

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	PROFESSIONAL ETHICS COUN 0775 1S
Date, Time, and Delivery Format	SEPTEMBER 9 – DECEMBER 6, 2024 TUESDAYS 6:45 – 9:35 PM SYNCHRONOUS ONLINE
Instructor	GRACE KUIPERS, MDiv, RP, RMFT-SM, CCFT, CPT Email: gkuipers@tyndale.ca
Class Information	The classes will be on Zoom on Tuesdays from 6:45 – 9:35 pm. Online Office Hours: Thursdays 12 - 1 pm or by appointment. Please e-mail instructor to schedule.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Offers the participant a foundational knowledge of the field of professional ethics as it relates to the practice of Couple and Family Therapy. This course will acquaint the participant with the content of the Code of Ethics of the AAMFT and CRPO, the process of ethical decision-making, and hence, contribute to the overall ethical development of the professional. Issues pertaining to legal responsibilities and liabilities, professional ethical standards and general professional conduct in contemporary society will be considered.

Prerequisites: COUN 0602. Co-requisite: Concurrent registration in Internship (COUN 0701).

CRPO COMPETENCIES TAUGHT IN THIS COURSE

- 1.2.c Identify circumstances where therapy is contraindicated.
- 1.4.b Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients
- 1.4.d Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.
- 1.5.b Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.
- 2.1.a Use clear and concise written communication
- 2.1.b Use clear and concise oral communication
- 2.1.c Use clear and concise electronic communication
- 2.2.a Show respect to others
- 2.2.b Recognize appropriate professional boundaries
- 2.2.d Identify personal and professional integrity
- 3.1.a Apply knowledge of pertinent federal and provincial legislation.
- 3.1.b Apply knowledge of CRPO legislative requirements and relevant professional standards.
- 3.1.c Identify organizational policies and practices that are inconsistent with legislation and professional standards.
- 3.1.d Apply knowledge of relevant municipal and local by-laws related to private practice.
- 3.2.a Recognize ethical issues encountered in practice.
- 3.2.b Resolve ethical dilemmas in a manner consistent with legislation and professional standards.
- 3.3 Maintain self-care and level of health necessary for responsible therapy.
- 3.4.a Undertake critical self-reflection
- 3.4.e Identify strengths as a therapist, and areas for development.
- 3.5.a Identify the need
- 3.5.b Articulate parameters of supervision or consultation.
- 3.5.c Demonstrate knowledge of when to protect client privacy and confidentiality, making disclosure only where permitted or required.
- 3.7.a Recognize requirements of CRPO practice standards to maintain client records.
- 3.9.a Recognize ethical and legal implications when preparing third-party reports.
- 3.10.a. Recognize requirements and professional standards to comply with business practices relevant to professional role.
- 3.10.b Explain limitations of service availability.
- 4.1.a Describe therapist's education, qualifications and role.
- 4.1.b Differentiate the role of the therapist in relation to other health professionals.
- 4.1.c Explain the responsibilities of the client and the therapist in a therapeutic relationship.
- 4.1.d Explain the advantages and disadvantages of participating in psychotherapy.

- 4.1.e Explain client rights to privacy and confidentiality, and the limitations imposed upon them by law.
- 4.1.f Explain relevant rules and policies.
- 4.1.h Explain and obtain informed consent in accordance with legal requirements
- 4.2.g Foster client autonomy.
- 4.2.h Recognize appropriate therapeutic boundaries.
- 4.2.j Recognize how to take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
- 4.2.k Employ effective skills in observation of self, the client and the therapeutic process.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship
- 4.4.a Assess for specific risks as indicated.
- 4.4.b Identify when and how to develop safety plans with clients at risk.
- 4.4.c Recognize when to refer to specific professional services where appropriate.
- 4.4.d Recognize when to report to authorities as required by law.
- 4.5.a Recognize how to communicate in a manner appropriate to client's developmental level and socio-cultural identity
- 4.5.b Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.
- 4.5.d Respond professional to expressions of inappropriate attachment from the client.
- 4.5.g Formulate an assessment.
- 4.5.i Formulate a direction for treatment or therapy.
- 4.5.q Recognize the significance of both action and inaction.
- 4.5.r Identify contextual influences.
- 4.5.t Recognize when to discontinue or conclude therapy.
- 4.6.b Identify when and how to refer clients appropriately
- 4.7.a Recognize how to prepare client in a timely manner for ending a course of therapy.
- 4.7.b Identify follow-up options, support systems and resources.
- 5.2 Use research findings to inform clinical practice.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Distinguish among morals, values, ethics, and the law and to explore how they each impact professional practice;
2. Explain the issues related to ethics and the law within the practice of couple and family therapy; and
3. Evaluate one's own ethical decision-making processes and develop guidelines for enhancing one's ability to generate ethical behaviours and solutions to conflicts arising in the clinical practice.

III. COURSE REQUIREMENTS

A. REQUIRED READING

American Association for Marriage and Family Therapy. (2015). [Code of ethics](#). Washington, DC: AAMFT.

Beamish, S., Melanson, M., & Oladimeji, M. (1998). *Client rights in psychotherapy & counselling: A handbook of client rights and therapist responsibility*. Toronto, ON: Client Rights Project. (This text will be available on the class portal in a PDF format.)

College of Registered Psychotherapists of Ontario. (2011). [Code of ethics](#). Toronto, ON: CRPO.

College of Registered Psychotherapists of Ontario. (2024). [Professional Practice Standards](#). Toronto, ON: CRPO.

Murphy, M.J. & Hecker, L. (2017). *Ethical and professional issues in the practice of couple and family therapy* (2nd Edition). New York: Routledge. (ISBN 978-1-138-64526-4 pbk)

Sanders, R.K. (2013). *Christian counseling ethics: A handbook for therapists, pastors & counselors* (2nd Edition). Downers Grove, IL: InterVarsity Press. (ISBN 978-0-8308-3994-0 pbk)) (Select chapters as per weekly topics outlined in the syllabus.)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Additional readings and resources may be added throughout the course to supplement classroom discussion and learning. See class portal for details and announcements.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. In-Person Class Participation: 10 % of final grade

Regular attendance and punctuality for all classes, reading the materials before class, and participation in the group discussions are expected. If you have three or more unexcused absences, you may fail the course. (See the Attendance Policy for details.)

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in class discussions and small group discussions.

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion. This item is related to Outcomes 1, 2 and 3.

2. Midterm Exam: Oct 15, 2024 (30% of final grade.)

A midterm examination will be comprised of multiple-choice questions based on the material covered to this point in the course. This item is related to Outcomes 1 and 2.

3. Case Presentation & Paper – Group Project: Dates will be assigned in class and scheduled after reading week (30% of final grade):

Each student will work in a group of up to four students to develop a case from a select list of ethical issues or may choose their own ethical dilemma with the instructor’s approval. The group will then use an ethical decision-making framework to present the

case to the class with a clear direction for professional practice that is based on an integration of ethical/legal and biblical perspectives. Adequate support from credible sources should be included in the presentation.

This contribution of each group member to the case development and presentation will be evaluated by the group participants using a provided matrix will be included in the mark for each student.

Length of presentation: 15 minutes. In addition a 6 – 8 page summary of the case, ethical dilemma(s) and recommended course of action text (double-spaced) is due one week after presentation and can be modified based on class discussion/feedback. The document must include references and bibliography (not included in the number of pages).

All written submissions must adhere to APA standards. All papers should reflect graduate-level competency regarding matters of grammar, punctuation, etc.

Note: The professor will discuss and go over the assignment in class including potential topics and dates of presentations. This assignment is related to Outcomes #2 & #3.

4. Final Examination: Week of Dec 9 (30% of final grade.)

A final examination will be comprised of multiple-choice questions and/or short answers on all material covered in the course, with emphasis on material covered since the midterm exam. Date: as scheduled by the Registrar's Office during exam week following the last week of class. This assignment is related to Outcomes #2 & #3.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation	10 %
Midterm Exam	30 %
Case Presentation & Paper	30 %
Final Exam	30 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

It is expected that written work will be submitted in a clear, straightforward academic style. The assignments ought to present clear organization, a coherent position and arguments that support that position. A rubric will be available on the class portal.

Your work should adhere to the following characteristics:

- Documentation and notes should be consistent with **APA guidelines** as articulated in the Guidelines for Submission for the Counselling Department.
- Free of spelling mistakes, punctuated correctly and adhered to basic rules of grammar.
- Writing should be clear, concise, organized with no run-on sentences; use action verbs rather than various forms of the “to-be” verb.
- Use Times New Roman, 12-point font, and be typed, double-spaced, with one-inch margins all around. Numbered pages.
- Ensure that you have properly documented/cited sources used in any of your assignments.

Submission and Return of Assignments:

Copies of the assignments are to be submitted directly to the instructor in Word version via the course page on classes.tyndale.ca at the beginning of class on the due date unless otherwise specified. Work must be received on or before the due date. Otherwise, they will be treated as late. Students are required to retain a copy of all their assignments.

With the exception of “extreme and unusual circumstances” all papers handed in late will be deducted by two-thirds of a grade point (i.e., B to C+). No paper will be accepted after two weeks past the due date.

If there are extraordinary circumstances, complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of the syllabus. Specify the nature of the circumstances and submit it to the instructor by the due date of that assignment.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to the start of class. Late registrants are responsible for the consequences of partial preparation.

Week 1: Sept. 10 – FOUNDATIONS (Sanders: 21; Murphy: 1, 3, 6; AAMFT User Guide and Code of Ethics; CRPO Code of Ethics; CRPO Professional Practice Standards 1.1, 1.2, 1.3, 1.4, 1.5)

- Introduction to Professional Ethics
- Power Differential
- Professional Conduct (CRPO/Christian)
- Resources for Decision Making

Week 2: Sept. 17 – FOUNDATIONS (Sanders: 21; Murphy: 2, 16; AAMFT User Guide and Code of Ethics; CRPO Code of Ethics; CRPO Professional Practice Standards 2.1; 4.1; 4.2)

- Resources for Decision Making
- Basic Moral Principles to Guide Decision Making
- Expectations in Supervision for Supervisors and Supervisees
- Steps in Making Ethical Decisions

Week 3: Sept. 24 – BOUNDARIES AND MISCONDUCT (Sanders: 5, 6; Murphy: 6; CRPO Professional Practice Standards 1.6, 1.7, 1.8, 1.9)

- Managing Boundaries and Multiple Relationships
- Sexual Intimacy with Current Clients and Others
- Boundary Crossings Versus Boundary Violations
- Minimizing Risks in Dual Relationships
- Bartering
- Socializing with Current or Former Clients
- Sexual Attractions in the Client-Therapist Relationship

Week 4: Oct. 1 – CLIENT THERAPIST RELATIONSHIP (Beamish; CRPO Professional Practice Standards 3.2, 3.3, 3.5, 3.6, 3.7)

- Client’s Right to Informed Consent
- Content of Informed Consent
- The Therapeutic Contract

Week 5: Oct. 8 – CLIENT THERAPIST RELATIONSHIP (Murphy: 3, 4; CRPO Professional Practice Standards 3.1)

- Confidentiality and its limits
- Exceptions to Confidentiality
- Unintentional Breaches of Confidentiality
- Working with Minors

Week 6: Oct 15 – Midterm Exam

OCT. 22 – 25: READING DAYS, NO CLASSES

Week 7: Oct 29 – CLIENT THERAPIST RELATIONSHIP (Sanders: 7, 9; Murphy: 5, 6, 10)

- Ethical Issues in Couple and Family Therapy
- Who is the “client”?
- Gender and Culture Sensitive Vulnerabilities for Therapists
- Values and the Helping Relationship
- Student Presentations

Week 8: Nov. 5 – PERSON OF THE THERAPIST (Sanders: 10; Murphy: 8, 9; CRPO Professional Practice Standards: Section 3.7)

- Spirituality and Religion in Therapy
- Values Pertaining to Sexual Orientation and Gender Identity
- Values Pertaining to Abortion
- Non-Discrimination
- Suicide & Risk Management
- MAID (Possible Guest Speaker)
- Student Presentations

Week 9: Nov. 12 – CLINICAL COMPETENCE (Sanders: 12; CRPO Professional Practice Standards: Section 2.1)

- Professional Competence and Training
- Suicide and Risk Management
- CRPO Competencies
- Student Presentations

Week 10: Nov. 19 – SAFE AND EFFECTIVE USE OF SELF/SELF CARE (Sanders: 18; Murphy: 5)

- Self-Care of the Therapist
- The Therapist as a Person and Professional
- Personal Therapy for Therapists
- Therapeutic Impairment
- Secondary Traumatization and Compassion Fatigue
- Transference and Countertransference
- Student Presentations

Week 11: Nov. 26 – PROFESSIONAL PRACTICE (CRPO Professional Practice Standards: Sections 5, 6; Murphy: 12)

- Record Keeping
- Case Files
- Progress Notes
- General Requirements for the Content of the Health Record

Week 12: Dec. 3 – E-THERAPY & INPERSON THERAPY CONSIDERATIONS (CRPO Professional Practice Standards: 3.4; Murphy: 14)

- Considerations/Guidelines for On-line Therapy
- Protecting Confidential Information on a Computer
- Security Practices Checklist
- Practicing Out of Province
- Acquiring the Appropriate Competencies

***Students will also be encouraged to explore areas of special interest to them.*

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

A selected bibliography will be posted on Moodle / included in lecture notes.

**TYNDALE SEMINARY
PROFESSIONAL ETHICS
COUN 0775**

INSTRUCTOR: Grace Kuipers, MDiv, RP, RMFT-SM, CCFT, CPT

REQUEST FOR EXTENSION DUE TO EXTREME AND UNUSUAL CIRCUMSTANCES

Date: _____

Name: _____

Name of Assignment Due: _____

Due Date of Assignment: _____

Circumstances that necessitate a Request for Extension:

Student's suggested new due date: _____

Student Signature: _____

FOR OFFICE USE ONLY:

Extension Request: Granted _____ Denied _____

New Due Date: _____

Instructor Signature: _____