



McMaster Divinity College

MS 3P1200 Professional Ethics

Kelvin F. Mutter, DTh
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Jan 7 to April 8, 2025
Asynchronous

1. DESCRIPTION:

This course is intended to contribute to the ethical development of persons pastors, spiritual care workers (chaplains), and professional counsellors. This course is designed to offer participants a foundational knowledge of the field of professional ethics, the process of ethical decisional making and, hence, to contribute to the student's overall ethical development. This course will provide students with opportunities to explore the nature of professional and pastoral relationships and integrate their own personal values into their understanding of ethics. The student will read resources from the field of professional ethics, reflect on specific codes of ethics (e.g., CRPO, CASC/ACSS, code of ethics denominational or other professional code of ethics) and reflect on relevant legislation. Through reflection on pertinent case examples students will develop ethical reasoning skills to help them make informed decisions with respect to the interests of clients, families, agencies, and others. Students are expected to reflect on their own personal and professional experience.

NOTE: This course is designed to meet the professional certification and registration requirements for the Canadian Association for Spiritual Care (CASC), the College of Regulated Psychotherapists of Ontario, etc.

SPECIALIZATIONS: Counselling and Spiritual Care (CS), Christian Worldview (CW), and Pastoral Studies (PS).

2. COURSE FORMAT:

This course will be delivered asynchronously (on line) and contains activities that encourage interaction between students.

3. INSTRUCTOR:

Biography: Kelvin Mutter, DTh, is an Associate Professor (part-time) at McMaster Divinity College. Prof. Mutter is a Registered Psychotherapist (CRPO), an AAMFT Clinical Fellow & Approved Supervisor, a Certified Psychospiritual Therapist & Supervisor Educator (CASC/ACSS), and a Registered Marriage and Family Therapist (CAMFT). Prof. Mutter's ministry and counselling experience includes his extensive clinical experience as an individual, couple, and family therapist as well the clinical supervision of graduate students, as well as over twelve years in pastoral leadership. Prof. Mutter is married and has three adult children.

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4. COURSE OBJECTIVES:

Through required and optional reading, lectures, class discussions and exercises, and the completion of assignments, the student should fulfill the following course objectives:

Knowing

- The student will familiarize themselves with the relevant codes of ethics governing the practice of counselling and spiritual care (chaplaincy).
- The student will become familiar with the competencies related to ethical behaviour as defined by the College of Registered Psychotherapists of Ontario (CRPO) and the Canadian Association for Spiritual Care and Practice (CASC/ACSS).
- The student will be familiar with the processes of ethical decision-making within the context of their work as counselors or spiritual care providers.
- The student will understand the differences between “ethical concerns,” “moral issues,” and “legality.”

Being

- The student will become self-aware of how their values shape their response to ethical concerns that arise within the context of their work as counselors or spiritual care providers.

Doing

- The student will engage in ethical decision-making with respect to situations that arise within the context of their work as counselors or spiritual care providers.
- The student will be able to support or guide others in the process of ethical decision-making.

5. COURSE TEXTS AND READINGS:

5.1. Required Reading: Books

All required textbooks for this class are available from the *Hurlburt Family Bookstore* located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The *Hurlburt Family Bookstore* also carries other books and merchandise and is open throughout the academic year during posted hours.

Required Texts:	MTS/MDiv Specializations	
	CS	CW & PS
Gula, Richard M. <i>Just Ministry: Professional Ethics for Pastoral Ministers</i> . New York: Paulist Press, 2010.		√
Truscott, Derek, and Kenneth H. Crook. <i>Ethics for the Practice of Psychology in Canada</i> , Third ed. Edmonton: University of Alberta Press, 2021.	√	

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5.2. Required Reading: Articles posted to A2L

Harper, A., et al. "ALGBTIC Competencies for Counseling LGBTQIA." American Counselling Association, 2009.

Ratts, M. J., et al. "Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession." *Journal of Multicultural Counseling and Development*, 44(2016), 28-48.

6. COURSE SCHEDULE: Winter 2025

WEEK OF	CLASS TOPICS and SCHEDULED LEARNING ACTIVITIES
Module 1: Understanding Ethics and Making Ethical Decisions Professional Competence: Ethical Reasoning Skills Required Reading: (CS) Truscott & Crook, chs. 1–2; (CW & PS) Gula ch. 4.	
Jan 6–10, 2025	View Introductory Video View Video for Module 1, Part 1 Assignments Due: <ul style="list-style-type: none"> • <u>Discussion Board 1</u>. First response is to be posted no later than 12:00 noon on Jan 9, 2025.
Jan 13–17, 2025	View Video for Module 1, Parts 2 & 3 Assignments Due: <ul style="list-style-type: none"> • <u>Discussion Board 1</u>. At least one response post is to be posted no later than 12:00 noon on Jan 15, 2025. • First Knowledge Engagement Paper (due 12:00 noon on Jan 17, 2025)
Module 2: Informed Consent Professional Competence: Obtaining Informed Consent and Creating the Therapeutic Contract Required Reading: (CS) Truscott & Crook, ch. 5; (CW & PS) Gula ch. 5.	
Jan 20–24, 2025	View Video for Module 2, Parts 1 & 2 <ul style="list-style-type: none"> • <u>Discussion Board 2</u>. First response is to be posted no later than 12:00 noon on Thursday Jan 23, 2025. Second is to be posted no later than 5:00 pm on Friday Jan 24, 2025. • Second Knowledge Engagement Paper (due 5:00 pm on Jan 24, 2025)
Module 3: Confidentiality Professional Competencies: Understanding the Nature and Limits of Confidentiality Required Reading: (CS) (CS) Truscott & Crook, ch. 6; (CW & PS) Gula ch. 7.	
Jan 27–31, 2025	View Video for Module 3, Part 1 <ul style="list-style-type: none"> • <u>Discussion Board 3</u>. First response is to be posted no later than 12:00 noon on Jan 30, 2025.
Feb 3–7, 2025	View Video for Module 3, Parts 2 & 3 <ul style="list-style-type: none"> • <u>Discussion Board 3</u>. At least one response post is to be posted no later than 12:00 noon on Feb 5, 2025. • Third Knowledge Engagement Paper (due 12:00 noon on Feb 7, 2025)
Module 4: Helping without Harming [a.k.a. Safe and Effective Use of Self (S.E.U.S.)] Professional Competence: Self-Care of the Counsellor or Spiritual Care Provider Required Reading: (CS) Truscott & Crook, ch. 7; (CW & PS) Gula ch. 3.	

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WEEK OF	CLASS TOPICS and SCHEDULED LEARNING ACTIVITIES
Feb 10–14, 2025	View Video for Module 4, Part 1 <ul style="list-style-type: none"> • <u>Discussion Board 4</u>. First response is to be posted no later than 12:00 noon on Feb 13, 2025.
Feb 17–21, 2025	Reading week
Feb 24–28, 2025	View Video for Module 4, Parts 2 & 3 <ul style="list-style-type: none"> • <u>Discussion Board 4</u>. At least one response post is to be posted no later than 12:00 noon on Feb 26, 2025. • Fourth Knowledge Engagement Paper (due 12:00 noon on Feb 28, 2025)
Module 5: Maintaining Professional Boundaries Professional Competence: Managing Boundaries and Multiple Relationships Required Reading: (CS) Truscott & Crook, ch. 8; (CW & PS) Gula chs. 6 & 8.	
Mar 3–7, 2025	View Video for Module 5, Part 1 <ul style="list-style-type: none"> • <u>Discussion Board 5</u>. First response is to be posted no later than 12:00 noon on Mar 6, 2025.
Mar 10–14, 2025	View Video for Module 5, Part 2 <ul style="list-style-type: none"> • <u>Discussion Board 5</u>. At least one response post is to be posted no later than 12:00 noon on Mar 12, 2025. • Fifth Knowledge Engagement Paper (due 12:00 noon on Mar 14, 2025)
Module 6: Encountering Diversity Professional Competencies: Ethical Engagement with Diversity, Equity, Inclusion Required Reading: (all) Ratts et al. <i>Multicultural and Social Justice Counseling Competencies</i> ; (CS) Truscott & Crook, ch. 9.	
Mar 17–21, 2025	View Video for Module 6, Part 1 <ul style="list-style-type: none"> • <u>Discussion Board 6</u>. First response is to be posted no later than 12:00 noon on Mar 20, 2025.
Mar 24–28, 2025	View Video for Module 6, Part 2 <ul style="list-style-type: none"> • <u>Discussion Board 5</u>. At least one response post is to be posted no later than 12:00 noon on Mar 26, 2025. • Sixth Knowledge Engagement Paper (due 12:00 noon on March 28, 2025)
Module 7: Being Socially Responsible Professional Competence: Required Reading: (CS) Truscott & Crook, chs. 4, 10, 11; (CW & PS) Gula chs. 1 & 2.	
Mar 31 to April 4, 2025	View Video for Module 7 <ul style="list-style-type: none"> • Seventh Knowledge Engagement Paper (due 5:00 pm on April 4, 2025)
April 7–11, 2025	<ul style="list-style-type: none"> • Final Reflection Paper (due 12:00 noon on April 11, 2025)

7. COURSE REQUIREMENTS:

Assignments	Course Weight	Due Dates
Knowledge Engagement (seven papers, each worth 7% of course)	49 %	Weekly
Knowledge Implementation (Discussion Boards) (six discussions, each worth 6% of course)	36 %	Weekly

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Final Reflection Paper	15 %	April 11, 2025
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7.1. Knowledge Engagement (one per module) Due as noted in Course Schedule

Intended Instructional Outcomes: i) Knowledge Acquisition & Interpretation (knowing / discernment); ii) Contextualization (knowing + doing); and iii) Personal / Professional Formation (being).

General Instructions:

- Students are required to view the assigned video(s) and complete the assigned readings for the module.
- Students will reflect on the assigned questions, limiting comments to two pages (approximately 475 words); double-spaced, Times Roman (12 pt) font. **Note:** Papers longer than two pages will be returned to the student for editing before they are graded.
- Each reflection paper is worth seven (7) percent of the course grade.
- Due dates for these reflections are listed below and in the course schedule (above). Late papers will be deducted one grade point for each day they are late.

Style Instructions:

- In lieu of a title page, students are to place the following information (single spaced) in the top left-hand corner of the first page.

Knowledge Reflection Paper #___ (insert the assignment number).
Assigned Readings (identify the assigned readings for your specialization)
Student Name and SID
Assignment Due Date

- ***These papers are intended to be of personal (formative) value and are not intended to be research papers.*** A student may use parenthetical references to refer to the assigned readings or course videos—e.g., (Truscott and Crook, 2021, p. 69; Module 3, slide 6).

Grading Rubric:

- Knowledge (knowing), i.e., ability to identify the ethical topic within the student's current or future practice (40% of grade).
- Contextualization (knowing + doing), i.e., ability to reflect on the relevance of this ethical topic to one's work (40% of grade).
- Professional Formation (being), i.e., personal feelings, biases, or self-interest might affect the student's ethical judgment (20% of grade).

First Knowledge Engagement Paper (due 12:00 noon on Jan 17, 2025)

- Students will reflect on the week's reading and video before writing a brief paper that reflects on the following questions/prompts.

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- Identify one point from the reading and one point from the lecture that has added to your understanding of ethical practice. Identify why these ideas are important to you and/or your work context.
- Identify one question about ethical practice that has come to mind as a result of this week's reading or video.

Second Knowledge Engagement Paper (due 5:00 pm on Jan 24, 2025)

- Students will reflect on the week's reading and video before writing a brief paper that reflects on the following questions/prompts.
 - What philosophical, theological, and practical principles undergird the principle of Informed Consent? (please refer to the course reading and lecture)
 - Reflect on the relevance of this principle to your current or future ministry setting in light of **one** of the following questions.
 - If you are, or plan to be, a pastor, when and how is it important to obtain informed Consent?
 - If you are, or plan to be, a chaplain or spiritual care provider, reflect on the place of informed consent in that context?
 - If you are, or plan to be, a counsellor or psychotherapist, reflect on the place of informed consent in that context?
 - Identify one question about obtaining informed consent that has come to mind as a result of this week's reading or video.

Third Knowledge Engagement Paper (due 12:00 noon on Feb 7, 2025)

- Students will reflect on the week's reading and video before writing a brief paper that reflects on the following questions/prompts.
 - What philosophical, theological, and practical principles undergird the principle of Confidentiality? (please refer to the course reading and lecture)
 - Identify possible ways in which confidentiality may be breached in your work setting.
 - Identify one situation in which you may need to break confidentiality and describe how you might manage that situation.
 - Identify one question about confidentiality that has come to mind as a result of this week's reading or video.

Fourth Knowledge Engagement Paper (due 12:00 noon on Feb 28, 2025)

- Students will reflect on the week's reading and video before writing a brief paper that reflects on the topic "Helping Without Harming."
 - What philosophical, theological, and practical principles might inform your perspective on this topic? (please refer to the course reading and lecture)
 - Identify three ways in which someone in your occupation might end up harming someone who comes to them for help (e.g., acts of commission and omission).
 - Reflect at length on one of the above noted examples of "causing harm."
 - Identify one question about "helping without harming" that has come to mind as a result of this week's reading or video.

Fifth Knowledge Engagement Paper (due 12:00 noon on Mar 14, 2025)

- Students will reflect on the week's reading and video before writing a brief paper that reflects on the topic of "Maintaining Professional Boundaries."
 - Reflect on the role of professional boundaries from the perspective of the following people and situations: the care recipient, the caregiver or professional, the care recipient's social circle, the caregiver's social circle, the work context.
 - Sexual impropriety is one of many ways that professionals fail to maintain professional boundaries. Identify at least three other ways in which someone in your profession might fail to maintain a professional boundary.

Sixth Knowledge Engagement Paper (due 12:00 noon on March 28, 2025)

- Students will reflect on the week's reading and video before writing a brief paper that reflects on the topic of "Diversity."
 - Describe, in 200 words or less, your understanding of your occupational group's responsibilities and obligations with respect to diversity, equity, and inclusion.
 - What do you believe to be the strengths of this stance? (please refer to the course reading and lecture)
 - Identify and reflect on one question that you may have with respect to "diversity" that has come to mind as a result of this week's reading or video.

Seventh Knowledge Engagement Paper (due 5:00 pm on April 4, 2025)

- Students will reflect on the week's reading and video before writing a brief paper that reflects on the topic of "Social Responsibility."
 - Describe, in 250 words or less, your understanding of what "social responsibility" means to your occupational group.
 - What philosophical, social, and/or theological principles or values might inform your perspective on "Social Responsibility?" (please refer to the course reading and lecture)
 - Identify and reflect on one question about that you may have with respect to "Social Responsibility" that has come to mind as a result of this week's reading or video.

7.2. **Discussion Boards**
Schedule

Due as noted in Course

Intended Instructional Outcomes: i) Fostering a community of learning (being + knowing), ii) Knowledge & Interpretation (knowing / discernment); iii) Contextualization (knowing + doing); and iv) Personal / Professional Formation (being).

Instructions:

- Students are required to submit two responses to each discussion. The intent of the first response is for each student to provide a meaningful and thoughtful response to the assigned question (use the first person voice). The intent of the second response is for each student to provide a thoughtful response to, or comment on, someone else's post (use the first person voice). **Note:** Students are advised that they will only see their responses to the discussion thread after the professor has read their post.

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- Students are required to restrict their first response to the assigned discussion question to 300 words and to restrict their second response to 200 words. **Note:** Students will be asked to edit any responses that exceed the requested word limits.
- Taken together, each pair of Discussion Posts is worth six (6) percent of the course grade and will be graded on the basis as to whether the student has answered the posted question and whether their response meaningfully engages the readings for the week and the framework for ethical practice introduced in the first week.
- Use of outside sources is not necessary to complete the assignment. A student may refer to the textbook. However, students are requested to keep the number of citations in their discussion posts to a *bare minimum*. If the student believes that they *must* cite an external source, they should use a parenthetical reference—i.e., (Truscott and Crook, 2021, p. 69).
- Due Dates: As posted in the course schedule. Late posts cannot be accepted without medical/crisis-type justification.

Grading Rubrics:

- a) *Initial response to the discussion question (max 10 points per discussion question).*
- Knowledge (knowing), i.e., ability to identify how the ethical concern presented in the case study connects with the literature **or** relevant ethical standard(s), **or** relevant legal standards (max 3 points per post).
 - Interpretation (knowing / discernment), i.e., ability to identify one of the following—who is affected, limits of your competence, the ethical challenge presented in the case study (max 3 points per post)
 - Contextualization (knowing + doing), i.e., ability to identify alternative courses of action and a preferred course of action (max 3 points per post)
 - Professional Formation (being), i.e., personal feelings, biases, or self-interest might affect the student's ethical judgment (max 1 point per post)
- b) *Response to another student (max 5 points per discussion question).*
- Does the student acknowledge a strength in the other student's response?
 - Does the student identify how the other student's response has helped them to think more deeply or differently about the case study?
 - Based on the above, does the student pose a question that invites themselves and others to further explore or reflect on the case study?

7.3. Final Reflection Paper

April 11, 2025

Intended Instructional Outcomes: i) Knowledge Acquisition & Interpretation (knowing / discernment); ii) Contextualization (knowing + doing); and iii) Personal / Professional Formation (being).

Assignment Guidelines:

Students will submit a reflection paper (6–7 pages + cover page) in which the student reflects on their professional development in relationship to the course objectives.

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These papers are intended to be of personal (formative) value and are not intended to be research papers. A student may use parenthetical references to refer to the assigned readings or course videos—e.g., (Truscott and Crook, 2021, p. 69; Module 3, slide 6).

Knowing (select two of these outcomes to reflect on, up to three pages)

- Familiarity with the relevant codes of ethics governing the practice of counselling and spiritual care (chaplaincy).
- Familiarity with the competencies related to ethical behaviour as defined by the College of Registered Psychotherapists of Ontario (CRPO) and the Canadian Association for Spiritual Care and Practice (CASC/ACSS).
- Familiarity with the processes of ethical decision-making within the context of my work as a counselor or spiritual care provider.
- Understand the differences between “ethical concerns,” “moral issues,” and “legality.”

Being (please reflect on the following objective, two pages or less)

- The student will become self-aware of how my values influence my response to ethical concerns that arise within the context of my work as counselors or spiritual care providers.

Doing (select one of these objectives to reflect on, two pages)

- Able to engage in ethical decision-making with respect to situations that arise within the context of my work as a counselor or spiritual care provider.
- Able to support or guide others in the process of ethical decision-making.

Grading:

- | | |
|--|--------|
| • Knowledge & Interpretation (knowing / discernment) | (40 %) |
| • Contextualization (knowing + doing) | (30 %) |
| • Personal / Professional Formation (being) | (30 %) |

8. COURSE ADMINISTRATION:

Instructor Availability:

Throughout the semester, Prof. Mutter may be contacted via email (mutterk@mcmaster.ca) or questions posted to the “Course Information” Discussion thread on Avenue to Learn.

Interpersonal Interactions:

General: Please respect the opinions of others, even if you do not agree with them. Feel free to respond logically and in an orderly manner.

Students are encouraged to...

- Arrive on time.
- Not engaging in anything during the class that prevents them or others from focusing and participating in the discussions.
- Not to carry on private conversations. This applies to spoken and electronic communication. If something is unclear, the whole group will benefit from a question being asked aloud.

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- Silence cell phones and related devices during class. If a student must, for some reason, accept a phone call, he or she ought to discreetly leave the SPE session to do so.

Written Work:

Gender Inclusive Language [updated Nov 23, 2025]

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

Length:

Students are expected to adhere to the assignment page / word count. If a paper exceeds the word count, grace will be given for the first 10%. However, a grade reduction of one-third of a letter grade for each additional 10% a paper exceeds the stipulated word count (e.g., B+ will be reduced to B).

Submission of Written Work:

All written work is to be submitted by email in either MSWord format, “Rich Text Format” (i.e., *.rtf), or as an Open Office document. PDF files are not acceptable as it can be more difficult to provide comments and feedback on the assignment.

Deadlines:

All assignments are due on the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension is granted by the instructor prior to the deadline. Assignments cannot be submitted after April 9, 2025 without written permission from the Office of the Registrar.

Academic Honesty [updated June 3, 2024]

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one’s own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student’s dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

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A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you “tidy up” your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one’s own as if it is one’s own) and is a violation of the academic honesty policy.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate a reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

9. Resources:

9.1. Relevant Codes of Ethics and Competencies

———. Health Ethics Guide. Ottawa, ON: Catholic Health Association of Canada, 2002.

Association for Spiritual, Ethical, and Religious Values in Counseling. “Competencies for Addressing Spiritual and Religious Issues in Counseling.” <https://aservic.org/spiritual-and-religious-competencies/>

Canadian Association for Pastoral Practice and Education (CASC/ACSS)
<http://www.spiritualcare.ca/page.asp?ID=44>

College of Registered Psychotherapists of Ontario (CRPO) <https://www.crpo.ca/code-of-ethics/>

CRPO *Professional Practice & Jurisprudence for Registered Psychotherapists*.
<https://www.crpo.ca/professional-practice-and-jurisprudence-for-registered-psychotherapists/>

9.2. Relevant Legislation (Ontario):

Ontario Legislation: (available at elaws: <https://www.ontario.ca/laws>)

- Child and Family Services Act §27, §28, §72
- Health Care Consent Act (HCCA)
- Long-Term Care Homes Act
- Mental Health Act
- Ontario Human Rights Code
- Personal Health Information Protection Act (PHIPA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- Psychotherapy Act
- Regulated Health Professions Act (RHPA)
- Substitute Decisions Act

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9.3. Books and Articles:

- Cottone, R. Rocco, and Vilia M. Tarvydas. *Counseling Ethics and Decision Making*. Upper Saddle River, NJ: Pearson-Merrill Prentice Hall, 2007.
- Grenz, Stanley J. *Welcoming but not Affirming: An Evangelical Response to Homosexuality*. Louisville, KY: Westminster John Knox, 1998.
- Grenz, Stanley J., and Roy D. Bell. *Betrayal of Trust: Sexual Misconduct in the Pastorate*. Downers Grove, IL: Intervarsity Press, 1995.
- Huber, Charles H. *Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy*, 2nd Edition. New York: Merrill, 1994.
- Mohrmann, Margaret E. "Ethical Grounding for a Profession of Hospital Chaplaincy," *Hastings Center Report* 38, no. 6 (2008). <https://onlinelibrary.wiley.com/doi/pdf/10.1353/hcr.0.0080>
- Peace, William J. "A Peaceful Death or a Risk to People with Disabilities?" *Bioethics Forum*, 03/19/2013. <https://www.thehastingscenter.org/a-peaceful-death-or-a-risk-to-people-with-disabilities/>
- Pope, Kenneth S., and Melba J.T. Vasquez. *Ethics in Psychotherapy and Counseling*. (2nd edition) San Francisco: Jossey-Bass, 2001.
- Remley, Theodore R., and Barbara Herlihy. *Ethical, Legal and Professional Issues in Counseling*, 3^d edition. Boston: Merrill, 2010.
- Sanders, R. K. *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors*, 2nd Edition. Downers Grove, IL: Intervarsity Press, 2013.
- Smith, Martin L. "Chaplaincy and Clinical Ethics: A Common Set of Questions," *Hastings Center Report* 38, no. 6 (2008). Online: <https://doi.org/10.1353/hcr.0.0082>
- Sperry, Len. *The Ethical and Professional Practice of Counseling and Psychotherapy*. New York: Pearson, 2007.
- Trull, Joe E., and James E. Carter. *Ministerial Ethics: Moral Formation for Church Leaders*. (6th printing). Grand Rapids, Michigan: Baker Academic, 2008.
- West, Walter E., and Elwyn A. Smith. *Ethics in Ministry: A Guide for the Professional*. Minneapolis, MN: Augsburg/Fortress, 1990.
- Yarhouse, M. A.; and L. A. Burkett. "An inclusive response to LGB and conservatively religious persons: The case of same-sex attraction and behavior. *Professional Psychology: Research & Practice*, 39, (2002), 235–241.