University of Victoria  
Faculty of Education  
Department of Educational Psychology & Leadership Studies  
ICCP Spring 2014

Ethics and Legal Issues in Counselling  
ED-D 519C (A02) (1.5 units)  
Summer 2014  
Class times: 8:30 – 4:30 
July 14th to 18th/2014  
Class location: MAC D110

Instructor: Roger John, PhD (Candidate)  
Office: MAC A457  
Office Hours: by appointment  
Phone: (250) 721-8911 E-mail: rogerj@uvic.ca

Calendar Description
An examination of professional, ethical, and legal issues related to practice and research in counselling. Personal beliefs, values, and biases will be examined, as well as the professional codes and literature of the discipline.

Working Description
Ethics often have a different scope and meaning through an Indigenous worldview. This course will facilitate the discussion of ethics for counsellors who work with Indigenous clients, families and organizations. Students will have developed an understanding of the complexities of balancing mainstream and Indigenous ethics in their professional identity as well as discerning the meaning of ethics in their lives.

The approach to ethics in this course is based on an Indigenous pedagogy that places counselor education in the context of culture, values, relationship, and historical realities. This course is mainly concerned with Indigenous perspectives in counselling not as an alternative to western approaches but as a legitimate form of theory and practice in and of itself. The course content and process values multiple perspectives on learning and teaching in interaction within the classroom, such as linear and non-linear thinking, differing time orientation, holistic approaches and dualism, and community-based and individual focused connection.
Course Format
The course will take the format of a graduate seminar and a learning circle, in which students are expected to attend all classes and arrive prepared, having read all assigned materials and having completed class assignments on time. Graduate counselling courses require students to demonstrate critical thinking in reference to course materials, lectures, and discussions as well as demonstrate respect for the views and opinions of colleagues and instructors. Students are expected to participate in the program in a way that demonstrates personal investment and change within themselves. An Indigenous approach to learning based on the seven principles of the ICCP will be the foundation for the entire program.

Indigenous Communities Counselling Psychology
Dr. Larry Emerson worked with the Indigenous Communities Counselling Advisory Committee to develop the seven principles that permeate the program’s curriculum and delivery model. We call them “emerging” to remind us that they are not static; they will be expanded and transformed as the program unfolds. The principles will be integrated into every course and activity in the program:

- Indigenous paradigm is central.
- The sacred and the spiritual dimension
- The ancestral dimension
- Stories, ceremony, culture, language, and communal healing
- The earth and our relatives
- The circle
- The vocation and practice of professional helping

Course Objectives
In this course students will:

- Deepen their understanding of ethics as it relates to them personally and their future selves as professionals
- Familiarize themselves with the counselling codes of ethics of professional counselling associations
- Familiarize themselves with possible ethical dilemmas and possible resolutions utilizing ethical decision making models
- Familiarize themselves with existing Indigenous ethical theory and practice.
- Begin developing their framework of ethical principles for working with Indigenous clients, families and communities.

Ethical and Professional Behaviour
Graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional code of conduct for the basis of their relationships with peers, faculty and for any children/adolescents for whom they may provide services. Students will be subject to the provisions of the ethical guidelines of their respective professions. Students may be required to withdraw from a course or program when ethical, medical, or other reasons interfere with satisfactory practice in their respective professions.

Requests for Accommodation – due to personal affliction or learning disability
If a student has a personal affliction, medical condition, family, cultural, learning disability or spiritual matter that will interfere with their ability to complete assignments and to be in class, they may make requests for accommodation with the instructor. Depending on the nature of the issue, students may be
required to seek documentation through UVic Counselling Services, the Resource Centre for Students with a Disability or Health Services. Missing a day of class in summer classes is equivalent to missing 5 classes. Attendance is crucial; there is more flexibility with assignments than attendance recognizing, that illness and family situations may require absence. Making a request does not mean automatic accommodation.

The Writing Centre (TWC)

Learning Commons,
McPherson Library
Phone: 250-853-3675
Web: <ltc.uvic.ca/servicesprograms/twc.php>
TWC supports all UVic graduate and undergraduate students with writing in English. Our tutors are experienced writers trained to assist students with all aspects of academic writing (pre-writing, revision, thesis construction, grant applications, and so on). In order to help students develop these skills, tutors do not edit or proofread papers. Instead, TWC focuses on the writer not the writing. We provide one-on-one tutorials and workshops that address common issues in academic writing.

Text/Reading List

Required Text:
Schulz, W. E., Sheppard, G. W., Lehr, R., & Shepard, B. (2006). Counselling Ethics: Issues and Cases. Ottawa, ON: Canadian Counselling Foundation (Note: students should have this text as required by the program).

Recommended Texts/Readings:

Other Required Readings (all available via internet links):

Baskin, C. (2007a)

Baskin (2007b)


Wesley-Esquimaux, C. & Snowball, Wisdom Based Practice.

* Additional readings may be assigned as necessary.

**Assessment, Assignments and Attendance**

**Attendance:**
Attendance is a requirement of the Faculty of Graduate Studies and is essential for effective learning in the Counselling Psychology Graduate Program. Normally, missing more than one class will result in withdrawal of the student, unless there are extenuating circumstances. If you miss a class for illness or family emergency, the instructor should be notified as soon as possible. Notify one of your classmates to notify the instructor. Missed classes can result in reduced grades. It is your responsibility to learn from peers what information, etc. was covered in the class and to come fully prepared for the next class and be prepared to complete a make-up assignment.

Late assignments without extenuating circumstances or notice will have marks deducted. If extenuating circumstances occur (e.g. family/personal illness; severe work stress; community/cultural responsibilities) it is your responsibility to notify the instructor as soon as possible before due dates. A late assignment without explanation will be penalized by 5%/day.

**Assessment:**
ED D 519C is a standard graded class. Students will be assigned percentage grades.

**Participation:**
In addition to attending all classes students are expected to participate in discussions, group work, attend guest presentations, and experiential exercises. Participation includes attendance, contributions and engagement with course materials. Participation is not just a question of speaking regularly and frequently, but also of regulating your talk. Are you taking up too much space? Or, alternately, are you sharing adequately with your classmates so they can learn from you? Contributions to class are expected to be relevant to the topic, time managed, and frequently enough that I, as instructor, have a sense of your grasp of course content and also demonstrate your group membership. I know that some students are
more comfortable demonstrating their participation through their engagement with written work – please notify me if you are such a student. However, finding and learning to utilize one’s voice is an important part of the graduate learning process and an important part of the profession, particularly when working in Indigenous communities or advocating for Indigenous clients or issues.

Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td>2. Reflection Paper/Project/Presentation</td>
<td>25%</td>
<td>Monday July 14, 9 AM</td>
</tr>
<tr>
<td>3. Case Study 1 Group Work</td>
<td>15%</td>
<td>Friday July 18, 10 PM</td>
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<tr>
<td>4. Case Study Report</td>
<td>15%</td>
<td>Wednesday July 23rd/4:30 PM</td>
</tr>
<tr>
<td>5. Journal/Project</td>
<td>35%</td>
<td>Fri July 18(^{th}) 4:30 PM</td>
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</tbody>
</table>

Total for Course: /100%

1) Participation (10%)
(see above)

2) Paper/Project/Presentation (25%) – Monday July 14, 2014, 9 am

In 3-5 pages or in a project or presentation format please discuss your personal ethics. First, define ethics and principles – you can use your textbook or a dictionary for a definition. The importance of finding an English definition is that many people often don’t unpack words like ethics and principles, but use them freely. You may also include your own definition of ethics. Specifically, among your beliefs and convictions, what are your most important personal ethics or principles that guide your behaviours and interactions with other people, with animals, with creation? What are the ethics that shape your understanding of the world, of your fellow human beings, and of yourself -- the ethics that fundamentally guide your life? You should include some discussion of how these ethics influence the way you go about your life and, if possible, the origins of this ethics, did they come from family, from culture, religion or other sources? Don’t worry too much in this first assignment about providing detailed philosophical arguments or precise accounts; just try to make clear to me, the key principles that constitute the core/foundation of your ethical worldview. If you decide to do a project or presentation, you need to provide me with an outline that will allow you to refer back to it at the end of the course to see if and how your participation in this course has influenced your ethical beliefs and actions. Papers and outlines can be typed and double-spaced using with 1 inch margins and a title page. Outlines may be in bullet format, but should be organized. Submit reflections via email in word doc format with your lastname_assignment#, for example: Smith_Assignment1.doc Students who do not name their papers or outlines using this format may have one mark deducted. *I use this format to help to organize my marking and it adds time to my marking to rename files. This is part of attention to detail that graduate students need to begin practicing.*

* Time will be made available on Monday afternoon for those who wish to do presentations or share their project with the class. 12 minutes per presentation.

This Assignment will provide material for you to include in your journals to track the development of your ethics as a professional counsellor.
3) Case Study (15%) – Class Activity – Thursday Morning (July 17th)
In class, students will be organized into groups and given an ethical dilemma to discuss and to recommend a resolution for. The cases will concern an ethical dilemma working with an Indigenous client, family or organization either for Indigenous or non-Indigenous counsellors. Students will provide a brief write up of the key ethical principles at risk in the case; their recommended courses of action and a brief synopsis of why they chose this course of action. Bullet format is acceptable. Document may be submitted electronically or be clearly handwritten. Include the name of the case and the names of all students in the group.

4) Case Study (15%) – Written Case Study Report – Due Wed July 23rd/2014
Students will be provided with an ethical dilemma and will be asked to write an individual case study that addresses relevant counselling ethics and legal issues and describe a possible resolution or at least course of action they will take. Students will have time in class and time at home to work on the assignment. The analysis will follow the decision-making model in the text by Schultz et al. Some class time will be devoted to discuss the relevant issues and begin the assignment. Note that students will be expected to work on their case study outside of class time as well. Assignments must be typed and double-spaced using APA format. Submit case study via email in word doc format with your last name and assignment number, for example: Smith_CaseStudy1.doc

5) Journal/Project (30%) – Due at the end of class 4:30 PM Friday, July 18th
Building on the journaling project you started in 525 you will be provided opportunities through the week in 519C to reflect on course readings, presentation, class discussion and how they have affected your understanding of ethics and principle for the provision of psychotherapy to Indigenous and non-Indigenous peoples. Clearly indicate where your work for 525 ended and your work for 519C began. If they blend, indicate this in your journal.

- You may also address/consider the following questions/points in your journal:
- Has your understanding of ethics has changed?
- If so, what changed your understanding? Was it a reading, a speaker, a discussion?
- What is your process of developing your ethical profile as a counsellor?
- What do you believe are the most important ethics for working with Indigenous peoples?
- Do you feel there may be a tension between some Indigenous (ist) ethics and mainstream ethics?

Course Schedule

Day 1 – July 14th/2014

- Assignment 1: Due Paper/Project/Presentation (25%)
- Personal Ethics, Mainstream Ethics & Indigenous(ist) Ethics
- Discussion: What are your personal ethics? Why are these important to you? Can you carry these ethics and/principles into your work as a counsellor? Should you?
- What are professional ethics? Why are they important to counsellors?
- What do you feel about certification and registration?
- What are key Indigenous(ist) ethics to be aware of as future ICCP graduates?

Readings:
Chapter 1: Schultz et al.
Day 2 – July 15th/2014 – Multiple Roles

- How will you balance multiple roles when you are counselling in small communities?
- Review Canadian Counselling & Psychotherapy Association Code of Ethics
- Review BC Association of Clinical Counsellors Code of Ethics
- What are the standard limits to code of ethics?

Guest Speaker: David De Rosenroll, ICCP Advisory Member & EPLS Professor

Personal Reflection Time

Readings:

Day 3: July 16/2014 – Confidentiality

- What are the challenges of maintaining confidentiality when working within small communities?
- 10 AM – Guest Speaker – Gina Robertson (ACCP Alumni); ICCP Advisory Committee member and VNFC Counsellor
- 2:00 – Guest Speaker – Sylvie Cottell, ICCP Advisory Board member and UVic Indigenous Counsellor
- Personal Journaling & Reflection time

Readings:
Schultz et al. Chapter 3

Day 4: July 17/2014 – Boundary Issues and Violations

- How would you address Boundary Issues and Violations in your Practice?
- Why is this important?
- 2:00 – 4:00 – Writing Workshop – Ms. Heather Steel
- 4:00 – 4:30 – Personal Journalling and reflection
Readings:

Schultz et al.: Chapter 4: Boundary Issues and Violations in Counsellor-Client Relationships

Day 5: July 18th/2014 – Counsellor Competence and Supervision

- What does ‘competence’ mean to you?
- What is the importance of regularly seeking supervision?

Readings:

John – Cultural Competence Research Project

Schultz et al, Chapter 7: Counsellor Education, Professional Competence and Supervision

Academic Integrity

Students must abide by academic regulations as set out in the university calendar. They must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating.

Plagiarism

A student commits plagiarism when he or she:
- submits the work of another person in whole or in part as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work
- paraphrases material from a source without sufficient acknowledgement as described above

The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.

Multiple Submission

Multiple submission is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

Copyright Statement

Fair Dealing Exception Copyright Statement:
http://www.uvic.ca/copyright/resources/faculty/guides/index.php
# Faculty of Graduate Studies - Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage *</th>
<th>Description</th>
<th>Achievement of Assignment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 - 100</td>
<td>Exceptional Work</td>
<td>Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 - 89</td>
<td>Outstanding Work</td>
<td>Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 - 84</td>
<td>Excellent Work</td>
<td>Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 - 79</td>
<td>Very good work</td>
<td>Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 - 76</td>
<td>Acceptable work that fulfills the expectations of the course</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
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<tr>
<td>B-</td>
<td>4</td>
<td>70 - 72</td>
<td>Unacceptable work revealing some deficiencies in knowledge, understanding or techniques</td>
<td>Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 - 69</td>
<td>Unacceptable work revealing some deficiencies in knowledge, understanding or techniques</td>
<td></td>
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<tr>
<td>C</td>
<td>2</td>
<td>60 - 64</td>
<td>Unacceptable work revealing some deficiencies in knowledge, understanding or techniques</td>
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</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 - 59</td>
<td>Failing grade</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0 - 49</td>
<td>Continuing</td>
<td>Denotes the first half of a full-year course.</td>
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CTN: Excluded Grade: N/A

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may...
employ a percentage system for evaluating student’s work.

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<tbody>
<tr>
<td><strong>Other Failing or Temporary Grades</strong></td>
<td></td>
<td></td>
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<tr>
<td>N</td>
<td>0</td>
<td>0 - 49</td>
</tr>
<tr>
<td>Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.</td>
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<td></td>
</tr>
<tr>
<td>COM</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.</td>
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<tr>
<td>INC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Incomplete (requires &quot;Request for Extension of Grade&quot; form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.</td>
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<tr>
<td>INP</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.</td>
<td></td>
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<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
</tr>
<tr>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
<td></td>
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<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
</tr>
<tr>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
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<tr>
<td>CIC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-op Interrupted Course. Temporary grade. See &quot;General Regulations: Graduate Co-op&quot;.</td>
<td></td>
<td></td>
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<tr>
<td>WE</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.</td>
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</table>

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole
basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.