

**UNIVERSITY OF LETHBRIDGE
FACULTY EDUCATION**

**Masters of Education (Counselling Psychology)
Counselling Addictions and Mental Health Cohort
EDUC 5621: Counselling Psychology: Ethics and Professional Practice
Course Syllabus: Spring, 2015
Tuesday, 13:40-16:30, TH 177**

Instructor: Phil Jones, MSW, RSW, MEd. R.Psych.
Instructor
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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:

By the end of this course, students will be able to:

- Identify a range of ethical decision-making approaches and models, and apply them to practice situations.
- Articulate the relationship between values, ethical decision-making, and critical thinking.
- Demonstrate an understanding of key ethical concepts: confidentiality, informed consent, boundaries, and self-care.
- Explore ethical challenges in a number of areas including: assessment, treatment approach, and online counselling.
- Demonstrate an understanding of the Canadian Code of Ethics for Psychologists.
- Demonstrate an understanding of the role of professional licensing in professional ethics.
- Demonstrate an understanding of the ways in which ethics knowledge and decision-making are part of the licensing process in Alberta.

COURSE PROCESS:

This course will use collaborative learning as the course delivery approach. Collaborative learning approaches encourage learners to both contribute to the learning of their peers, and learn from their colleagues as well. The course instructor will provide the overall course structure and expectations, and ensure that essential learning outcomes, as outlined in the course objectives, are met.

COURSE TEXTBOOK:

Truscott, D. & Crook, K.H. (2013). *Ethics for the practice of psychology in Canada: Revised and expanded edition*. Edmonton, AB: University of Alberta Press. E-text available at: <http://0-site.ebrary.com.darius.uleth.ca/lib/uleth/detail.action?docID=10781713>

Canadian Code of Ethics for Psychologists: <http://www.cpa.ca/aboutcpa/committees/ethics/>

College of Alberta Psychologists Standards of Practice: <http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>

The course will make use of a range of other supplementary material from the College of Alberta Psychologists and the Psychologist's Association of Alberta. The links will be available in the Moodle site for this course. Students will generate content which will be shared with the class.

CLASS SCHEDULE (Subject to change):

DATE	CLASS THEME	LEARNING ACTIVITIES
Jan. 13	Introduction to the course, review of course outline, organization of student activities for the course. Philosophy, values, and ethics.	Participation in class activities.
Jan. 20	Professional obligation and duties to clients; the role of critical thinking in ethical decision-making.	Come prepared to discuss the topic areas and engage in the active learning processes in class.
Jan. 27	Absolutist and relativist approaches to ethical decision making; ethical decision making models; application to student provided practice situation. Canadian Code of Ethics for Psychologists ethical decision-making model.	Preparation through reading provided material and participation in the discussions. Student presentation of decision making models; student presentation and discussion of practice situations.
Feb. 3	Consent in the professional relationship and application of practice situation. Confidentiality in the professional relationship and application to student provided practice situation.	Preparation through reading provided material and participation in the discussions. Student presentations on confidentiality, and consent, and presentation and discussion of practice situations.
Feb. 10	Helping without hurting and application of practice situation. Providing services across cultures and application of practice situation.	Preparation through reading provided material and participation in the discussions. Student presentations on helping without hurting and services across cultures and discussion of practice situations.
Feb. 17	No class – Reading Week	
Feb. 24	Professional relationships and boundaries. Social justice as an ethical obligation.	Preparation through reading provided material and participation in the discussions. Student presentation on boundaries and social justice, and presentation and discussion of practice situation.
March 3	Ethics of self-care and application to student provided practice situation.	Preparation through reading provided material and participation in the discussions. Student presentation on ethics of self-care, and presentation and discussion of practice situation.
March 10	Ethical challenges: assessment, treatment approach,	Preparation through reading

DATE	CLASS THEME	LEARNING ACTIVITIES
	online counselling.	provided material and participation in the discussions. Student presentation on assessment, treatment approach and online counselling, and presentation and discussion of practice situation.
March 17	The Health Professions Act and Psychologists Professional Regulation – student presentation on the Acts and on the disciplinary process when a complaint of unethical behaviour is made.	Come prepared to discuss these acts, and discuss how they impact the practice of psychology in Alberta. Demonstrate an understanding of the complaints process.
March 24	Other legislation which has ethical components for the practice of psychology in Alberta – student presentations with case examples.	Review the provided material; be prepared to discuss the practice implications.
March 31	Process of professional registration in Alberta, with a focus on where it intersects with ethics. Student presentation.	Review provided material, discuss your understanding of the process.
April 7	Student presentations: Summative report.	Be prepared to ask clarifying questions of your peers.
April 14	Student presentations: Summative report. Course wrap-up.	Be prepared to ask clarifying questions of your peers.

COURSE ASSIGNMENTS:

Assumptions guiding the assignments:

- As developing professionals, you will understand the importance of substantive support being provided for the input you provide to others; as members of a learning community, you will feel an obligation to the development of your peers.
- Your presentations and discussions need to ensure that they reference and reflect the Canadian Code of Ethics for Psychologists and Standards of Practice.
- Other relevant material will be an essential part of the presentations you provide.
- All classroom discussions need to be respectful, while still allowing for disagreement.
- Students will design their presentations to ensure participatory learning among the class members.
- Students will be active participants in course learning activities.

1) Content Presentation: (25%) Due: As scheduled.

The purpose of this assignment is for students, working individually or in pairs, to prepare and present one of the content areas in the course. This will include researching the area, providing materials in the Moodle site for other students to use to prepare for the presentation, and providing classroom learning opportunities which include significant participatory learning for class members. When the content component includes a practice situation, students doing the content presentation will collaborate with the students providing the practice situation. Criteria for grading:

- Clarity, accuracy and comprehensiveness of the material, both posted in Moodle and in the classroom presentation.
- The use of applicable ethical principles and sections of the Code of Ethics in the presentation.
- The use and effectiveness of active learning processes in the presentation.

2) Practice Situation Presentation: (25%). Due: As scheduled.

The purpose of the presentation is for students, working individually or in pairs, to prepare at least two practice situations which represent an ethical dilemma related to the content for the class. This will include researching the types of ethical issues which might occur and creating a realistic description of the situation, and what decisions might need to be made (a genuine practice situation can be used **if** all information which would serve to identify the client and the agency are removed). Finally, the student or students will lead a discussion of the practice situation and assist the groups of students to come to a decision about what action should be taken, and why.

Criteria for grading:

- Appropriateness of the practice situation for the presentation.
- Adequacy of background information, including any history, legislation, and systems information which needs to be provided.
- Effectiveness of guiding questions for the discussion (that is, do they help other students discuss the presentation theme through the practice situation?).
- Effectiveness of leading the discussion.
- Application of appropriate ethical principles and codes to the situation.

3) The Role of Critical Thinking in Ethical Decision-Making: (25%) Due: February 15, 2015, 9:00 p.m., posted in Moodle.

The purpose of this assignment is for students to explore, in depth and breadth, the role of critical thinking in ethical decision-making. The discussion should present a clear description of critical thinking, explore the range of critical thinking theories and approaches, and create a detailed argument for the role of critical thinking in ethical decision-making. The assignments will be posted in the Moodle site for other students to read and respond to. Criteria for grading:

- Comprehensiveness of the discussion of critical thinking.
- The extent to which the argument for the role of critical thinking in ethical decision-making is clear, convincing, and compelling.
- The use of a creative way to present this material to others (you are encouraged to use freely available online tools to do this presentation).
- The appropriate use of APA Style guidelines in citations and references.

4) Responses to the Presentations on Critical Thinking: (5%) Due: February 22, 2015, 9:00 p.m., posted as responses in Moodle.

The purpose of this assignment is for students to provide detailed, descriptive, and non-evaluative feedback to two (2) peers on their presentations.

5) Summative Report: (20%) Due: as scheduled in last two classes.

The purpose of this assignment is for students to provide a summative report of their work in this course. Students will have time available in the last two classes to do individual presentations which report the material that the student has collected for use in future professional practice, and to provide a description of why this material is important. Students will also report on the key things they are taking from the course, and provide commentary on the importance of these to professional practice. By separate email, students will provide the instructor with a recommended grade for this component of the course, with a rationale for that recommended grade.

GRADING SCHEDULE FOR GRADUATE CLASSES

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

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day. See the University of Lethbridge 2014-2015 calendar for policies on plagiarism and cheating. These policies will be strictly adhered to.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students may be required to submit both electronic and hard copy versions of their work.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

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- answers to common copyright questions (see the [FAQs](#)),

- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

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