



McMaster Divinity  
College

## MS 3XE3/6XE6 – PASTORAL CARE AND ETHICS

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Fall 2016  
Tuesdays 8:30 – 10:30 am

### 1. COURSE DESCRIPTION:

This course is intended to contribute to the ethical development of persons who minister (e.g., pastors), spiritual care workers (chaplains), and professional counsellors. This course is designed to offer the participant 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 in 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 reflect 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 Canadian Association for Spiritual Care (CASC) ethics requirement for certification programs in Supervised Pastoral Education (CPE & PCE).

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

**Doctor of Practical Theology** students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor in order to develop an Advanced Elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the Advanced Elective have been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.

## 2. LEARNING OBJECTIVES:

***NOTE: Students are advised to read the objectives that are relevant for their program specialization.***

### **2.1. Pastoral Studies (PS) Specialization**

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

#### ***Knowing***

- The student will familiarize themselves with the relevant code of ethics governing pastoral practice within their denomination.
- The student will be familiar with the processes of ethical decision-making in a ministry context.
- 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 during the practice of ministry

#### ***Doing***

- The student will engage in ethical decision-making with respect to situations that arise within a ministry context.
- The student will be able to support or guide others in the process of ethical decision-making.

### **2.2. Counselling and Spiritual Care (CS) Specialization**

Through required and optional reading, lectures, class discussion 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.

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### **2.3. Christian Worldview (CW) Specialization**

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

#### ***Knowing***

- The student will familiarize themselves with the relevant code of ethics of their denomination, their profession, and/or an employment situation.
- The student will be familiar with the processes of ethical decision-making.
- 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.
- The student will be able to support or guide others in the process of ethical decision-making.

### **2.4. Advanced Degree Students (MA/PhD)**

Through required and optional reading, lectures, class discussion 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 as they apply to the practice of pastoral counselling, chaplaincy, and professional counselling.
- The student will become familiar with the literature relating to ethical practice and ethical decision-making in the context of pastoral counselling, chaplaincy, and professional counselling.
- The student will be familiar with the processes of ethical decision-making as it applies to the practice of pastoral counselling, chaplaincy, and professional counselling.

#### ***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 pastoral counselling, chaplaincy, and/or professional counselling.
- The student will be able to support or guide others in the process of ethical decision-making.
- The student will be prepared to teach a course focusing on the ethics of pastoral care.

### **3. COURSE TEXTS:**

All required textbooks for this class are available from the College’s book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 :

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phone 416.620.2934; fax 416.622.2308; email [books@readon.ca](mailto:books@readon.ca). Other book services may also carry the texts.

Required Texts:	MTS/MDiv Specializations		MA/PhD
	CS	CW & PS	
———. <i>Health Ethics Guide</i> , 3 <sup>rd</sup> Edition. Ottawa, ON: Catholic Health Association of Canada, 2012. ISBN: 9780920705438	√		√
Gula, Richard M. <i>Just Ministry: Professional Ethics for Pastoral Ministers</i> . New York: Paulist Press, 2010. ISBN:0809136201		√	√
Sanders, R. K. <i>Christian Counseling Ethics: A Handbook for Therapists, Pastors &amp; Counselors</i> , 2 <sup>nd</sup> Edition. Downers Grove, IL: Intervarsity Press, 2013. ISBN:9780830839940			√
Truscott, Derek, and Kenneth H. Crook. <i>Ethics for the Practice of Psychology in Canada</i> . Rev. and Expanded ed. Edmonton: University of Alberta Press, 2013. ISBN:9780888646521	√		√
<b>Required Articles:</b> NOTE: to access articles posted on the Hastings Center website the student will be asked to establish a free account with the Hastings Center.	MTS/MDiv Specializations		MA/PhD
	CS	CW & PS	
“ALGBTIC Competencies for Counseling LGBQQIA Individuals.” <a href="http://www.counseling.org/docs/ethics/algbtic-2012-07.pdf?sfvrsn=2">http://www.counseling.org/docs/ethics/algbtic-2012-07.pdf?sfvrsn=2</a>	√	√	√
ASERVIC. “Competencies for Addressing Spiritual and Religious Issues in Counseling.” Online: <a href="http://www.aservic.org/resources/spiritual-competencies/">http://www.aservic.org/resources/spiritual-competencies/</a>	√	√	√
Guichon, Juliet et al. “Canada Marches Toward Expansive Aid in Dying.” <i>Bioethics Forum</i> , 03/02/2016. <a href="http://www.thehastingscenter.org/Bioethicsforum/Post.aspx?id=7777&amp;amp;blogid=140&amp;terms=suicide+and+%23filename+*.html#ixzz44xF5iitl">http://www.thehastingscenter.org/Bioethicsforum/Post.aspx?id=7777&amp;amp;blogid=140&amp;terms=suicide+and+%23filename+*.html#ixzz44xF5iitl</a>	√	√	√
Kaplan, David, and Erin Martz “Distance Counseling, Technology and Social Media” <i>Counseling Today</i> (September 2014), 22-24. <a href="http://www.counseling.org/docs/default-source/ethics/ethics_sept_2014.pdf?sfvrsn=2">http://www.counseling.org/docs/default-source/ethics/ethics_sept_2014.pdf?sfvrsn=2</a>	√	√	√
Kolmes, Keely, DeeAnna Merz Nagel, and Kate Anthony. “Ethical Framework for the Use of Social Media by Mental Health Professionals” <a href="http://onlinetherapyinstitute.com/ethical-framework-for-the-use-of-social-media-by-mental-health-professionals/">http://onlinetherapyinstitute.com/ethical-framework-for-the-use-of-social-media-by-mental-health-professionals/</a>	√	√	√
Mutter, Kelvin F. “Case Notes in the Work of Spiritual Care and Counselling.” <i>Counselling et Spiritualité / Counselling and Spirituality</i> , 33(2014), 71–92. (ATLASerials database)	√	√	√
Peace, William J. “A Peaceful Death or a Risk to People with Disabilities?” <i>Bioethics Forum</i> , 03/19/2013. <a href="http://www.thehastingscenter.org/Bioethicsforum/Post.aspx?id=6285&amp;amp;blogid=140&amp;terms=suicide+and+%23filename+*.html#ixzz44xDw8BwX">http://www.thehastingscenter.org/Bioethicsforum/Post.aspx?id=6285&amp;amp;blogid=140&amp;terms=suicide+and+%23filename+*.html#ixzz44xDw8BwX</a>	√	√	√
Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough,	√	√	√

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J. R. (2015). *Multicultural and Social Justice Counseling Competencies*.

[http://www.multiculturalcounseling.org/index.php?option=com\\_content&view=article&id=205:amcd-endorses-multicultural-and-social-justice-counseling-competencies&catid=1:latest&Itemid=123](http://www.multiculturalcounseling.org/index.php?option=com_content&view=article&id=205:amcd-endorses-multicultural-and-social-justice-counseling-competencies&catid=1:latest&Itemid=123)

Codes of Ethics (Required):	MTS/MDiv Specializations			MA/PhD
	CS	CW	PS	
Minister's Code of Ethics for the student's denomination or religious community.			√	√
Professional Code of Ethics for the student's professional or work context.		√		√
College of Registered Psychotherapists of Ontario (CRPO) <a href="http://www.crho.ca/wp-content/uploads/2014/01/Code-of-Ethics-Nov-1611-Trade-Name-Final.pdf">http://www.crho.ca/wp-content/uploads/2014/01/Code-of-Ethics-Nov-1611-Trade-Name-Final.pdf</a>	√			√
Canadian Association for Pastoral Practice and Education (CASC/ACSS) <a href="http://www.spiritualcare.ca/page.asp?ID=44">http://www.spiritualcare.ca/page.asp?ID=44</a>	√			√

#### Recommended Texts and Readings:

Sanders, R. K. *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors*, 2<sup>nd</sup> Edition. Downers Grove, IL: Intervarsity Press, 2013.

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

#### 4. INSTRUCTOR:

**Biography:** Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an OAMFT/AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS). Dr. Mutter's ministry and counseling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

**Availability:** Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled. Otherwise, students may contact him at [mutterk@mcmaster.ca](mailto:mutterk@mcmaster.ca).

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**5. COURSE SCHEDULE:**

Week	Class Topic / Activity Assignment Due
1. Sept 13, 2016	Course Introduction Introduction to Professional Ethics <b>Read:</b> (CS) Truscott & Cook, ch. 1; (CW/PS) Gula ch. 1.
2. Sept 20, 2016	Professional Competence: Obtaining Informed Consent; Defining Scope of Care/Counsel Provided <b>Read:</b> (CS) Truscott & Cook, ch. 5, <i>Heath Ethics Guide</i> ch. 2; (CW/PS) Gula, pp. 14–21 <b>DUE:</b> Course Expectations (MTS/MDiv)
3. Sept 27, 2016	Professional Competence: Confidentiality and its Limits <b>Read:</b> (CS) Truscott & Cook, ch. 6; (CW/PS) Gula, ch. 6
4. Oct 4, 2017	Professional Competence: Record Keeping <b>Read:</b> (all) Mutter “Case Notes in the Work of Spiritual Care and Counselling.
5. Oct 11, 2016	Reading Week
6. Oct 18, 2016	Professional Competence: Managing Boundaries and Multiple Relationships <b>Read:</b> (CS) Truscott & Cook, ch. 8; (CW/PS) Gula chs. 4 & 5
7. Oct 25, 2016	Professional Competence: Self-Care of the Counsellor or Spiritual Care Provider <b>Read:</b> (CS) Truscott & Cook, ch. 7; (CW/PS) Gula ch. 2 <b>DUE:</b> Minor Paper: “Use of Self” (MTS/MDiv)
8. Nov 1, 2016	Professional Competence with Multi-Individual Systems: e.g., couples, families, groups, organizations <b>Read:</b> ; (CW/PS) Gula ch. 3 <b>DUE:</b> Topical Essay (MA/PhD)
9. Nov 8, 2016	Professional Competence: Clarity about Values and Their Effects on the Helping Relationship <b>Read:</b> (CS) Truscott & Cook, ch. 4;
10. Nov 15, 2016	Professional Competence: Multicultural Competencies in Counselling and Spiritual Care <b>Read:</b> (all) Ratts et al. <i>Multicultural and Social Justice Counseling Competencies</i> ; (CS) Truscott & Cook, ch. 9;
11. Nov 22, 2016	Professional Competence: Spirituality and Religion in Counselling and Spiritual Care <b>Read:</b> (all) “Competencies for Addressing Spiritual and Religious Issues in Counseling.” <b>DUE:</b> Major Paper: Competency with LGBT* Individuals (MTS/MDiv)
12. Nov 29, 2016	Professional Competence: End of Life Care <b>Read:</b> (all) Guichon et al. “Canada Marches...”; Peace “A Peaceful Death...”; (CS) <i>Heath Ethics Guide</i> chs. 4-5.
13. Dec 6, 2016	Professional Competence: Use of Digital Media in Counselling in Counselling and Spiritual Care <b>Read:</b> (all) Kolmes et al. “Ethical Framework for the Use of Social Media...”, Kaplan & Martz “Distance Counseling...”; (CS) Truscott & Cook, ch. 8; <b>DUE:</b> Final Course Reflection (MTS/MDiv); Course Design (MA/PhD)
14. Dec 13, 2016	Professional Competencies: Training and Supervision in Counselling and Spiritual Care, Maintaining Competence

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**6. COURSE REQUIREMENTS:**

Assignments	MTS/MDiv Specializations			Advanced Degrees (MA/PhD)
	Counselling & Spiritual Care	Christian Worldview	Pastoral Studies	
Participation	10 %	10 %	10 %	
Course Expectations	10 %	10 %	10 %	
Topical Essay				40 %
Minor Paper: Use of Self	25 %	25 %	25 %	
MTS/MDiv Major Paper	40 %	40 %	40 %	
Course Design				60 %
Final Course Reflection	15 %	15 %	15 %	

**1. Participation (Knowing, Being, Doing).**

Class sessions will include a mixture of lecture, discussion and case reflection. The participation grade will be assessed on the basis of the student’s engagement with class activities as well as the student’s ability to respect others in their interactions, to demonstrate familiarity with the readings and texts, and apply the course material in specific situations.

**2. MTS/MDiv Programs**

**2.1. Course Expectations (Knowing, Being, Doing) (10%) Sept 20, 2016.**

The student will write a 2–3 page paper in which they identify the following.

- Their degree and program specialization
- A brief description of a situation illustrating ethical behaviour in a counselling, ministry, or other professional situation (one paragraph) and a statement of the effect of this behaviour on yourself and/or others (one paragraph).
- A brief description of a situation illustrating unethical behaviour in a counselling, ministry, or other professional situation (one paragraph) and a statement of the effect of this behaviour on yourself and/or others (one paragraph).
- A statement indicating i) how you anticipate this course will contribute to your knowledge about ethics (knowing); ii) how this course may contribute to your personal formation (being); and iii) how this course will contribute to ethical practice (doing).

**2.2. Minor Paper – Safe and Effective Use of Self (Being, Doing) (25 %) Due: Oct 25, 2016.**

“Safe and Effective Use of Self” refers to the learned capacity to understand one’s own subjective context and patterns of interaction as they inform their participation in a helping relationship. “Safe and Effective Use of Self” also speaks to a professional’s self-reflective use of his or her personality, insights, perceptions, and judgments in order to minimize negative impact on and optimize interactions with those they are working with.

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**2.2.1. Pastoral Care Specialization.**

Length: 5-7 pages including reference list and citations.

Identify one ethical question which you think may challenge you when providing pastoral care and counselling. Describe the situation, identify the ethical issues and relate them to your denomination's code of ethics, and show how you might deal with the ethical concerns involved.

**OR**

Identify one specific value that you are likely to push (e.g., insist on), or an area where you expect to struggle, because of a value conflict between yourself and a congregant. Describe the situation, identify the ethical and relate them to your denomination's code of ethics, and show how you might deal with the ethical concerns involved.

**2.2.2. Counselling and Spiritual Care Specialization.**

Length: 5-7 pages including reference list and citations.

Identify one topic or concern you think will challenge you in your work with either an individual, couple or family. Describe the situation, identify the ethical issues and relate them to the CRPO & CASC/ACSS codes of ethics, and show how you might deal with the ethical concerns involved.

**OR**

Identify one specific value that you may be tempted to push (e.g., insist on), or an area where you expect to struggle because of a value conflict with a given client. Describe the situation, identify the ethical issues and relate them to the CRPO & CASC/ACSS codes of ethics, and show how you might deal with the ethical concerns involved.

**2.2.3. Christian Worldview Specialization.**

Length: 5-7 pages including reference list and citations.

Identify one area that challenges you with respect to the intersection of between church and society. Describe the situation, identify the ethical issues and relate them to at least one code of ethics, and show how you might deal with the ethical concerns involved.

**OR**

Identify one specific value that you are likely to push (e.g., insist on), or an area where you expect to struggle because of a value conflict between yourself and an individual or group. Describe the situation, identify the ethical issues and relate them to at least one code of ethics, and show how you might deal with the ethical concerns involved.

**2.3. Major Paper: Competency with LGBT\* Individuals (Knowing, Doing) (40%) Due: Nov 22, 2016.**

Students are expected to read the assigned course reading "ALGBTIC Competencies for Counseling LGBQQIA Individuals" and write a 15-20 paper (4000 to 5000 words) that reflects the student's program specialization.

**2.3.1. Pastoral Studies Specialization:**

Every pastor, irrespective of their theological tradition, will find themselves in the position of ministering to individuals who have questions about their sexual identity or orientation; who are related to someone who identifies as LGBT\*; or, who identify as LGBT\*. In some cases the pastor

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may be asked to conduct a wedding, funeral, child dedication, etc. In other cases, a pastor may be asked to provide counsel or guidance. In yet other cases members of the LGBT\* community or their families may be regular attenders of the church. In these situations it is important for the pastor to be able to articulate the ethical principles that guide their practice of ministry with LGBT\* individuals.

**Instructions:**

- a) Reflect on the following questions and include these reflections within your paper.
  - Summarize the key points raised by this paper. What values and assumptions shape this paper?
  - What do other writers in the field of professional ethics say about competency with LGBT\* individuals? What values and assumptions shape the perspective of each writer? Are there any aspects of this dimension of ethical practice you perceive may have been overlooked?
  - What does the pastoral theology literature say about this topic? What values and assumptions shape the perspective of each writer? Are there any aspects of this dimension of pastoral practice that may have been overlooked?
  - If brought together in conversation with each other, what kinds of questions, insights, etc. might emerge? Discuss these. Does this type of approach create any challenges for you? If so, identify and discuss these.
- b) Based on your reading and the foregoing reflections, conclude your paper with a personal statement about the ethical provision of pastoral care to members of the LGBT\* community and their families.

**2.3.2. Counselling and Spiritual Care Specialization:**

The practice of counselling and spiritual care (i.e., chaplaincy) generally occurs within the public sphere. It is therefore a regular occurrence for counsellors and spiritual care providers to interact with individuals who have questions about their sexual identity or orientation; who are related to someone who identifies as LGBT\*; or, who identify as LGBT\*. It is, therefore, important for counsellors and spiritual care providers to be able to articulate the principles that constitute ethical practice with LGBT\* individuals.

**Instructions:**

- a) Reflect on the following questions and include these reflections within your paper.
  - Summarize the key points raised by this paper. What values and assumptions shape this paper?
  - What do other writers in the field of professional ethics say about competency with LGBT\* individuals? What values and assumptions shape the perspective of each writer? Are there any aspects of this dimension of ethical practice you perceive may have been overlooked?
  - What does the spiritual care (i.e., chaplaincy) and Christian counselling literature say about this topic? What values and assumptions shape the perspective of each writer? Are there any aspects of this dimension of clinical and spiritual care practice that may have been overlooked?

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- If brought together in conversation with each other, what kinds of questions, insights, etc. might emerge? Discuss these. Does this type of approach create any challenges for you? If so, identify and discuss these.

b) Based on your reading and the foregoing reflections, conclude your paper with a personal statement about the ethical provision of counselling and spiritual care to members of the LGBT\* community and their families.

### **2.3.3. Christian Worldview Specialization:**

The Christian community does not exist in isolation from its broader social context. The reality of being a community within a larger community is a complex relationship that is prone to misunderstandings and missteps; as is the case in the church's relationship towards members of the LGBT\* community and their families. In these situations it is important for the pastor to be able to articulate the principles that guide their practice of ministry.

#### **Instructions:**

- a) Reflect on the following questions and include these reflections within your paper.
- Summarize the key points raised by this paper. What values and assumptions shape this paper?
  - What do other writers in the field of professional ethics say about competency with LGBT\* individuals? What values and assumptions shape the perspective of each writer? Are there any aspects of this dimension of ethical practice you perceive may have been overlooked?
  - What does the theological literature, including the field of practical theology, say about this topic? What values and assumptions shape the perspective of each writer? Are there any aspects of the conversation that seem to be overlooked by these perspectives?
  - If brought together in conversation with each other, what kinds of questions, insights, etc. might emerge? Discuss these. Does this type of approach create any challenges for you? If so, identify and discuss these.
- b) Based on your reading and the foregoing reflections, conclude your paper with a personal statement about the ethical provision of pastoral care to members of the LGBT\* community and their families.

## **2.4. Final Course Reflection (Knowing, Being Doing) (15%) Dec 6, 2016.**

The student will write a 2–3 page paper in which they identify the following.

- Their degree and program specialization
- A brief description of one aspect of professional ethics covered in this course that was new and/or provided a new perspective (one paragraph) and a brief statement as to how they anticipate that this awareness may shape the student's professional or pastoral practice (one paragraph).
- A brief description of one aspect of professional ethics covered in this course that the student found to be challenging (one paragraph) and a brief statement as to how this awareness may shape the student's professional or pastoral practice (one paragraph).
- A brief description of one aspect of professional ethics covered in this course that confirmed the student's current professional or pastoral practice (one paragraph).

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### 3. Research Degrees (MA/PhD)

#### 3.1. Topical Essay (5000–6000 words) (50 %)

**Due: Oct 18, 2016.**

**Learning Objectives:**

- To develop the student's skills in research through reading the literature relating to professional practice.
- To analyze research findings critically.
- To determine the applicability of research findings to particular clinical or ministry situations.
- To integrate knowledge of research methods and practices with the student's understanding of ethical practice in ministry.

**Instructions:**

- Select an ethical topic that is relevant to either your current vocational context, your culture of origin, or the culture in which you plan to work after graduation.
- Read a minimum of 2000–2500 pages of material (i.e., academic articles and books) related to the topic you have selected and ethical practice in pastoral care and counselling.
- Write a publishable paper on the topic with the purpose of either presenting this paper at a conference or submitting it for publication.

#### 3.2. Course Design (7000–8000 words) (50 %)

**Due: Dec 6, 2016.**

**Learning Objectives:**

- To develop the student's skills in research through reading the literature relating to professional practice.
- To identify and become familiar with the relevant literature as it applies to the ethical practice of counselling, spiritual care (chaplaincy), congregational/denominational ministry as defined by denominational, professional, societal, regional, and national contexts where the student will work or teach after graduation.
- To design a course on Pastoral Care Ethics that may be taught within a cultural context defined by the student.

**Instructions:**

- Read the texts by Gula, Sanders, and Truscott & Crook and identify ten to twelve key themes you envision will organize the course you wish to teach.
- Identify the national, cultural, and regional (i.e., province or state) context where you would hope to teach following graduation. Identify which laws may apply to ethical pastoral care and pastoral counselling practices within that jurisdiction.
- Identify any professional counselling associations, associations of chaplains, licensure bodies, etc. that accredit or certify pastors, chaplains, and counselors within your preferred context. Obtain copies of their codes of ethics.
- In addition to course texts and any source material used to prepare your Topical Essay, you are required to read a minimum of 3000–3500 pages of material (i.e., academic articles, professional & academic books) related to different aspects of ethical practice in pastoral care and counselling and document your reading in an annotated bibliography that clearly highlights the value of the source. This Annotated Bibliography will be submitted as an Appendix to your draft syllabus.

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- Organize your material into a coherent syllabus that includes the following.
  - A course description.
  - Learning goals for the course.
  - The titles of any texts (or other material) your students will be required to read.
  - A 13-week course schedule that includes the topics to be covered.
  - A thorough description of each assignment your students will submit. Identify due dates and the “weight” of each assignment.
  - Any additional information that will support student success.
- Supplement your syllabus with a “teaching outline” for each lecture that identifies the following.
  - The topics to be covered within each lecture.
  - Resources you will use or refer to when preparing to teach each topic.
  - Learning activities you may use when teaching each topic or segment of the course.

#### **4. COURSE ADMINISTRATION:**

**College Style for Submission of 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 web-site (<http://www.mcmasterdivinity.ca/sites/default/files/documents/MacStyleGuideSept1312.pdf>).

**Statement on Academic Honesty:** Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one’s own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one’s academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <https://www.mcmasterdivinity.ca/programs/rules-regulations>

**Gender Inclusive Language:** McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

**Submission of Written Work:** All assignments are due on the day indicated (by email before 5 p.m. of the day due). ***Late submission of assignments will be deducted one grade point for every late day.*** Written work submitted by email needs to be sent as a single integrated file.

**Length:** Students are expected to adhere to the word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

**Cell Phone/Computer Policy:** Students are to refrain from texting or conducting cell phone conversations while class is in session. Should you need to maintain contact with family members and/or your church or ministry, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to all computer generated sound schemes, pagers, or other electronic annunciation systems.

*Disclaimer: This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

5. **SELECT BIBLIOGRAPHY:**

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- West, Walter E., and Elwyn A. Smith. *Ethics in Ministry: A Guide for the Professional*. Minneapolis, MN: Augsburg/Fortress, 1990.

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