



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

CP5111 Ethical and Legal Issues in Counselling

3 credit hours. Prerequisites: None.

 On Campus **'A'** Live-Stream

January 17-21, 2022
Module W2
Monday-Friday, 9am- 4pm

Heather Tomes, M.Ed., R. Psych. (APE) #772
htomes@horizon.edu

Please note: This module requires reading and presentation preparation before the module.

Course Goals

Course Description

This course explores the ethical and legal issues that pertain to pastoral care and counselling including an analysis of professional ethics, training and practice standards, educational requirements, and mental health law. Consideration will be given to ethical practice in working across cultures, as well as the role of counsellor well-being as part of ethical practice.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them with the understanding and skills necessary to evaluate, interpret, and apply professional ethics and practice standards in their pastoral care and counsel of others.

Course Competencies and Learning Outcomes

To demonstrate competency in the **knowledge of counselling theory**, students will:

1. Develop an understanding of the moral, ethical, and legal issues pertaining to pastoral care and counselling.
 - *Assessment:* Reading Guide, Class Presentation, and Research Paper.
2. Explore a variety of ethical codes related to pastoral care and counselling and learn how to interpret and apply them across counselling situations.
 - *Assessment:* Class Presentation, participation in small group work and discussions, and Research Paper.
3. Identify ethical issues related to working with particular populations (children, youth, couples, families, groups, congregations, global workers).

- *Assessment:* Class Presentation, participation in small group work and discussions, and Research Paper.
4. Explore issues of confidentiality, client rights, informed consent, duty to warn and protect, dual relationships, and sexual misconduct, and understand the impact these have on pastoral care and counselling practice.
 - *Assessment:* Reading Guide, Class Presentation, participation in small group work and discussions, and Research Paper.

To demonstrate growth in **spiritual formation**, students will:

5. Identify and reflect on how personal beliefs, values, experiences, motivations, needs, culture, and other variables impact the formation of one's own ethical sense.
 - *Assessment:* Participation in small group work and discussions, Research Paper, and Reflective Paper.
6. Identify and reflect on the integration of one's own Christian ethic with the moral, ethical, and legal issues pertaining to pastoral care and counselling.
 - *Assessment:* Research Paper and Reflective Paper.

Course Work

Required Readings

Benner, David. *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. Downers Grove, Illinois: InterVarsity Press Formatio, 2015. ISBN: 9780830846122.

Corey, Gerald, Corey, Marianne, and Corey, Cindy. *Issues and Ethics in the Helping Professions*. 10th edition. Boston, MA: Cengage Learning Inc., 2019. ISBN: 9781337406291.

Sanders, Randolph K. *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors*. 2nd edition. Downers Grove, Illinois: InterVarsity Press, 2013. ISBN: 9780830839940.

Scazzero, Peter. *Emotionally Healthy Spirituality*. Updated edition. Grand Rapids, Michigan: Zondervan, 2017. ISBN: 9780310348498.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Recommended Resources

The following is a partial list of recommended readings. Other books and articles may be recommended throughout the course.

Ansloos, Jeffrey, Suzanne Stewart, Karlee Fellner, Alanaise Goodwill, Holly Graham, Rod McCormick, Henry Harder, and Christopher Mushquash. "Indigenous peoples and professional training in psychology in Canada." *Canadian Psychology* 60, no.4 (2019): 265 – 280. <https://doi.org/10.1037/cap0000189>.

Assembly of First Nations and Health Canada. "The First Nations Mental Wellness Continuum Framework". *Health Canada Publication Number 140358* (2015). Retrieved from http://health.afn.ca/uploads/files/24-14-1273-fn-mental-wellness-framework-en05_low.pdf

Bullis, Ronald. *Sacred Calling, Secular Accountability: Law and Ethics in Complementary and Spiritual Counseling*. New York: Brunner-Routledge, 2001. ISBN: 9781583910627.

Canadian Association for Spiritual Care. "Code of Ethics and Professional Conduct." https://spiritualcare.ca/about-casc_acss/casc-acss-code-of-ethics-and-professional-conduct/

Canadian Code of Ethics for Psychologists (4th Edition). https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

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

Canadian Human Rights Act, 1985. <https://laws-lois.justice.gc.ca/eng/acts/h-6/>

Canadian Professional Counsellors Association. "Code of Ethics" (2017). <https://www.cpcarpc.ca/pub/docs/CPCA%20Code%20of%20Ethics%20revised%202017.pdf>

Collins, Sandra and Nancy Arthur. "Culture-infused counselling: A model for developing multicultural competence." *Counselling Psychology Quarterly*, 23, no. 2, (2010): 217-233.

Eliason, Grafton, Mark Lepore, and Douglas Holmes. "Ethics in Pastoral Care and Counseling: A Contemporary Review of Updated Standards in the Field." *The Journal of Pastoral Care and Counseling* 67, no. 2 (2013).

Enns, Vicki. *Counselling in Relationships: Insights for Helping Families Develop Healthy Connections*. Winnipeg: ACHIEVE Publishing, 2021. ISBN: 9781988617121.

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- Guide to the Mental Health Services Act*. Government of Saskatchewan, 2015.
<https://www.ehealthsask.ca/services/resources/Resources/GuidetoTheMentalHealthServicesAct-Nov-2015.pdf>
- Grenz, Stanley. *The Moral Quest: Foundations of Christian Ethics*. Downers Grove: InterVarsity Press, 2000. ISBN: 9780830815685.
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<https://cdn2.psychologytoday.com/assets/attachments/34033/jcparticle.pdf>
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- Professional Association of Christian Counsellors and Psychotherapists. "Code of Ethics" (2018). <https://www.paccp.ca/wp-content/uploads/2018/10/Code-of-Ethics-2018-Final.pdf>
- Schirr, Darcia. "Legal Issues on Consent and Counselling of Minors."
<https://sasw.in1touch.org/document/4522/Consent%20when%20Counselling%20with%20Minors%20Schirr.pdf>
- The Mental Health Services Regulations*. Government of Saskatchewan, 1986.
<https://www.saskatchewan.ca/residents/health/accessing-health-care-services/mental-health-and-addictions-support-services/mental-health-support/seeking-professional-help>
- The Saskatchewan Human Rights Code*, 2018. <https://saskatchewanhumanrights.ca/wp-content/uploads/2020/03/Code2018.pdf>

Truscott, Derek, and Kenneth Crook. *Ethics for the Practice of Psychology in Canada* (3rd edition). Edmonton: University of Alberta Press, 2021. ISBN: 9781772125429.

Course Assignments and Activities

Pre-Module Assignments:

1. Reading Guide

Read chapters 1-6, 9, 12, and 14 from *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors* and chapters 1-8 from *Issues and Ethics in the Helping Professions* (be especially familiar with pages 19-23). Come to class prepared to engage in small group work and discussion based on content from these chapters.

- **Related Learning Outcomes:** #1 and 4.
- **Due Date: Monday January 17, 2021 at 9am.**

2. Class Presentation (30%)

Prepare a 45-minute power point presentation to be delivered to the class based on ONE of the ethics topics from chapters 5-12, 14, or 18 of the *Christian Counseling Ethics* text. Students will work and present individually or in pairs/groups, depending on class size. Email the Course Instructor stating your top 3 choices for the topic you would like to present on. Since there will only be one presentation per topic, the Course Instructor will coordinate which individual, pair, or group will present on which topic (first come; first served approach). **Submit your Power Point presentation to the Course Instructor by Monday, January 10 at 9am** for grading and feedback on the content of your presentation (**20% of your overall mark**). The quality of your presentation will also be graded (**10% of the overall mark**).

Include the following in your presentation:

- a) A brief introduction to the ethics topic including a clear definition and understanding of the issue
- b) Population affected and impact on population of ethical breaches (summarize the harm)
- c) Reference two ethical codes that address this topic and summarize how they do so (at least one of the codes should be Canadian)
- d) Note any provincial and/or federal laws that apply to this ethics topic or working with this population (if there are no legal references to the topic, note the implications for pastoral care providers and counsellors given the lack of legal references)
- e) Cite at least two Scripture references related to this ethics topic and expand on the application of biblical principles to this topic
- f) Name three implications for pastoral care and counselling practice based on this ethics topic
- g) At the end of your presentation, provide your classmates with a case scenario involving an ethical dilemma in pastoral care or counselling related to your presentation topic. Students will work in small groups to resolve the dilemma by applying the eight steps in ethical decision-making as outlined on pages 19 – 23 of the *Issues and Ethics in the Helping Professions* text.
- h) In addition, list five questions based on this case scenario that relate to your presentation topic for your classmates to discuss in small groups and report their conclusions back to the larger class.

- i) Be prepared to submit your Power Point presentation and notes to the Course Instructor on the assigned date of your class presentation. Utilize a minimum of 10 sources in preparing your presentation, including *Christian Counseling Ethics* and *Issues and Ethics in the Helping Professions*. Be sure to cite all sources used in your presentation including ethical codes and provincial or federal laws.
- **Related learning outcomes:** #1, 2, 3, 4, and 6.
 - **Assignment Length:** 45-minute class presentation plus case scenario with an ethical dilemma and discussion questions for classmates to work through in small groups.
 - **Due date: January 10, 2022 at 9am (Power Point presentation content review)**
 - **Due Date: January 17 - 21, 2022 (Power Point presentation delivery)**

3. Class Participation (10%)

Throughout the week there will be small group work and discussions based on chapters 1-6, 9, 12, and 14 from *Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors* and chapters 1-8 from *Issues and Ethics in the Helping Professions*. Come to class having read the assigned material, and be ready to engage with and contribute to discussions in a meaningful and professional manner.

- **Related learning outcomes:** #2, 3, 4, and 5.
- **Due date: January 17-21, 2022.**

Post-Module Assignments

4. Research Paper (30%)

Write a research paper using chapters 1 and 2 from *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors* and chapters 3 and 5 from *Issues in the Helping Professions* as basic references.

- a) Summarize the main approaches to a relationship between Christian ethics and professional counselling ethics
- b) Outline three strengths and three challenges involved with integrating Christian ethics and professional counselling ethics
- c) Detail your position on the relationship between Christian ethics and professional counselling ethics
- d) Apply your position (from 4c) to ONE of the following case scenarios listed on pages 81-82 from *Issues and Ethics in the Helping Professions*: 1, 2, 4, 5, 6, 10, 11, 14, 15 or an alternate option: a 35-year-old client who has been diagnosed with a terminal disease who wishes to pursue medical assistance in dying. Aim to resolve this dilemma by applying the eight steps in ethical decision-making as outlined on pages 19 – 23 of the *Issues and Ethics in the Helping Professions* text.
- e) Apply your position (from 4c) to both of the following:
 - The question posed on page 34 from *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors*: Is therapy with a Christian therapist really different from therapy with a person who is not a Christian?
 - This statement: It is both possible and desirable for counsellors to remain neutral to prevent their values from influencing clients.
- f) Your research paper should include a minimum of 10 references, with at least 5 primary references.
 - **Related learning outcomes:** #1, 2, 3, 4, 5 and 6.

- **Assignment Length:** 8-10 pages.
- **Due date: Monday February 28, 2022**

5. Reflective Paper (30%)

Drawing from *Emotionally Healthy Spirituality*, *The Gift of Being Yourself* and chapter 2 from *Issues and Ethics in the Helping Professions*, write a reflective paper that explores the following:

- What are my motivations for becoming a pastoral counsellor? How will I know when I'm working for my own benefit at the expense of my client's benefit?
- From *Emotionally Healthy Spirituality*:
 - Consider the top 10 symptoms of emotionally unhealthy spirituality outlined in chapter 2 – which two symptoms might you be most vulnerable to? Discuss.
 - Refer to The Beaver System Model on page 110. Within which one of the five levels might your family of origin fit?
 - Reflect on 2 Corinthians 5:17 in light of your family of origin and early developmental experiences. What “old things” in your life might need to be addressed in order for them to begin passing away, so that all things can be made new in your heart and mind? Identify three specific countertransference issues that you may be vulnerable to as a result of your family of origin experiences, and outline how you will aim to address these in your life.
 - How will you ensure that your “doing for God” does not exceed your “being with God” throughout your practice as a pastoral counsellor? Discuss specifically:
 - Healthy boundaries and limits for yourself personally and professionally.
 - Outline your personal action plan for effective self-care, ongoing spiritual growth, and professional development.
- From *The Gift of Being Yourself*:
 - Consider Dr. Benner's statement on page 48: “Genuine self-knowledge begins by looking at God and noticing how God is looking at us” coupled with his statement on page 52 “Genuinely transformational knowing of self always involves encountering and embracing previously unwelcomed parts of self.” Write about the application of each of these statements to your spiritual and personal development goals.
 - Reflect on the following questions: How much do I depend on being appreciated by others in my own life? Do I depend primarily on God, myself, or others to confirm my worth? How can I continue to develop healthy boundaries in these areas? Write about your reflections.
- Cite any sources used, including the three course texts identified above.
 - **Related learning outcomes:** #4 and 5.
 - **Assignment Length:** 5-7 pages.
 - **Due date: Monday March 7, 2022**

Course Outline / Class Schedule

*Notes:

- The outline below is a general guide – changes may be made as necessary throughout the week.

- There will be small group work and discussions throughout the week based on lectures, presentations, and case studies given by the course instructor.
- **Assignments will not be accepted after Monday March 14, 2022.**

Monday, January 17, 2022

1. Introductions and Review of Syllabus
2. Embracing Our Ethical Mandate (Chapter 1 – Sanders; Chapter 1 - Corey, Corey, and Corey)
3. Essential Elements for Ethical Counsel (Chapter 4 – Sanders; Chapter 5 - Corey, Corey, and Corey)
4. Relevant Codes, Acts, and Laws
5. Professional Competence and Training (Chapter 8 - Corey, Corey, and Corey)
6. Class Presentation # 1 – Sexual Misconduct and the Abuse of Power
7. Small Group Work
8. Reflection and Processing

Tuesday, January 18, 2022

9. Psychotherapy and Christian Ethics (Chapter 2 – Sanders)
10. Qualifications of the Christian Mental Health Professional (Chapter 3 – Sanders)
11. Class Presentation #2 – Non Sexual Multiple Relationships
12. Small Group Work
13. Class Presentation #3 – Ethics in Couples Therapy
14. Small Group Work
15. Reflection and Processing

Wednesday, January 19, 2022

16. The Counsellor as a Person and a Professional (Chapter 2 – Corey, Corey, and Corey)
17. Values and the Helping Relationship (Chapter 3 - Corey, Corey, and Corey)
18. Class Presentation #4 – The Child Client
19. Small Group Work
20. Class Presentation #5 – Addressing Spiritual and Value Issues in Therapy
21. Small Group Work
22. Reflection and Processing

Thursday, January 20, 2022

23. Class Presentation #6 – The Sexual Minority Client
24. Chapel from 10:50am-12:20pm
25. Small Group Work
26. Class Presentation #7 – Clients with Chronic Conditions
27. Small Group Work
28. Reflection and Processing

Friday, January 21, 2022

29. Class Presentation #8 – Ethical Concerns in Culturally Sensitive Practice
30. Small Group Work
31. Class Presentation #9 – Pastors Who Counsel

32. Small Group Work
33. Class Presentation #10 - Ethics in Member Care
34. Small Group Work
35. Reflection and Processing

Estimate of Time Investment (individual time investments may vary)

Readings	25 hrs	N/A	Assignment Weighting
Classroom time	30 hrs	N/A	
1. Class Presentation	15 hrs	January 10, 17-21	30%
2. Class Participation	N/A	January 17-21	10%
3. Research Paper	30 hrs	February 28	30%
4. Reflective Paper	20 hrs	March 7	30%
Total =		120 hrs	

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory

C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Horizon’s Dean of Students, Associate Dean of Students, or Academic Coach.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

- Ansloos, Jeffrey, Suzanne Stewart, Karlee Fellner, Alanaise Goodwill, Holly Graham, Rod McCormick, Henry Harder, and Christopher Mushquash. "Indigenous peoples and professional training in psychology in Canada." *Canadian Psychology* 60, no.4 (2019): 265 – 280. <https://doi.org/10.1037/cap0000189>.
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- Canadian Professional Counsellors Association. "Code of Ethics" (2017). <https://www.cpcarpc.ca/pub/docs/CPCA%20Code%20of%20Ethics%20revised%202017.pdf>
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<https://cdn2.psychologytoday.com/assets/attachments/34033/jcparticle.pdf>
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<https://sasw.in1touch.org/document/4522/Consent%20when%20Counselling%20with%20Minors%20Schirr.pdf>
- The Mental Health Services Regulations*. Government of Saskatchewan, 1986.
<https://www.saskatchewan.ca/residents/health/accessing-health-care-services/mental-health-and-addictions-support-services/mental-health-support/seeking-professional-help>
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