



BRANDON UNIVERSITY

Faculty of Education Graduate Studies Program

04:768 (NET) ETHICAL & LEGAL ISSUES FOR COUNSELLORS

Spring Session 2020, Both Term: May 4 to June 18th

Instructor: Blythe Shepard, PhD (Ed Psych), MA (Coun Psych), BA (Psych), CCC, CCC-S.

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Moodle Page: Ethics

Course Dates: This course is offered in an online format

Course Description: 04:768 Ethical and Legal Issues for Counsellors (3).

Prerequisite: Admission to M.Ed. program.

The course will provide the participant with background knowledge on ethical decision-making models and the ethical and legal codes that guide counselling practice. There will also be opportunities to practice skills working with cases involving ethical and legal issues. 3 lecture hours per week, one term.

Course topics include 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, group counselling, supervision, school counselling, and issues related to dealing with unethical conduct by the counsellor. Extensive reference will be made to the Canadian Counselling and Psychotherapy (CCPA) Code of Ethics and to practice issues relevant in Manitoba. The use of vignettes and discussions will be used to anchor issues into practical situations.

Course Objectives

Students will:

- familiarize themselves with the main ethical, legal, clinical, and professional issues involved in the counselling profession;
- familiarize themselves with ethical decision-making models;

- examine the role of ethics and values in the counselling process;
- acquaint themselves with various counsellor roles and the potential for the development of ethical dilemmas;
- know the requirements outlined in the CCPA's Code of Ethics;
- know the legislative and common law requirements for counsellors;
- demonstrate critical analysis skills in resolving a wide range of ethical dilemmas and issues in the practice of counselling;
- demonstrate the ability to make informed and reasoned decisions on ethical matters in a counselling context;
- examine ways to establish appropriate boundaries and to develop a framework for evaluating and managing multiple relationships;
- enhance their development of professional identity and its associated responsibilities; and
- be aware of various perspectives on ethics and ethical decision making.

Required Texts and References

Martin, L., Shepard, B., & Lehr, R. (Eds.). (2015). *Canadian counselling and psychotherapy experience: Ethics-based issues and cases*. Ottawa, ON: Canadian Counselling and Psychotherapy Association.

The textbook can be bought online from the Canadian Counselling and Psychotherapy Association at <https://www.ccpa-accp.ca/ccpa-publications/>

A limited number of textbooks will be available through Brandon University Campus Books.

Additional Resources

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Canadian Counselling and Psychotherapy Association (2007). *Code of Ethics*. Ottawa, ON: Author. Retrieved from https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

Canadian Counselling and Psychotherapy Association. (2015). *Standards of practice* (5th ed.). Ottawa, ON: Author. Retrieved from https://www.ccpa-accp.ca/wp-content/uploads/2015/07/StandardsOfPractice_en_June2015.pdf

Corey, G., Corey, M., & Corey, C. (2018). *Issues and ethics in the helping professions* (10th ed.). Belmont, CA: Brooks Cole.

Manitoba School Counsellors' Association. (2007). *Ethical decision making 2006: A resource manual for school counsellors*. Winnipeg, MB: Author. Retrieved from https://www.msca.mb.ca/downloads/EthicalDecisionMaking_16May2007.pdf

Other resources will be posted on the course moodle site.

Course Format:

The course will include both asynchronous (Moodle) and synchronous (Zoom) lectures, videos, activities, and discussions to promote in-depth understanding and reflection. Since participants investigate ethical issues together in experiential learning, attendance and active participation in class are essential in order to facilitate the interdependence learning.

This course, as with other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related to classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation.

This course requires a significant amount of reading and writing, not unlike most graduate courses. Using the required textbook and, additionally, reading scholarly articles are the key component to mastering the content of the course.

We will meet *Tuesday evenings from 6:30 pm-8:30 pm* from May 12 to June 16, 2020 **via Zoom** (<https://zoom.us/j/8526654174>). These Zoom conference video calls are considered formal class time, please arrive on time and provide your undivided attention. The purpose of the formal class time will be to touch-base how each of you are progressing throughout the course materials, to discuss some cases together, and to participate in a small group presentation on ethics in specialty areas and contexts. The enrolment key for Moodle access will be sent to you later in April.

Zoom (2 hours) 6:30 pm to 8:30 pm (CDT)

- May 12
- May 19
- May 26
- June 2
- June 9
- June 16

Course Assignments

Course Activity	Weighting	Due Date
Group Presentation and Case Study	20%	Depending on presentation date: May 26, June 2, June 9 or June 16
Multiple Choice Quizzes (2)	20%	May 14, May 25
Professional Disclosure & Informed Consent	10%	May 27
Integrative Research Paper	30%	June 18
Discussion Forum Postings (required)	20%	Throughout
Total	100%	

Please note: APA version 7.0 is required for assignments.

Details about Assignments

(1) Group Presentation and Case Study (3 participants per group)

- a. Each group should consult and register with the instructor on one topic listed in the tentative course topics and schedule.
- b. Time allocation for presentation is 45 minutes
- c. Priority of the time for presentation and topic are based on first-come-first-serve basis.

- d. A copy of the PowerPoint of the presentation must be submitted to the instructor two days prior to presentation
- e. Each member of the group must participate orally.
- f. Evaluations are based on clarity, creativity, voice, eye contact, smooth transition, ability to answer questions, contribution to the knowledge of professional ethics, etc. See rubric on the course moodle site.

(2) Multiple Choice Quizzes (Two): In order to evaluate your understanding of the course readings, I will give two quizzes throughout the course on the Moodle site.

(3) Professional Disclosure & Informed Consent: Develop a form you would provide to a client/parent(s)/student. Write it to fit the developmental level and setting (target audience) in which you would like to work or currently work. There are many examples available online for different counselling specialties and practice settings that might serve as stimuli; however, do not take one of these examples and use it as your own given that you must include required elements from the Canadian Counselling and Psychotherapy Association. A rubric will be posted on the moodle site.

The professional disclosure statement should:

- introduce yourself,
- outline your role in the school or mental health agency etc.,
- describe counselling services offered and theoretical approaches utilized,
- outline the meaning and limits of confidentiality,
- explain services provided and fees,
- list contact information,
- explain complaint procedures,
- request consent for treatment (signatures)

Additional guidelines:

- o Please type; single-spaced; no more than 2 pages long; and, check for grammar.
- o Consider your potential audience to format the document appropriately and choose wording/language for accessibility and high “read-appeal.”
- o Consider the different communication styles of your consumer/client/student. You might discuss using the Google Translator to translate the Professional Disclosure Statement to a language other than English that is or may be common for the professional setting and populations you’ll serve.

(4) Integrative Research Paper. Each student will select a topic or an issue that is clearly and directly relevant to the field of professional counselling ethics. The student will then write a clear and concise integrative paper on that topic or issue. The paper should provide clear direction for professional practice that is based on an integration of ethical and legal perspectives. This paper will be evaluated as an academic research paper. Therefore, along with the requirement for such a paper, a thesis statement should be clear and adequate support from credible resources provided. A rubric will be provided on the moodle site.

All written submissions must adhere to APA 7 standards. All papers should reflect graduate-level competency regarding matters of grammar, punctuation etc.

Length of paper: 10 pages of written text, not counting references. Times New Roman 12 point is the preferred font or Calibri 11 point.

(5) Discussion Forum Postings and Activities: You are to complete each online lesson and actively participate in the discussion forums associated with this course. Quality and quantity of postings are to be well written and thoughtful.

Here are several general considerations when I assess student postings including:

1. Online discussion boards facilitate student reflection. As such, postings to the discussion boards should demonstrate a thoughtful approach to the content.
2. Research indicates that when using online discussion boards, students are more likely to cite research and class readings in their responses. Use this to your advantage by calling for the use of supporting evidence in your postings.
3. Students can incorporate quotes from other student responses as a way of synthesizing and extending the conversation.
4. Please use APA 7 format when posting and responding.

Example Rubric

Each week your discussion board postings will be graded on a 10-point scale:

Original Posting(s) - 7 points

Your original posting(s) each week should...

- refer to at least 2 points from the week's reading
- critically analyze the content - your posting should not be just a summary of the reading
- may include relating new content to what you have already learned in the course to date
- may include relating content to your own personal experiences
- be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too

Responses to Other Student Postings - 3 points

Your responses to other students and the instructor should...

- incorporate quotes from the other postings (1 point)
- be logically reasoned and supported (1 point)
- be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too (1 point)

Checklist for posting to the discussion:

1. Does the contribution fit with the dialogue, or have you gone off on a tangent?
2. Are your ideas logically organized and written clearly?
3. Are the ideas worthwhile or just filler?
4. Can the reader (classmates and instructor) easily determine the main point?
5. Does the contribution add to the discussion?
6. Can you provide examples for your contributions?
7. Are you respectful of others' ideas?
8. Are spelling, punctuation, and grammar correct?
9. If you referenced your text or other works, did you provide proper citation and references?

Course Grade Evaluation

Minimum grade requirement for graduate program: **B**

Grade Equivalencies:

A+ 96-100	A 90-95	A- 85-89	B+ 80-84	B 75-79
B- 70-74	C+ 65-69	C 60-64	C- 55-59	D 50-59

F under 50%

Attending class (e.g., Zoom) and keeping up to date with the readings is required to deepen your understanding of the course material and will impact your grade on the discussion forum. As this course deals with the nature and practice of helping relationships, please practice professional and ethical behaviour consistent with the University regulations, the Manitoba School Counsellor's Association, and the Code of Professional Practice and Ethics for the Manitoba Teacher's Society.

The concept of professionalism includes:

- a) Letting the instructor know if you will be late for a class or if you must miss a class
- b) Completing all course work missed in a timely manner
- c) Handing in assignments on time and completed according to instructions
- d) Adherence to ethical standards of behaviour as discussed in class
- e) Reducing distractions by ignoring your phone, text messages, and email during class time

It is essential that you take responsibility for your own learning, thoughts, feelings, and actions. My intention is to encourage and support you in your personal experience and learning, because together, we create a community of scholars investigating ethical and legal practices in the counselling field. I will help to establish a learning environment that is as safe and supportive; an environment in which you can take the risks necessary to acquire knowledge, practice and develop skills, to explore personal attitudes, and to share your experiences throughout the course.

Attendance at Lectures and Practical Work (see Graduate Calendar, section 3.7.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance per se will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes (or notify the instructor that they intend to attend) may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.

Academic Integrity

See section 3.9 (Academic Dishonesty and Misconduct) of the Graduate Calendar. Violations of this policy will not be tolerated. Plagiarism, cheating, falsification of records, or research misconduct will result in disciplinary action. A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

- a. Requirement to repeat the assignment or examination, with or without grade reduction
- b. Assignment of a grade of zero in the assignment, test or exam
- c. Assignment of "F-AD" in the course in which the offence is committed
- d. Suspension from some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses
- e. Suspension from all Brandon University teams, clubs or like organizations for a period of 1 to 5 years
- f. Suspension from the faculty for a period of 1 to 5 years
- g. Expulsion from the faculty
- h. Suspension from the University for a period of 1 to 5 years
- i. Expulsion from the University
- j. Cancellation or revocation of degree

Instructor / Course Evaluation

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the Graduate Studies Office.

Statement on Accessibility and Accommodation

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility Services (SAS) works with students who have permanent, chronic, or temporary disabilities. SAS supports students by developing individualized plans of accommodation, helping students to understand their learning needs, and assisting faculty with provision of accommodations for students registered with SAS.

Please let me know if you require any accommodations due to a disability. If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange a confidential discussion at (204) 727-9759 or magnussonm@brandonu.ca. Additional information is available on the Student Accessibility Services website: <https://www.brandonu.ca/student-services/student-accessibility-services/>

If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outlined in your letter.

Wellness Services

Positive well-being is highly correlated to learning and student success. Wellness is a combination of physical, social, spiritual and mental health. Personal Counsellors at Brandon University are dedicated to providing support to students' wellness, primarily their mental well-being, through prevention activities, early identification, and timely interventions using a holistic lens.

Please contact the Personal Counsellors in the Student Services Department at 204-727-9737 or visit Room 102 A.E. McKenzie Building to make an appointment. There are crisis counselling appointments available daily.

If you believe that you or someone else is in imminent danger of harm, call 911.

Sexualized Violence Education and Prevention Coordinator: 204-727-7498
24-hour crisis supports

Over 18 years of age: Mobile Crisis Unit = 204-725-411

Under 18 years of age: Child and Adolescent Treatment Centre = 204-578-2700

Klinic Sexual Assault Crisis Line: 1-888-292-7565

Reminder

Please save this course outline. Students who are pursuing the course route for their Master of Education program will require it for use in their final course: 07.750 Graduate Summative Seminar. We also recommend that these students write a reflection upon completion of each graduate course, in order to prepare for the 07.750 Graduate Summative Seminar.

Tentative Topics and Schedules

Date	Module	Assignment
May 4 & 5	Professional Ethics and the Law; Values; Counsellor as a Person and as a Professional	
May 6 & 7	Professional Identity: Regulation and Competence	
May 11 & 12	Ethical Decision-Making	Videoconference May 12 (2 hours: 6:30 to 8:30)
May 13 & 14	Ethical Practice in a Multicultural and Diverse Society	
May 19 & 20	Privileged Communication: Confidentiality and the Client's Right to Privacy	Videoconference May 19 (2 hours: 6:30 to 8:30)
May 20 & 21	Informed Consent: Freedom of Choice for Clients	
May 25 & 27	Multiple Relationships and Boundaries; Ethics in Counsellor Education and Research	
Specialty Areas and Contexts: Presentations		
	Career Counselling School Counselling Assessment: Fair Procedures Groups, Couples, and Families Children and Youth Vulnerable Adults Sexual Orientation and Gender Identity	Presentation by Videoconference Two presentations May 26 Two presentations June 2 Two presentations June 9 One presentation June 16
Modules (Continuing)		
June 1 & 3	Private Practice; Record-keeping, Subpoenas, and Resolving Legal and Ethical Challenges	
June 8 & 10	Technology in the Practice of Counselling	
June 15 & 17	Doing Good and Avoiding Harm: Care of the Counsellor	