

## **ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY**

### **Graduate Course Syllabus**

**Course Number:** MFT 664

**Course Name:** Ethics and Professional Issues

**Semester and Year:** Fall Semester 2022

**Course Times:** Tuesday, 9:00 - 11:50 am

**Instructor:** Danielle Vriend Fluit, PHD, RP, RMFT, CAMFT APPROVED SUPERVISOR

**Contact Information:** Danielle.Fluit@twu.ca

**Office Hours:** Tues pm, Wed am/pm, some Fridays

**Co-requisites or Pre-requisites:** None

**Semester Hours:** 3 Credit Hours

**Course Dates:** TUESDAYS 9 – 11:50 am, September 13 to December 13, 2022

### **Course Description**

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This course examines the major legal and ethical issues involved in the practice of therapy. Special attention is given to the American Association of Marriage and Family ethical standards, the laws of British Columbia regarding the practice of therapy, uniquely to Christian perspectives and responsibilities. Issues that are related to diversity and power and privilege as they relate to the areas of indigenous culture and history, age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

### **Course Objectives**

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**By the end of this course:**

1. The student will be able to respond to ethical dilemmas by a decision making process.
2. The student will be able to communicate his or her value system, with emphasis on how these values are likely to impact counselling practice.
3. The student will be exposed to indigenous ways of knowing, as well as how indigenous culture and history impacts views of ethics and law.
4. The student will be able to identify the different major components of ethical codes for professional counselors.
5. The student will be able to communicate an understanding of the laws for counselors and therapists in British Columbia.
6. The student will be able to identify the professional organizations for counselors.

## Course Learning Outcomes

TWU Graduate Student Learning Outcomes	Course Learning Outcomes	Assessments Strategies
<p><b>Knowledge and its Application</b></p> <ul style="list-style-type: none"> <li>• Demonstrate in-depth knowledge of a particular field of study and/or profession</li> <li>• Demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems</li> <li>• Demonstrate superior ability to identify and interpret new ideas and research in a specific discipline</li> <li>• Demonstrate superior skills in academic research, writing, and communication act as skilled practitioners to move beyond knowledge into practice</li> </ul>	<ol style="list-style-type: none"> <li>1. To understand the rationale behind and application of the ethical principles of the ethics codes</li> <li>2. To become aware of the laws which govern the practice of psychology in the province of British Columbia.</li> <li>3. To recognize the challenges and opportunities involved in the counselling profession.</li> <li>4. Students will be able to respond to ethical dilemmas by a decision making process.</li> <li>5. Students will be able to identify the different major components of ethical codes for professional counselors.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be measured by the final exam, class interaction, and the Ethical Issues paper.</li> <li>2. To be measured by the final exam and class interaction</li> <li>3. To be measured by the Professional Issues paper and class interaction</li> <li>4. To be measured by the final exam and class interaction</li> </ol>
<p><b>Cognitive Complexity</b></p> <ul style="list-style-type: none"> <li>• Show ability to carry out discourse and research as an active member of the counselling and psychotherapy community</li> <li>• Demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and</li> </ul>	<ol style="list-style-type: none"> <li>1. To understand those unique ethical challenges when facilitating couple and family therapy.</li> <li>2. To provide a framework to evaluate ethical dilemmas.</li> <li>3. To be aware of one’s own values and biases</li> </ol>	<ol style="list-style-type: none"> <li>1. To be measured by the final exam, class interaction and the Ethical Issues paper.</li> <li>2. To be measured by the reflection exercises and Ethical Issue Paper</li> <li>3. (&amp;4) To be measured by the Professional</li> </ol>

<p>risk taking”</p> <ul style="list-style-type: none"> <li>• Give evidence of integrating knowledge and applying the knowledge across disciplinary boundaries</li> </ul>	<p>as they pertain to counselling and ethics.</p> <ol style="list-style-type: none"> <li>4. Students will be able to communicate his or her value system with emphasis on how these values are likely to impact the counselling process.</li> </ol>	<p>Issues paper</p>
<p><b>Inter-and intra-personal Wellness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study</li> <li>• Demonstrate an appreciation of the role of community in wellness.</li> <li>• Demonstrate increased professional capacity and autonomy</li> <li>• Demonstrate superior organizational and time management skills</li> <li>• Demonstrate academic and personal integrity</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to identify the different major components of ethical codes for professional counselors.</li> <li>2. Students will be able to communicate an understanding of the laws for counselors and therapists in British Columbia.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be assessed by Personal Reflection Paper</li> <li>2. To be assessed by Personal Reflections on Cases</li> <li>3. To be assessed by use of class time, participation and timeliness and integrity of completed assignments.</li> </ol>
<p><b>Social Responsibility and Spiritual Formation</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to analyze, appraise and evaluate their discipline in a social context</li> <li>• Develop the ability to become socially responsive agents with a commitment to understanding global issues</li> <li>• Demonstrate greater understanding of and connection to God’s work in the</li> </ul>	<ol style="list-style-type: none"> <li>1. To understand those unique ethical challenges when facilitating couple and family therapy</li> <li>2. Students will be aware of indigenous ways of knowing, as well as how indigenous culture and history has impacts views of ethics and law.</li> <li>3. Students will be able to communicate their value system, with emphasis on knowing</li> </ol>	<p>1., 2. &amp; 3. To be measured in Ethical Issues Paper, Professional Issues Paper and reflections.</p>

<p>world</p> <ul style="list-style-type: none"><li>• Utilize spiritual practices for self-reflection and the helping of others</li><li>• Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope</li></ul>	<p>how these values will impact their counselling practice.</p>	
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## Required Texts and Materials

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### **REQUIRED:**

Corey, G. & Corey, M.S. & Corey, C. (2018). Issues & Ethics in the Helping Professions 10<sup>th</sup> ed. Brooks/Cole.

Kottler, J.A. (2017). On Being a Therapist (5th edition). Jossey-Bass.

Truscott, D. & Cook, K. H. (2021). Ethics for the Practice of Psychology in Canada. Pica Pica Press.  
(pending\*\*)

Indigenous Ways of Knowing and Being:

<https://opentextbc.ca/indigenizationfrontlineworkers/chapter/indigenous-ways-of-knowing-and-being/>

BCACC Code of Conduct: <https://bcacc.ca/code-of-ethical-conduct-and-standards-of-clinical-practice/>

### **RECOMMENDED:** (including those necessary for your paper)

American Psychological Association. (2001). *Publication manual of the American Psychological Association, (5<sup>th</sup> ed).* Washington, D.C.: Author.

[www.gp.gov.bc.ca/stat\\_reg/statutes](http://www.gp.gov.bc.ca/stat_reg/statutes): Information on all the government Acts.

[www.oipbc.org](http://www.oipbc.org): Information and privacy laws.

[www.courts.gov.bc.ca](http://www.courts.gov.bc.ca): Information about courts and Acts.

Gladding, S.T., Remley, T.P., & Huber, C.H. (2001). Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy (3<sup>rd</sup> ed.). Merrill/Prentice Hall.

Bernstein, B.E., Hartsell, T.L. (1998). The Portable Lawyer for Mental Health Professionals: An A-Z Guide to Protecting Your Clients, Your Practice and Yourself. Wiley

Koocher, G.P. & Keith-Spiegel, P. (2016). Ethics in Psychology and Mental Health Professions: Professional Standards and Cases. Oxford University Press

Kottler, J.A. (2011). The Therapist's Workbook: Self-assessment, Self-Care, and Self Improvement Exercises for Mental Health Professionals. (2<sup>nd</sup> Ed.) Jossey-Bass

Norcross, J.C. & Guy, J.D. (2007). Leaving it at the Office: A Guide to Psychotherapist Self Care. Guilford

Pipher, M. (2016). Letters to a young therapist. Basic Books.

Pope, K.S. & Vasquez M.J.T. (2018). Ethics in Psychotherapy and Counseling: A practical guide. 5TH ed. Wiley

Thompson, A. (1990). Guide to ethical practice in psychotherapy. Toronto: Wiley.

Turner, D., & Uhlemann, M.R. (2007). A legal handbook for the helping professional (3<sup>rd</sup> ed). Victoria, B.C.: Sedgwick Society. (sections to read)

Zuckerman, E. L. (2016). The Paper Office for the Digital Age, Fifth Edition: Forms, Guidelines, and Resources to Make Your Practice Work Ethically, Legally, and Profitably. Guilford Press.

## Course Activities/Requirements

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### 1. Ethical Issues Paper (Learning Objective 1) (30%)

In the ethical issues paper, students are to apply the ethical codes and moral principles as discussed in Issues and Ethics in the Helping Profession (see p. 17-19) to a specific ethical problem in therapy. The length of the paper should **be 8 – 11 pages**. Any papers over 11 pages will be deducted 10% for each page as learning to write concisely and succinctly is an important skill.

This paper is intended to evaluate a specific ethical dilemma; it is NOT intended to provide a theoretical discourse or philosophical treatise. The following outline is intended to guide students' thoughts and ensure a minimum degree of organization and theoretical integrity to their paper. Students should copy these exact headings into their paper.

**\*\*Note that these headings are steps to process any ethical decision\*\***

#### **A. Statement of the Issues**

- 1) Include the importance of this topic from your perspective. (1)
- 2) Identify and briefly discuss the ethical dimensions of the problem according to Thompson and whether legal consultation is appropriate. (3)
- 3) Identify how indigenous ways of knowing effect your particular ethical dilemma. (1)

#### **B. Literature Review**

- 1) Identify the typical kinds of issues and problems encountered in your area of concern. (5)
- 2) Identify the **moral** and **spiritual** principles generally applied. (1)
- 3) Compare and Contrast Opinions (4)
- 4) A minimum of 3 recent and relevant journal articles should be cited. (2)

#### **C. Conclusion and Summary**

- 1) Evaluate and draw conclusions about the literature and the resolutions adopted by the therapist interviewed; be evaluative, not descriptive. (4)
- 2) Identify all possible courses of action with attention to their implications. How would IWK affect, change, or maintain your conclusions? (4)
- 3) Identify your preferred course of action. Argue your conclusions. (6)

D. Comprehensive and Grammatical style, APA style, etc. (Use the Writing Centre!) (-5)

*Examples for paper topics are:*

- The role of therapist's values: Is the inherent role of therapy and mentorship to share one's values or do values not belong in the therapy process? What ethical issues are present in each of these positions?
- Dual Relationships in rural / small communities
- Dual relationships in Pastoral Counselling: Are dual relationships inherent in the healing process or should the healer have no other role in a client's life to protect the autonomy of the client? Dual role relationships and confidentiality
- Faculty student dual relationships: Because faculty are in an evaluative role, they have no place knowing the personal lives of their students, vs. it is only in really knowing the student that professors can mentor effective and professional students.
- Reporting child abuse. Non-maleficence vs non-maleficence.

- HIV and Tarasoff
- Internet Therapy:
- Boundaries and Dual relationships: <http://www.zurinstitute.com/dualrelationships.html>
- In what ways do IWK enhance or detract from Western ways of knowing?

More examples may be gleaned from your readings. Please let me know what your intended topic is before you begin.

**Please Note: the due dates for to have your paper topic chosen and literature review completed are listed below in the Course Outline.**

## **2. Professional Issues Paper (Learning Objective 2 & 5) (20%)**

Write a critique and personal application of the issues as discussed in *On Being a Therapist*. Students may also use readings in *The Personal Life of the Psychotherapist* or *Leaving it at the Office* to stimulate further thought. The student is required to interact with the material including a personal application and thoughtful grappling of the relevant material. The paper should deal with, but is not limited to, such questions as:

- A. Why do you want to be a psychotherapist? Does it fit with your gifts? Is it confirmed in your community? What are some of the hazards and benefits for the profession you are choosing (according to Kottler)? Consider and critically evaluate all the pros and cons. Include spiritual significance where applicable. What will you do with high-risk clients including sexual attraction? **(10 Points)**
- B. How willing are you to engage in self-exploration and identify the issues/fear/hindrances/baggage/ values that may affect your effectiveness as a counselor? How does some of your baggage prevent you from working out your issues with your life partner and hence limit your effectiveness as a therapist? (See countertransference issues pp54ff; CC&C.) Which of these countertransference issues apply to you? What strategies will you develop to deal with these issues? **(5 Points)**
- C. What has been your past experience with burnout? Critically analyze your current stress level and coping mechanisms you tend to use. What plan do you have in place that will reasonably prevent burnout in graduate school and as a counseling professional? What are the pitfalls of this plan? **(8 Points)**
- D. What are your career goals for one, five and ten years from now? What education or training do you need and what steps will you take to reach your goals? For example, registering for RCC (BCACC: <http://bcacc.ca/> ), AAMFT ([www.aamft.org](http://www.aamft.org) ), College of Psychologists (<http://www.collegeofpsychologists.bc.ca> ), BCPTA (<http://www.bcplaytherapyassociation.ca/>) or further studies (post-graduate or special training/certification)? Is this a realistic plan? How and when will you re-evaluate this plan? Be sure to include what: state/provincial standards you need to meet, required education and supervised experience, certification process, professional associations you plan to affiliate with, and plans for continuing professional growth. **(7 Points)**

Comprehensive and Grammatical style, APA style, etc. (-5 points)

A serious review of the book should be a stepping stone to critically evaluating one's own choice of a career and to implement steps to make it a fulfilling and successful one. Grading will be based on personal reflection, integration of the readings, and integration of the material covered in class. Please use the aforementioned headings as the grading rubric will be based on how well you deal with each section. Students must reference the book throughout their paper, and use and address each of the headings

provided. The paper should be approximately 8 – 10 pages.

**3. Class Participation (Learning Objective 1, 2, 3, 4, 5) (10%)**

Students are expected to attend classes (online or in person) and be on time. Students are expected to treat on line learning with the same manner as in-person learning. They are asked to keep their cameras on and to participate in each session. Students arriving late run the risk of missing updates and clarifications on class assignments as well as other important material. Because the class will involve discussion of case studies, students are also expected to participate in the class discussion. Please discuss any absences or tardiness with the professor.

**5. Pretest (Learning Objective 1, 3, 4, 5)**

A pretest will be offered on line and is to be completed in the first week of class. The purpose of the online test is threefold: First, it will provide a baseline of acquired knowledge to this point so students can track (and be encouraged) what they have learned in the course. Second, it will expose students to actual ethical situations (and hopefully peak their interest). Third, it will expose students to the type of questions they can expect on the final exam.

**6. Summative Learning Assessment (Learning Objective 1, 3, 4,5) (30%)**

This assessment will be administered during exam week. It will be on all reading materials and topics covered in class. It will be similar in style and content to a state/provincial/national licensing exam and consist of approximately 130 (22 questions on the TRC) multiple-choice questions. Students who keep up with their readings and class notes should do well on this assessment.

## **Course Evaluation**

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Ethical Issues	30%
Professional Issues Paper	20%
Round Table Discussion	10%
Class Participation	10%
Final Exam	30%
<b>TOTAL</b>	<b>100 %</b>

## **Grading System**

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### **Grading Scale**



Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

(OR)

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

## Course Outline (\*May be Subject to Change)

DATE	TOPIC	READINGS (subject to new text)	ASSIGNMENTS
WEEK 1: September 13	Course Introduction: Need for Ethics		Pretest: CC&C: p.25: circle strong feelings
WEEK 2: September 20	Ethics Enforcement, Ethics Codes, Decision making process; Thompsons Ethical Dimensions	CC&C: ch. 1, 2, Thompson	1-2 page personal reflection on questions from Pretest
WEEK 3: September 27	Respect for the Dignity of Persons.	CC&C: ch. 4, 5;	Ethical Issues Topic Due
WEEK 4: October 4	Confidentiality, Privacy, and Record Keeping	CC&C: ch. 6, 9,	
WEEK 5 October 11	Confidentiality cont'd		Ethical Issues Part A Due
WEEK 6: October 18	Responsible Caring: Competence and Credentials, Self- Care	CC&C: ch. 2, 8, 10	
WEEK 7: October 25	<b>READING BREAK</b>	Kottler: Whole Book	Ethical Issues Part B Due: Literature Review
WEEK 8: November 1	Responsible Caring cont'd	Kottler Whole Book	
WEEK 9: November 8	Integrity in Relationships: Boundaries, Multiple Roles, Conflict of Interest; Values	CC&C: ch. 3; 7; 9, 11,12	Professional Issues Paper Due
WEEK 10: November 15	Boundaries cont.: relationships	Readings to tbd	
WEEK 11: November 22	Therapists in the Legal system – Guest Speaker	Readings tbd	
WEEK 12: November 29	Relationships in Specific Settings: E- Therapy, Technology, Other Considerations		Ethical Issues Paper Due (Parts A, B & C)
WEEK 13: December 6	Round Table Discussions on various ethical dilemmas / Wrap Up		
Summative Assessment: December 13			Final Exam

# Course Policies

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## ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

## STUDENTS WITH DISABILITY

Students with disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>

## HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centered on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

## CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

## FINAL EXAMINATIONS

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absences, due to illness, must be supported by a medical note that indicates the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence." *2020-2021 Academic Calendar*

## PLEASE NOTE

The MCS -MFT is a program that trains students for professional life. Therefore, students are expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen. Please learn time management skills, create margins in your life, and plan for them. In addition, late assignments create a backlog that affects the timely return of other student papers.

- a) All work is due before class on the day it is due.

- b) Late assignments will be deducted 2% per day. Assignments received after a week after exams (12:00 p.m.) will receive an F. You MUST have been granted an extension in order not to be penalized for late assignments.
- c) Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the required fee at the registrar. An incomplete (INC) will be entered on your transcript until all work is completed (15 weeks maximum).

There are some times when I am on other traveling assignments and your papers may take longer to be returned. Well-written papers require much less time to grade so please do your part in handing in quality papers.

For philosophical, ethical, and professional reasons, only hand in your best work. Students at a Graduate level are expected to:

- a) Carefully **proof read** all written assignments and to turn in papers free of spelling and grammatical errors.
- b) **Edit** your papers several times so that your thoughts are logical and well organized.
- c) Understand and utilize APA style for all submitted work
- d) Submit papers electronically to Moodle with your name and assignment clearly indicated in the file name (e.g. JHaleyProfIssues). Students should use the “.doc” file extension when submitting papers so that you have no trouble receiving the written feedback in your paper.
- e) All assignments are to be dropped into Moodle. If technology is a challenge, please find someone to help you out: e.g. reduce file size

These factors will be incorporated into the grade. Students with known writing challenges must make full use of the Writing Centre.

1. **A word about feedback:** Some assignments will require more feedback than others will. Some feedback will take the form of in class discussion. If you have a concern about the amount of feedback, please contact me.
2. **A word about what you should know:** Everything you need to know for successful completion of your studies and Graduation is contained in the 2 student handbooks (Program Guide and Practice Handbook are available from MCS-MFT website). Please make sure you **thoroughly read** and absorb the information. “I didn’t know about that” will not be an acceptable excuse for not fulfilling requirements.

## **Ethical Dilemma Resolution Worksheet**

1. Is this an ethical dilemma?
2. If so, what ethical standards or principles are involved?
3. What guidelines are already available that might apply towards a resolution?
4. Consider, as best as possible, all sources that might influence the kind of decision you will make.
5. Consult a trusted colleague / supervisor.
6. Evaluate the rights, responsibilities, and vulnerability of all affected parties.
7. Enumerate the consequences of making each decision.
8. Decide best course of action.
9. Document well.
10. Rectify any unforeseen consequences of the decision made.

