



Faculty of  
Education

# MASTER OF EDUCATION

**WEB VERSION**

## EDUC 5621

### **COUNSELLING PSYCHOLOGY: ETHICS & PROFESSIONAL PRACTICE**

#### **COURSE SYLLABUS (2018)**

*Authored and Delivered by Dawn McBride<sup>1 2</sup>*

*Spring Term, 2018: January to April, Wednesdays, 1:00pm-3:50pm  
(optional study sessions will be held most Wednesdays, 12:15-12:55pm)*

*Contact Hours/Week: 3-0-0. Credit Hours: 3.00*

*Course Equivalent: CAAP 603; CAAP 6603; EDUC 5620*

- PROFESSOR:** Dawn Lorraine McBride, M.Sc., Ph.D., Associate Professor in the Faculty of Education, Counsellor Education Program
- Registered Psychologist (Clinical, Research)
  - Approved Supervisor for Provisional Psychologists
  - Ethics Examiner for the College of Alberta Psychologists

#### **PROFESSOR'S CONTACT INFO:**<sup>1</sup>

**E-mail:** dawn.mcbride@uleth.ca (*THE BEST WAY TO REACH DAWN*)

**University Phone:** \_\_\_\_\_ (*call anytime, 24/7; voice messages are sent to my email*)

**Private Cell Phone:** (*# posted under course announcements*). If urgent, call or text anytime.

**Mailing Address:** U of L, 4401 University Drive, Lethbridge, Alberta, T1K 3M4.

**Office Location:** Turcotte Hall, TH 272 (east building, ground floor, facing the river).

**Office Hours:** Available weekday/evenings & weekends via phone, Skype or in-person. Appointments are optional. Given I teach Wednesday to Saturday online, I try to take Sundays or Mondays off.

**Secretary:** Margaret Beintema. **Phone:** 403-329-2732. **Office:** TH321.

**Alert to My Response Time – Two (2) Days:** Expect a reply to your email or phone message within two days, unless notified otherwise. **IMPORTANT** → If you have not heard from me within 3 days, (72 hours) please resend your message, as I may not have received it. **THANK YOU** 😊.

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<sup>1 \*\*</sup> I warmly invite **all** students to contact me to discuss the course, course assignments, to review your career options, to help you with your course planning, to share with you some study tips, and so on. I look forward to our contact.

## **GENERAL COURSE DESCRIPTION:**

This course addresses professional and ethical issues in the practice, science, and regulation of counselling. Course topics include, but are not limited to, ethical decision-making models and codes of conduct; professional standards, values, attitudes, and competency of the counsellor; client rights and confidentiality; dual relationships; and ethical issues in testing. This course will also focus on ethical situations involving vulnerable populations, multicultural clients, systems therapy, group counselling, supervision, private practice, school counselling, and issues related to dealing with unethical conduct by the helping professional. Extensive reference will be made to the CPA *Canadian Code of Ethics for Psychologists* and to practice issues relevant in Alberta. In addition, the CCPA *Code of Ethics* and its decision-making model will be examined. Ample use will be made of vignettes, role-plays, and discussions to anchor issues in practical realities.

## **CALENDAR COURSE DESCRIPTION:**

This course addresses professional, legal and ethical issues in the practice, science, and regulation of Counselling Psychology. Course topics include but are not limited to: ethical decision-making models, codes of conduct, and professional standards; informed consent issues across many domains of practice; counsellor's values and attitudes; dual relationships; ethical issues with vulnerable populations; and consequences of unethical conduct. Extensive reference will be made to the Canadian Code of Ethics for Psychologists.

## **COURSE OBJECTIVES: (stated in no particular order)**

1. Demonstrate critical analysis skills in resolving ethical dilemmas and issues in the practice of counselling. The emphasis will be on using broad ethical principles underlying codes of ethics so students will have a solid foundation to draw upon when confronted with new and/or complex ethical situations.
2. Describe ethical principles, ethical codes, case law, Acts, legal requirements, and the ethical decision-making process.
3. Explain the rationale and procedures for self-regulation by professional psychological associations, particularly the professional credentialing process, including certification and licensure requirements, for CAP and CCPA.
4. Identify the major features of the CPA code of ethics and be familiar with at least one other code of ethics suitable for counsellors practicing in Canada (e.g., CCPA code of ethics).
5. Identify ways to promote and monitor self-awareness and self-competence in the practice of counselling. In particular, articulate the relationship between a counsellor's emotional wellness and personal values and the counsellor's ethical behaviours.

## RESOURCES

### I. REQUIRED READINGS & SUPPLIES: <sup>2</sup>

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
2. Canadian Psychological Association. (2017). *Canadian code of ethics for psychologists* (4th ed.). Retrieved from [http://www.cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)
3. McBride, D. (2018) *Graduate course in Ethics: Course readings for CAAP 6603/Education 5621*. Sold at the U of L bookstore (2 volumes).

#### **NOTES:**

- This course pack has been updated so you need the most current version.
  - Please bring both volumes to all classes, unless notified otherwise.
  - I strongly advised you to put your coursepack in 2 binders, one binder per volume. Use tabs to separate each section to allow for quick access to the information.
4. Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.

**NOTE:** The first few chapters are required readings. If this resource is NOT available given the release of the code of ethics, then I will put the required readings on reserve at the library.

5. In addition, we will be using Moodle and perhaps videoconferencing software.

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<sup>2</sup> Additional required reading assignments and/or recommended resource material (mainly websites and journal articles) will be announced throughout the course.

**II. SUPPLEMENTARY READINGS** – that may help you with your understanding of ethics and/or with your assignments. **THESE ARE OPTIONAL READINGS:**<sup>3</sup>

### TEXTBOOK USED IN PAST YEARS

Corey, G., Corey, M., & Callanan, P. (most current version). *Issues & ethics in the helping professions*. Pacific Grove: Brooks/Cole.

### CODES & CHARTERS

American Association for Marriage and Family Therapy. (2015). *Code of ethics*. Retrieved from [http://www.aamft.org/iMIS15/AAMFT/Content/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx)

Canada. (1982). *The charter of rights and freedoms: A guide for Canadians*. Ottawa: Author.

Canadian Association for Spiritual Care. (2016). Chapter 5: Code of ethics for Spiritual Care professionals. In *CASC/ACSS Policy and Procedure Manual*. Retrieved from <http://www.spiritualcare.ca/education/manual-2/>

Canadian Association of Social Workers. (2005). *Code of ethics*. Retrieved from <http://www.casw-acts.ca>

Canadian Counselling and Psychotherapy Association. (2007). *Code of ethics*. Retrieved from <https://www.ccpa-accp.ca/ccpa-publications/>

Canadian Standards & Guidelines for Career Development Practitioners (2004). *Code of ethics*. Retrieved from [http://career-dev-guidelines.org/career\\_dev/index.php/the-standards-guidelines](http://career-dev-guidelines.org/career_dev/index.php/the-standards-guidelines)

### CONSENT ISSUES

Fisher, C. B., & Oransky, M. (2008). Informed consent to psychotherapy: Respecting the dignity and respecting the autonomy of patients. *Journal of Clinical Psychology*, 64(5), 576-588. doi:10.1002/jclp.20472

International Union of Psychological Science. (2008). Universal declaration of ethical principles for psychologists. Retrieved from <http://www.iupsys.net/about/governance/universal-declaration-of-ethical-principles-for-psychologists.html>

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<sup>3</sup> The following are supplement resources (OPTIONAL – YOU DECIDE WHAT TO READ, IF ANYTHING). You may find some of these readings useful during the course (e.g., to complete assignments) and/or in the future as a psychologist/counsellor. *Hyperlinks are active for ease of access. Any dead links, please notify Professor McBride.*

Schulz, W., Sheppard, G., Lehr, R., & Shepard, B. (2006). *Counselling ethics: Issues and cases*. Ottawa, ON: Canadian Counselling and Psychotherapy Association.

Wong-Wylie, G. (2003). Preserving hope in the duty to protect: Counselling clients with HIV or AIDS. *Canadian Journal of Counselling, 37*(1), 35-43.

## **MORAL DISTRESS**

Austin, W., Rankel, M., Kagan, L., Bergum, V., & Lerner, G. (2005). To stay or to go, to speak or stay silent, to act or not to act: Moral distress as experienced by psychologists. *Ethics & Behavior, 3*(3), 197-212. doi:10.1207/s15327019eb1503\_1

Heaton, K. J., & Black, L. L. (2009). I knew you when: A case study of managing nonamorous relationships in counseling. *The Family Journal, 17*(2), 134-138. doi: 10.1177/1066480709332854

Million, V. (2009, September 28). Bartering: Acceptable form of payment for counseling services? [Online forum comment]. Retrieved from [http://www.articlealley.com/article\\_1127270\\_22.html](http://www.articlealley.com/article_1127270_22.html)

Neerosh, M., & Goddard, C. (2009). The ethics of involving children who have been abused in child abuse research. *International Journal of Children's Rights, 17*(2), 261-282. doi: 10.1163/157181808X389920

Pope, K. S., & Gutheil, T. G. (2009). Psychologists abandon the Nuremberg ethic: Concerns for detainee interrogations. *International Journal of Law and Psychiatry, 32*, 161-166. doi: 10.1016/j.ijlp.2009.02.005

Sawyer, S., & Prescott, D. (2011). Boundaries and dual relationships. *Sexual Abuse: A Journal of Research and Treatment, 23*(3), 365-380. doi:10.1177/1079063210381411

Stone, C. B., & Zirkel, P. A. (April, 2010). School counselor advocacy: When law and ethics may collide. *Professional School Counselling, 13*(4), 244-247.

## **CULTURAL-DIVERSITY-RELIGION:**

Conway, C. G. (1989). The relevance of religious issues in counseling. *The Counseling Psychologist, 17*(4), 624-628.

D'Andrea, L. M. & Sprenger, J. (January, 2007). Atheism and nonspirituality as diversity issues in counselling. *Counselling and Values, 51*(2), 149-158.

Genia, V. (1994). Secular psychotherapists and religious clients: Professional considerations and recommendations. *Journal of Counseling & Development, 72*(4), 395-398.

Gonsiorek, J. C., Richards, P. S., Pargament, K. I., & McMinn, M. R. (2009). Ethical challenges and opportunities at the edge: Incorporating spirituality and religion into psychotherapy. *Professional Psychology: Research and Practice, 40*(4), 385-395. doi: 10.1037/a0016488

Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development, 84*(4), 414-418.

Waldegrave, C. (2005). "Just therapy" with families on low incomes. *Child Welfare, 84*(2), 265-276.

### **SPECIAL TOPICS IN COUNSELLING ETHICS:**

Allan, A., & Thomson, D. M. (2010). The regulation of sexual activity between psychologists and their clients and former clients. In A. Allan & A. Love (Eds.), *Ethical practice in psychology: Reflections from the creators of the APS code of ethics* (pp. 149-160). Chichester, UK: John Wiley & Sons. doi: 10.1002/9780470660041.ch12

Barnett, J. E., & Johnson, W. B. (2010). *Ethics desk reference for counselors*. Alexandria, VA: American Counseling Association.

Berg, R., Hendricks, B., & Bradley, L. (2009). Counseling suicidal adolescents within family systems: Ethical issues. *The Family Journal, 17*(1), 64-68. doi: 10.1177/1066480708328601

Bradley, L. J. (2009). Email and ethical issues. *The Family Journal, 17*(3), 267-271. doi: 10.1177/10664 80709338293

Bruch, C. S. (2001). Parental alienation syndrome and parental alienation: Getting it wrong in child custody cases. *Family Law Quarterly, 35*(3), 527-552. Retrieved from <http://www.jstor.org/stable/10.2307/25740351>

Guedj, M., Munoz Sastre, M. T., Mullet, E., & Sorum, P. C. (2009). Is it acceptable for a psychiatrist to break confidentiality to prevent spousal violence? *International Journal of Law and Psychiatry, 32*, 108-114. doi: 10.1016/j.ijlp.2009.01.003

HBO (Producer). (2010, June 5). *In treatment: Week 5, Walter* [Television series episode clip]. Retrieved from <http://www.youtube.com/watch?v=oLsXiYU7LXo&feature=related> (link no longer active however it is a good episode you can buy)

HBO (Producer). (2008, June 25). *In treatment: Week 5, Paul and Laura* [Television series episode clip]. Retrieved from <http://www.youtube.com/watch?v=0 liE54ET E>

Hoggart, L. (2012). 'I'm pregnant....what am I going to do?' An examination of value judgments and moral frameworks in teenage pregnancy decision making. *Health, Risk & Society*, 14(6), 533-549. doi: 10.1080/13698575.2012.706263

Lehavot, K., Barnett, J. E., & Powers, D. (2010). Psychotherapy, professional relationships, and ethical considerations in the MySpace generation. *Professional Psychology, Research and Practice*, 41, 160-166. doi: 10.1037/a0018709

MacMahon, B. D. (2010). *What's the harm? Looking at the effects of psychology doctoral student- educator sexual relationships* (Master's thesis). Retrieved from <http://commons.pacificu.edu/spp/118>

Oaks, G. (1997, May 13). Psychologist jailed 2 years for sex with his patients. *The Toronto Star*. Retrieved <http://www.ect.org/?p=341>

Santos, C. (Writer), & Dahl, J. (Director). (2009). Betrayal [Television series episode]. In S. Spielberg & D. Cody (Executive producers), *The United States of Tara*. Universal City, CA: Dreamworks Television.

Truscott, D., & Crook, K. H. (2004). *Ethics for the practice of psychology in Canada*. Edmonton, AB: University of Alberta Press.

Ward, T., Gannon, T., & Vess, J. (2009). Human rights, ethical principles, and standards in forensic psychology. *International Journal of Offender Therapy and Comparative Criminology*, 53(2), 126-144. doi:10.1177/0306624X07313986

## **NOTE: THERE MAY BE CHANGES TO THE COURSE SYLLABUS**

The second sentence is taken directly from section 9 of the U of L university calendar:

*The essential elements described in this published course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.*

## OVERVIEW OF COURSE ASSIGNMENTS: <sup>4</sup>

Best practice in ethics often requires consultation with one's peers/supervisors. Therefore, two assignments in this course will involve working with self-selected classmates. Each assignment requires each member of the partnership to be professional towards the other (use your working alliance skills to promote collaboration as well as identify and iron out brewing conflicts) and flexible (find a way to work together as a team as each person will bring something of immense value to the partnership). Please see the information in the box pertaining to the grades awarded to students working together to complete an assignment.

### **#1. PARTNER Assignment: Analysis of an Ethical Dilemma Using CPA Decision-making Model Accompanied With Research Support ..... 25%**

**DEADLINE: Feb 2, 2018 by 11:55pm via MOODLE ONLY.**

The focus of this assignment is for you to prove, with the help of self-selected classmate(s), that you can work through an ethical dilemma using the CPA ethical decision-making model in such a way that your solution will pass the test of justice, publicity, universality, and moral traces. In addition, you must competently and thoroughly describe the process you used to arrive at a reasonable resolution of the ethical dilemma, following the format (for the most part) as outlined in the CPA manual. Additional details will be discussed later in the course and will be posted in Moodle.

### **#2. INDEPENDENT Major Assignment: Reading Week Assignment - Answer a Set of Ethical & Professional Practice Questions ..... 25%**

**DEADLINE: Feb 26 via MOODLE by 11:55pm or Margaret Beintema, TH 321, before 4:00pm.**

This is in an independent assignment (to be completed without help) where you can consult appropriate written resources to help you prepare your answers to a set of questions pertaining to the course objectives and the practice of professional ethics in Alberta. You will need to read material covered later in the course to complete this assignment (e.g., case law). Additional details will be discussed later in the course and will be posted in Moodle.

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<sup>4</sup> The instructor reserves the right to slightly modify the course assignments to provide more clarification/simplify the assignment directions (i.e., change, delete, add details). Students will be notified in advance via course announcements or in the Q & A Assignment Forum.

### #3. GROUP Assignment: Relational Consent Package .....20%

**DEADLINE:** March 22 by 4:00pm via Secretary: Margaret Beintema.

To leave the program with a consent package with which to start your career and to demonstrate your adherence to CPA ethics and CAP standards when educating new clients about their rights, please complete, with others (min. 4 students, max. 6 students), the following two tasks (both part I & part II). Additional details will be discussed later in the course and if needed, will be posted in Moodle.

#### **Part I of II: CONSENT PACKAGE**

Create a series of relational-based, client-centred forms that address consent issues relevant to adults seeking therapy services. The following criteria must be met:

- a) Create a foundational consent form for adults seeking individual counselling services
- b) The foundational consent form must be structured in such a way that the information can be phased in over 2 to a max. of 3 sessions (i.e., the most important information is shared in the first session)
- c) Address the unique consent issues pertaining to the following services building upon the information already presented in the foundation form – as a series of appendices:
  - Group counselling
  - Family counselling
  - Online counselling using Skype
  - Couple counselling
  - Parents seeking counselling for their youth (including parents who are divorced and share custody of their children)

**Part II of II: SEEKING CONSENT–VERBALLY.** Create two brief video clips in which a therapist(s) demonstrates seeking relational consent by providing information about a consent topic using a prop (video clip 1) and a metaphor (video clip 2). This video will be shown to your peers. Please bring the prop to the class when the video will be shown. Additional details will be discussed later in the course and if needed, will be posted in Moodle.

Each video must:

- a) showcase a new/different consent topic;
- b) ensure the client actively participates in the consent-seeking process—more than the client just nodding his/her head;
- c) be 3-5 mins in length;
- d) have exceptional sound quality;
- e) have at least one client who appears on screen (represents someone who is age 14 or older; welcome to have more than one client in the room); and
- f) have a student (therapist) on screen (different one for each video).

#### #4. Comprehensive Knowledge Assessment: Final Exam ..... 30%

**DATE:** April 7, 2018 in person. There will be NO make-up exams. Room: TBA

The written EPPP (Examination for the Professional Practice of Psychology) is one of the measures used to assess whether a graduate level counsellor is ready to be licensed as a psychologist within certain North American jurisdictions. A significant portion of the questions on the EPPP exam refers to ethical issues. Therefore, this ethics course will have a mock EPPP exam (closed book; completed independently) to assess your understanding of a range of ethical issues addressed in the course. Unlike the EPPP, this exam will also have short answer and essay type questions which will be based on the course readings (such as the 2-volume coursepack), lectures, assignments, and class work. Additional details will be posted in Moodle.

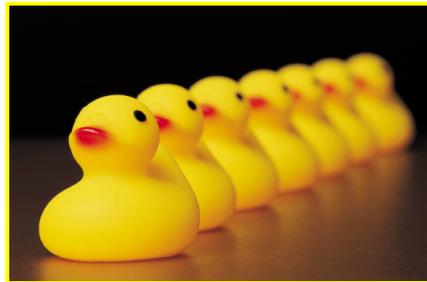
### GRADE ASSIGNMENT

All components within U of L Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade. Calculation of the final grade for this course will be from the marks obtained on each course assignment and by taking into consideration the percentage weighting assigned to each assignment. A letter grade will be given to the percentage as indicated below:

| Numeric Value   | Letter Grade | Grade Point |
|---|--------------|-------------|
| 97 – 100  | A+           | 4.00        |
| 93 – 96   | A            | 4.00        |
| 90 – 92   | A-           | 3.70        |
| 87 – 89   | B+           | 3.30        |
| 83 – 86   | B            | 3.00        |
| 80 – 82   | B-           | 2.70        |
| Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program. |              |             |
| 77 – 79   | C+           | 2.30        |
| 73 – 76   | C            | 2.00        |
| 70 – 72   | C-           | 1.70        |
| 67 – 69   | D+           | 1.30        |
| 63 – 66   | D            | 1.00        |
| <63   | F            | 0.00        |

## - APPENDIX A -

### ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR McBRIDE'S CLASSES <sup>5</sup>



**To Create a Healthy, Thriving, and Respectful Teaching Environment → the following pages contain Professor McBride's expectations regarding a host of topics including:**

- APA expectations*
- format for assignments including the title pages*
- format of assignments sent to Prof. McBride*
- if you have a learning disability or a recent serious injury*
- issues around privacy and confidentiality*
- late assignments: penalty & extensions including if you have a failed Internet connection when an assignment is due ☺*
- treating classmates, guests, and the professor with great respect, and*
- adherence to a code of conduct and standards of practice.*

*web version - for a copy of appendix A, please email me. Thank you.*

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<sup>5</sup> *Permission is granted to instructors to use some/all of my listed expectations. I just ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺. Updated Dec 31, 2017.*