

# Ethics Refresher

## Course Outline

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### Course Developer

Canadian Counselling and Psychotherapy Association (CCPA)

### Course Format

3-week, facilitated online course (approximately 20 hours)

### Course Prerequisites

Graduate-level training in counselling ethics or successful completion of *Ethics Primer*

### Course Description

Building from *Ethics Primer* or previous training in counselling/psychotherapy ethics, this follow-up, facilitated online course will dig deeper, exploring best practices for ethical counselling according to CCPA's code of ethics and standards of practice. Students will discuss ethical "grey areas" in current counselling practice; course activities will require personal reflection about values, culture, context, and decision-making processes as ethical knowledge is translated to practice through working with real and hypothetical scenarios.

### Course Objectives

Upon successful completion of this course, students will be able to:

- Deepen their understanding of the CCPA Code of Ethics
- Demonstrate proficiency in identifying ethical code violations and applying the ethical decision-making model
- Craft a personal framework for ethical decision-making informed by the complexities and uniqueness of their context
- Identify situations when seeking supervision and/or consultation would be appropriate
- Develop a strategy for maintaining ongoing ethical rigor within their practice

### Required Texts / Supplies

Martin, L., Shepard, B., and Lehr, R. (Eds.) (2015). *Canadian counselling and psychotherapy experience: Ethics-based issues and cases*. Ottawa, ON: Canadian Counselling and Psychotherapy Association. Order from [https://www.ccpa-accp.ca/wp-content/uploads/2020/03/Publication-Order-Form\\_EN.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2020/03/Publication-Order-Form_EN.pdf)

Additional materials will be provided via the course site.

**Note:** Dr. Ken Pope has compiled an annotated list of relevant ethical resources. Students may find the following sections helpful as optional readings:

- Ethics & Malpractice (<https://kspope.com/ethics/>)
- Boundaries (<https://kspope.com/dual/index.php>)
- Clinicians' Self-Care & Well-Being Resources (<https://kspope.com/ethics/self-care.php>)
- Fallacies & Pitfalls (<https://kspope.com/fallacies/index.php>)
- Informed Consent (<https://kspope.com/consent/index.php>)
- Sexual Issues (<https://kspope.com/sexiss/index.php>)

### Topical Structure

#### 1. Ethical Foundations for Complex Contexts

# Ethics Refresher

Building from *CCPA Ethics Primer*, this module provides space to examine foundations for ethical practice within the context of the complexities of diverse clients, counselling practices, and workplace settings. Differing approaches to ethical decision-making (e.g., virtue, principle, and social constructivist) will be examined, along with the importance of counsellors respecting their clients' world views, rather than imposing their own.

## 2. **Consent, Confidentiality, and Conflict of Interest**

This module provides an opportunity to dive deeply into the complexities of the informed consent process, explore boundaries of confidentiality (including working with third parties and technology), and address ways to protect information through record-keeping practices. The nature of dual relationships, especially in the context of rural/remote and cultural communities, will also be explored.

## 3. **Professional Development, Consultation, and Supervision**

This module examines counsellors' responsibility to seek ongoing training and supervision, developing strategies for seeking supervision and consultation when appropriate. At this point in the course, the focus shifts to identifying, analysing, and resolving ethical dilemmas that are contextually relevant to each participant's unique work setting.

### **Online Instruction Overview**

This online course will be conducted using Life Strategies' e-learning course management system (i.e., LearnOnline in Moodle). Registered students will receive log-in instructions by email prior to the course start date. The course design relies on asynchronous discussion forums (i.e., participants post when it's convenient for them) and, each week, a live webinar will be scheduled to present additional relevant topical content.

Online learning offers amazing opportunities for shared learning. Many experts in the field believe that the best learning online occurs in the discussion forums and that the posted course content may take on a secondary importance. Although this course will provide comprehensive content, your active participation in the discussions will enrich your learning significantly.

### **Operational Requirements**

As this course is offered entirely online, students must have reliable Internet access and be comfortable using Internet technology and participating in discussion forums. Live discussions will be through video conference. A camera would enhance dialogue.

Although there are no scheduled classes, students will be expected to spend a similar amount of time on this course as they would in a classroom-based environment of 30-40 hours. If students aren't available to attend the webinar sessions when scheduled, recordings will be available to review later.

Documents will be posted in Word, PowerPoint, and PDF —students must be able to download these documents and also upload similar documents.

### **Accommodation**

If you have a disability that needs accommodation for this course, please let us know and we will work with you to more effectively meet your needs.