



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  Live-Stream

January 15 - 19, 2024
Module W2
Monday-Friday, 9am- 4pm

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Office hours: Tuesday – Thursday

Please note: This course includes substantial reading and preparation work before the module.

Course Goals

Course Description

This course explores the ethical and legal issues that pertain to clinical pastoral 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 clinical pastoral counselling ministry.

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 clinical pastoral counselling.
 - *Assessment:* Reading Guide, Class Presentation, Test, and Major Paper.
2. Explore a variety of ethical codes related to clinical pastoral counselling and learn how to interpret and apply them across counselling situations.
 - *Assessment:* Class Presentation and Major Paper.
3. Identify ethical issues related to working with specific populations (youth, couples, families, sexual minorities, global workers, congregations, and across cultures).

- *Assessment:* Class Presentation.
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 clinical pastoral counselling practice.
 - *Assessment:* Class Presentation, Test, and Major 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:* Reflective Paper.
6. Reflect on the integration of one's own Christian ethic with the moral, ethical, and legal issues pertaining to clinical pastoral counselling.
 - *Assessment:* Major Paper.

Course Work

Required Readings

Canadian Association for Spiritual Care. "Code of Ethics and Professional Conduct." (Available on the Populi course page, under the "Files" tab.)

Canadian Counselling and Psychotherapy Association. "Code of Ethics" (2020). (Available on the Populi course page, under the "Files" tab.)

Corey, Gerald, Corey, Marianne, and Corey, Cindy. *Issues and Ethics in the Helping Professions*. 10th edition. Boston, MA: Cengage Learning Inc., 2019. ISBN: 9780357670552. (Note: there is an 11th edition of this textbook. It is not a requirement for this course due to availability and pricing concerns, however, if you wish to purchase it, you are welcome to do so. Chapter references in this syllabus are based on the 10th edition).

Professional Association of Christian Counsellors and Psychotherapists. "Code of Ethics" (2018). (Available on the Populi course page, under the "Files" tab.)

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

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

****While students have the benefit of accessing many of 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.

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

Canadian Counselling and Psychotherapy Association. "Standards of Practice: Sixth Edition" (2021).

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).

Guide to the Mental Health Services Act. Government of Saskatchewan, 2015.

Grenz, Stanley. *The Moral Quest: Foundations of Christian Ethics*. Downers Grove: InterVarsity Press, 2000. ISBN: 9780830815685.

Luepker, Ellen. *Record Keeping in Psychotherapy and Counseling*. New York: Routledge, 2012. ISBN: 9780415892612.

McDugal, Sarah, and Miller, Nicholas. "Understanding and Implementing Sexual Misconduct Policy". Unpublished Document.

McDugal, Sarah, Jennifer Schwirzer, and Nicole Parker. *Safe Churches: Responding to Abuse in the Faith Community*. College Station, TX: Abide Counseling Press, 2019. ISBN: 9781733483414.

Plante, Thomas. "Integrating spirituality and psychotherapy: ethical issues and principles to consider". *Journal of Clinical Psychology* 63, no. 9. (2007): 891 – 902.

The Mental Health Services Regulations. Government of Saskatchewan, 1986.

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 (5%).

Read chapters 1-6, 9, 10, 12, 14, 15 and 18 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). Read the codes of ethics from the Canadian Association of Spiritual Care (CASC), the Canadian Counselling and Psychotherapy Association (CCPA), and the Professional Christian Counsellors and Psychotherapists Association (PACCP). Post a note in Populi to confirm you have completed the pre-module reading.

- Related Learning Outcomes: #1 and 4.
- **Due date:** Monday, January 15, 2024 at 9am.

2. Class Presentation (30%).

Prepare a **30-minute power point presentation** to be delivered to the class based on one of the topics from chapters 5, 6, 9, 10, 12, 14, 15 or 18 of the *Christian Counseling Ethics* text.

Students will work and present individually or in pairs/groups, depending on class size. Email the professor stating your top 3 choices for the topic you would like to present on. Since there will only be one presentation per topic, the professor will coordinate which individual, pair, or group will present on which topic (first come; first served approach).

Submit your PowerPoint presentation and notes to the professor by **Monday, January 8 (10% of your overall mark)**. The professor will review your presentation and provide feedback prior to the module.

Include the following in your presentation:

- a) A brief introduction to the 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 topic or working with this population (if there are no legal references to the topic, note the implications for clinical pastoral counsellors given the lack of legal references)
- e) Cite at least two Scripture references related to this topic and expand on the application of biblical principles to this topic
- f) Name three implications for clinical pastoral counselling practice based on this topic
- g) At the end of your presentation, provide your classmates with a case scenario involving an ethical dilemma focused on your specific 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) 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, and 4.
- **Assignment length:** 30-minute class presentation plus case scenario involving an ethical dilemma for classmates to work through in small groups.
- **Due date:** January 8, 2024 (Power Point presentation content review – 10%)
- **Due date:** January 15-19, 2024 (Power Point presentation delivery – 20%)

Post-Module Assignments

3. Test (15%).

Students will complete a test based on content from the assigned readings and class lectures. The test will be administered through Populi and can be completed any time after the conclusion of the module, by the due date specified. Instructions for taking the test will be provided to students during the module.

- Related learning outcomes: #1 and 4.
- **Due date:** On or before February 12, 2024.

4. Major Paper (30%).

Write a major 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.

- Summarize the main approaches to a relationship between Christian ethics and professional counselling ethics
- Outline three strengths and three challenges involved with integrating Christian ethics and professional counselling ethics
- Explain your position on the relationship between Christian ethics and professional counselling ethics.
- Identify a professional ethics code that best aligns with your position from 4c
- Apply the steps outlined by this professional ethics code as you work to resolve one of the case scenarios listed in Populi (if you choose the CASC Code of Ethics, follow the steps from *Issues in the Helping Professions*, pages 19-23)
- Your paper should include a minimum of 7 references, with at least 5 primary references.
 - Related learning outcomes: #1, 2, 4, and 6.
 - **Assignment length:** 6 - 8 pages.
 - **Due date:** Monday February 19, 2024.

5. Reflective Paper (20%).

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

- From *Emotionally Healthy Spirituality*:
 - Consider the top 10 symptoms of emotionally unhealthy spirituality – which two symptoms are you most vulnerable to? Discuss.
 - Refer to The Beaver System Model. Which one of the five levels best describes your family of origin?
 - Based on 5.a.1., identify three specific countertransference issues you might experience because of your unique family of origin factors.

4. How will you ensure that your “doing for God” does not exceed your “being with God” throughout your practice as a clinical pastoral counsellor? Discuss specifically:
 - i. healthy boundaries and limits for yourself personally and professionally.
 - ii. your personal action plan for effective self-care, ongoing spiritual growth, and professional development.
 5. What other insights from Scazzero’s book impacted you? Write about your reflections.
- Related learning outcomes: #4 and 5.
 - **Assignment length:** 5-7 pages.
 - **Due date:** Monday, March 11, 2024.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Reading Guide	30 hrs	January 15	5%
2. Class Presentation	15 hrs	January 8, 15-19	30%
3. Test	5 hrs	February 12	15%
4. Major Paper	25 hrs	February 19	30%
5. Reflective Paper	15 hrs	March 11	20%
	120 hrs		

Course Outline

*Notes:

- The outline below is a general guide – changes may be made as necessary throughout the week.
- There will be small group work throughout the week based on lectures, presentations, and case studies given by the professor.
- **Assignments will not be accepted after Monday, March 11, 2024.**

Monday, January 15, 2024

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. Small Group Work
6. Reflection and Processing

Tuesday, January 16, 2024

1. Counselling and Christian Ethics (Chapter 2 – Sanders)
2. Qualifications of the Christian Mental Health Professional (Chapter 3 – Sanders)
3. Class Presentation # 1 – Sexual Misconduct and the Abuse of Power
4. Small Group Work
5. Reflection and Processing

Wednesday, January 17, 2024

1. Class Presentation #2 – Non-Sexual Multiple Relationships
2. Small Group Work
3. Class Presentation #3 – Addressing Spiritual and Value Issues in Therapy
4. Small Group Work
5. Reflection and Processing

Thursday, January 18, 2024

1. Class Presentation #4 – Ethical Concerns in Culturally Sensitive Practice
2. Small Group Work
3. Class Presentation #5 – The Sexual Minority Client
4. Small Group Work
5. Reflection and Processing

Friday, January 19, 2024

1. The Counsellor as a Person and a Professional (Chapter 2 – Corey, Corey, and Corey)
2. Professional Competence and Training (Chapter 8 - Corey, Corey, and Corey)
3. Class Presentation #6 – Pastors Who Counsel
4. Small Group Work
5. Class Presentation #7 – Ethics in Member Care
6. Small Group Work
7. Reflection and Processing

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](#) explains how to submit assignments on Populi.

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 Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking a course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students were expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for your class, you must 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

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."

Canadian Counselling and Psychotherapy Association. "Code of Ethics" (2020).

Canadian Counselling and Psychotherapy Association. "Standards of Practice: Sixth Edition" (2021).

Canadian Human Rights Act, 1985.

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

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

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).

Guide to the Mental Health Services Act. Government of Saskatchewan, 2015.

Grenz, Stanley. *The Moral Quest: Foundations of Christian Ethics*. Downers Grove: InterVarsity Press, 2000. ISBN: 9780830815685.

Luepker, Ellen. *Record Keeping in Psychotherapy and Counseling*. New York: Routledge, 2012. ISBN: 9780415892612.

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