



Faculty of
Education

MASTER OF COUNSELLING PROGRAM

CAAP 6603

PROFESSIONAL ETHICS & CONDUCT

WEB VERSION - COURSE SYLLABUS (2020)

Authored and Delivered by Dr. Dawn L. McBride

Summer Term (Online due to COVID; May to July; 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 Tenured Professor - Faculty of Education, Counsellor Education
- Registered Psychologist in Alberta (Clinical, Teaching, Research, Supervision)
- Past Ethics Examiner for the College of Alberta Psychologists (for over a decade)
- Approved Clinical Supervisor for Provisional College of Alberta Psychologists

PROFESSOR'S CONTACT INFO: ¹

E-mail: XXXXX (THE BEST WAY TO REACH DAWN)

University Phone: XXXXX (call anytime, 24/7; voice messages are sent to my email)

Private Cell Phone - for urgent issues: The # is posted under the course announcements.

Mailing Address: U of L, 4401 University Drive, Faculty of Education, Lethbridge, Alberta, T1K 3M4.

Office Location: Turcotte Hall, TH XXX(east building, ground floor, facing the river).

Office Hours: Available weekday/evenings & weekends via phone, Zoom, or in-person (when permitted). Appointments are optional.

Administrative Support for Faculty: Margaret Beintema. **Phone:** XXXX **Office:** XXXX(Located on the second floor-use the spiral staircase in the main lobby of Turcotte Hall).

My Response Time: You can 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. Please reach out and check-in 😊.

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.

NOTE: Due to the COVID-19 pandemic, this course has shifted to being offered as an online only course. Consequently, this course will combine synchronous and asynchronous learning opportunities through individual, small group, and whole group activities via multimedia platforms that could include, but are not limited to, Moodle, Zoom, G-Suite, and maybe Flip Grid, and VoiceThread(*borrowed from Len Sproule's course syllabus*). *I ask for your patience and forgiveness for my oversights & blunders... knowing I am doing my best for you 😊*

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 licensure requirements, for CAP and CCPA.
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.

REQUIRED READINGS & RESOURCES ²

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

2. Canadian Counselling and Psychotherapy Association - CCPA (2007). *Code of ethics*. CCPA. Available at <http://www.ccpa-accp.ca/en/>

3. Canadian Psychological Association - CPA (2017). *Companion manual to the Canadian code of ethics for psychologists* (4th ed.). CPA. (*NOTE: This is an updated version to match the revised 2017 code, and you need the companion manual.)

4. You are required to read all the practice alerts and guidelines posted by the College of Alberta Psychologists - CAP. As a gift of convenience for you, as of the date of its printing, many of these alerts are included in your coursepack 😊. However, not all of them are. Use these links to access all practice alerts and guidelines:
 - <http://www.cap.ab.ca/Regulatory-Information/Practice-Guidelines>
 - <http://www.cap.ab.ca/Regulatory-Information/Practice-Alerts>

5. McBride, D. (2019-2020) *Graduate course in Ethics: Course readings for CAAP 6603/Education 5621*. (Sold at the U of L bookstore.)
 - Please bring the entire coursepack to all classes, unless notified otherwise.
 - I strongly advised you to put your coursepack in 2 mid-size binders. Use tabs to separate each section to allow for quick access to the information.

6. In addition, please purchase / have access to:
 - Stack of blank index cards (100+) - ideally on a ring to create study flashcards to help you prepare for the exam (optional).
 - Letter size envelope and postage to mail me a 2-page “meaningful” assignment (details to be announced by week 4).
 - Headphone and mic to use during video calls.
 - High speed internet (if possible) will reduce some of your IT frustrations 😊
 - Scanner or something similar to submit hand-written assignments (other than taking a picture, as clarity is often poor).

² Additional required reading assignments and/or recommended resource material (mainly websites and journal articles) will be announced throughout the course.

OVERVIEW OF COURSE ASSIGNMENTS: ³

The assignments in this course will make extensive use of the CPA code of ethics and/or CAP standards of practice, along with reference to the CCPA code of ethics. Appendix A outlines numerous expectations such as guidelines for submitting assignments (e.g., title page expectations, late penalty) and many policies pertaining to academic honesty, student discipline, and disabilities. In Moodle, each assignment has a page of expectations.

#1. Assignments: Classical Knowledge Assessments (52%)

A. Reading Checks, closed booked...weighting 12%

ASSIGNMENT OPENS: Random
ASSIGNMENT DEADLINE: Last day of class (anytime from May 9 to July 17)

B. Mid-Term: Answer a Set of Ethical, Legal & Professional Conduct Questions (open book & time-limited)...Weighting 20%

ASSIGNMENT OPENS – once selected core material has been covered: June 25, 2020
ASSIGNMENT DEADLINE: July 2, 2020

C. End of Term: Answer a Set of Ethical, Legal, & Professional Conduct Questions (closed book & time-limited).....Weighting 20%

ASSIGNMENT DATE: TBA

#2. Applied Assignment: Analysis of an Ethical Dilemma Using a Decision-making Model Accompanied with Research SupportWeighting: 20%

ASSIGNMENT OPENS: May 27
ASSIGNMENT DEADLINE: June 11

#3. Discussion Forums: Quality & ParticipationWeighting: 18%

ASSIGNMENT DEADLINE: July 31, with options to submit earlier if desire feedback.

#4. Creative Integration Assignment:.....Weighting: 10%

ASSIGNMENT DEADLINE: July 17, 2020 – start of the class

³ IMPORTANT NOTE: Professor McBride 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.

GRADE ASSIGNMENT

The following table is used 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. Please note that all assignments must be completed at a satisfactory level to receive a grade for the course. 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 Faculty of Education master’s 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

Earning a grade of a B+ is A-OKAY!
It shows you are above average 😊

POLICIES & EXPECTATIONS – THE NEED TO KNOW STUFF 😊

The appendix that is part of this syllabus outlines students’ rights, my expectations, and the university’s policies and procedures related to being a student at U of L. Listed below is a glimpse of some of the information outlined in the appendix:

- ❑ To create a space beneficial for learning, which includes everyone being treated with respect and dignity, all students in my courses are expected to adhere to set of professional conduct standards (listed in the appendix). In addition, all U of L students are subject to the university’s student discipline policy for academic and non-academic offenses.
- ❑ Attendance in all scheduled class meetings is required. If extraordinary circumstances or illness prevent attendance, please notify me via email prior to the scheduled class time.
- ❑ When preparation outside of class is assigned, you are expected to come fully prepared and submit work that reflects a standard of excellence in appearance, form, and content.
- ❑ If you have a disability, special learning needs, or a recent serious injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the university calendar – i.e., contact the Accommodated Learning Centre <http://www.uleth.ca/ross/accommodated-learning-centre/>

OVERVIEW OF THE COURSE SCHEDULE:

A very detailed course schedule will be provided during the 1st week of class.
 If any discrepancies, then the syllabus then the detailed reading list will prevail.

#	DATE, MST	DRAFT AGENDA
	May 2, <u>Zoom</u> , 7:00 p.m. - 9:00 p.m. [Optional, drop in - opening space & time for connection and debriefing given the pandemic – we are in it together]	<input type="checkbox"/> Meet and greet opportunity (informal and maybe some icebreakers) <input type="checkbox"/> Checking'in, re: COVID pandemic: <ul style="list-style-type: none"> <input type="radio"/> How are you doing, really? <input type="radio"/> What are learning about yourself? And, how might this learning connect to what your clients might be experiencing? What is it like to consider therapists and clients may have parallel experiences? <input type="radio"/> Thriving as a grad student in a Pandemic: Sharing what works
1.	May 9, <u>Zoom</u> 9:30 - 12:30	<input type="checkbox"/> Welcome to the Course & Things to Know (expectations, etc.) <input type="checkbox"/> Foundational Issues in Ethics (e.g., virtue ethics) which is related to Building Your Ethical Toolbox (power, ethical tests, moral principles, etc.)
2.	May 23, <u>Zoom</u> , 9:30 - 12:30	<input type="checkbox"/> Moral Stages of Development <input type="checkbox"/> Major Approaches to the Study of Ethics <input type="checkbox"/> Ethical Complaints <input type="checkbox"/> HPA/HIA Acts, Regulatory Bodies & Associations in the Profession (CCPA, CPA, Colleges, PAA)
3.	DF week , May 27 - May 30 (no Zoom)	<input type="checkbox"/> CAP Alerts, Guidelines, Standards of Practice <input type="checkbox"/> CCPA Webpage of Resources <input type="checkbox"/> Critical Examination of Codes of Ethics <input type="checkbox"/> Dilemmas and Ethical Decision-Making Model <input type="checkbox"/> Details about your ethical decision-making assignment
	Optional Drop'in Study Session #1: May 30, <u>Zoom</u> 10:30 - Noon	<input type="checkbox"/> Open Debriefing – Course Content, Life as a Student, etc. Ask/Share. <input type="checkbox"/> Focus for 60 mins: <i>Finding the many Case laws & Acts rather confusing?</i>
	Optional Drop'in Study Session #2: June 13, <u>Zoom</u> 10:30 - Noon	<input type="checkbox"/> Open Debriefing and Processing – Course Content, Life as a Student, Practicum Questions, etc. Ask / share.

4.	June 20, Zoom 9:30 - 12:30	<input type="checkbox"/> Therapist as a Person & Ethical Conduct <input type="checkbox"/> Keeping the Client As The Most Important Person In the Room → Values, Bracketing, Countertransference, etc.
5.	June 27, Zoom 9:30 - 12:30	<input type="checkbox"/> Finish Values <input type="checkbox"/> Boundaries & Dual Relationships (e.g., gifts, rural practice, friends with clients)
Summer Institute Via Zoom		
6.	July 13, Mon 9:30 - 12:30 & 2:30-4:30	<input type="checkbox"/> Finish Boundaries (e.g., when can you sleep with your clients???) <input type="checkbox"/> Consent: Topics, Issues (e.g., minors, dependant adults), and How to Make Seeking Consent Meaningful & Engaging (vs. power over method).
7.	July 14, Tues 9:30-12:30 & 2:30-4:30	<input type="checkbox"/> Privacy & Confidentiality Issues, Controversies, & Limitations (& relevant Acts & Case Laws) <input type="checkbox"/> Documentation & Record Keeping: Issues & Strategies (& relevant Acts & Case Laws)
8.	July 15, Wed 9:30 - 12:30 & 2:30-4:00	<input type="checkbox"/> Debrief Assignment (ethical dilemmas); Catch Up & Integration <input type="checkbox"/> Final (brief) review of selected case laws and Acts <input type="checkbox"/> Selected Special Issues in Counselling Ethics (e.g., depending on time → assessment, group therapy, couples therapy, online counselling, EAP, supervision, etc.).
9.	July 16, Thurs 9:30 - 12:30 & 2:30 - 4:00	<input type="checkbox"/> Continue: Special Issues in Counselling Ethics
10.	July 17, Fri 9:30 -11:30	<input type="checkbox"/> Finish Special Issues in Counselling Ethics <input type="checkbox"/> Legal Issues in Counselling (e.g., malpractice & subpoenas) <input type="checkbox"/> Closure activity

Final Exam Date

By Student Vote: July 18 or July 25

If there is not 100% agreement for the exam date, then July 18 will be the exam date by default. You will need to have an exam proctor on site next to ya – more details to come.

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR McBRIDE'S CLASSES ⁴



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 several codes of conduct and standards of practices, including treating classmates, guests, and the professor with great respect*
- APA expectations for assignments*
- format for assignments including the title page*
- format of assignments sent to Prof. McBride*
- if you have a learning disability, what to do*
- issues around privacy and confidentiality, and*
- late assignments: penalty & extensions, including if you have a failed Internet connection when an assignment is due 😊.*

⁴ **Permission is granted to instructors** to use some/all of my listed expectations. I ask that you give credit, in APA form, when borrowing my ideas. **Thank you 😊**
Updated April 18, 2020.

To Create a Healthy, Thriving, and Respectful Teaching Environment, the following outlines Professor McBride's expectations and requirements for students in her courses:

(Since 1991, the following pages are distributed, albeit modified every year, to my undergraduate and graduate level students, for online & F2F work)

- **To Make This A Safe Place to Learn → Show Respect to Everyone:** All individuals (i.e., students, professors, guests) are to be treated with respect and need to be respectful to others. This means, at minimum, allowing for different opinions, waiting for your turn to talk, and making no abusive actions or comments towards anyone while in class. Please talk about each other, including me, in a respectful manner, when in and out of class.
- **Please Be Polite - Basic etiquette:** During class time, social media/emails/texts should be discreetly and infrequently checked, if at all. Cell phones are to be on silent/or low vibrate ring, and all calls are to be answered outside the classroom including when you say "hello" to the caller. In class, please be aware people may be sensitive to smells/sounds of your eating. Please arrive to class 10 minutes early to connect and settle in 😊.

IN OUR ZOOM SESSIONS: Please

coffee/tea. It is to everyone
you/others settle
space a
dress ap

Etc..

r sessions, feel free to enjoy your
(e.g., 10 mins before) – as it helps
sessions, please use a quiet/private
respectful background. Please
er on a desk/table. *Thank you 😊.*

**For more details,
please contact
Dawn McBride
at the University of
Lethbridge**