Consent
- Content of Informed Consent
- The Therapeutic Contract

**Week 3:** (Wilcoxon: 10)

- Confidentiality and its limits
- Exceptions to Confidentiality
- Unintentional breaches of Confidentiality

- Working with minors
- The Mental Health Act

**Week 4:** (Sanders: 7; Wilcoxon: 4, 5)

- Ethical Issues in Couple and Family Therapy
- Who is the “client”?
- Gender and Culture Sensitive vulnerabilities for therapists

**Week 5:** (Sanders: 5, 6; 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

**Week 6:** (Sanders: 9)

- 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

**Oct 29: Reading Day, No Class**

**Week 7:** (Sanders: 10; Wilcoxon: 8)

- Spirituality and Religion in therapy
- Values Pertaining to Sexuality
- Values Pertaining to Abortion
- Non-Discrimination
- Suicide
- Euthanasia

**Week 8:** (Sanders: 12; Wilcoxon: 13)

- 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

**Week 9:** (Sanders: 18; Wilcoxon: 15)

- 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 10:**

- Record Keeping
- Case Files
- Progress Notes
- General requirements for the content of the health record

**Week 11:** (Wilcoxon: 8)

- 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

**Week 12:** (Wilcoxon: 14)

- 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

**TYNDALE SEMINARY**  
**PROFESSIONAL ETHICS**  
**COUN 0775 (01)**

**INSTRUCTOR: Ava Kate Oleson, MS, MFT, DMin**

**REQUEST FOR EXTENSION DUE TO EXTREME AND UNUSUAL CIRCUMSTANCES**

Date: \_\_\_\_\_

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: \_\_\_\_\_

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FOR OFFICE USE ONLY:

Extension Request: Granted \_\_\_\_\_ Denied \_\_\_\_\_

New Due Date: \_\_\_\_\_