

**St. Stephen's College (within the Faculty of Arts)**  
**University of Alberta Credit Course**  
**CH RTP411 or CH RTP511 Independent Study**  
*\*3(fi6) (either term or Spring/Summer, 0-3-0)*  
*Directed reading or research project in a chosen area of theology.*

**INDEPENDENT STUDY PROPOSAL**

Student Name	
Student Email	
UAlberta Student ID#	
Level of Independent Study	<input type="checkbox"/> <b>CH RTP511</b> <input type="checkbox"/> <b>CH RTP411</b>
Course sub-title (will appear on University of Alberta transcript)	
Term and Year of Proposed Course (Fall, Winter, Spring/Summer)	

**APPROVAL TO UNDERTAKE INDEPENDENT STUDY COURSE (CONTENT IN ATTACHED SYLLABUS)**

Independent Study Course Instructor (Name and Signature)		Date
Representative from Student's Faculty (if applicable) (Name and Signature) <i>[If student plans to use this course toward a degree, obtain approval if required according to the guidelines of their own Faculty.]</i>		Date
Department Chair/Associate Chair of relevant St. Stephen's department (psychotherapy-related courses approved by Dept Psych/Spirituality) (theology-related courses approved by Dept of Theology)		Date

**Policy and Guidelines:**

St. Stephen's College is affiliated with the University of Alberta and 'CH RTP' courses count for credit as Arts Options. Independent Study courses cannot be audited. The course *CH RTP411 or CH RTP511 Independent Study* will be taught by Faculty or Associate Faculty members at St. Stephen's College, and will involve either:

- a unique independent study initiated by student provided no other similar/suitable course is available
- attending class with undergraduate colleagues registered in University of Alberta credit (CH RTP) courses, with extra work arranged at the upper-level undergraduate (411) or graduate (511) level
- attending a graduate-level St. Stephen's College credit course and completing graduate-level academic requirements outlined in syllabus

**Course Guidelines:**

1. Course syllabus (student to provide with Independent Study Proposal) must include:
  - objectives, content, list of required reading
  - methods of teaching including frequency of student-instructor meetings
  - contact information and academic credentials of instructor (note: for some expressive arts courses, a master degree is the terminal degree in the field)
  - methods of student evaluation to be used and the basis on which the grade will be assigned
2. Course instructor must be active in a well-defined area of scholarship which encompasses course topic.
3. Course must be completed in one term.
4. Course must not involve research with human subjects.

**Procedures:**

1. Student approaches course instructor for initial discussion of the suitability of the proposed study, and receives their agreement to supervise the course.
2. Student obtains approval of their faculty advisor (if applicable).
3. Student **submits this form and course syllabus to St. Stephen's College Registrar at least one week before the add/drop deadline** as published in the University of Alberta Calendar.
4. Student registers for course on Beartracks or contacts St. Stephen's College Registrar for assistance.
5. Instructor evaluates student's performance according to University of Alberta grading system, and provides final grade to St. Stephen's College Registrar before end of exam period for term.
6. St. Stephen's College Registrar arranges for instructional fee of \$400 to be paid to instructor.
7. A copy of work produced for the independent study course will be kept on file by the course instructor and St. Stephen's College, for one year.

# **SAMPLE ONLY**

**Professional Ethics for Psychotherapy and Spiritual Care [PPSYC583]  
July 23 - 27, 2018 (Monday–Friday, 9:00am - 5:00pm)  
St. Stephen's College  
8810 112 Street Edmonton**

**Registration Deadline: June 22, 2018  
Maximum enrollment: 18**

## **Instructor:**

David St. Arnault, Ph.D., R.Psych.  
Phone: 780-xxx-xxxx (cell)  
E-Mail: [dxxx@ualberta.ca](mailto:dxxx@ualberta.ca)  
Office Hours: By appointment

Please write "Professional Ethics" in the subject line. Emails and voicemails will be answered within 24 hours Monday to Friday.

## **The Intensive Course Model:**

All registrants in week-long intensive courses are reminded that these courses involve extensive preparation, definite pre-readings and the completion of specific pre-assignments. To maximize learning from these courses you are expected to arrive on the course dates well prepared as per the course outline specifications given to you at the time of registration. Students are also expected to keep their day and evening schedule free during these courses in order to carry out the expected classroom work assigned as the course unfolds. Because of the extensive amount of preparation, all participants have to register one month in advance.

## **Non-Credit Participants:**

Please note that those taking the course on a non-credit basis must have all the required reading done beforehand and be ready and able to contribute to all participatory elements of the course. No grades will be given to any participatory assignments.

## **Course Description:**

Professional practitioners have become much more aware of the area of professional ethics in recent years. However, there often is confusion regarding the difference between a personal and professional relationship, appropriate boundaries, dual roles, etc. This course will provide students with an opportunity to explore the nature of a professional relationship and integrate their own personal values into their understanding of ethics. We will examine a variety of professional Codes of Ethics as well as pertinent case examples. The students will read in the field of professional ethics as well as reflect on their own personal and professional experience. Greater emphasis will be placed on the application of professional ethics within the vocational settings that students aspire to work in or are currently working in; such as, clinical counselling, nursing, social work, art therapy, chaplaincy, pastoral counselling, and faith community leadership.

## **Course Objectives:**

This course aims to:

- Stimulate students to think about the ethical issues related to professional practice as a counsellor.
- Challenge students to develop an understanding of what it means to be an ethical practitioner.
- Familiarize students with the ethics codes of various counselling, art therapy, and spiritual care organizations and develop the ability to apply specific codes to a variety of clinical situations.
- Familiarize students with the main ethical, legal, clinical and professional issues involved in the counselling, art therapy, and spiritual care professions.
- Familiarize students with ethical decision-making models and the skills for the resolution of ethical dilemmas.
- Examine the role of ethics and values in the counselling/art therapy/spiritual care process.
- Acquaint students with various therapeutic roles and the potential for ethical dilemmas.

- Enable students to think critically and creatively about cases and to articulate how they might deal with ethical issues involved in specific case situations.
- Enhance students' development of professional identity and its associated responsibilities.
- Examine ways to establish appropriate boundaries and to develop a framework for evaluating and managing multiple relationships.
- Develop the ability to function effectively in presenting ideas pertaining to ethical and professional issues in group situations.
- Assist students in examining, critiquing, and articulating their own ethical posture.
- Assist students in becoming aware of the current literature in the field of ethics.

### Learning Outcomes:

Students who successfully complete this course will be able to:

- Recognize the role of values in ethical practice.
- Use at least one ethical decision-making model.
- Identify the difference between a personal and professional relationship.
- Identify issues related to power in the professional relationship.
- Recognize appropriate boundaries in a professional relationship.
- Identify the legal issues related to confidentiality, informed consent, client rights and counsellor responsibilities.
- Identify the differences between ethical and legal issues.
- Identify the role of professional ethics codes and become familiar with four codes from different professional associations.
- Articulate understanding of what it means to be an ethical practitioner.

### Topics Covered:

1. Introduction
2. Values and ethics
3. Role of spiritual and religious values in counselling, art therapy, and spiritual care
4. What is a professional relationship?
5. Introduction to four codes of ethics
6. Ethical decision making models
7. Power in the professional relationship
8. Confidentiality, informed consent, client rights, practitioner responsibilities
9. Boundaries
10. Dual relationships
11. Touch and sexual boundaries
12. Fee setting, gifts
13. Ethics and the law
14. Working with groups
15. Working with couples and families
16. Multicultural and multi-faith issues
17. Use of social media
18. Research Ethics

### REQUIRED READING

#### Textbooks:

1. Corey, G., Schneider Corey, M., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Boston, MA: Cengage Learning.
2. **Required text for Art Therapy Specialization students only:** Moon, B. (2015). *Ethical Issues in Art Therapy* (3rd ed.). Springfield, IL: Charles C Thomas.
3. Copies of the Codes of Ethics and Standards of Practice from the following organizations:
  - Canadian Association for Spiritual Care/ Association canadienne de soins spirituels (CASC/ACSS) Code of Ethics (<http://www.spiritualcare.ca/education/manual-2/>) Chapter 5 & 6
 AND

- Scope of Practice & Standards of Practice - Section I and II of Chapter 3
- Canadian Counselling and Psychotherapy Association (CCPA)  
Code of Ethics ([https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics\\_en.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf))  
AND  
Standards of Practice ([https://www.ccpa-accp.ca/wp-content/uploads/2015/07/StandardsOfPractice\\_en\\_June2015.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2015/07/StandardsOfPractice_en_June2015.pdf))
- Canadian Art Therapy Association/ Association Canadienne d'Art Thérapie (CATA/ACAT)  
Standards of Practice (<https://www.canadianarttherapy.org/wp-content/uploads/2017/03/CATA-ACAT-Standards-of-Practice.pdf>)

**You will need to have access to these documents during class. Please bring electronic copies or print hard copies and bring to class for discussion.**

#### **Articles:**

- Barnett, J. E., & Johnson, W. B. (2011). Integrating spirituality and religion into psychotherapy: Persistent dilemmas, ethical issues, and a proposed decision-making process. *Ethics & Behavior*, 21(2), 147-164. DOI: 10.1080/10508422.2011.551471  
<http://search.ebscohost.com>
- Bratt, W. E. V. (2010). Ethical considerations of social networking for counsellors. *Canadian Journal of Counselling and Psychotherapy/Revue canadienne de counseling et de psychothérapie*, 44(4), 335-345.  
To access this article: <http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/view/935>
- Mellon, B. F. (2003). Faith-to faith at the bedside: Theological and ethical issues in ecumenical clinical chaplaincy. *Christian Bioethics: Non-Ecumenical Studies In Medical Morality*, 9(1), 57-67. <http://search.ebscohost.com>
- Mohrmann, M.E. (2008). Ethical grounding for a profession of hospital chaplaincy. *Hastings Centre Report*, 38(6), 18-23. DOI: 10.1353/hcr.0.0080  
<http://search.ebscohost.com>
- Pirschel, C. (2016). How do you bridge the gap between ethical dilemmas and spirituality?. *ONS Connect*, 31(9), 15. <http://search.ebscohost.com>

#### **RECOMMENDED READING**

##### **Books and Online Resources:**

1. Publication Manual of the American Psychological Association (Sixth Edition). Washington, D.C.: American Psychological Association (if you do not already have a copy).
2. Online APA writing resources:
  - a. University of Alberta: <http://guides.library.ualberta.ca/citing/apa>
  - b. Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>
3. Barstow, C. (2015). *Right use of power: the heart of ethics* (10<sup>th</sup> Anniversary ed.). Boulder, CO: Many Realms Publishing.
4. Furman, L. R. (2013). *Ethics in Art Therapy: challenging topics for a complex modality*. Philadelphia, PA: Jessica Kingsley Publishing.

## COURSE REQUIREMENTS

### 1. Pre-Course Reading:

Please read the required textbook(s) before coming to class. Complete the pre-chapter inventory before reading each chapter in the Corey, Schneider Corey & Corey textbook. Read also the following journal articles listed above. You will also need to familiarize yourself with the three ethics codes noted above. Please bring copies (paper or electronic) of the ethics codes to class with you.

### 2. Pre-Course Assignment Paper (30% of final grade)

**6-9 pages - 12 point Times New Roman font, double spaced, Word document**

**Due July 21, 2018 by the end of the day (electronic submission)**

Reflecting on your personal attitudes, beliefs, values and past experiences and the required readings, identify one ethical area where you think you might find (or have already found) challenging in therapeutic practice. Be sure to ground your discussion in at least one of the codes of ethics listed in the required readings. Include a brief description of a hypothetical or actual past clinical situation that illustrates your potential ethical challenge area and describe how you might (have or wished you had) resolve(d) the ethical issues involved. If you choose to use a real life example from your past, please be sure to remove any identifying information of any clients included. In text citations and references must be typed according to the format in the Publication Manual of the American Psychological Association (APA) Sixth Edition. **Please review the marking criteria for this assignment which is located at the end of this syllabus.** Submit the completed pre-course paper **electronically in Word document format to David St. Arnault** at the e-mail address on page 1 of this Course Description.

### 3. Ethics Quiz (20% of final grade)

**Multiple choice questions**

**Written on July 27, 2018**

This 50-minute multiple choice quiz will assess your understanding of and familiarity with the core ethical concepts and topics covered in class and required readings.

### 4. Major Paper (40% of final grade)

**14-18 pages - 12 point Times New Roman font, double spaced, Word document**

**Due September 27, 2018 by the end of the day (electronic submission)**

Write a paper presenting your understanding of professional ethics as a therapist (understood to mean counsellor, art therapist, chaplain, etc.) and how that translates into your ethical practice. While the Ethics Codes and other material we used in class should inform your paper (or any other relevant materials), you are not to just reiterate the material but to present your understanding of what it means to be an ethical practitioner. Describe **your** personal attributes/strengths that you feel will allow you to achieve the highest standards of professional ethical conduct along with some of your "growing edges" or areas that could use more attention and growth. Write a paper that reflects your own uniqueness; discuss how you plan to integrate your personal beliefs, values and faith stance into your ethical practice (adhering to the ethical principles and guidelines covered in the course). **Specific marking criteria for this paper will be discussed in the first class.**

The due date for each paper is the latest date the paper may be submitted. Students are welcome to complete assignments early. It is assumed that students will plan accordingly in order to meet the deadlines for assignments. Failure to meet these deadlines will result in a penalty of 5% per day late, unless an extension to the deadline is negotiated with the instructor prior to the assignment due date. Extensions may be granted in extraordinary circumstances.

**The papers that are submitted must contain appropriate in text citations and references, according to the format in the Publication Manual of the American Psychological Association Sixth Edition.** All papers should be typed in 12 point New Roman Font, double spaced, with one inch margins. Please submit papers electronically in Word document format to David St. Arnault at the e-mail address on page 1 of this Course Description. **Make sure you have saved a back-up copy of your paper.**

Students are expected to provide full documentation in their references. Plagiarism is a serious breach of academic, professional, and religious ethics and will not be tolerated in this course. Any use of the ideas and/or words of another without proper citation will result in failure of the course.

**5. Class Participation (10% of final grade)**

You are expected to attend and participate in the class activities and discussions. Part of learning to function as a professional is arriving on time for the beginning of class and after breaks, and staying for the full duration of the class. Your class participation should give evidence of your reading the assigned textbooks and codes. Come to class with questions and be prepared to share your thoughts on the topics under discussion for each of the class meetings.

**Final Grade Assessment:**

The final grade in the course will be calculated on the basis of the Minor Paper (30%); the Quiz (20%), Class Participation (10%), and the Major Paper (40%)

## UNIVERSITY OF ALBERTA EVALUATION PROCEDURES AND GRADING SYSTEM

[https://calendar.ualberta.ca/content.php?catoid=28&navoid=6961#Evaluation\\_Procedures\\_and\\_Grading\\_System](https://calendar.ualberta.ca/content.php?catoid=28&navoid=6961#Evaluation_Procedures_and_Grading_System)

Assigning Grades: Grades reflect judgements of student achievement made by instructors and must correspond to the associated descriptor. These judgements are based on a combination of absolute achievement and relative performance in a class. Faculties may define acceptable grading practices in their disciplines. Such grading practices must align with the University of Alberta Assessment and Grading Policy and its procedures, which are available online at the University of Alberta Policies and Procedures Online (UAPPOL) website (<https://policiesonline.ualberta.ca>).

### *Course Grades Obtained by Undergraduate Students*

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
	D	1.0
Failure	F or F4	0.0

### *Course Grades Obtained by Graduate Students:*

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
Failure	C-	1.7
	D+	1.3
	D	1.0
	D-	1.0
	F	0.0

**Grading:** Every course syllabus must contain clear information about how marks will be translated into grades. Following is the grading scale followed by faculty at St. Stephen's College:

A+	90 - 100%
A	85 - 89%
A-	80 - 84%
B+	77 - 79%
B	73 - 76%
B-	70 - 72%
C+	67 - 69%
C	63 - 66%
C-	60 - 62%
D+	57 - 59%
D	53 - 56%
D-	50 - 52%
F	0 - 49%

**St. Stephen's College, Edmonton**  
**July 23 – 27, 2018 - Instructor: David St. Arnault, Ph.D.**

**Student:** \_\_\_\_\_

**COURSE COMPONENT: Pre-course Assignment (30% of final grade)**  
**6-9 pages - 12 point Times New Roman font, double spaced, Word document**

**Due July 21, 2018 by the end of the day (electronic submission)**

Reflecting on your personal attitudes, beliefs, values and past experiences and the required readings, identify one ethical area where you think you might find (or have already found) challenging in therapeutic practice. Be sure to ground your discussion in at least one of the codes of ethics listed in the required readings. Include a brief description of a hypothetical or actual past clinical situation that illustrates your potential ethical challenge area and describe how you might (have or wished you had) resolve(d) the ethical issues involved. If you choose to use a real life example from your past, please be sure to remove any identifying information of any clients included. In text citations and references must be typed according to the format in the Publication Manual of the American Psychological Association Sixth Edition.

**Marking Scheme**

Clarity of Writing, APA Style (citations & references), and Grammar	/5
Description and rationale of anticipated ethical challenge(s). Including insight into how personal biases, preferences, values, beliefs and/or experiences might create ethical challenges.	/10
Description of clinical situation illustrating ethical challenge(s) and process of addressing ethical issues involved	/10
Thoughtful integration of required readings, including a minimum of one professional code of ethics.	/5
TOTAL	/30

Comments:

**Signature:**

**Date:**

## **University of Alberta Course Requirements, Examinations, Evaluation Procedures and Grading**

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar. The policies set out below are intended to provide instructors and their students with general course information. GFC, in approving these guidelines, expects that there will be a common sense approach to their application and understands that circumstances might develop, during a term, where a change to the course outline, makes sense to all concerned. **Such changes shall only occur with fair warning or general class consent.** Students concerned about the application of these guidelines should consult, in turn, the instructor, the chair of the department by which the course is offered, and the Dean of the Faculty offering the course. In the Faculty of Arts, contact the Associate Dean (Student Programs).

**Course-based Ethics Approval:** must be in place for all research projects that involve human testing and/or questionnaires. No such projects are approved for this course.

### **Academic Integrity:**

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

### **Learning and working environment:**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### **Academic Honesty:**

All students should consult the information provided by the [Student Conduct & Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

### **Recording of Lectures:**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### **Attendance, Absences, and Missed Grade Components:**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding [Attendance](#) and [Examinations](#) sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. In this course, see previous pages for percentage weight assigned to participation and attendance.

### **Policy for Late Assignments:**

See previous pages of this syllabus for policy around late assignments for this course. The policy will be applied fairly and equally to all.

**Student Accessibility Services:**

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-800 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); phone 780-492-3381).

**Equity Statement and Inclusive Language Policy:**

The University of Alberta is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background. We are encouraged to use gender-neutral or gender-inclusive language and become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.