

**Associated Canadian Theological Schools  
of Trinity Western University**

**MFT 664: Ethics and Professional Issues**

Johan (Ian) P. Verseveldt Ph.D. R.Psych.,  
RMFT, AAMFT Approved Supervisor  
Fall 2017  
3 credit hours  
Prerequisite: none

E-mail: [versevel@twu.ca](mailto:versevel@twu.ca)  
Phone: 513-2121 x3136  
Class Dates: Sept 7<sup>th</sup> – Dec. 1<sup>st</sup>, 2017  
Class time(s): Thursday 8:30 – 11:30  
TA: [Kirsten.Janzen1@mytwu.ca](mailto:Kirsten.Janzen1@mytwu.ca)

**I. Course Description**

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 age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

**II. Course Objectives**

1. To understand the rationale behind and application of the ethical principles of the ethics codes  
✓ To be measured by the final exam, class interaction, and the Ethical Issues paper.
2. To become aware of the laws which govern the practice of psychology in the province of British Columbia.  
✓ To be measured by the final exam and class interaction
3. To recognize the challenges and opportunities involved in the counselling profession.  
✓ To be measured by the Professional Issues paper and class interaction
4. To understand those unique ethical challenges when facilitating couple and family therapy.  
✓ To be measured by the final exam and class interaction
5. To provide a framework to evaluate ethical dilemmas.  
✓ To be measured by the final exam, class interaction and the Ethical Issues paper.
6. To be aware of one's own values and biases as they pertain to counselling and ethics.  
✓ To be measured by the Professional Issues paper.

**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 able to identify the different major components of ethical codes for professional counselors.
4. The student will be able to communicate an understanding of the laws for counselors and therapists in British Columbia.
5. The student will be able to identify the professional organizations for counselors.

### **III. Course Textbooks**

#### **REQUIRED:**

Corey, G. & Corey, M.S. & Corey, C. (2014). Issues & Ethics in the Helping Professions 9<sup>th</sup> ed. Brooks/Cole.

Kottler, J.A. (2010). On Being a Therapist (4th edition). Jossey-Bass.

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

#### **RECOMMENDED:** (including those 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. Especially look under 'Legal Compendium'

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

Pope, K.S. & Vasquez M.J.T. (2016). Ethics in Psychotherapy and Counselling: A practical guide. 4<sup>th</sup> 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)

Margenau, E. A (ed.). The Encyclopedic Handbook of Private Practice. Gardner Press, Inc.

## **IV. Course Assignments**

### **1. Ethical Issues Paper** (Learning Objective 1)

In the ethical issues paper, the student is to apply the ethical codes and moral principles as discussed in Issues and Ethics in the Helping Profession (see pp,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 be clear and concise 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 the student's thoughts and to 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 (MyCourses DropBox)
  - 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)
- B. Literature Review. (MyCourses DropBox).
  - 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. (4)
  - 3) Identify your preferred course of action. Argue your conclusions. (6)
- E. Comprehensive and Grammatical style, APA style, etc. (Use the Writing Centre!) (-5)

Some 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 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>

More examples may be gleaned from your readings.

Please Note: the due dates for to have your paper topic chosen and literature review completed are listed below in the Course Outline. Each step must be cleared with the teaching assistant (TA) before proceeding.

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

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? **(see ). (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. 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)

Students are expected to attend classes and be on time. 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.

## 4. 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.

#### 5. Final Exam (Learning Objective 1, 3, 4,5)

A final exam 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 108 multiple-choice questions. Students who keep up with their readings and class notes should do well on the exam.

- a. Feedback on the exam will be available when the exam has closed. Feel free to log on and review the correct answers.

### 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	0.00

	Standard	
--	----------	--

**V. Miscellaneous Notes/Policies**

1. The MAMFT is a program gearing 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 margin in your life, and plan for them. In addition, late assignments create a backlog that effects the timely return of other student papers
  - a) All work is due by 11:59a.m. 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.
  - 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).
2. I, in turn, will do my best to budget my time and return your assignments within 2 weeks of the due date. 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 well written papers.
3. 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 MyCourses 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.

These factors will be incorporated into the grade. Papers who do not meet the minimum standards will be returned ungraded. Students with known writing challenges must make full use of the Writing Centre.

4. **A word about feedback:** Some assignments will require more feedback than others. Some feedback will take the form of in class discussion. If you have a concern about the amount of feedback, please contact me.
5. **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 MAMFT 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. Students will be asked to sign a statement that they have read the student handbook within their first semester of study.

**VI. [Tentative] Course Outline**

DATE	TOPIC	READINGS (subj to new text)	ASSIGNMENTS
WEEK 1:  September 7	Course Introduction: Need for Ethics		Pretest: CC&C: p.25: circle strong feelings

WEEK 2: September 14	Ethics Enforcement, Ethics Codes, Decision making process; <b>Thompsons Ethical Dimensions</b>	CC&C: ch. 1, 2,	
WEEK 3: September 21	Respect for the Dignity of Persons.	CC&C: ch. 4, 5;	Ethical Issues Topic Due: Clearly write Part A. of your paper
WEEK 4: September 28	Confidentiality, Privacy, and Record Keeping, multiple client situations	CC&C: ch. 6, 9, Zuckerman: ch.1,4,5,6,7 (skim for information)	
WEEK 5 October 5	Confidentiality cont'd		
WEEK 6: October 12	Responsible Caring: Competence and Credentials, Self- Care.	CC&C: ch. 2, 8, 10	Part B: Literature Review
WEEK 7: October 19	Responsible Caring cont'd	Kottler: Whole Book	Professional Paper Due
WEEK 8: October 26	<b>READING BREAK</b>		
WEEK 9: November 2	Integrity in Relationships: Boundaries, Multiple Roles, Conflict of Interest; Values	CC&C: ch. 3; 7; 9, 11,12	
WEEK 10: November 9	Boundaries: use of technology,		
WEEK 11: November 16	Therapists in the legal system	Zuckerman ch. 3 (skim for information)	Nov BCAMFT AGM
WEEK 12: November 23	Relationships in Specific settings. Academic Ethics and Supervision Testing and Assessment		Ethical Issues Paper Due
WEEK 13:	Optional if time permits: Therapists	Zuckerman: ch. 2 (skim for	

November 30	in the market place: Networking, Marketing, Resources for Therapists, The art of putting together a CV, How/where to look for jobs, Insurance issues, Time management stuff...	information)	
FINAL EXAM December			<b>EXAM:</b> Multiple choice.

**VII.Other**

[Additional information, bibliography, etc., may be added at the faculty member's discretion.]

DRAFT

(1) 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
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. Rectify any unforeseen consequences of the decision made.

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (see the tutorial at <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in EndNote the available formatting styles are those of Turabian Bibliography, 8th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats –Bibliography and Reference List (a short format citation style). ACTS uses the Bibliography format, not Reference List. The university no longer subscribes to RefWorks.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. CanIL students can locate this on the CanIL intranet, under the "student" side.

**Please check with your professor to see which one he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS

webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: <http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.