Course Syllabus

FALL 2019
PROFESSIONAL ETHICS
COUN 0775
(SECTION 01)

SEPTEMBER 12 – DECEMBER 5, 2019
THURSDAY, 11:15 AM – 2:05 PM

INSTRUCTOR: WINNIE P. YEUNG, PhD
Email: wyeung@tyndale.ca

Office Hours: by appointment

Access course material at http://classes.tyndale.ca/
Course-related emails ONLY will be sent to your @MyTyndale.ca e-mail account. 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 0602. Co-requisite: Concurrent registration in Internship (COUN 0701).
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

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 each impacts professional practice;

2. identify issues related to ethics, values and the law within the practice of psychotherapy and marriage and family therapy;

3. examine the therapists’ processes of ethical decision-making and to develop guidelines for enhancing the ability to generate ethical behaviours and solutions to conflicts arising in the clinical practice.

4. address difficult situations in which professional guidelines are unable to provide clear direction.

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 READING


**B. SUPPLEMENTARY / RECOMMENDED READING**


**C. ASSIGNMENTS AND GRADING**

1. **Required Reading and Study Journal: Grade Value 15%**

   You will keep a journal of reflections on your required readings, experiences, observations and insights related to this course. You will meet with your study partner to discuss your journal entries. Time will be structured in the class for sharing. The study journal will be submitted at the end of the class.

   The format of the journal: Participants can write their reflections in whatever format that is most helpful to them. The journal can be written after each session or whenever significant learning has been taken place.

   **Due Date: December 5, 2019**

   The books for the Required Readings should be read by the last day of class. Please submit the reading report (found at the end of this syllabus) and the journal on the last day of class.
2. **Attendance, Class and Group Participation – Grade Value 15%**

Since participants investigate ethical issues together in experiential learning, attendance and active participation in class are essential in order to facilitate the interdependence learning. Each student will be required to bring one case from their internship for discussion. A schedule will be arranged in the first class.

The participants’ overall participation and contribution to the class learning will be evaluated by the instructor, self, and group participants at the end of the course. Refer to the forms found at the end of this syllabus.

**Due Date: December 5, 2019**

3. **Client Information Form – Grade Value 20%**

Participants will develop a client information form for new clients who come to therapy. The disclosure should be accurate and coincide with the CRPO and AAMFT code of ethics. Information should be included in the form: informed consent, confidentiality, fees, competence, treatment modalities, record retention, destruction policy, etc.

**Due Date: November 21, 2019**

4. **Group Oral Presentation (3-4 participants). Grade Value – 25%**
   a. Each group should consult and register with the instructor on the topic
   b. Presentation topics should not be repeated between groups.
   c. Time allocation for presentation is 45 minutes
   d. Priority of the time for presentation and topic are based on first-come-first-serve basis.
   e. A hard copy of the PowerPoint of the presentation must be submitted to the instructor prior to presentation
   f. Each member of the group must participate orally.
   g. Evaluations are based on clarity, creativity, voice, eye contact, smooth transition, ability to answer questions, contribution to the knowledge of professional ethics, etc.

**Due Date: November 28, December 5, 2019**

5. **Group Integrative Research Paper – Grade Value 25%**

Participants will write a well-organized integrative paper on the topic of their group presentation.

Length of the paper: 10 pages (not including references),

**Due Date: December 5, 2019.**
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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Reading and Study Journal</td>
<td>15 %</td>
<td>Dec. 5</td>
</tr>
<tr>
<td>Attendance, Class and Group Participation</td>
<td>15 %</td>
<td>Dec. 5</td>
</tr>
<tr>
<td>Client Information Form</td>
<td>20 %</td>
<td>Oct. 10</td>
</tr>
<tr>
<td>Group Oral Presentation</td>
<td>25 %</td>
<td>Nov. 28 &amp; Dec. 5</td>
</tr>
<tr>
<td>Group Integrative Paper</td>
<td>25 %</td>
<td>Dec. 5</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Deadlines:
Papers are due at the beginning of the class. Paper handed in after the beginning of the 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.

Please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form and specify the nature of the extreme circumstances which prevent you from completing the assignment on time.

Your work should demonstrate the following characteristics:
1. All papers must be written in APA style, double-spaced with proper margins.
2. Preferred font: Times New Roman 12 point

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) 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

Through reading, discussion, and exercises, participants are encouraged to reflect and examine their own personal perspective, values, ethics and culture as they impact their professional practice of psychotherapy and marriage and family therapy. Participants will learn how to make ethical decisions in the professional context through the guide of various models of ethical principles.

Week 1 (Sept. 12):
(Sanders: 1, 2, 4; Wilcoxon: 3 AAMFT User Guide and Code of Ethics; CRPO Jurisprudence)

- Introduction to Professional Ethics
- Resources for decision making
- Law and Ethics
Week 2 (Sept. 19):
(Legal Guidelines for Family Therapist: Part I; Knapp: 1, 2, 3, 4, Part II: 7; Sanders: 21)
- Basic Moral Principles to Guide Decision Making
- Three models for addressing complex ethical situations
- Steps in making ethical decisions
- Client’s Right to Informed Consent
- Content of Informed Consent
- The therapeutic Contract

Week 3 (Sept. 26):
(Caldwell: 2; Knapp: 8; Wilcoxon: 10; Legal Guidelines for Family Therapist: Part II: 1-7)
- Confidentiality and its limits
- Exceptions to Confidentiality
- Unintentional breaches of Confidentiality
- Working with Minors and Dangerous clients
- The Mental Health Act

Week 4 (Oct. 3):
(Sanders: 7; Wilcoxon: 4, 5; Legal Guidelines for Family Therapist: Part III)
- Ethical issues in Couple and Family Therapy
- Who is the “Client”?
- Gender and Cultural Sensitive Vulnerabilities for therapist
- Dealing with the Court

Week 5 (Oct. 10):
(Knapp: 6; 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 (Oct. 17):
(Sanders: 9; Knapp: 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. 24: No Class; Reading Days

Week 7 (Oct. 31):
(Sanders: 10; Wilcoxon: 8)
• Spirituality and Religion in therapy
• Values Pertaining to Sexuality
• Values Pertaining to Abortion
• Non-Discrimination
• Suicide
• Euthanasia

Week 8 (Nov. 7):
(Caldwell: 3; 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 (Nov 14):
(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 (Nov 21):
(Legal Guidelines for Family Therapist: Part I: 2)
- Record Keeping
- Case Files
- Progress Notes
- General requirements for the content of the health record

Week 11 (Nov 28):
(Caldwell: 6; 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 (Dec. 5):
(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

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with e-journals and e-books. See the Library FAQ page.)


Childless, C.A. (2000). Ethical issues in providing online psychotherapeutic interventions. *Journal of Medical Internet Research, 2*(1). Doi:10.2196/jmir.2.1.e5


READING REPORT & EVALUATION

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.

The User’s Guide to the AAMFT Code of Ethics 1 2 3 4 5
AAMFT Code of Ethics, 1 2 3 4 5
Professional Practice & Jurisprudence for Registered Psychotherapists 1 2 3 4 5
Christian Counseling Ethics: A handbook for therapists, pastors & counselors 1 2 3 4 5
Legal Guidelines for Family Therapists 1 2 3 4 5
Ethical, Legal and Professional Issues in the Practice of Marriage and Family Therapy 1 2 3 4 5
Ethical Dilemmas in Psychotherapy 1 2 3 4 5

My self-assigned mark for the reading requirement for this course out of 5 points is: _________________ Points

Date of Revision: June 25, 2019
CLASS PARTICIPATION EVALUATION

NAME: (please print) ________________________   ________________________

(Last Name)   (First Name)

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 requirement for this course out of 5 points is:

____________ Points
DISCUSSION GROUP PARTICIPATION EVALUATION

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

Assessed Person:

_______________________________________________________________________
(Print) LAST NAME FIRST NAME

Assessor: __________________________________________________________________

LAST NAME FIRST NAME

How did he/she contribute to your learning?

General strengths/limitations that I have observed:

Suggestions for personal/professional growth and development:

Words of Encouragement:

Other Comments:

The final mark out of 5 points is: __________ Points

Initials of person being assessed _______________
REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES
TYNDALE SEMINARY
PROFESSIONAL ETHICS (COUN 0775 01)
Professor: Dr. Winnie P. Yeung

_________________________________________
Name

Name of Assignment Due: _________________________________

Due Date of Assignment: _________________________________

Circumstances that Necessitate a Request for Extension:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Student’s suggested NEW DUE DATE for Assignment: _________________

*************************************************************************
FOR OFFICE USE ONLY:
Extension Request:  Granted ________     New Due Date ___________
                    Denied _______

Date of Revision: June 25, 2019