

Course Syllabus – Professional Ethics for Spiritual Care and Psycho-Spiritual Therapy

Toronto School of Theology

Course Identification

Course Number: **EMP3521**
Course Name: Professional Ethics for Spiritual Care & Psycho-Spiritual Therapy
Campus: Emmanuel College, St. George
Contact hours: 36 contact hours, Fall Semester

Instructor Information

Instructor: Pamela McCarroll, PhD
RP (CRPO), Teaching Supervisor, Certified Spiritual Care Practitioner (CASC),
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Course Prerequisites or Requisites

Basic Degree students should have completed the introductory requirements of their program (8-10 credits) and have completed or concurrently enrolled in SPE or contextual education. This is a required course for all MPS students and an elective for other degree students. This course fulfills the Professional Ethics course requirements for CASC.

Course Description

This course will examine professional ethics in the helping professions (primary focus on spiritual care, psycho-spiritual therapy and social service) from many different angles in order to further equip students for entry-to-practice competence in their chosen field. We will begin by considering the philosophical and theological moorings for professional ethics and the need for congruence and transparency in belief, thought, word and deed. Students will examine and articulate their own belief systems in relation to ethical practice and construct means by which to embed ethical practice within their belief and values systems. They will deepen their understanding of the intrinsic link between ethical practice and self awareness and assess areas of growth in this regard. Professional codes of ethics (especially Professional Practice Standards for CRPO,¹ CASC Code of Ethics² and other religious institutional codes as appropriate) will be assessed as the minimum standard for the helping professions. These codes, as well as best practices in the field, will be discussed and practiced at length through case study assignments, role plays and discussions. Throughout the course students will interpret ethical practice of spiritual care and psycho-spiritual therapy within contexts of diversity and pluralism.

Course Methodology

Lectures, case studies, role play, presentations, written assignments, readings, test, discussion,

¹ See <http://www.crpo.ca/wp-content/uploads/2014/11/CRPO-Professional-Practice-Standards.pdf>

² See <http://www.spiritualcare.ca/manual.asp> chapter 5.

and online resources.

Course Outcomes

Listed below in relation to the four areas of the MPS curriculum (ATS):

(A) Religious Faith, Heritage and General Academic Skill Development

- Ability to demonstrate and articulate knowledge of how one's religious heritage – and diverse theological/philosophical tradition – are related to professional ethics in spiritual care, psycho-spiritual therapy practices and their ethos.

(B) Culture, Context and Theological Disciplines

- Ability to demonstrate knowledge of theories, practice standards and accountability [in personal relationships, group contexts, power differences, etc] that are relevant to professional ethics leadership in spiritual care and psycho-spiritual therapy.

(C) Spiritual/Vocational Formation

- Ability to employ diverse methods of ethical analysis and ethical frameworks in the diverse cultural and discipline specific contexts of one's specialization (e.g., spiritual care, psycho-spiritual therapy, social service, counseling, etc.).
- Ability to attend to and appropriately critique ethical development, spiritual development and well-being, as well as the establishment of appropriate boundaries, for self and others.

(D) Ministerial and Public Practices of Spiritual Care

- Ability to reflect critically about how professional ethics (Spiritual care. Psycho-spiritual therapy and social service leadership), relates to relevant legal, religious, clinical and other professional accountabilities.
- Ability to demonstrate full familiarity with the CASC Code of Ethics, and CRPO Standards of Practice; and how to apply these CODEs in practice and seek consultation when appropriate.

Course Outcomes in terms of CRPO/OPAO:

This course reflects/engages the CRPO ETP Competencies in terms of CRPO Standards of Professional Practice³ (Professional Conduct; Competence; Therapeutic Relationship; Clinical Supervision; Record-keeping and Documentation; Business Practices) and obligations concerning sexual abuse and misconduct.⁴

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is

³ See <http://www.crpo.ca/wp-content/uploads/2014/11/CRPO-Professional-Practice-Standards.pdf>

⁴ <http://www.crpo.ca/home/complaints-and-concerns/sexual-abuse/>

available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and faith-based ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>).

Email correspondence: Papers are accepted in hard copy only, preferably **on recycled or re-used paper**. Communication by email can ONLY take place through UTOR email accounts.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Course Resources

Required Texts/Readings

Corey, Gerald & Corey, Marianne & Callanan, Patrick. *Issues and Ethics in Helping Professions*, 9th ed. Or 10th ed. Brooks/Cole, 2014/2016.

Readings online from: Gielen, Uwe P. & Draguns, Juris & Fish, Jefferson, ed. *Principles of Multi-cultural Counseling & Therapy* (New York: Routledge, 2008). Available online through U of T libraries (links on blackboard)

CASC Code of Ethics, <http://www.spiritualcare.ca/manual.asp> chapter 5.

CRPO Entry To Practice Competency Profile, <http://www.crpo.ca/wp-content/uploads/2013/06/RP-Competency-Profile.pdf>

CRPO Professional Practice Standards, <http://www.crpo.ca/wp-content/uploads/2014/11/CRPO-Professional-Practice-Standards.pdf>

CRPO Sexual Abuse and Harassment policies, <http://www.crpo.ca/home/complaints-and-concerns/sexual-abuse/>

Standards of Professional Practice Behaviour for Students of the Toronto School of Theology
http://www.tst.edu/sites/default/files/Standards%20of%20Professional%20Practice%20Behaviour_May_2010_0.pdf

Religious group policies regarding ethical practice

For those pursuing leadership in the UCC – Ethical Standards and Standards of Practice for Ministry Personnel - http://www.united-church.ca/sites/default/files/resources/handbook_ethical-standards-practice-ministry-personnel.pdf

Corey, Gerald - <http://search.alexanderstreet.com.myaccess.library.utoronto.ca/view/work/1654685>

Counsellor as Person and Professional – Keynote 2010 APA conference

Roberts, Stephen B. ed. *Professional Spiritual & Pastoral Care: A Practical Clergy & Chaplain's Handbook* (Skylight Path, 2011)

Other:

Macaro, Antonia. *Reason, Virtue & Psychotherapy*. Wiley & Sons, 2006

Moczynski, Walter & Haker, Hille & Bentele, Katrin, eds. *Medical Ethics in Healthcare Chaplaincy* (Munster, Lit Verlag, 2009).

Truscott, Derek, and Kenneth H. Crook. *Ethics for the Practice of Psychology in Canada*. Rev. and Expanded ed. Edmonton: University of Alberta Press, 2013.

Vandecreek, Larry & Laurel Burton, "A White Paper: Professional Chaplaincy: Its Role and Importance in Healthcare," *JPC* 55.1 (Spring 2001), 81-97. (Blackboard)

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to ~~the website for all your Blackboard-based courses.~~ (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask the librarian for further help.

Assignments

Participation - 20% - Regular attendance, participation in discussion and engagement in course, evidence of having read and viewed weekly resource material, completion of weekly inventories.

Case study response – 20% - 6-8 pages - Engage ethically complex scenarios in terms of your practice.
Due Week 4.

Final Paper – 30% - 10-12 pages - Statement of commitment to ethical practice. In this paper you are expected to utilize references to readings, lectures, online resources, etc.; demonstrate integration of ethical practice within your belief system; present a clear understanding of the codes of ethics to which you are accountable (as well as other relevant ones) and implications for practice; reflect best practices in the sphere of care/ helping; identify areas of self awareness in the caring relationship (especially in terms of boundaries, power dynamics and differential, social/cultural identity and impact on care, etc.) and your practices to serve ethical practice. Presented in class, **due week 11.**

Exam – 30% - demonstrating understanding of relevant codes of ethics (CRPO, CASC, religious bodies, other) and learning from the text and course. For those seeking the MPS SCP Cert. this component of the course must be passed (70% minimum) in order for successful completion of the course.

Exam week.

- Option for those not pursuing CASC/CRPO qualifications – complete a 2nd (larger) case study engaging an ethically complex scenario in your spiritual care practice.

Completion of Course work:

All course work must be completed by the due date of the final paper. A student who, for a good reason, cannot complete course work by the due date must petition for an extension using the home college extension form. The petition form must be signed by both the student and the instructor of the course and submitted to the home college registrar by the posted deadline. If the petition requires the support of a medical certificate, the student must use the standard University of Toronto *Verification of Illness or Injury Form*. Other medical certificate forms and doctors' notes are not acceptable.

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate.

Degree students are expected to hand in assignments by the date given in the course outline. One grade (4 marks) deducted per week late.

Attendance and lateness: Consistent and timely attendance is required. If a student is unable to attend a class the professor is to be informed by email. The instructor will be required to inform the Basic Degree Committee if a student misses two classes. For a student who misses three regular classes, this may result in a lower grade or even a failing grade for the course. If attendance is poor due to extenuating circumstances, a student may petition the Basic Degree Committee to drop a course without academic or financial penalty.

Grading System

A+ (90-100)	A (85-89)	A- (80-84)	
B+ (77-79)	B (73-76)	B- (70-72)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Course grades. Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades

may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Week 1 – Introduction to Course, Introduction to Professional Ethics

Readings: *Issues and Ethics*, ch. 1
TST Code
CASC Code of Ethics
CRPO Professional Practice Standards
Religious group Ethics Code/Statement
Complete Self Assessment (p. 24, *Issues and Ethics*)

Week 2 - Helper as a Person and Professional

Readings: *Issues and Ethics*, ch. 2
Watch Youtube video Corey, Gerald – Keynote 2010 APA Conference
<http://search.alexanderstreet.com.myaccess.library.utoronto.ca/view/work/1654685>

Week 3 - Values and the Helping Relationship

Readings: *Issues and Ethics*, ch. 3
Suggested Reading: Macaro, *Reason, Virtue and Psychotherapy*

Week 4 – Multicultural Perspectives and Diversity

CASE STUDY DUE

Readings: *Issues and Ethics*, ch. 4
On blackboard - Stevens, "Professional Ethics in Multicultural and international Context," in *Principles of Multicultural Counseling and Therapy* by Gielen, Draguns, Fish, eds.

Week 5 – Client Rights and Helper Responsibilities

Readings: *Issues and Ethics*, ch. 5

Week 6 – Confidentiality – Ethical and Legal issues

Readings: *Issues and Ethics*, ch. 6

Week 7 – Managing Boundaries and Multiple Relationships

Readings: *Issues and Ethics*, ch. 7

Week 8 –Professional Competence and Training/ Ethical Issues in Supervision

Readings: *Issues and Ethics*, chs. 8 and 9

Week 9 – Issues in Theory and Practice

Readings: *Issues and Ethics*, ch. 10

Week 10 – Ethical Issues when Working with couples and Families

Readings: *Issues and Ethics*, ch. 11

Week 11 – Ethical Issues when working with groups

Paper Due

Readings: *Issues and Ethics*, ch. 12

Week 12 – Ethical Issues when working in the Community and in Social Justice

Readings: *Issues and Ethics*, ch. 13

Exam scheduled in exam week