

# BRIERCREST

## CO 705 Counselling Ethics Winter 2022

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Course Dates: March 7-11, 2022

3 Credit Hours

### COURSE DESCRIPTION

A survey of ethical, legal, and professional issues within the counselling profession. The course will explore issues of boundaries, informed consent, confidentiality, and legal demands.

### COURSE INTEGRATION

This course is an integral part of the counselling program, taking the highest view of the need for counselling practices that affirm the dignity of the person, and the requirement of providing the best possible care in counseling. This course meets a requirement of the professional associations.

### COURSE TEXTS

#### Required Reading Codes of Ethics:

American Association for Marriage and Family Therapy. AAMFT Code of Ethics.  
[https://aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://aamft.org/Legal_Ethics/Code_of_Ethics.aspx). (For full access, you are encouraged to become a Student Member). (NOTE: At the bottom of the page is a link to download a PDF version of the document)

Canadian Association for Marriage and Family Therapy. CAMFT Code of Ethics.  
<https://www.camft.ca/resources/Documents/CAMFT%20-%20ACTCF%20Code%20of%20Ethics%20Feb%202019%20.pdf> <https://camft.ca/Code-of-Ethics>

Canadian Counselling and Psychotherapy Association. Code of Ethics. <https://www.ccpa-accp.ca/wp-content/uploads/2020/05/CCPA-2020-Code-of-Ethics-E-Book-EN.pdf>.

Professional Association of Christian Counsellors and Psychotherapists. Code of Ethics. <https://www.paccp.ca/wp-content/uploads/2018/10/Code-of-Ethics-2018-Final.pdf>.

#### Other Required Reading:

Davis, S. D., Fife, S. T., Whiting, J. B., and Bradford, K. P. (2021) Way of being and the therapeutic pyramid: Expanding the application of a common factors meta-model. *Journal of Marital and Family Therapy*, 47, 1, 69-84.

Drustrup, C., (2019). White therapists addressing racism in psychotherapy: an ethical and clinical model for practice. *Ethics and Behavior*, 30/3, 181-196.

Dueck, A. (1995). *Between Jerusalem and Athens: Ethical perspectives on culture, religion, and psychotherapy*. Eugene, OR: Wipf & Stock

Freedman, Jill, and Combs, Gene (1996). *Narrative Therapy: The Social Construction of Preferred Realities*. New York: W.W. Norton & Company. Ch. 10 - Relationships and Ethics

\*Geyer, Melanie (1994). Dual role relationships and Christian counseling. *Journal of Psychology and Theology*, 22, 3, 187-195.

\*Leslie, Richard S. (2003). Keeping clinical records, parts 1 and 2. *Family Therapy Magazine*. Jul/Aug, pp. 43-45, and Sept/Oct, pp. 45ff.

Liu, W. M., Liu, R. Z., Garrison, Y. L., Kim, J. Y. C., Chan, L., Hos, Y C. C. and Yeung, C. W. (2019) Racial trauma, microaggressions, and becoming racially innocuous: The role of acculturation and white supremacist ideology. *American Psychologist*, 74, 1, 143-155

Sanders, Randolph K., Ed. (2013). *Christian Counseling Ethics: A handbook for therapists, pastors and counselors, Second Edition*. Downers Grove, Ill.: IVP (For students in the MC program)

\*Tomm, Karl (1993). The ethics of dual relationships. *Dulwich Centre Newsletter*, 1993, Nos. 3&4, 47-54.

\*Walters, Diane (1998). Mandatory reporting of child abuse: Legal, ethical, and clinical implications within a Canadian context. *Canadian Psychology*, 36, 3, 163-182.

### Also Required:

The law governing health records and privacy in your province or residency or the jurisdiction in which you hope to practice.

### Recommended Reading

Anderson, Harlene (2001). Ethics and uncertainty: Brief unfinished thoughts. *Journal of Systemic Therapies*, 20, 4, 3-6.

Andersen, Tom, (2001). Ethics before ontology: A few words. *Journal of Systemic Therapies*, 20, 4, 11-13.

Butler, Mark H., Harper, J. M., & Seedall, R. B. (2009). Facilitated disclosure versus clinical accommodation of infidelity secrets: An early pivot point in couple therapy. Part 1: Couple relationship ethics, pragmatics and attachment, *Journal of Marital and Family Therapy*, 35, 1, 125-143.

Caldwell, B. (2018) MFT perspectives on assisted client suicide. *Family Therapy Magazine*, March/April, 24-26

- \*Cottone, R. Rocco and Tarvydas, V. M. (2007). *Counseling ethics and decision making, 3<sup>rd</sup> edition*. Upper Saddle River, NJ: Prentice-Hall. (A most comprehensive guide.
- \*Goldenberg, I., and Goldenberg, H. (2000). *Family Therapy: An Overview. (Fifth Edition)*. Pacific Grove, CA.: Brooks/Cole Publishing Company. Ch. 17 - Professional Issues and Ethical Practices.
- Milco, Michael R. (1997). *Ethical Dilemmas in Church Leadership: Case Studies in Biblical Decision Making*. Grand Rapids: Kegel
- Gergen, Kenneth (2001). Relational process for ethical outcomes. *Journal of Systemic Therapies, 20, 4*, 7-10.
- Jones, David Clyde. (1994). *Biblical Christian Ethics*. Grand Rapids: Baker.
- Murphy, Megan J., and Hecker, Lorna, eds. (2017) *Ethics and Professional Issues in Couple and Family Therapy, 2nd Edition*. Routledge.
- Swim, Susan, St. George, Sally A. and Wulff, Daniel P. (2001). Process ethics: A collaborative partnership. *Journal of Systemic Therapies, 20, 4*, 14-24.
- Ray, Faith Kaufhold (2001). Ethics in therapy: Moving from the mind to the heart. *Journal of Systemic Therapies, 20, 4*, 25-36.

(\*Posted to canvas)

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

## COURSE OUTCOMES

1. The student will consider the issues involved in developing a **theological** and philosophical foundation for ethical decision-making, an understanding of **ethical** issues pertinent to the field of Marriage and Family Therapy, counselling and psychotherapy, and an understanding of **legal** requirements incumbent upon professional therapists.
2. The student will develop a commitment to the practice of high ethical principles and will gain a sense of strength that comes from consistent ethical practice.
3. The student will develop an ability to think systematically through the steps involved in making ethical decisions.
4. The student will gain sensitivity to the prominence of ethical issues in the work of counselling.

## COURSE OUTLINE AND CONTENT

The following is a substantive list of topics that will be covered in the course:

- Theological and philosophical foundations for thinking ethically.

- Professional Codes of Ethics
- Competence
- Confidentiality
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- Dual Relationships
- Duty to Report
- Informed consent
- Sexual Attraction
- Professional Associations
- Etc.

## ASSIGNMENTS

Please submit all assignments to Canvas.

### *Pre-Course Assignment:*

1. Read Sanders' *Christian Counseling Ethics*, and write a reaction-reflection paper describing reactions, curiosities and new ideas learned. Include at least one idea from each chapter (use "bullet" form).  
**Length:** 2-3 pages  
**Due:** First day of class, **March 7, 2022**  
**Value:** 10%

Read Dueck's *Between Jerusalem and Athens* and write a reaction-reflection paper describing his understanding of the ethical implications of living in our western culture, and any other reflections or questions you may have.

**Length:** 2-3 pages  
**Due:** First day of class, **March 7, 2022**  
**Value:** 10%

### *Post-Course Assignments:*

1. Review the Counselling Contract that The Caring Place, a Christian counselling centre in Regina, uses in its work. Evaluate the contract for its attention to the principles, ideals and requirements contained in one of the codes of ethics of the American Association of Marriage and Family Therapists, The Canadian Counselling and Psychotherapy Association, or the Professional Association of Christian Counsellors and Psychotherapists. Go through the contract clause by clause and find the relevant statements in each code.  
**Length:** 4 pages  
**Due:** **May 6, 2022**  
**Value:** 15%
2. You will be given a vignette of an ethical dilemma at the end of the class. Write a paper describing how you would use the ethical decision process outlined in the code of ethics of one of the professional associations. Begin with a description of the steps outlined and describe how the five principles would guide you in your thinking. Also consider the ideas of Freedman and Combs, Ch. 10, and explain how your resolution of this dilemma is consistent with a collaborative approach that is also accountable to the client.

**Length:** 5 pages  
**Due:** May 6, 2022  
**Value:** 30%

3. Write a paper on the ethical issues faced by the therapist in the movie "What About Bob?" The therapist, Dr. Leo Marvin, makes a number of ethical blunders throughout the movie. Cite the relevant clauses in one of the codes as you discover these as issues in the movie. Specifically, discuss the issues we discussed in class, namely, informed consent, dual relationships, confidentiality, and competence. At what point did Dr. Marvin begin to fail regarding his fiduciary duty to his client, Bob? Especially with respect to the issue of competence, include both the issues of "self-of" and "skills-of" the therapist. Also, reflect on Dr. Marvin's behaviour and expectations of the client-counsellor relationship in light of the narrative ideas of Freedman and Combs. Finally, include a discussion on the "political value" of the movie, i.e., its social critique on the profession of psychotherapy. Remember that the client, Bob, cannot be in violation of the codes since he isn't bound by them. Also, do not make too big a deal about what the movie doesn't show, e.g., intake procedures, etc. Remember that it is a movie, not a therapy training video!

**Length:** 4 pages  
**Due:** May 6, 2022  
**Value:** 30%

4. Write a reflection on Matthew 5-7, the Ethic of the Kingdom – reflections on your morning meditations and on your small group discussions. How have these teachings of Jesus directed your thinking to a respectful and ethical stance towards the client?

**Length:** 2 pages  
**Due:** May 6, 2022  
**Value:** 5%

## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### *Attendance Policy*

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### *Modular Courses*

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### *Online Courses*

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### *Semester-Based Courses*

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

### *Course Schedules*

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### *Assignment Submission*

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

### *Return of Graded Assignments*

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

### *Academic Honesty*

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

### *Academic Accommodations*

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([egordon@briercrest.ca](mailto:egordon@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

## **BIBLIOGRAPHY**

Aducci, C. J., and Cole, C. L. (2011). Multiple relationships: Perspectives from training family therapists and clients. *Journal of Systemic Therapies*, 30, 4, 48-63.

American Association for Marriage and Family Therapy. *AAMFT Code of Ethics*.

- Augsburger, David, (1986). *Pastoral Counseling across Cultures*. Philadelphia: The Westminster Press.
- Bartlett, E. E. (1996). Protecting the confidentiality of children and adolescents. *The Hatherleigh Guide to Issues in Modern Therapy*. New York: Hatherleigh Press.
- Benner, D. G., ed. (1985). *Baker Encyclopedia of Psychology*. Grand Rapids, Mich.: Baker Book House.
- Carbonell, J.L., and Figley, C.R. (1996). Commentary on Lewis and Stokes - When trauma hits home: Personal trauma and the family therapist. *Journal of Marital and Family Therapy*, 22, 1, 53-58.
- Caudill, O. B. (1998). The hidden issue of informed consent. *Family Therapy News*, February/March.
- Caudill, O. B. (1999). Touched by a litigator: Hugging as therapeutic technique. *Family Therapy News*, February/March.
- Cottone, R. Rocco and Tarvydas, V. M. (1998). *Ethical and Professional Issues in Counseling*. Upper Saddle River, NJ: Prentice-Hall.
- Daniluk, J. C., and Haveerkamp, B. E. (1996). Ethical considerations in working with survivors of sexual abuse. *The Hatherleigh Guide to Issues in Modern Therapy*. New York: Hatherleigh Press. (Specifically: informed consent, competence.)
- Davis, S. D., Fife, S. T., Whiting, J. B., and Bradford, K. P. (2021) Way of being and the therapeutic pyramid: Expanding the application of a common factors meta-model. *Journal of Marital and Family Therapy*, 47, 1, 69-84.
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- Goldenberg, I., and Goldenberg, H. (2000). *Family Therapy: An Overview (5<sup>th</sup> ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Hiebert, Al (1980). The foundations of Paul's ethics. In Gaffney, James, (ed.). *Essays in Morality and Ethics*. New York: Paulist Press.
- Jones, David Clyde. (1994) *Biblical Christian Ethics*. Grand Rapids: Baker.
- Knight, Robert M. (1999). Secrets, lies, and the lesser of evils. *Family Therapy News*, June/July, 22f.

- Lewis, J.L., and Stokes, D.R. (1996). Obligated clinician self-disclosure: One therapist's interventions following a family member's publicized murder. *Journal of Marital and Family Therapy*, 22, 1, 41-52.
- Liu, W. M., Liu, R. Z., Garrison, Y. L., Kim, J. Y. C., Chan, L., Hos, Y C. C. and Yeung, C. W. (2019) Racial trauma, microaggressions, and becoming racially innocuous: The role of acculturation and white supremacist ideology. *American Psychologist*, 74, 1, 143-155
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- Pennsylvania court rules against psychiatrist (1998). *Family Therapy News*, June 1998.
- Ruiz-Balsara, Silvia N. (1998, June). HIV/AIDS and duty to warn: A current dilemma. *Family Therapy News*.
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- Sanders, R. K., Swenson III, J. E., and Schneller, G. R. (2011) Beliefs and practices of Christian psychotherapists regarding non-sexual multiple relationships, *Journal of Psychology and Theology*. 39, 430-344.
- Schlossberger, E., and Hecker, L. (1996). HIV and family therapists' duty to warn: A legal and ethical analysis. *Journal of Marital and Family Therapy*, 22, 1, 27-40.
- Stotland, Nada L., M.D. (1999). When religion collides with medicine. *American Journal of Psychiatry*, 156:2, 304-307.
- Thomas, Leonie Simmons (2001). An unfinished identity project. *Dulwich Centre Journal*, No. 3 & 4, 3-10.
- Walters, Diane (1998). Mandatory reporting of child abuse: Legal, ethical, and clinical implications within a Canadian context. *Canadian Psychology*, 36, 3, 163-182.