

MASTER OF COUNSELLING PROGRAM



Faculty of
Education

CAAP 6603

PROFESSIONAL ETHICS & CONDUCT

COURSE SYLLABUS (2018) - WEB VERSION

Authored and Delivered by Dr. Dawn L. McBride

Summer Term, 2018 (Blended course; May 9 to July 21; hours vary)

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

Course Equivalent: CAAP 603; EDUC 5620; EDUC 5621

- 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: ¹

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

University Phone: 403-317-2877 (*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.

My Response Time – up to 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** 😊.

¹ ** 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:

Addresses legal and ethical issues in the practice and regulation of counselling in a variety of contexts including school counselling, private practice, and non-profit agencies. The focus is on ethical decision-making models and codes of conduct, professional standards and guidelines, federal and provincial laws/statutes, and the impact of counsellor's values on the counselling process.

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 registration requirements, for CCPA and CAP.
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:²

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th 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
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. ONLY Chapters 1-3.

NOTE: The first few chapters are required readings. This resource is no longer in print given the release of the new code of ethics so a copy will be provided at the library on reserve, as well as a PDF copy to be posted in Moodle.

5. All the practice alerts and guidelines posted by the College of Alberta Psychologists.
 - <http://www.cap.ab.ca/Regulatory-Information/Practice-Guidelines>
 - <http://www.cap.ab.ca/Regulatory-Information/Practice-Alerts>
6. Moodle and Zoom videoconferencing software (which is available to download in Moodle - please use the same computer when logging into Zoom. You will need to use headphones with a mic).
7. Stack of index cards - ideally on a ring - to make study flashcards (optional).

² 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:** ³

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

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

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>

³ 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., & Lemermeyer, 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

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:

Access and Privacy Service Alberta (2009) *FOIP: Guide to providing counselling services in school jurisdictions*. Edmonton, AB: Author. Retrieved from:

http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwik_e6MvYbRAhVN_WMKHUbFBD8QFggcMAA&url=http%3A%2F%2Fwww.servicealberta.ca%2Ffoip%2Fdocuments%2FSchoolCounsel.pdf&usg=AFQjCNGDieHl49DeelpupFMcq-KpYITsEw

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: 10.1177/1066480709338293

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.

Need a study technique to help you recall important information from the required readings?



Many students find the **SQ5R study method** (use this term for a Google search) useful when they have to read high volumes of material and/or need to remember critical facts and concepts. I used this study technique CONSTANTLY to survive the workload in my undergrad and grad days. I also used it when I studied for the licensing exam psychologists must take.

OVERVIEW OF COURSE ASSIGNMENTS: ⁴

The assignments in this course will make extensive use of the CPA manual and/or CAP standards of practice as well as often requiring extensive library research skills. Assignments will be returned by the dates indicated. Appendix A outlines the policy around submitting assignments including the title page expectations, academic honesty, conduct, and the late policy.

Best practice in ethics often requires consultation with one's peers/supervisors. One assignment in this course will involve working with self-selected classmates. This 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. FULL, ACTIVE Participation in Four Weeks of Structured Online Tasks, Discussions, Webinars, and Evaluation of DF Performance from a Variety of Learning Domains

..... Weighting will be dependent on the student selecting the desired weight and recording it on a required form by a set deadline - please see the handout "*Weightings on Two Assignments*" (in Moodle) for the deadline and additional information.

Task: You are to complete each online lesson and actively participate in the discussion forums as well as the video conference seminars associated with this course. Quality and quantity of postings are to be of high quality and adhere to expectations described in the relevant handout (e.g., *Professor Dawn McBride's Discussion Forum Expectations, Confidentiality, and Grading Criteria*). It will be posted in Moodle under Assignment #1 Discussion Forums.

Online Start and Finish Times in Professor Dawn's courses:

Unless notified otherwise in Moodle, the online week will typically run Wednesday 6:00am Calgary time to Saturday at 9:00pm Calgary time, with the option to extend the forum work until Sunday at 11:00am Calgary time. Conditions are:

- All core posts and at least one reply per forum need to be made by Friday at midnight (Calgary time).
- Student participation in the forums needs to be spread over at least 3 days.
- There is no expectation for students to be online past 9pm on Saturdays (Calgary time).
- Sundays are reserved for reading extra posts and making last minute replies.

⁴ 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.

DF Evaluation- reflection/critique performance: By the announced deadlines, please submit a reflection/critique of your discussion participation, which will be used to assign you a mark for your online participation. There is a supplied evaluation form.

DEADLINES to submit *DF Evaluations* (reflection/critique) via Moodle to the professor:

- *For week 1: Optional submission. Students have the choice to complete an evaluation of their DF work, using the supplied evaluation form, to gain feedback only (no grade) from the professor on the quality and quantity of their work. Deadline for submission: May 13 at 11:55pm Calgary time. Feedback will be returned before the start of lesson 2.*
- *Quantity: For weeks 2 to 4, each week will be evaluated for quantity by the student using the supplied evaluation form. Deadline for submission: **July 2, 11:55pm** Calgary Time. Evaluations will be returned at the SI.*
- *Quality: Two discussion forum questions (from week 2-4) will be selected by the professor for evaluation on the last day of week 4. Each student will submit one quality evaluation for one of two selected questions using the supplied evaluation form. Deadline for submission: **July 2, 11:55pm** Calgary Time. Evaluations will be returned at/by the SI.*

IMPORTANT → Failure to submit a complete report (all questions answered in a comprehensive, accurate way) will most likely result in automatic grade of zero (0) for the quantity and/or quality grade for the relevant week.

DF Skip week: Students in this course do not have a skip week of their choice given the limited online weeks of study in this course, and there is a space of at least a week between most of the online lessons.

DF Poor performance: If you suspect your performance in the forums is poor, you are strongly encouraged to talk to the professor ASAP, as it may **not be wise** for you to attend the SI. You are strongly encouraged to submit the optional evaluation forum (after week 1 of forum work) for instructor feedback. You are urged to constantly consult the DF expectations document to ensure you are meeting the specified standard.

DF Access to the course – if you withdraw or fail: If you indicate in writing (email) to the instructor that you are withdrawing from the course, your access to the online course will be removed (e.g., within the day). Withdrawing formally from the course requires you to contact MC program staff so you can complete the required paperwork.

#2. INDEPENDENT Major Q & A Assignment: Answer a Set of Ethical & Professional Conduct Questions Weighting will be dependent on the student selecting the desired weight and recording it on a required form by a set deadline - please see the handout "*Weightings on Two Assignments*" (in Moodle) for the deadline and additional information.

DEADLINE: June 22, 2018 via MOODLE by 11:55pm Calgary Time.

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 and understand most of the information in the coursepack to successfully complete this assignment (e.g., case law). Additional details will be discussed later in the course and will be posted in Moodle.

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

DEADLINE: July 11, 2018 via MOODLE by 11:55pm Calgary Time.

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. Minimum group size: 2. Maximize group size: 3.

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

DATE: July 21, 2018. 10:30am 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

➤ I view *earning* the following grades as:

- *A+ = superior*
- *A = excellent*
- *A- = very good*
- *B+ = good*
- *B = satisfactory.*



*So, earning a grade of a B+ is FINE!
It shows you are above average!*

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR McBRIDE'S CLASSES ⁵

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

- ❑ *adherence to a code of conduct and standards of practice, including treating classmates, guests, and the professor with great respect*
- ❑ *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, and*
- ❑ *late assignments: penalty & extensions, including if you have a failed Internet connection when an assignment is due ☺.*

**FOR THE WEB VERSION-
APPENDIX A IS NOT PROVIDED.**

⁵ *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 April 2, 2018.*