

**Course Syllabus**  
**Professional Ethics in Counselling and Spiritual Care**  
**Regis College, Toronto School of Theology**  
**Summer, 2018**

***Instructor Information***

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***Course Identification***

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Course Number: RGP3564 + RGP6564  
Course Name: Professional Ethics in Counselling and Spiritual Care  
Course Location: Regis College, Classroom A  
Prerequisites: none

***Course Description***

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This interdisciplinary course will introduce core ethical issues in counselling which impact psychotherapists, marriage and family therapists and spiritual care providers, working in a variety of private and institutional settings. Codes of Ethics and Professional Practice Standards from the major regulating bodies will be examined, including the College of Registered Psychotherapists of Ontario (CRPO), the Canadian Association for Spiritual Care (CASC), the American and Ontario Associations for Marriage and Family Therapy (AAMFT/OAMFT), and the Canadian Psychological Association (CPA).

This enriched theoretical and practical course (3-credit hours) is designed to fulfill the Entry-to-Practice Competency Profile of the College of Registered Psychotherapist of Ontario (CRPO) for: "Foundations" (1.1-1.5), "Collegial & Interprofessional Relationships" (2.1-2.3), "Therapeutic Process" (4.1-4.7), "Professional Literature and Applied Research" (5.1-5.2), and especially, "Professional Responsibilities" (3.1-3.10). Theological and spiritual reflection on clinical practice in multicultural contexts is encouraged. Lectures, class discussions, ethical decision making on case studies, clinical interviewing, instructional videos, weekly reflection papers, final research paper (AD).

## Course Resources

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- ❑ Required Course Texts/Bibliography
- ❑ Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. New York: Paulist Press, 2010.
- ❑ Truscott, Derek, and Kenneth H. Crook. *Ethics for the Practice of Psychology in Canada*. Revised and expanded edition. Edmonton, AB: University of Alberta Press, 2013.
- ❑ a list of current, peer-reviewed journal articles will also be required reading.

### Optional Text

- ❑ Corey, G., Corey, M, and Callanan, P. *Issues and Ethics in the Helping Professions* (8<sup>th</sup> edition). Brooks/Cole: Pacific Grove, CA: 20XX

### Important Course Documents

**College of Registered Psychotherapists (CRPO/OPAO) Code of Ethics (2013).**

<http://www.crho.ca/wp-content/uploads/2013/06/Code-of-Ethics.pdf>

**Registered College of Psychotherapists (CRPO/OAPO)**

Professional Practice & Jurisprudence for Psychotherapists (2015)

<http://www.crho.ca/wp-content/uploads/2015/05/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf>

**Registered College of Psychotherapists (CRPO/OPAO)**

Professional Practice Standards for Registered Psychotherapists (Jan 15, 2014)

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

**Government of Ontario, Psychotherapy Act, 2007.** <https://www.ontario.ca/laws/statute/07p10>

Registration Regulation. <https://www.ontario.ca/laws/regulation/150067>

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

Quality Assurance Regulation: <https://www.ontario.ca/laws/regulation/130034>

**The American Association for Marriage and Family Therapy (AAMFT) Code of Ethics (2015)**

[https://www.aamft.org/iMIS15/AAMFT/Content/legal\\_ethics/code\\_of\\_ethics.aspx](https://www.aamft.org/iMIS15/AAMFT/Content/legal_ethics/code_of_ethics.aspx)

**The Canadian Association of Spiritual Care:**

Common Standards for Professional Chaplaincy

[http://www.spiritualcare.ca/flow/uploads/pdfs/Professional\\_Chaplaincy\\_March\\_2005.pdf](http://www.spiritualcare.ca/flow/uploads/pdfs/Professional_Chaplaincy_March_2005.pdf)

Common Standards for Pastoral Educators/Supervisors

[http://www.spiritualcare.ca/flow/uploads/pdfs/Pastoral\\_Educators\\_Supervisors\\_March\\_2005.pdf](http://www.spiritualcare.ca/flow/uploads/pdfs/Pastoral_Educators_Supervisors_March_2005.pdf)

Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students

<http://www.spiritualcare.ca/page.asp?ID=46>

Principles for Processing Ethical Complaints.

[http://www.spiritualcare.ca/flow/uploads/pdfs/Processing\\_Ethical\\_Complaints\\_March\\_2005.pdf](http://www.spiritualcare.ca/flow/uploads/pdfs/Processing_Ethical_Complaints_March_2005.pdf)

Full Procedures & Policies Manual (2015). (Ch 5) Code of Ethics For Spiritual Care Professionals

<http://www.spiritualcare.ca/manual.asp>

## ❓ Course Website(s)

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

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

- Personal Website <http://individual.utoronto.ca/jsmith>

## ***Course Learning Objectives***

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### Regis College

#### BD Level

- 1) To **acquire a basic knowledge** of the ethical issues impacting clinical care in private and institutional settings with a focus on one's primary modality of psychotherapeutic counselling and applicable codes of ethics and professional conduct.
- 2) To **acquire a basic grasp** of one recognized model of ethical decision making in clinical work, and to practice using this model in class exercises.
- 3) To **reflect upon oneself**, in terms of how one's own inherent biases and worldview (including things like gender, faith, ethnicity, etc.) impinge upon the one's ability to work ethically as a psychotherapist.
- 4) To **consider one's past and present clinical practice** and how the theories, practices and guidelines presented in the course may be best used in current contexts, such as private practice and institutional settings.
- 5) To **make links** between the major themes of professional theory and praxis from an interdisciplinary standpoint – particularly how religious faith, spirituality and values can be effectively integrated into religious and non-religious evidence-based research and practice.
- 6) To **engage in classroom exercises** with one's peers, designed to concretize these modalities and foster a collaborative professional sensibility for working in multidisciplinary teams.

## AD Level

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<b>By the end of this course, students will have acquired the following levels of knowledge:</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:</b>
1) To <b>acquire a high level of knowledge</b> concerning the ethical issues impacting clinical care in counselling with a focus on integrating one or more psychotherapeutic modalities into one's particular context.	<ul style="list-style-type: none"> <li>• lectures</li> <li>• readings</li> <li>• reflection papers</li> <li>• research paper</li> </ul>	<ul style="list-style-type: none"> <li>• Th.M 1 (Pastoral Theology)</li> <li>• Th.M 2 (Pastoral Counselling)</li> <li>• D. Min</li> <li>• Ph.D. (Pastoral Theology)</li> </ul>
2) To <b>acquire greater facility</b> in using one more ethical decision making models for the purposes of becoming a wise discerner of the more complex ethical dilemmas in varied clinical care contexts.	<ul style="list-style-type: none"> <li>• group work with ethical decision making model</li> <li>• class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Th.M 1 (Pastoral Theology)</li> <li>• Th.M 2 (Pastoral Counselling)</li> <li>• D. Min</li> <li>• Ph.D. (Pastoral Theology)</li> </ul>
3) To <b>reflect upon oneself</b> , in terms of how one's own and inherent biases and worldview (such as faith, gender, and ethnicity, etc.), may impinge upon one's ability to work ethically as a psychotherapist.	<ul style="list-style-type: none"> <li>• reflection papers</li> <li>• class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Th.M 1 (Pastoral Theology)</li> <li>• Th.M 2 (Pastoral Counselling)</li> <li>• D. Min</li> <li>• Ph.D. (Pastoral Theology)</li> </ul>
4) To <b>consider, with even greater depth</b> , how prior experience may now be reconsidered in terms of the theories and practices presented in the course, and best used in current contexts, such as private practice and institutional settings.	<ul style="list-style-type: none"> <li>• clinical interviewing</li> <li>• final paper</li> </ul>	<ul style="list-style-type: none"> <li>• Th.M 1 (Pastoral Theology)</li> <li>• Th.M 2 (Pastoral Counselling)</li> <li>• D. Min</li> <li>• Ph.D. (Pastoral Theology)</li> </ul>
<b>By the end of this course, students will have had an opportunity to demonstrate and enhance their level of ability in the following areas:</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:</b>

<p>5) To <b>explore with greater sophistication</b> the links between the major themes of professional theory and praxis from an interdisciplinary standpoint – particularly how religious faith, spirituality and values can be more effectively integrated into religious and non-religious evidence-based research and practice.</p>	<ul style="list-style-type: none"> <li>• final paper</li> </ul>	<ul style="list-style-type: none"> <li>• Th.M 1 (Pastoral Theology)</li> <li>• Th.M 2 (Pastoral Counselling)</li> <li>• D. Min</li> <li>• Ph.D. (Pastoral Theology)</li> </ul>
<p><b>By the end of this course, students will have had an opportunity to demonstrate and enhance the following areas of vocational preparation:</b></p>	<p><b>This outcome will be achieved through these course elements:</b></p>	<p><b>This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:</b></p>
<p>6) To engage in <b>classroom exercises</b> with one’s peers, <b>demonstrating leadership</b> in concretizing the modalities, and fostering a collaborative professional sensibility for working in multidisciplinary teams.</p>	<ul style="list-style-type: none"> <li>• ethical decision making exercises using case studies method.</li> <li>• class discussions</li> <li>• whole course</li> </ul>	<ul style="list-style-type: none"> <li>• Th.M 1 (Pastoral Theology)</li> <li>• Th.M 2 (Pastoral Counselling)</li> <li>• D. Min</li> <li>• Ph.D. (Pastoral Theology)</li> </ul>

## ***Evaluation***

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### **?** Requirements

#### **Basic Degree (3000)**

#### **Students will be required to complete:**

- 1) **Ten Reflection Papers** (2 pages each) (50%) (see schedule). A numerical mark out of 100 for each.
- 3) **Class Participation**, attendance, punctuality (10%).

#### **Reflection Papers and Final Paper will be graded using the following guide:**

- 1) Clarity, Conciseness, and Fidelity to Chicago Manual Style. (16<sup>th</sup> edition, 2010, and other Instructions (25%)
- 2) Accuracy & Critical Thinking Ability (25%)
- 3) Creativity and Scope (25%)
- 4) Pastoral and Spiritual Reflection and Integration (25%):

**TOTAL 100%**

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### **Advanced Degree (6000)**

Students will be required to complete:

- 1) **Five Reflection Papers** (2 pages each) (50%) (see schedule). A numerical mark out of 100 for each. The lowest grade paper dropped, or one paper may be omitted, without penalty.
- 2) **Final Research Paper:** 12-15 pages, maximum (40%). Students will be docked 5% for every day that papers are late, except in the case of documented medical reasons or emergencies.
- 3) **Class Participation**, attendance, punctuality (10%).

### **Reflection Papers and Final Paper will be graded using the following guide:**

- 1) Clarity, Conciseness, and Fidelity to Chicago Manual Style. (16<sup>th</sup> edition, 2010), and other formatting instructions (25%)
- 2) Accuracy & Critical Thinking Ability (25%)
- 3) Creativity and Scope (25%)
- 4) Pastoral and Spiritual Reflection and Integration (25%):

### **TOTAL 100%**

#### **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).

**Late work (BD & AD).** Basic Degree students are expected to hand in assignments by the date given in the course outline.

No late Reflection Papers accepted unless for documented medical reasons or emergencies. Regarding final research papers (AD), my policy is a 5% reduction per-day, up to a maximum of three days. After three days, accepting any assignment (without a prior extension) is strictly at the discretion of the professor, and will usually result in a "0" or Failure (FZ) for the item(s) in question.

Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by required dates this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently 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.

## **Policies**

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**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.

**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 Christian 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>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**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>).

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

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