

## UNIT INFORMATION

<b>UNIT CODE</b>	CO523	
<b>UNIT NAME</b>	Ethics in Counselling	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Master of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Postgraduate	
<b>UNIT COORDINATOR</b>	Dr Stephen Beaumont	
<b>TEACHING STAFF</b>	Ruth Gaulke	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	160 (2.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
	External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	Nil.	

## RATIONALE

The profession of counselling necessarily involves a deep level of engagement with the lives of a wide variety of people representing many different social and cultural contexts and bringing with them a broad range of issues. At any time, these counselling issues have the potential to become ethical dilemmas that often need to be sensitively handled in order to maintain the integrity of the therapeutic relationship. Counsellors, therefore, need 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. Such a framework would include professional codes of ethics and decision-making models that relate to the counselling sector. However, for these ethical codes and decision-making models to be appropriately integrated into a solid framework suitable for a counselling setting, the moral philosophies, principles and values on which these codes and models are founded need to be understood and evaluated.

Therefore, this unit offers the student the opportunity to examine their own values and belief systems and to evaluate these in the light of moral and ethical traditions, with particular attention to the influence of a Christian worldview on their ethical development. In addition, they will investigate the ethical frameworks of practice and the decision-making models that are particularly applicable to their style and context of counselling. The student 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 minute lecture per week followed by a tutorial for 50 min. 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.

#### 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 engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## 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
  - Identifying personal worldview and values
- 3. 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
  - The role of spiritual/religious views in counselling
- 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. Critically reflected on their own personal worldview and values and how these may impact professional practice.
2. Understood and critiqued major ethical principles and frameworks that underpin counselling practice.
3. Critically analysed ethical issues and discerned ethical challenges encountered in professional practice.
4. Critically reflected on the influence Christian worldview principles and values may have on ethical issues encountered in professional counselling practice.
5. Analysed and 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

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: ETHICAL FAMILY TREE AND PAPER

Create a family tree of those people and experiences that have impacted your moral and ethical thinking. You are encouraged to be creative in producing this project, using artistic techniques, colour and form. This is to be accompanied by a rationale and reflection that explains how these values and worldview principles may impact professional practice.

Word Length/Duration: 1,500 words  
 Weighting: 25%  
 Learning Outcomes: 1, 4, 6  
 Assessed: Week 7  
 Method of Submission: Family tree to be submitted to Social Sciences Administration Office  
 Paper: Turnitin

### TASK 2: CASE STUDY REPORT

Critically analyse the ethical issues present in the case study provided, and critically reflect on the ethical principles that would apply in this situation. Explain how you would engage with this client and with the ethical issues/dilemma(s) contained within the case study.

Word Length/Duration: 2,000 words  
 Weighting: 35%  
 Learning Outcomes: 2-6  
 Assessed: Week 11  
 Method of Submission: Turnitin

### TASK 3: ESSAY

Critically reflect on the PACFA position on dual relationships in counselling. Discuss what impact Christian worldview principles and values have on your response to this issue. Discuss how you would manage this ethical challenge, including processes you intend to implement for developing ethical maturity.

Word Length/Duration: 2,500 words  
 Weighting: 40%  
 Learning Outcomes: 1-4, 6  
 Assessed: Week 14  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Objectives
Task 1	1, 4,6	1-3	K5	1, 2	B
Task 2	2-6	4-9	S1, S6, A2	1,2,4	E,H
Task 3	1-4, 6	7, 10, 11	S1, K5, S7, A1	1,2,4,5	D, G

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

Carroll, M., & Shaw, S. (2013). *Ethical maturity in the helping professions*. Jessica Kingsley (Available online at CHC Library).

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

## RECOMMENDED READINGS

### BOOKS

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

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

MacKinnon, B. (2018). *Ethics: Theory and contemporary issues* (9th ed.). Wadsworth.

Proctor, G. (2014). *Values and ethics in counselling and psychotherapy*. Sage.

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*. (6<sup>th</sup> ed.). Cengage Learning.

### JOURNALS

*Journal of Psychology and Theology*

*Journal of Social Policy*

### 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