

DRAFT Course Syllabus
EMP3521– Professional Ethics for Spiritual Care
and Psycho-Spiritual Therapy¹
Emmanuel College
Toronto School of Theology
Fall 2018

Instructor Information

Instructor: Pamela McCarroll, PhD, Associate Professor; RP (CRPO), Teaching Supervisor, Certified Spiritual Care Practitioner (CASC)
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Course Identification

Course Number: EMP3521
Course Format: In-class
Course Name: Professional Ethics for Spiritual Care and Psycho-Spiritual Therapy
Course Location: Emmanuel College
Contact hours: 36 contact hours
Class Times: Thursdays 2:00pm – 5:00pm
Prerequisites: Basic Degree students should have completed the introductory requirements of their program (5-10 credits) and have completed or concurrently enrolled in SPE or contextual education or have the permission of the instructor. 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 and CRPO.

Course Description

This course will examine professional ethics in the helping professions (primary focus on spiritual care, psycho-spiritual therapy) from many different angles in order to further equip students for entry-to-practice competence in their chosen field. We will consider the philosophical and

¹ This is a draft syllabus and will not be finalized until the first day of classes. Please speak with the professor before purchasing texts.

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. Key areas of learning will include legal and ethical issues, confidentiality, informed consent, mandatory reporting, misconduct, multiple relationships, boundaries, power differential, issues of power and privilege, oppression/marginalization and justice that impact the helping relationship, etc. Professional codes of ethics (CRPO, CASC and CCPA) will be assessed as standards 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 cultural/ religious/ gender (etc.) diversity and pluralism.

Course Methodology

Lectures, case studies, role play, presentations, written assignments, readings, test, discussion, and online resources.

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.

Doherty, William J. *Soul Searching: Why Psychotherapy Must Promote Moral Responsibility*. Basic Books, 1995.

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

Burns et al, "Psychotherapy as Moral Encounter: A Crisis of Modern Conscience," *Pastoral Psychology* (2013), 6.3, 1-12

CCPA Notebook on Ethics, <https://www.ccpa-accp.ca/wp-content/uploads/2014/10/Notebook-on-Ethics.pdf>

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

College of Registered Psychotherapists on Ontario (CRPO) Professional Practice and Jurisprudence <https://www.crho.ca/wp-content/uploads/2017/08/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf>

CRPO Professional Practice Standards, <https://www.crpo.ca/wp-content/uploads/2017/08/Professional-Practice-Standards-For-Registered-Psychotherapists.pdf>

CRPO Code of Ethics, <https://www.crpo.ca/wp-content/uploads/2017/08/Code-of-Ethics.pdf>

CRPO Informed Consent Workbook, <https://www.crpo.ca/wp-content/uploads/2018/06/Informed-Consent-Workbook.pdf>

CRPO Professional Misconduct, <https://www.ontario.ca/laws/regulation/120317>

Sexual Abuse under the RHPA (Regulated Health Professions Act)
<http://www.crpo.ca/home/complaints-and-concerns/sexual-abuse/#sexual-abuse>

Canadian Counselling and Psychotherapy Association (CCPA) Code of Ethics: https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

CCPA Standards of Practice - https://www.ccpa-accp.ca/wp-content/uploads/2015/07/StandardsOfPractice_en_June2015.pdf

A Practical Guide to Mental Health and the Law in Ontario -
<http://www.oha.com/currentissues/keyinitiatives/mentalhealth/pages/mentalhealthandthelaw.aspx>

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_May2010_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

Other recommended texts:

Gudorf, Christine E. *Comparative Religious Ethics: Everyday Decisions for our Everyday Lives*. Fortress Press, 2013.

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

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

O'Connor, Thomas & Lund, Kristine & Berendsen, Patricia, eds. *Psychotherapy: Cure of the Soul*. Waterloo: WLS, 2014

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

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)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

Course Learning Objectives/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 Practice² (Professional Conduct; Competence; Therapeutic Relationship; Clinical Supervision; Record-keeping and Documentation; Business Practices) and obligations concerning sexual abuse and misconduct.³

CRPO ETP Comp	Competency	Demonstration
1.1c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	Study of ethical codes of conduct and professional practice including a moral reflection on those Codes in psychotherapy practice.

² See <http://www.crpo.ca/wp-content/uploads/2014/11/CRPO-Professional-Practice-Standards.pdf>

³ <http://www.crpo.ca/home/complaints-and-concerns/sexual-abuse/>

1.2b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	Seeking to establish a foundational base of practice from and ethical standpoint of care.
1.3a	Integrate knowledge of key concepts common to all psychotherapy practice.	Seeking the norms of ethical practice across various ethical codes in lectures and discussions throughout course
1.4a	Integrate knowledge of the impact of the therapist's self on the therapeutic process	Through directed small group discussions, case studies and role plays in class. The ethics autobiography and long papers and case study (see descriptions).
1.4b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients	A major emphasis of the course, this will be demonstrated through in-class discussion, case studies, role plays and the 3 written assignments (see descriptions).
1.4c	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	Ethics autobiography as well as self reflection on case studies and in class.
1.4d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	A major emphasis of the course and readings (see Corey et al and Doherty) this will be discussed in class and demonstrated through case studies and roles plays and the 3 written assignments (see descriptions).
1.5a	Integrate knowledge of human diversity.	A focus throughout the course, week 4 particularly emphasizes this aspect. Demonstrated in through small group discussion, role play, case studies. Written assignments (especially ethics autobiography and case study) will highlight this competency.
1.5b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	As above.

1.5c	Adapt the therapist's approach when working with culturally diverse clients.	As above.
1.5d	Recognize barriers that may affect access to therapeutic services.	As above. Self awareness and SEUS is central to in-class activities and the written assignments.
1.5e	Identify culturally-relevant resources.	Providing appropriate referrals and developing awareness of appropriate referral agencies is a requirement for the case study
2.1d 2.1e 2.1g	Communicate in a manner appropriate to the recipient. Use effective listening skills. Recognize and respond appropriately to non-verbal communication	Students practice interview skills in class utilizing designed templates and ways of introducing their practice and ensuring informed consent.
2.2a 2.2b 2.2c	Show respect to others Maintain appropriate professional boundaries. Recognize and address conflict in a constructive manner	Students give and receive counselling in dyads throughout the course to practice core skills The focus of week 7, the focus of in-class activities and case study assignment will require demonstration of professional boundaries and integration of belief system and ethical practices of care.
2.2d	Demonstrate personal and professional integrity.	This competency is a primary focus throughout the course, specifically demonstrate in the written assignments – ethics autobiography and self awareness/belief system aspects of other papers.
2.3	Contribute to collaborative & Productive atmosphere	
3.1a	Comply with applicable federal and provincial legislation.	Readings for the course include this material. As well, students will demonstrate this competency in class activities and through the final test.

3.1b	Comply with CRPOMHTO legislation and professional standards.	CRPO documents (as well as CASC and CCPA documents) comprise central reading for the course. Knowledge will be demonstrated in final test.
3.1c	Address organizational policies and practices that are inconsistent with legislation and professional standards.	In-depth appropriation of CRPO's code of Ethics and Professional Practice Standards. – in class and through case studies
3.1d	Comply with relevant municipal and local bylaws related to private practice	
3.2	Apply an ethical decision-making process.	This is a focus for week 10. As well, the case study assignment focusses especially on this competency (see description), utilizing a few different templates for ethical decision-making processes.
3.2a	Recognize ethical issues encountered in practice	
3.2b	Resolve ethical dilemmas in a manner consistent with legislation and professional standards	
3.2c	Accept responsibility for course of action taken	
3.3	Maintain self-care and level of health necessary for responsible therapy	This is focus for week 2 and will be part of self assessment in final paper. As well throughout the course, there is much discussion and reading on the interconnection between self care and responsible therapy.
3.3a	Maintain personal physical, psychological, cognitive and emotional fitness to practice.	
3.3b	Build and use a personal and professional support network.	
3.4a	Undertake critical self-reflection.	A central focus for the course, this will be demonstrated through in-class activities and

3.4b	Solicit client feedback throughout the therapeutic process	<p>the 3 written assignments.</p> <ul style="list-style-type: none"> - Practiced in counselling groups in class. - A central foci for the final assignment, including a list for further education and training. <p>This is part of the readings and discussion and is an element necessary to demonstrate in the case studies and the final paper re. SEUS</p> <p>In role plays and in discussion students discuss and demonstrate this. Some in case studies as well.</p> <p>This is a topic for a full class – documentation – and best practices. Part of the case study include demonstrating how documentation would be undertaken for the client interaction.</p> <p>The focus on social justice and context as well as documentation emphasizes this. Case study, readings and role play demonstrate.</p> <p>We discuss this topic in relation to the law and in relation to the place of psychotherapists in an inter-disciplinary context. As well, in terms of how insurance might work.</p> <p>We discuss and read about business practices such as online advertising, titling, security, referrals, etc. appropriate to the role.</p>
3.4e	Identify strengths as a therapist, and areas for development.	
3.4h	Participate in relevant professional development activities.	
3.5	Obtain Clinical supervision/consultation	
3.6	Provide education & training consistent with therapist's practice	
3.7	Maintain Client records	
3.8	Assist client with needs for advocacy & support	
3.9	Provide reports to 3 rd parties	
3.10	Establish business practices relevant to professional role	
4.0	<u>Therapeutic Process</u>	
4.1	Orient client to therapist's practice.	
A	Describe therapist's education, qualifications and role.	

B	Differentiate the role of the therapist in relation to other health professionals.	A central focus for this course, this competency will be demonstrated through in-class activities and written assignments
C	Explain the responsibilities of the client and the therapist in a therapeutic relationship.	In role plays students are required to practice introducing themselves and their practice (including legal issues and limits of confidentiality) to clients and receive feedback from their small groups.
D	Explain the advantages and disadvantages of participating in psychotherapy.	We have readings and video clips on this topic that are reflected on in class.
E	Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.	In their case study assignment all these competencies are central to assessment.
F	Explain relevant rules and policies.	As well the final text includes all aspects of the legal issues that intersect with the practice of psycho-spiritual therapy/psychotherapy
G	Respond to client questions.	We discuss practice read about various aspects of informed consent. Also, in case studies and role plays this is demonstrated.
H	Explain and obtain informed consent in accordance with legal requirements.	These are areas for reading, discussion and experiential activities (role playing) and demonstrated in the submitted assignments (esp case studies and final paper).
4.2	Establish and maintain core conditions for therapy.	
A	Employ empathy, respect, and authenticity.	We utilize several videos in class that explore issues such as fostering client autonomy, bracketing judgment and working to empower clients, utilizing appropriate language, working in diverse ethno-cultural contexts, exploring boundaries in intercultural contexts, unpacking counter
C	Demonstrate awareness of the impact of the client's context on the therapeutic process.	
D	Demonstrate sensitivity to the setting in which therapy takes place.	
E	Assume non-judgmental stance.	
G	Explain theoretical concepts in terms the client can understand.	
H	Foster client autonomy.	
I	Maintain appropriate therapeutic boundaries.	

J	Define clear boundaries of response to client's requests or demands.	<p>transference and how to use it safely and effectively in the therapeutic relationship.</p> <p>We focus especially on boundaries and the importance of safety and ethical dimensions of working with people of various backgrounds and how this impacts the therapeutic relationship</p> <p>The ethics autobiography and final paper are assignments in which students must explore issues of congruence and working with integrity in terms of their own worldview to serve the autonomy and belief system of the client.</p> <p>We discuss and consider at length the place of self disclosure and the impacts of transference and countertransference in the therapeutic relationship</p> <p>The Ethics autobiography and the final paper particularly emphasize SEUS. Students are required to discuss their social location, cultural, religious, privilege/power in terms of the therapeutic relationship – final paper</p> <p>This competency is also emphasized through in-class discussions and role playing and video clips that are analysed. (see Corey et al online video resources)</p>
K	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	
L	Employ effective skills in observation of self, the client and the therapeutic process.	
	Demonstrate dependability.	
4.3	Ensure safe and effective use of self in the therapeutic relationship.	
A	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	
B	Recognize the impact of power dynamics within the therapeutic relationship.	
C	Protect client from imposition of the therapist's personal issues.	
D	Employ effective and congruent verbal and non-verbal communication.	
E	Use self-disclosure appropriately.	
4.4		
A	Conduct an appropriate risk assessment.	
B	Assess for specific risks as indicated.	
C	Develop safety plans with clients at risk.	

<p>D</p> <p>4.5</p> <p>4.6</p>	<p>Refer to specific professional services where appropriate.</p> <p>Report to authorities as required by law.</p> <p>Structure and facilitate the Therapeutic Process</p> <ul style="list-style-type: none"> - Including all a-t <p>Refer Client A,b,c</p>	<p>A central focus for one of the week's readings is conducting risk assessments in terms of harm to self, harm to others and duty to report.</p> <p>As well, several of the case studies include risk assessment (including developing a safety plan, and engaging authorities as required by law) as a competency to be demonstrated.</p> <p>Finally, in the final test all areas of legal questions and issues are tested for.</p> <p>In class, we role play counselling sessions, especially working with angry clients, situations requiring referrals, situations of potential boundary violations, working with clients from diverse backgrounds, developing goals for therapy with client, shaping a counselling session. We draw on their learning in their assessment courses to explore assessment options and options for intervention.</p> <ul style="list-style-type: none"> - Identifying contextual issues is a strong point of our program, central aspect of honouring and respecting those with whom we work - We discuss the importance of reviewing progress with clients regularly and re-working goals with client - We discuss when and why to terminate therapy recognizing that some of this is framed by the psychotherapeutic modalities employed. <p>We discuss when to refer on several</p>
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<p>4.7</p> <p>5.0</p> <p>5.1</p> <p>5.2</p>	<p>Closure process</p> <p><u>Research</u> Remain current with the literature.</p> <p>Use research findings to inform clinical practice</p>	<p>occasions and this appears in the case study assignments as well. Referring a client when the needs are outside one's level of training/expertise and the challenges of this, referring to expand the circle of care, referring upon discharge/termination.</p> <p>Students are encouraged to develop a referral list.</p> <p>The importance of appropriate closure is discussed and the elements of closure are a focus for one of the readings/discussions. Also, this is a theme in the case study.</p> <p>Through some of the weekly readings. Students are required to do some research when they are sorting through the legal issues emerging in various case studies.</p> <p>The case study requires this, particularly when they are working with specific situations and needing to familiarize themselves with precedents.</p>
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Evaluation

Participation - 10% - Regular attendance, participation in discussion and engagement in course, evidence of having read and viewed weekly resource material, completion of weekly inventories and discussion questions when relevant.

Doherty Questions, discussion and response (10%) – come prepared for discussion weeks 3 and 4 by engaging the Doherty questions for each chapter. Submit a one-two page summary of your thoughts/learning from the reading, reflection and discussion. Due end of week 4.

Ethics Autobiography – 15% - 6-8 pages – Follow the template of questions for the Ethics Autobiography attached at end of syllabus (see Bashe, Anderson, Handelsman & Klevansky). Due week 6

Case study 1 – 15% - 6-8 pages - prepare a case study compiled from your own experience that reflects ethical challenges. Present the case to your small group/class, discuss ethical issues and develop an ethical-decision making process to sort through how you would respond (see the different models of ethical decision-making). Conclude with a final 2 sections: “documentation,” indicating what you would document, and “Self awareness,” indicating diversity/power issues, referral options, scope of practice, boundaries, counter transference, triggers, power dynamics, blind spots, etc. Submit the case presented and a one-page summary of learnings from presenting the case the week following your small-group presentation.... Due week 5

Case study 2 – 15% - 6-8 pages – choose (from a series of cases or create your own) an ethically challenging scenario related to your desired context of practice. Follow an ethical-decision making process (see Corey’s 8-step process (chapter 1, the CCPA ethical decision making process (CCPA Code of Ethics), feminist model for ethical decision making, etc.). After presenting a step-by-step ethical decision making process, add a section on “documentation” indicating what you would document following this process. Finally, please include a section on your own self-awareness in the situation – diversity/power issues, referral options, scope of practice, boundaries, counter transference, triggers, power dynamics, blind spots, etc. Due week 10

Final Paper – 25% - 10 pages – Write a paper presenting your understanding of professional ethics as a helping professional (spiritual care psychotherapist, spiritual care provider/ psycho-spiritual therapist, etc.) this should include a statement of commitment to ethical practice. In this paper you are expected to utilize references to readings, lectures, online resources, etc., however, the paper is to reflect your uniqueness in terms of integrating ethical practices within your own belief system and values. It should include a statement of values that are foundational to your work, how your faith/spirituality/worldview informs your practice, your understanding of the spiritual care/therapeutic relationship and how these will support you being an ethical practitioner. Codes of ethics, standards of practice (etc.) will inform your paper but you are to show how these are integrated into who you are (what you believe) and how you demonstrate being an ethical practitioner. The paper should also identify areas of self-awareness in the caring relationship (especially in terms of boundaries, power dynamics and differential, social/cultural/religious identity and impact on care, etc.) and your ways of ensuring your own ethical practice. Due Exam week.

Exam – 10% - multiple choice, true and false and short answer to demonstrate understanding of relevant codes of ethics (CRPO, CASC, CCPA, religious bodies, other), laws, standards of practice and learning from the text and course. This component of the course must be passed (70% minimum) in order for successful completion of the course.

Completed in class, week 12.

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.

A note about "trigger" warnings: You are preparing for a profession that by its nature presents you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your professional preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimuli and that you must be able to function appropriately and protect others from your own reaction to situations that may "trigger" a response in you. Much of your education will include the varieties of ways professionals handle these responses *helpfully*, for the person in their care and for themselves. (This skill is part of "safe and effective use of self.") In this course, mid-way through your program, it is expected that you have begun to hone practices for grounding yourself so as to function appropriately when you experience stimuli that "trigger" you (this may include therapy, journaling, spiritual practices, etc). It is expected that you are able to demonstrate this within the program as part of your safe and effective use of self. Ultimately, your emotional safety in the classroom and in the therapeutic context is your own responsibility.

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 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 Schedule

Weekly Themes and Readings

- Please complete the weekly self-inventory in each chapter of Corey, Corey, Callanan

Week 1 –Sept 13 - Introduction to Course, Introduction to Professional Ethics

Readings: *Issues and Ethics*, ch. 1 – compete self-assessment, inventory, pp 24-32.

Bashe, Allison & Anderson, Sharon K. & Handelsman, Mitchell M. & Klevansky, Robin. "An Acculturation Model for Ethics training: The Ethics Autobiography and Beyond," *Professional Psychology, Research and Practice*, 2007, Vol. 38, no. 1, 60-67.

Kristine Lund, "Good Fences Make Good Neighbours," pp 169-178 in *Psychotherapy: Cure of the Soul*.

Canadian Counselling and Psychotherapy Association, Notebook on Ethics <https://www.ccpa-accp.ca/ccpa-publications/> - click on "Notebook on Ethics", "What is counselling?" and "Scope of Practice for Counsellors"

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

College of Registered Psychotherapists on Ontario (CRPO) Professional Practice and Jurisprudence <http://www.crpo.ca/wp-content/uploads/2015/05/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf> Section 1

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

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_May2010_0.pdf

Religious group Ethics Code/Standards of Practice as available
Recommended: Mohrmann, Margaret E. "Ethical Grounding for a Profession of Hospital Chaplaincy," *Hastings Centre Report*, 2008, Vol 38, no. 6.

Week 2 - Sept 20 – Ethical Decision-Making Process

Readings: Corey et al Chapter 1

Process of Ethical Decision making, Canadian Counselling and Psychotherapy Association (CCPA)

Code of Ethics: https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

Week 3 – Sept 27 - Helper as a Person and Professional

Ethics Autobiography DUE

Readings: *Issues and Ethics*, ch. 2 – complete self-assessment

Doherty, *Soul Searching*, ch 1-4. Prepare responses to questions on Doherty book for discussion

Watch Youtube video Corey, Gerald – Keynote 2010 APA Conference

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

Seminar: Doherty discussion

Week 4 – Oct 4 - Values and the Helping Relationship

Readings: *Issues and Ethics*, ch. 3 – complete self-assessment
Doherty, *Soul Searching*, ch. 5-8. Prepare responses to questions on Doherty book for discussion.

Seminar: Doherty discussion

Week 5 – Oct 11 - Multicultural Perspectives and Diversity – Joanne Ginther

Readings: Ginther, add readings
Issues and Ethics, ch. 4 - complete self assessment
Canadian Counselling and Psychotherapy Association, Notebook on Ethics <https://www.ccpa-accp.ca/ccpa-publications/> - click on "Notebook on Ethics", "Valuing Diversity and Acting Ethically"

On blackboard - Stevens, "Professional Ethics in Multicultural and International Context," in *Principles of Multicultural Counseling and Therapy* by Gielen, Draguns, Fish, eds. Pp. 135-166.

Week 6 – Oct 18 - Client Rights and Helper Responsibilities

Readings: *Issues and Ethics*, ch. 5 - complete self assessment
CASC Scope of Practice document, Ontario legal rights of child

Readings/links on blackboard:

Canadian Counselling and Psychotherapy Association, Notebook on Ethics <https://www.ccpa-accp.ca/ccpa-publications/> - click on "Notebook on Ethics"

College of Registered Psychotherapists on Ontario (CRPO) Professional Practice and Jurisprudence <http://www.crpo.ca/wp-content/uploads/2015/05/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf> Section 2

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

Sexual Abuse under the RHPA (Regulated Health Professions Act)
<http://www.crpo.ca/home/complaints-and-concerns/sexual-abuse/#sexual-abuse>

READING WEEK

Week 7 – Nov 1 – Confidentiality: legal and ethical considerations

Readings: *Issues and Ethics* ch. 6 – complete self assessment

Psychotherapy Act 2007 <https://www.ontario.ca/laws/statute/07p10>

Canadian Counselling and Psychotherapy Association, Notebook on Ethics <https://www.ccpa-accp.ca/ccpa-publications/> - click on "Notebook on Ethics"

Summary of Age-Based Legal Milestones for Youth in Ontario <http://jfcy.org/wp-content/uploads/2013/10/AgeBasedMilestonesJune20121.pdf>

A Practical Guide to Mental Health and the Law in Ontario Toolkit - ch. 1,2,3,7
<http://www.oha.com/currentissues/keyinitiatives/mentalhealth/pages/mentalhealthandthelaw.aspx>

CRPO Professional Misconduct, <https://www.ontario.ca/laws/regulation/120317>

College of Registered Psychotherapists on Ontario (CRPO) Professional Practice and Jurisprudence
<http://www.crpo.ca/wp-content/uploads/2015/05/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf> Section 3

Week 8 – Nov 8 - Managing Boundaries and Multiple Relationships, Use of Social Media

Readings: *Issues and Ethics*, ch. 7 – complete self inventory

Week 9 – Nov 15 - Professional Competence and Training/ Ethical Issues in Supervision

Readings: *Issues and Ethics*, ch. 8 and 9 – complete self inventories

Week 10 – Nov 22 - Issues in Theory and Practice CASE STUDY DUE

Readings: *Issues and Ethics*, ch. 10 – complete self inventory

Week 11 – Nov 29 - Ethical Issues when working with couples and families and in groups

Readings: *Issues and Ethics*, chs. 11 & 12 – complete self inventories

Week 12 – Dec 6 - Ethical Issues when working in the Community and in Social Justice

Readings: *Issues and Ethics*, ch. 13 – complete self inventory

Exam week - Final Paper Due

Morality, Values and Professional Ethics – Doherty, *Soul Searching*

While reading *Soul Searching* (Doherty, William J, *Soul Searching: Why Psychotherapy must Promote Moral Responsibility* (Basic Books, 1995)) through weeks 3-4, please consider the following questions for reflection and in preparation for discussion in class.

Submit a 1-2 page summary of your response to the final questions on Doherty's book
Due week 4

For week 3:

1. Doherty, Chapter 1

Do you agree with Doherty when he writes, ". . . since the time of Freud [therapists] have overemphasized individual self-interest, giving short shrift to family and community responsibilities" (p. 7). Support your response.

Doherty writes, "that the therapist's role is to try 'to locate a sense of moral obligation in common sense, ordinary emotions, and everyday life . . .to help individuals discover and apply for themselves the moral rules they already, as social beings possess (p. 19)." Do you agree or disagree? What supports your answer?

2. Doherty, Chapter 2

Doherty strongly makes the case that it is not possible for therapists to be "morality-free". Do you agree or disagree? Why?

3. Doherty, Chapter 3

How do you respond to Doherty's stance of being a moral consultant to Marcia? Do you agree or disagree with how he intervened? Why?

4. Doherty, Chapter 4

What do you think about Doherty's stance on truthfulness? Do you think therapists or spiritual care providers fall into the trap of wanting to be "effective" and to do so bring about change by means of "benevolent deception"?

For week 4:

1. Doherty, Chapter 5

The most crucial point in the chapter this week is . . .? The idea I take most issue with this week is . . .?

2. Doherty, Chapter 6

What is your response to Doherty's discussion about "natural caring" and "ethical caring"? Does that fit for you or how would you understand caring in your role as spiritual care provider and/or counsellor?

3. Doherty, Chapter 7

As you read the various case scenarios presented by Doherty how do these inform your understanding of courage as a spiritual care psychotherapist? What will challenge your courage?

4. Doherty, Chapter 8

What is your response to Doherty's discussion of prudence?

1-2 page summary based on Final Question

Now after reading, reflecting on and discussing Doherty's book, how would you respond to Doherty's view that as therapists we need to be morally sensitive? Has your understanding of your role as a moral consultant in the practice of psychotherapy/spiritual care/leadership changed? If so, in what ways? If not, what will you take with you from having engaged Doherty's book?

The Ethics Autobiographyⁱ

Due week 6

Instructions: Answer the following questions after having read the article by Bashe et al. Once you have answered all the questions, reflect on what you have learned about yourself and how this impacts your functioning as a spiritual care practitioner/ psych-spiritual therapist.

- 1) What is your idea of right and wrong personal behavior?
 - a. Where does this perception come from?
- 2) What did you learn in your family of origin about right and wrong?
 - a. What do you recall were messages about ethnic and cultural groups different from yourself and how these groups see right and wrong?

- 3) How do your beliefs, religious worldview/ spirituality inform your understanding of ethical practice?
- 4) What is your idea of right and wrong professional behavior?
 - a. Where does this perception come from?
- 5) What formative experiences account for how you live your life (in your personal life and in ethical dilemmas you have experienced in professional life/training)?
- 6) Look at relevant codes of ethics, standards of practice, jurisprudence (CRPS, CASC, CCPA, religious group regulations). Which ethical standards/requirements are most compatible with your personal values?
 - a. Which ethical standards/ requirements are least compatible?
- 7) In a couple of sentences identify three personal characteristics, values, motivations, principles, behaviors, or skills that will be your greatest assets as a spiritual care practitioners/ psych-spiritual therapist?
 - a. How, or under what circumstances, might these attributes become your greatest weaknesses?

ⁱ Adapted from Bashe, A., Anderson, S., Handlesman, M, Klevansky, R. (2007). An Acculturation Model for Ethics Training: The Ethics Autobiography and Beyond. *Professional Psychology: Research and Practice* Bol. 38, No. 1, 60-67.