

UNIT INFORMATION

UNIT CODE	CO223	
UNIT NAME	Ethics in Counselling	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Counselling	
DURATION	One semester	
LEVEL	Intermediate	
UNIT COORDINATOR	Dr Stephen Beaumont	
TEACHING STAFF	Ruth Gaulke	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face	
	External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisites</i>	
	CS216 Christian Foundations for Work and Vocation II	
	<i>Pre or Corequisites</i>	
	CO213 Introduction to Mental Health	
	CO214 Foundational Processes and Strategies in Counselling	

RATIONALE

Inherent to the profession of counselling is the engagement with people from a wide variety of social contexts who bring with them a broad range of issues. At any time, counselling professionals may be faced with a variety of potential and/or real ethical dilemmas. It is essential, therefore, for counselling students to be proactive in developing well-defined frameworks of ethical practice that will enable them to identify and manage the ethical issues they encounter in the counselling room. However, although ethical frameworks and decision-making models

are important, these frameworks and models are only effective when the philosophies and values on which they are founded have been carefully examined.

This unit takes a “bottom-up” approach to ethics as it gives the students opportunity to examine their own values and belief systems and to explore the ethical frameworks of practice and decision-making models that are particularly applicable to their style and context of counselling. Significant in this process will be students’ exploration of the values and beliefs of a Christian worldview. Students will also evaluate the codes and standards that undergird the counselling profession, including membership of professional bodies and organisations, industry standards, professional development, and self-care for the counselling practitioner.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internally or Externally).

INTERNAL

Learning outcomes will be addressed through on-site lectures, tutorials and assessments.

In an internal unit, there will be 2 x 50 mins lecture per week followed by a tutorial for 50 mins. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

EXTERNAL

This unit will be offered via Articulate E Learning platform. This can be accessed through the Moodle page. Students will also be able to watch lectures live or recorded through Zoom.

Students are also invited to attend or watch the lectures for CO523. Please see Timetable for class times.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing the online Modules.
- Listening to my lectures online and taking notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your

IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

- 1. Overview of the history of ethics and worldviews**
 - Why do we need to study ethics?
 - Definitions.
 - Traditions in Ethical History.
- 2. Christian worldview and professional ethics**
 - Ethics from a Judea-Christian tradition.
 - Professional Codes of Ethics.
 - Ethics and Worldview.
- 3. Identifying personal worldview and values**
 - Clarifying personal values and how they related to therapy
 - Integrating personal values with a professional identity
 - Value conflicts and how to manage them
 - Role of spiritual and religious values in counselling
- 4. Ethical frameworks and decision-making models**
 - Professional codes of ethics.
 - Ethical decision making.
 - Steps in making ethical decisions.

5. Ethical principles underpinning counselling practice

- The counselor as a person and professional.
- Client Rights.
- Informed consent, Confidentiality.
- Record-keeping.
- Working with children and young people.

6. Specific ethical issues

- Supervision.
- Use of Technology.
- Couples.
- Group Work.

7. Managing Boundaries and Multiple Relationships

- The history of Multiple Role Relationships in counselling & psychotherapy.
- Looking at the issue from all sides.
- Perspectives on Boundary Issues.
- Contemporary perspectives and ethical codes.

8. Professional competence and codes of ethics

- Therapist competence: Ethical and legal aspects.
- Ethical issues in training therapists.
- Ethical Issues in Training.

9. Cultural competence

- Models of cultural competency
- The ethics of cultural competence
- Multicultural perspectives and diversity issues
- Cultural values and assumptions in therapy

10. Self-care as an ethical issue

- Positive Ethics.
- Stress, burnout, self-care.
- Client dependence.
- Personal awareness and personal therapy.

11. Developing ethical maturity

- Components of ethical maturity
- The role of supervision
- Domains of ethical thinking
- A framework for ethical maturity

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Defined their own personal worldview and values and how these may impact their professional counselling practice and their ethical maturity.
2. Described major ethical principles that underpin counselling practice.
3. Identified and reflected on important ethical issues and dilemmas in professional counselling practice.
4. Reflected on ethical principles and issues from a Christian worldview perspective.
5. Applied ethical decision-making processes.
6. Communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

TASK 1: REFLECTIVE ESSAY

Choose two values that are important to you. Reflect on the history and origins of these values, the people and experiences that were influential in your development of these values. What role does your worldview play - if any - in the priority given to these values in your life? How do these values impact your moral and ethical thinking?

Word Length/Duration: 1,500 words
 Weighting: 30%
 Learning Outcomes: 1, 4, 6
 Assessed: Week 7
 Method of Submission: Turnitin

TASK 2: CASE STUDY REPORT

Examine the case study provided in class and write a report where you discuss the ethical principles underlying this issue, and how you would tackle this issue if presented in a counselling context, including any decision-making model you might use.

Word Length/Duration: 1,500 words
 Weighting: 30%
 Learning Outcomes: 2-6
 Assessed: Week 11
 Method of Submission: Turnitin

TASK 3: ESSAY

Reflect on your worldview and personal values, including the impact Christian worldview principles and values have, or have the potential to have, on your counselling practice regarding dual role relationships. Consider how you understand your personal position from the perspective of ethical principles and frameworks, and how you will manage your personal values and commitments in regard to the issue in a counselling setting.

Word Length/Duration: 1,800 words
 Weighting: 40%
 Learning Outcomes: 1-4, 6
 Assessed: Week 16
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Guidelines
Task 1	1,4, 6	4,5,6,11	K3, A2	2, 8	B
Task 2	2-6	1,2,3,7	K3, S1, S4	2, 6	E, H
Task 3	1-4,6	8-10	K3,K4, S6, K5, A2	1, 3, 8	G

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Brooks/Cole.

RECOMMENDED READINGS

BOOKS

Anderson, J. (2014). *What's your worldview? An interactive approach*. Crossway.

Carroll, Michael. (2013). *Ethical maturity in the helping professions: Making difficult life and work decisions*. Jessica Kingsley.

Jones, D. (2013). *An introduction to Biblical ethics*. B & H.

Pope, K., & Vasquez, M. (2016). *Ethics in psychotherapy and counseling: A practical guide* (5th ed.). John Wiley & Sons.

Rosenstand, N. (2013). *The moral of the story: An introduction to ethics* (7th ed.). Mayfield.

Sanders, R. (Ed.). (2013). *Christian counseling ethics: A handbook for psychologists, therapists and pastors* (2nd ed.). InterVarsity Press.

Skovholt, T. & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions* (3rd ed.). Routledge.

Welfel, E. (2016). *Ethics in counseling and psychotherapy* (6th ed.). Brooks Cole.

JOURNALS

Journal of Social Policy

Journal of Ethics in Mental Health

Critical Social Policy

Journal of Psychology and Theology

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE