

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES**

**Masters of Education (Counselling Psychology)
Counselling Addictions and Mental Health Cohort
EDUC 5621: Counselling Psychology: Ethics and Professional Practice
Course Syllabus: Summer Session I, 2013
Monday and Thursday, 1800-2050, TH 277**

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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 decisions-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
- 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:

There is no required textbook for this course. The course will make use of the Canadian Code of Ethics for Psychologists, and 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
May 9	Introduction to the course; review of course outline, organization of student activities for the course.	Signing up for theme presentation and case study presentation..
May 13	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.
May 16	Absolutist and relativist approaches to ethical decision making; 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 situation.
May 20	NO CLASS – VICTORIA DAY	
May 23	Confidentiality in the professional relationship and application to student provided practice situation.	Preparation through reading provided material, and participation in the discussions. Student presentation on confidentiality and presentation and discussion of practice situation.
May 27	Informed consent and application to student provided practice situation.	Preparation through reading provided material, and participation in the discussions. Student presentation on informed consent and presentation and discussion of practice situation.
May 30	Professional relationship and boundaries and application to student provided practice situation.	Preparation through reading provided material, and participation in the discussions. Student presentation on informed consent and presentation and discussion of practice situation.
June 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.
June 6	Taking stock – where are we now in this course, and where do we still need to go?	Come prepared to discuss where you are with this course, and what more you want to focus on.
June 10	The Health Professions Act and Psychology Professions Act and Regulations – 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.
June 13	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.

June 17	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.
June 20	Student presentations: The key three or more things I am taking from this course, and why they are important.	Be prepared to ask clarifying questions of your peers.
June 24	Student presentations: The key three or more things I am taking from this course, and why they are important. 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.
- 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 %).

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 that posted in Moodle and 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 %).

The purpose of the presentation is for students, working individually or in pairs, to prepare a practice situation which represents 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: June 9, 2013, 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: June 16, 2013, 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). Self-evaluation: (20%). Due: June 24, 2013, 9:00 p.m., via email.

The purpose of this assignment is for students to provide a self-evaluation of their work in this course. The self-evaluation will include a demonstration of student participation and engagement in the course, and an evaluative discussion of the quality of this participation and engagement. The self-evaluation will also include a reflection on the student's experience with the course process, and how this impacted their learning in the course. Criteria for grading:

- Comprehensiveness and accuracy of the self-evaluation.
- Recommendation for a grade for this component of the course.

**Faculty of Education
M.Ed. GRADING SYSTEM**

Discussed: M.Ed. Forum, January 23 2004

Approved: M.Ed. Program Committee, February 4, 2004

Approved: Education Faculty Council, March 31, 2004

“All components within the M.Ed. program that use a percentage procedure will use the following table for determining the final 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
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

Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program.

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day. See the University of Lethbridge 2012-2013 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.