



KISUBI BROTHERS CENTRE OF UGANDA MARTYRS UNIVERSITY

PROGRAMME FOR CERTIFICATE IN COUNSELLING

**ETHICAL DIMENSIONS OF COUNSELLING
AUGUST - DECEMBER 2007**

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SUMMARY DESCRIPTION

This course is designed for students who are undertaking a programme of study for a certificate in counselling at Kisubi Brothers Centre of Uganda Martyrs University. The counselling programme aims at integrating scientific principles of counselling within the Catholic/Christian outlook. This theoretical and practical module opens students to the ethical issues of their profession; and provides a basis for making judgements of the procedure/process and the moral content of the issues that emerge in the counselling sessions. It gives the students a wide range of ethical approaches from the view points of: philosophy, theology, sociology, culture and medicine and opens to them opportunities to apply general ethical principles to specific situations while at the same time they are sensitive to the teaching of the Roman Catholic Church.

MODULE TITLE: *Ethical Dimensions of Counselling*
MODULE CODE:
MODULE LEVEL: Certificate of Counselling
CREDIT POINTS: 3 points
SEMESTER: August - December 2007
LOCATION: *Kisubi Brothers Centre of Uganda Martyrs University*

PROGRAMME Rev. Dr. Aloysius L. Bukenya

CO-ORDINATOR(S):

TEACHING STAFF

RESPONSIBLE FOR MODULE DELIVERY

Aloysius Lwanga Bukenya

HOURS:

Lectures Hrs 28

Seminars, Tutorial, Hrs 14
Supervised Group
work

RATIONALE

The role of the counselor becomes increasingly complex as they continue to work within the ever changing society in the context of the global outlook. There are developments that shake the faith of a counselor in the ability humanity to realize the ultimate good which is the purpose of human existence. Quite often counsellors are troubled by morally embedded questions that characterize the stories of their counselees. Some of those issues become cause for psychological and emotional upsets and topics for confidentiality for counselors to handle in camera.

This course proves counselors with tools to apply general and specific moral principles to practical issues in their practice. It provides a source for confidence to the counselor who would like to minimize the harm and promote the good, as they look at the definitions of the right and wrong in human actions.

The course contributes to the healing process of counseling processes by focusing on moral/ethical the aspects of human decisions and actions, so that counselors and counselees operate within accepted moral boundaries and so gain a sense of safety that the human spirit ultimately longs for.

While helping them to have a reasoned stronghold on the ethical principles they stand for, this course provides the counselors with the flexibility to consider a diversity of moral approaches that comprise a wider ethical debate. It is within that perspective that counselors are being trained to be objective and non-judgmental as they pay attention to their counselees' stories, and provide quality service.

AIMS

The course will engage student counselors in discussions of the concept of ethics and morality and help them to acquire knowledge of moral theories and principles and to apply them to a range of real life situations within the human experience of the *Global/African /Ugandan settings*. It aims at overcoming a narrow view of morality and in considering wider perspectives to develop the confidence of listening to any counselee regardless of their background and age group.

Specific Aims

- Explore the meanings and contexts of ethics and morality.
- Through lectures and discussions support students in the understanding of various theories and approaches to moral decisions and actions.
- Engage students in ongoing research in the field of ethics and morality, by referring to modern conflicts between science and *Christian/Catholic* morality.
- Engage students in their self-reflections and to have reasoned commitment to the moral principles that they hold, and to have an open mind as they attend to their counselees.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

- K1 Understand the concepts of ethics, morality and axiology.
- K2 Develop an understanding of the diversified approaches to values and ethics and the implications that has on peoples' specific choices and human actions: modes of behaviour.
- K3 Explain approaches to morality of some schools of philosophy and theology and the unique position of the Roman Catholic Church.
- K4 Understand the dilemmas that comprise certain situations: considering that within the wider context of a diversity of moral approaches.
- K5 Identify and study some topics that are subjects of daily decision making in people's lives: sexuality, medicine and healing, emotions, money, work and leisure, law and order.

INTELLECTUAL QUALITIES

- I1 Awareness of the moral theories through an historical perspective.
- I2 Maintenance of objectivity in face of ethically loaded situations, and an ability to balance between personal beliefs and the counselees' beliefs, and still be a successful counselor.
- I3 Understanding of approaches to be used in dealing with sensitive issues including dealing with abusers or offenders of accepted moral codes.
- I4 Discussions of topics and ability to see ethical content in real life situations; Research and apply ethical principles to real life situations.

CONTENT

- Week 1 Introduction. Ground rules. Ethical dimensions of counselling: counselling, a probe into the private and sensitive to lead to healing, growth, integration and body and spirit. Contractual process involving 2 parties: the client and counsellor and other possible involved parties. Accepted code of conduct; right and wrong. Definitions of ethics and morality. Professional ethics.
- Week 2 Professional Ethics and counselling: code (rules)of conduct of a counsellor. Nature of the profession, certified counsellor, Duties and rights, protecting the counsellor and client. Punctuality, confidentiality, privacy, cleanliness, assignment, follow-up, respect.
- Week 3 Values motivating professional counselling; Why should a counsellor behave professionally? Answer from various sources. Lessons from moral philosophy, ancient and modern philosophy: definition of ethics, axiology and moral values, objective or subjective, changeable or permanent, specific or universal, Socrates, Plato, Aristotle, Hedonists, Stoics.
- Week 4 Enlightenment and rebirth of knowledge: age of reason French revolution and rights of citizen and rights of women. Emmanuel Kant' philosophy of duty.
- Week 5 Judeo-Christian tradition: Old Testament, foundations of moral Foundations of good conduct in human behaviour. Exodus, etc..
- Week 6 Judeo-Christian tradition: New Testament: Jesus and Apostles.
- Week 7 Judeo Christian Tradition: History of the Church: St Augustine, Loving God as the highest good, St. Ignatius of Loyola, St. Thomas Aquinas.
- Week 8 Church Laws and Social Teaching of the Church: Vat.II, the human person.
- Week 9 Principles of Ethics in the changing world: concept of Conscience and the individual caught up in the day to day experiences: sexual morality uniqueness of the individual,

artificial birth control methods, HIV/Aids, Condoms and the Catholic Church (Humanae Vitae) Feelings and Emotional Management.

- Week 10 Healing and Medicine: dilemma between two worlds and the nature of choices between scientific knowledge vs authority of traditional healers.
- Weeks 11 Emotional management: emotions and moral judgment: shame, jealousy, anger, grief, hopelessness, suicidal, excitement, hope, dealing with sensitive issues, bereavement, loss and dealing with grief. Self Esteem: Low Self-Esteem, and High Self-Esteem.
- Week 12 [Discussions around issues of Freedom, Responsibility, Conscience, and the Common good: Knowledge, Freedom, Desire.](#)
- Week 13 Counselling and the Sacrament of Penance: similarities and differences, Ethical Issues: Disclosures and Confidentiality.
- Week 14 In face of intractable dilemmas: guiding moral principles; review of the course. Evaluation.
- Week 15 **EXAMINATION**

LEARNING AND TEACHING METHODS

A variety of methodologies will be used in the facilitation of this module:

- *theoretical input*
- *Discussions*
- *assignment work*
- *group work*
- *individual reading*

ASSESSMENT

Assessment for the course will be based on two pieces of work consisting of 2,000 words, and a final written examination.

The assignments will be marked out of 50% and the final examination will also be marked out 50%. The total will comprise the final grade for the course.

A student must pass the assignment with not less than 25 out of 50 marks to be allowed to sit for the final examination.

Give the distribution of marks between coursework and examination

50 Marks: Coursework

50 Marks: Final Examination

READING LIST

Required

Best, Ron *et al.* (1995) *Pastoral Care and Personal-Social Education: Entitlement and Provision*. Cassell

Cowie, H & Pecherek, A (1994) *Counselling: approaches and issues in education*. London: David Fulton Publishers.

Egan, G. (1998, 6th Ed) *The Skilled Helper: A Problem Management Approach to Helping*, Pacific Grove California, Brooks/Cole Publishing.

Geldard K & Geldard D (1997) *Counselling children*. Sage, London.

Hough, Margaret (1994) *A Practical Approach to Counselling*. Pitman:London

Jackins, H (1978) *The human side of human beings*. Rational Island Publishers: Seattle.

Jewett, C. (1994) *Helping Children Cope with Separation and Loss*. London: Batsford

Kubler-Ross, E. (1983) *On Children and Death*. Collier Books: New York

McLeod, J (1993) *An introduction to counselling*. OUP: Buckingham

Mearns D & Thorne B (1988) *Person centred counselling in action*. Sage: London.

O'Farrell, U (1988) *First steps in counselling*. Veritas:Dubin.

Rogers, C. (1951) *Client-Centred Therapy: Its Current Practice, Implications and Theory*. Boston: Houghton Mifflin

Rogers, C. (1980) *A Way of Being*. Boston: Houghton Mifflin

Recommended

Abrams, R. (1999, 2nd Ed) *When Parents Die*. Routledge London

Adams, J.F. (1965) *Counseling and Guidance*, New York, The Macmillan Company.

Bowlby, J. (1980) *Attachment and Loss: Vol. 3 Loss, Sadness and Depression*. Penguin Books, London (1981)

Branden, N. (1990). *What is self-esteem?* Paper presented at the first International Conference on Self-Esteem, Oslo, Norway. (ERIC Document Reproduction Service No. CG 022 939)

Dryden, W (1996) *Brief counselling, a practical guide for beginners*. Buckingham: OUP:

Hamblin, D. (1974) *The Teacher and Counseling*, Oxford, Basil Blackwell.

Kubler-Ross, E. (1969) *On Death and Dying*. Tavistock/Routledge London/New York

Lindsay, B. & Elsegood, J. (1996) *Working with Children in Grief and Loss* Bailliere Tindall

McCallion, P. (1998) *Counselling in Schools: A Practical Programme for Developing Counselling Skills in Schools*, London, The Stationary Office.

McLaughlin, C (1996) *Counselling & guidance in schools: developing policy and practice*. David Fulton: London.

Mearns, Dave (1994) *Developing Person Centred Counselling* Sage:London

Nelson Jones, R. (2000) *Introduction to Counseling Skills: Text and Activities*, London, Sage Publications.

Other Sources

BAC (1989, BSS) 'Code of Ethics and Practice for Counseling Skills'

Journals:

1. *Journal of Counselling Psychology*

2. *British Journal of Guidance & Counselling*. (1973-1993)

3 *Journal for the National Association Pastoral Care in Education*