FRHD*6910-02, Course Outline: Summer 2025

Land Acknowledgement

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

General Information

This course is offered through remote synchronous delivery. Links to the Zoom classes will be provided in CourseLink.

Course Title: Professional Issues and Ethical Decision Making

Graduate Calendar Description

This course will focus on professional issues and ethical decision making relevant to the Relational and Psychotherapy Training Program. Particular focus will be given to Regulation and the professional practice standards for the College of Registered Psychotherapists of Ontario (CRPO), as well as the Code of Ethics for the Canadian Association for Marriage and Family Therapy and relevant legal issues for the practice of Psychotherapy in Ontario. This course is offered in a clinical section for MRFT and MP students and a non-clinical section for MA.MH students

Course Description

This course provides an in-depth exploration of standards of practice, codes of ethics, and legal issues in the fields of Relational and Family Therapy and Psychotherapy. Students will explore and apply ethical decision-making models. Additional topics covered include developing a professional identity, registration with the CRPO and professional associations. In the context of this course, students will consider the intersection of social location, values and beliefs; power relations inherent in client-therapist interactions; and diverse client circumstances with professional standards of practice.

This section of this course is designed for MA.MH students only and who are not currently preparing to or actively providing clinical services as part of their program of study. Class discussions, assignments, and class activities will be geared to a theoretical understanding of course ideas and a consideration of way that may be applied in a variety of clinical and nonclinical settings as appropriate. Students will also be encouraged to consider how to apply course learning to their everyday lives.

Credit Weight: 0.5

Academic Department (or campus): Department of Family Relations and Human Development

Semester Offering: S2025

Class Schedule and Location

Instructor Information
Instructor Name: Dr. Gabrielle E. Pitt, RECE, RSW, PhD
Instructor Email: gpitt@uoguelph.ca
Office Hours: Wednesdays 5:30 PM – 6:30 PM **By Appointment through Zoom (please contact
Dr. Pitt to schedule an appointment during the weekly office hour)

Course Content

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

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
Develop an understanding of the conceptual aspects of Systemic Relational Therapy and how systemic relational ideas can be related to life contexts such as work and family. Including some underlying assumptions, the historical-contextual development of this perspective, major concepts, and its overall strengths and limitations. This learning outcome will be achieved through scholarly course readings, class discussion and written assignments.	1.1, 1.2, 1.3, 2.1, 4.1, 4.3, 8.1, 8.2, 8.3	1.1, 1.2, 1.3, 5.1, 5.2	1.1, 1.3, 2.1, 4.1
Develop a foundational understanding of the College of Registered Psychotherapists of Ontario (CRPO) Codes of Ethics and the principles of ethical behaviour and practice within its frame, and the role of the CRPO Ethics Committees.	1.2, 6.1, 6.2, 6.3	3.1, 3.2, 5.1	1.3, 1.4, 1.5
Identify ethical dilemmas, raise appropriate questions, engage in discussion of the implications of various responses/actions, and gain practice in the ethical decision-making process using a multi-dimensional model through scholarly course readings, class discussion and oral presentation.	1.2, 2.1, 2.2, 2.3, 6.1, 6.2, 6.3, 7.2, 7.3	3.1, 3.2, 3.4, 3.5, 3.5, 4.3	1.4, 2.1, 4.1
Develop: (a): an understanding of scope of practice and professional competence; to implement a program to self-monitor personal issues and maintain personal wellbeing, and (b) an initial plan for	2.1, 2.2, 2.3, 4.4, 6.2, 6.3, 7.3	1.4, 3.1-3.4, 4.3	1.5, 2.1, 2.2, 4.1

maintaining professional competence, including on-going professional development with respect to new developments in the field and engaging in career-long learning.			
Develop an understanding of issues of power, privilege and marginalization associated with differences of gender, race, culture, age, sexual identity, ability, etc. Explore the power relations at all system levels: client, client family, therapist, supervisor, agency/program, community, social political context, etc. as these relate to ethical decision-making. Critically evaluate ethical decision-making with respect to meeting the needs of diverse populations and to promoting resiliency and recovery.	1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.4, 6.2, 7.1, 7.3, 8.1, 8.2	1.1, 1.4, 1.5, 2.3, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2	1.4, 1.5, 2.1, 2.2, 3, 4.2, 4.3, 4.4

Lecture Content

Week	Topics	Course Readings and Due Dates
1 **May 12**	Introductions Course Orientation Discussion of Readings, and Assignments General Discussion of Professional Issues • Professional Colleges, Standards of Practice, Ethical Codes, Legal Responsiblities in Mental Health	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.
May 19	Holiday -- No Classes Scheduled Classes rescheduled to Friday, August 1	
2 **May 26**	Professional Responsiblities in Mental Health • Informed Consent • Confidentiality • Clients' Rights	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings Respective Discussion Forums open on Mon. May 26 at 12:01 am and closes on Sun. June 1 at 11:59 pm

Week	Topics	Course Readings and Due Dates
3 **June 2**	Professional Responsiblities in Mental Health • Professional Boundaries and Scope of Practice • Dual Relationships • Working Rurally and Remotely • Conflicts of Interest	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings - Respective Discussion Forums open on Mon. June 2 at 12:01 am and closes on Sun. June 8 at 11:59 pm
4 **June 9**	Professional Duties in Mental Health • Duty to Report • Duty to Protect • Duty to Warn • Clare's Law	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings Respective Discussion Forums open on Mon. June 9 at 12:01 am and closes on Sun. June 15 at 11:59 pm Reflective Journal Entry #1 Due Sun. June 8 by 11:59 pm
5 **June 16**	Professional Issues and Technology and Social Media in Mental Health	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings Respective Discussion Forums open on Mon. June 16 at 12:01 am and closes on Sun. June 22 at 11:59 pm

Week	Topics	Course Readings and Due Dates
6 **June 23**	Ethical Issues in Mental Health • Professional Responsiblities and Codes of Ethics • Risk Management • Sociocultural Attunement, Cultural Humility and Cultural Safety	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings Respective Discussion Forums open on Mon. June 23 at 12:01 am and closes on Sun. June 29 at 11:59 pm
7 **June 30**	Ethical Issues in Mental Health • Models of Decision Making	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings Respective Discussion Forums open on Mon. June 30 at 12:01 am and closes on Sun. July 6 at 11:59 pm
8 **July 7**	Professional and Ethical Responsiblities for Record Keeping • Privileged Communication • Personal information Protection and Electronics Documents Act (PIPEDA) • Requests for Information, Court Orders and Subpoenas	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings Respective Discussion Forums open on Mon. July 7 at 12:01 am and closes on Sun. July 13 at 11:59 pm Reflective Journal Entry #2 Due Sun. June 13 by 11:59 pm

Week	Topics	Course Readings and Due Dates
9 **July 14**	Professional Caring for Self in Mental Health • SEUS (Safe and Effective Use of Self) • Compassion Fatigue • Vicarious Traumatization • Burnout	Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site (in addition to the articles selected by peers for the Asynchronous Discussions across the semester). 2 Student Asynchronous Facilitated Discussion of Readings Respective Discussion Forums open on Mon. July 14 at 12:01 am and closes on Sun. July 20 at 11:59 pm
10 **July 21**	Presentations	
11 **July 28**	Presentations	
12 **August 1** **(Friday)**	Rescheduled class for Monday, May 19 Asynchronous Class	Culminating Journal Due Fri, August 1 by 11:59 pm

Note: Due to various unknown factors, there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

Course Assignments

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Assignment 1: **Journal Entries - Critical Analysis of Learning** Individually, students will critically reflect on their knowledge and learning in relation to course materials, and class discussion. Additionally, students will reflect on issues of: (a) their social location, values, and issues of power and dominant discourse(s) across various issues and topics discussed in the course. *Note – See Assignment Guidelines on CourseLink	2 Reflective Journal Entries Week 4 Week 8 Culminating Reflection Week 12 *See Lecture Content Chart (above) with specific due dates/times	40% Reflective Journal Entries 2 x 20%) Culminating Reflection 20 %	1.1, 1.2, 2.1, 2.2, 3.2, 5.1, 6.1, 6.2, 6.3, 7.1, 7.3, 8.1, 8.2, 8.3

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Assignment 2: **Asynchronous Facilitated Discussion of Readings** As this course emphasizes peer-based learning, over the course of the semester, each student will facilitate an asynchronous discussion of one of the recommended weekly readings. Each student will also participate in the asynchronous discussions led by their peers. *Note – See Assignment Guidelines on CourseLink	During Week 2 – Week 9 2 Student Asynchronous Facilitated Discussion of Readings Each Facilitated Discussion opens on Monday at 12:01 am and closes on Sunday at 11:59 pm during the respective week. *See Lecture Content Chart (above) with specific due dates/times	30%	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 5.1, 6.1, 6.2, 6.3, 7.3, 8.1, 8.2, 8.3
Assignment 3: **Small Group Presentation – Professional Development Seminar** The intent of this presentation is to give students an opportunity to prepare and provide an engaging and interactive Professional Development Seminar on a specific topic related to Professional Issues and Ethics in Mental Health, chosen from the list provided. Two seminars will take place during Week 10 and Week 11 (2 seminars/week). The Seminar will be directed to professionals working in mental health and provide a richer knowledge base about the topic. Students will also	Week 10 Week 11 *See Lecture Content Chart (above) with specific dates	30%	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 5.1, 6.1, 6.2, 6.3, 7.3, 8.1, 8.2, 8.3

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
develop a 2-3-page Infographic, highlighting key aspects of the respective topic. Each presentation will be 1 hour in length. *Note – See Assignment Guidelines on CourseLink			

Course Resources

Code of Ethics and Professional Practice Standards

CRPO Code of Ethics

CAMFT Code of Ethics

CRPO Professional Practice Standards

Schedule of Weekly Readings
A pdf document outlining the schedule of weekly readings will be posted in the Contents Section of the CourseLink site for this course.

NOTE – As the readings for the course will be available electronically as pdf copies, there will be no cost of course learning materials for FRAH*6910-02 S25.

Other Resources
CourseLink Site
There is a CourseLink site for this course. All components of this course can be found on the CourseLink site including the Course Outline, weekly class material, and assignments guidelines. Please familiarize yourself with this website and visit it regularly throughout the semester.

NOTE: Dr. Pitt uses the CourseLink site as a way of communicating with students. It is strongly recommended that students log in to the course website every day to check announcements, access course materials, review the weekly schedule and assignment requirements.
Course Grading Policies

NOTE: It is very important that students carefully read the Grading Policies section below. These policies are binding unless academic consideration is given to an individual student.

Meeting Deadlines Course Requirements and Due Date/Times
It is the student's responsibility to meet all deadlines.

Submission of Assignments
Students are responsible for ensuring their assignments are complete. Incomplete submissions, unreadable files, or incorrect files will receive the late penalty according to the late assignment

policy (below). Students should check the technical requirements and make sure they have a supported browser, and reliable Internet access. In the event of experiencing technical difficulty when submitting an assignment or making a discussion post electronically, please contact CourseLink Support (in advance of the due date and time).

Note - Technical difficulty is not a valid reason for late assignment submissions or posts. Students are encouraged to keep a back-up copy of assignments and posts in the event that they are lost in transition. In order to avoid any last-minute problems, it is strongly recommended that students save their posts to a cloud-based file storage (e.g., Google Docs), or send to their U of Guelph email account, so that posts can be accessed if needed.

Referencing

All assignments submitted must follow APA 7th Edition for style, formatting and referencing. Material regarding APA 7th Edition formatting will be posting in the Content section of the CourseLink site.

Academic Consideration

If a student finds that he/she/they is/are unable to meet course requirements due to illness or compassionate reasons, the student must notify Dr. Pitt via email *at least one calendar day before* the original due date (day and time) of the assignment**.** Extensions may be granted for exceptional reasons deemed acceptable by Dr. Pitt. Extension requests will not be granted beyond one week, except in compelling circumstances.
See further information regarding Academic Consideration in the section on University Policies.

Late Assignments

The course follows a strict grading policy. It is students' responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit goals/learning outcomes of this course. The manner of submission for all assignments and due dates are clearly outlined in the CourseLink site.

NOTE: Late Deduction - A reduction of 10% per day (from the specified date/time the assignment is due) will be in effect for late submissions, to a limit of 5 days, at which time the assignment will not be accepted.
See further information regarding Academic Consideration in the section on University Policies.

Receipt of Grades

Grades posted online, approximately 2 weeks after the submission deadline, if the assignment was submitted on time. After grades are released on CourseLink, students are encouraged to review the grade and feedback received.

Course Statements

Acceptable Use

The University of Guelph has an Acceptable Use Policy, which students are expected to adhere to. Acceptable Use Policy

Course Policy Regarding Communication
All email directed to the professor must come from an official University of Guelph email address. Emails sent from a uoguelph.ca address will receive a response within 24-48 hours. Students may not receive a response if an email is sent from a non-university account.

Course Policy Regarding Use of Electronic Devices and Recording of Lectures
Electronic recording of lectures **is not permitted** without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Course Policy Regarding Use of AI
Students **are not permitted to use any generative AI system** (such as ChatGPT, Claude, Jenni, Github Co-pilot, DaLL-E, and Midjourney) in FRHD*6910-02 S25. Use of generative AI is considered an unauthorized aid in this course.

Academic sources can be found through searching a database like OMNI, via the UofG library or one specific to their discipline.

AI programs like ChatGPT are not academic databases, and if asked to generate academic sources it may not provide credible or legitimate ones. Using fabricated sources in your work is a form of academic misconduct called Falsification, specifically defined in the academic calendar as "concocting facts or reference". This could lead to an academic misconduct allegation.

If you are struggling to find academic and peer reviewed sources, contact Dr. Pitt or the library for Research Assistance. You can also use the "chat with us" tab at the bottom of the screen on the library's homepage to ask a librarian for some help.

University of Guelph's statement on artificial intelligence systems, ChatGPT, and academic integrity released in March 2023:
[University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, Academic Integrity](#)

Course Policy Regarding Turnitin Software
In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.
All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignments.

University Statements

E-mail communication
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement
When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID #, and email contact. See the 2025-2026 Academic Calendar for information on [Academic Consideration, Appeals and Petitions](#)

Drop date
Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility
The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [Accessibility Services](#)

Academic misconduct
The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an

environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see Academic Integrity

Recording of materials
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources
The Academic Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

Illness
Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Safety Protocols
For information on current safety protocols, see Healthy Campus
Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Disclaimer
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website and circulated by email.