

Course ID:	Course Title:	Spring 2021
SC 625	Professional Ethics – Directed Study	Prerequisite:
		Credits: 3

Class Information		Instructor Information	
Delivery:	Online	Instructor:	Dr Alan Palmer BA PGCE MCS M.Th.(Oxon)
Days:	Thursdays, May 6,13,20,27, June 3,10,17,24	Email:	Alan.palmer@jpaget.nhs.uk
Time:	09.00am -12.00 MDT	Phone:	(UK) 07926041507
Room:	N/A	Office:	01493 452408 ext.: 3606
Lab/ Tutorial:	N/A	Office Hours:	0700 -18.00
Final Exam:	No Final Exam	Last day of classes:	Thursday, June 24th 2021

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

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Exploration of the ethical development of persons in the helping professions, particularly within the context of Christian ministry. We will explore professional ethics in situations involving informed consent, confidentiality, conflict of interest, honesty, whistle blowing, and public trust. The impact of accountability on individuals, employers, and professional ethical standards will be considered within the context of contemporary social issues.

This course will explore issues of professional ethics within a framework of the meaning of *ethics* and *morality*, considering ancient and more modern iterations of ethical theory.

Note: ethical business practice is not included in this course.

Expected Learning Outcomes

The learning goals of this course are in alignment with the four key goals of the Seminary. Through engagement in this course, students will:

- Understand how their beliefs influence their understanding of professional ethics and why that matters in a helping profession
- Be centered in a life of love of neighbour

- Be empowered to serve effectively in the place where their deep joy and the world's deep need meet
- Be equipped for reflective engagement in God's work

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

- Evaluate critically central issues in professional ethics
- Critically analyze professional ethical standards/codes within the context of select contemporary social issues
- Critically analyze ethical decision-making models and apply to practical situations
- Recognize appropriate boundaries in a professional relationship
- Identify the issues related to informed consent, confidentiality, client rights, conflict of interest, honesty, whistleblowing and public trust
- Articulate their understanding of what it means to be an ethical practitioner in the helping professions (e.g., as a chaplain)

Required and Recommended Textbooks and Readings

Textbooks

Students are advised to read broadly for this course. The quantity that you need to read depends on how well read you are in this area and if you have done other ethics courses. If this is your first ethics course, then you may need to read more to meet the outcomes for a graduate level course. The required articles can be located on the course Moodle site or as e-books through the Ambrose Library.

Note the library's information page to assist remote learning: <https://ambrose.beta.libguides.com/usingthelibrary>

Required

Allen, B. & Odlum F. (2019, Oct. 25). *Regina pastor expelled over "abuse of power", sexually explicit texts*. CBC News. Retrieved from <https://www.cbc.ca/>

[Baggini, J. and Fosl, P.S. \(2007\). *The Ethics Toolkit –A Compendium of Ethical Concepts and Methods*. Oxford: Blackwell Publishing. ISBN: 978-1-4051-3231-2](#)

Beauchamp, T. (2010a). The four principles approach to health care ethics (Chapter 3). *Standing on Principles: Collected Essays* (pp. 35-49). New York: Oxford University Press. (e-book)

Beauchamp, T. (2010b). Informed consent: Its history and meaning. (Chapter 4). *Standing on Principles: Collected Essays* (pp. 50-78). New York: Oxford University Press. (e-book)

Beauchamp, T. (2010c). When hastened death is neither killing nor letting die (Chapter 7). *Standing on Principles: Collected Essays* (pp. 120-131). New York: Oxford University Press. (e-book)

Bok, S. (2017). Lying and lies to the sick and dying. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 200—211). New York: Oxford University Press.

- Canadian Association for Spiritual Care. (2016, Dec. a). *Guidelines for spiritual care practitioners and psycho-spiritual therapists in responding to inquiries regarding medical assistance in dying (MAID)*. Oakville, ON :Author.
Retrieved at: <https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/Guideline-for-SC-in-responding-to-request-for-MAID-final-Dec-7-2016.pdf>
- Canadian Association for Spiritual Care. (2016, Dec. b). *Responding to clients considering or requesting medical assistance in dying (MAID)*. Oakville, ON: Author.
Retrieved at: <https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/A-Resource-Paper-on-MAID-Dec-4-2016-final.pdf>
- Carey, L., Willis, M., Krikheli, L., & O'Brien, A. (2015). Religion, health and confidentiality: An exploratory review of the role of chaplains. *Journal of Religion and Health*, 54(2), 676-692.
- Carlson, B., Simopolous, N., Goy, E., Jackson, A., & Ganzini, L. (2005). Oregon hospice chaplains' experiences with patients requesting physician-assisted suicide. *Journal of Palliative Medicine*, 8(6), 1160-1166.
- Chochinov, H. & Frazee, C. (2016). Finding a balance: Canada's law on medical assistance in dying. *The Lancet*, 399 (10044), 543-545.
- Frangou, C. (2017, April 7). Life and how to leave it: The last day in the life of an ordinary man who decided, he wanted to die. *Calgary Herald: Swerve*. Retrieved at <http://calgaryherald.com/life/swerve/life-and-how-to-leave-it-the-last-day-in-the-life-of-an-ordinary-man-who-decided-he-wanted-to-die>
- Goy, E., Carlson, B., Simopoulos, N., Jackson, A., & Ganzini, L. (2006). Determinants of Oregon hospice Chaplains' views on physician-assisted suicide. *Journal of Palliative Care*, 22(2), 83 – 90.
- Jackson, J. (1991). Telling the truth. *Journal of Medical Ethics*, 17, 5-9. <http://dx.doi.org/10.1136/jme.17.1.5> Retrieved at: <http://jme.bmj.com>
- Justice, J. & Garland, D. (2010). Dual relationships in congregational practice: Ethical guidelines for congregational social workers and pastors. *Social Work and Christianity*, 37 (4), 437-445.
- Lewis, C.S. (2017). The inner ring. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 429-432). New York: Oxford University Press.
- Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). *Ethics Across the Professions* (2nd Ed).New York: Oxford University. Press. ISBN 978-0-19029870-8
- Matthews, Pia. (2018). *Ethical Questions in Healthcare Chaplaincy*. London: Jessica Kingsley Publishers. ISBN: 978-1-78592-421-7
- McManus, R.M. (Ed), Ward, S. J. & Perry, A.K (2018) *Ethical Leadership –a primer*. Cheltenham UK: Elgar Publishers Ltd. ISBN: 978-1-78811-037-2

Meisel, A., & Kuczewski, M. (2017). Legal and ethical myths about informed consent. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 145-151). New York: Oxford University Press.

Mohrmann, M. (2008). Ethical grounding for a profession of hospital chaplaincy. *Hastings Centre Report*. 38(6), 18-23.

Mount, B., Boston, P., & Cohen, S.R. (2007). Healing connections: On moving from suffering to a sense of well-being. *Journal of Pain and Symptom Management*, 33(4), 372- 388.

Meyers, C. (2018). *The Professional Ethics Toolkit*. Oxford: Wiley Blackwell. ISBN: 978-1-119-04515-1

Robinson, S. (2012). *Spirituality, Ethics and Care*. London: Jessica Kingsley Publishers. ISBN: 978 -1-84310 -489 -8

Shellnutt, K. & Eekhoff Zylstra, S. (2017, December 3). Ravi Zacharias responds to sexting allegations, credentials critique. *Christianity Today*. Retrieved from: <http://www.christianitytoday.com/news/2017/december/ravi-zacharias-sexting-extortion-lawsuit-doctorate-bio-rzim.html>

Smietana, B. (2018, March 22). Bill Hybels accused of sexual misconduct by former Willow Creek leaders. *Christianity Today*. Retrieved from: <https://www.christianitytoday.com/news/2018/march/bill-hybels-misconduct-willow-creek-john-nancy-ortberg.html>

Smietana, B. (2018, August 8). Willow Creek elders and Pastor Heather Larson resign over Bill Hybels. *Christianity Today*. Retrieved from: <https://www.christianitytoday.com/news/2018/august/willow-creek-bill-hybels-heather-larson-elders-resign-inves.html>

Swift, C., Cobb, M. & Todd, A. (Eds). (2016). *A Handbook of Chaplaincy Studies – understanding Spiritual Care in Public Places*. Abingdon: Routledge Publishing. ISBN: 978-1-4724-3406-7 See Chapter 7 ‘Chaplaincy and Ethics’: What does it Mean to be a Good Chaplain: Peter Sedgwick. Pages 97 -108.

Vardy, P. & Vardy, C. (2012). *Ethics Matters*. London: SCM Press. ISBN: 978-0-334-04391-1

Wirpsa, M. J. & Pugliese, K. (Eds). (2020). *Chaplains as Partners in Medical Decision-Making*. London: Jessica Kingsley Publishing. ISBN: 978-1-78450-997-2

Recommended:

Beauchamp, T. & Childress, J. (2001). *Principles of biomedical ethics* (5th ed.). New York: Oxford University Press. ISBN: 0-19-514332-9

Blackburn, S., (2001). *Ethics – A very Short Introduction*. Oxford: Oxford University Press. ISBN: 0-19-280442 -1

Cave, P., (2017) *Ethics – Beginners Guide*. London: One-World Publications. ISBN: 978 -1-78074-576 -3

Corey, G., Schneider Corey, M., Corey, C. & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole. ISBN: 13:978-1-305-38945-8

Dunn, M & Hope, T. (2018). *Medical Ethics - A very Short Introduction* (2nd ed). Oxford: Oxford University Press. ISBN: 978-0-19881560-0

Martin, C., Vaught, W., & Solomon, R. (2017). *Ethics across the professions: A reader for professional ethics* (2nd ed.). New York: Oxford University Press. ISBN: 9780190298708 - 9

Miller, C B. (2018) *The Character Gap*. Oxford: Oxford University Press. ISBN: 978-0-19-750380-5

Oakley, O and Cocking, D. (2001). *Virtue Ethics and Professional Roles*. Cambridge: Cambridge University Press. ISBN: 0-521-02729-2

Panza, C and Potthast, A. (2010) *Ethics For Dummies*. Indianapolis: Wiley. ISBN: 987-0-470-59171-0

Reitz, M. & Higgins, J. (2019). *Speak Up: say what needs to be said and hear what needs to be heard*. London: FT Publishing/Pearson. ISBN:978 -1-292-26301 -4

Strom-Gottfried, K. (2016). *Straight talk about professional ethics* (2nd ed.). New York: Oxford University Press. ISBN:978-0-190615-47-5

Taylor, C. (2012). *Moralism: A Study of a Vice*. Durham: Acumen. ISBN: 978-1 -84465-494-9

Young, R. (2007). Chapter 7: Professional integrity and voluntary medically assisted death. *Medically assisted death*. (pp. 113 – 136). Cambridge: Cambridge University Press. Retrieved from <https://ebookcentral-proquest-com> through Ambrose library.

Copies of the Code of Ethics from the following organizations:

- Canadian Association of Spiritual Care (<http://www.spiritualcare.ca>)
- Canadian Nurses Association <<https://www.cna-aic.ca/html/en/Code-of-Ethics-2017-Edition/files/assets/basic-html/page-1.html>>
- Canadian Medical Association <https://www.cma.ca/Assets/assets-library/document/en/advocacy/policy-research/CMA_Policy_Code_of_ethics_of_the_Canadian_Medical_Association_Update_2004_PD04-06-e.pdf>
- Canadian Psychological Association <http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf>
- Canadian Association of Social Workers <https://casw-acts.ca/sites/casw-acts.ca/files/attachements/casw_code_of_ethics.pdf>
- Christian and Missionary Alliance in Canada. *Manual of the Christian and Missionary Alliance in Canada 2019* <<https://www.cmacan.org/wp-content/uploads/2018/08/cma-manual-2018.pdf>> and *A Call to Excellence: Code of Ethics for Official Workers of The Christian and Missionary Alliance in Canada* <<https://www.cmacan.org/wp-content/uploads/2018/08/a-call-to-excellence-2018.pdf>>

Course Schedule



Date	Topic	Reading	Guests/Assignments/Notes
May 6 th Class Time Part: A	Course Introduction, Syllabus and overview of ethics, morality and ethical theories.	Part 1: Brief Overview of Theoretical Ethics Vardy, P. & Vardy, C. (2012). <i>Ethics Matters:</i> Definitions, pages X111 –X1V Normative Ethics, pages 27 -28	Pre –session preparation: Questions to think through before this course begins:

<p>Topics: we will consider the following as we introduce theoretical ethics and professional ethics:</p> <p>Key words and Phrases:</p> <p>Normative Ethics</p> <p>Meta ethics</p> <p>Descriptive ethics</p> <p>Practical or Applied Ethics</p> <p>Deontological Ethics</p> <p>Teleological or Consequentialist Ethics</p> <p>‘Professional’</p> <p>Key Foci of the session:</p> <p>Understanding the concepts of</p> <ul style="list-style-type: none"> • Normative Ethics • Meta Ethics • Descriptive ethics • Practical Ethics, applied and professional ethics. • Deontological ethics 	<p>Meta Ethics, pages 1-17</p> <p>Natural Law, pages 33 -61</p> <p>Meyers, C. (2018). <i>The Professional Ethics Toolkit</i>. 1.2 Defining ‘Professional’ pages 23 – 32</p> <p>Breast surgeon Ian Paterson jailed for 15 years for carrying out needless operations UK news The Guardian</p> <p>Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).New York: Oxford University: ‘How to be Ethical’ pages 59-61</p> <p>For session two pre – read Vardy and Vardy: Natural Law and Virtue ethics, pages 62 -78 and McManus, Ward and Perry (2018), pages 57 -83.</p> <p><i>See also</i> Robinson, S. (2012). <i>Spirituality, Ethics and Care</i> pages 13 – 31</p> <p>Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).New York: Oxford University: ‘What is it to be a Professional?’ pages 1-2</p> <p>‘Professionalism and Nursing’ page 55</p> <p>‘Professional responsibility: Just following the Rules’ pages 12-14</p>	<ol style="list-style-type: none"> 1. What do we mean by the following words: ‘professional’, ‘ethics’ and ‘morality’? Come to class with a definition. 2. How do you think most people make moral choices? What models and criteria or guidelines do they use? 3. How do you generally make ethical professional choices? What models and criteria or guidelines do you use? <p>Do you pre –reading in Vardy and Vardy and Robinson (2012). Meyers, C. (2018). <i>The Professional Ethics Toolkit</i>. 1.2 Defining ‘Professional’ pages 23 – 32. Post a question before class that raised by your prior reading on a discussion forum on the Moodle site.</p> <p>Written assignment: begin a journal called: <i>Journey into Ethics and Professional Ethics (on your computer please)</i>. Makes sure it includes the following:</p> <ol style="list-style-type: none"> a) Put in your initial thoughts about what ethical
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	<ul style="list-style-type: none"> • Teleological Ethics • 'Professional' 		<p>models you use to make ethical decision in your personal and professional life. We will revisit these responses at the end of the course.</p> <ul style="list-style-type: none"> b) Basic ethical definitions c) One page summaries of the different Ethical theories we cover d) Questions these theories raise in the context of your life and profession. e) How and where you might apply some of the ideas these theories propose.
<p>May 6th</p> <p>Class Time Part: B</p>	<p>Topic: Meta Ethics</p> <p>Topic: Aristotle and Ethics, Aquinas and Natural Law, Bentham and Mill and Utilitarianism.</p> <p>Key Words: Aristotelian. Character/Virtue. (Greek: ἀρετή). Golden Mean. Virtues and Vices. Eudemonia. Thomas Aquinas. Natural Law.</p>	<p>Vardy and Vardy (2012): Utilitarianism, pages 62 -68</p> <p>https://plato.stanford.edu/entries/aristotle-ethics/</p> <p>https://plato.stanford.edu/entries/ethics-virtue/</p> <p>https://plato.stanford.edu/entries/natural-law-ethics/</p> <p>https://plato.stanford.edu/entries/consequentialism/ https://plato.stanford.edu/entries/utilitarianism-history/</p> <p>John Stuart Mill, 'Utilitarianism' p 73-76 in Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).</p>	<p>Assignment: Work on Ethical Journal (Continued)</p> <ul style="list-style-type: none"> • Define important words and terms. • Add a one-page summary of Virtue theory, Natural Law and Utilitarianism. • Post a question before class that raised by your prior reading on a discussion forum on the Moodle site.

	<p>Teleological. Consequentialism. The Principle of Utility. J Bentham and J S Mill.</p> <p>Key Foci:</p> <p>Understanding background and structure of:</p> <p>Natural Law Virtue Ethics Utilitarianism</p>	<p>McManus, Ward and Perry (2018): Chapter 3 Utilitarianism See, Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). Ethics Across the Professions (2nd Ed).New York: Oxford University. 'Utilitarianism' Case Study pages 103 -104</p> <p>Chapter 4 Virtue Ethics</p> <p>See, Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). Ethics Across the Professions (2nd Ed).New York: Oxford University. 'Professional Virtue' pages 45 -48</p>	<ul style="list-style-type: none"> • Reflect and consider whether these theories can be practically applies to your life and you professional work. • Do a two column analysis of the theory: strengths and weakness
<p>May 13th</p> <p>Class Time part: A</p>	<p>Topics: Cultural and Moral Relativism</p> <p>Fletcher and Situation Ethics, and Immanuel Kant' Categorical Imperative.</p> <p>Key Words: 'Situation Ethics and Love (Greek: ἀγάπη) Absolutes Fundamental values Optimal Morality Imperative</p> <p>Key Foci: Can love (ἀγάπη) be our only guideline in making moral choices? (Fletcher)</p>	<p>McManus, Ward and Perry (2018): Chapter 2 Kantianism Chapter 7 Cultural Relativism.</p> <p>See, Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).New York: Oxford University. 'On Ethical Relativism'. Pages 61-64</p> <p>Vardy and Vardy (2012): Situation Ethics, pages 120 -131. Relativism, pages 17 -26 Kantian Ethics, pages 132 -162</p> <p>https://www.britannica.com/topic/situation-ethics</p> <p>https://www.newworldencyclopedia.org/entry/Situational Ethics</p> <p>https://plato.stanford.edu/entries/relativism/</p> <p>https://plato.stanford.edu/entries/kant/</p>	<p>Assignment: Add to your Ethical Journal the following:</p> <ul style="list-style-type: none"> • Important ethics definitions. (To test whether you really have grasped the phrase we are going to get different members of the class to explain their understanding of various terms and phrases). • Continue to write a one-page summary of each theory. • Do a two-column analysis of the theory: strengths and weakness. • Reflect on the theory's applicability to





	<p>Does the phrase 'When in Rome do as the Roman's Do', Make ethical sense? (Relativism). What is wrong with treating people as a means to an end? (Kant)</p>		<p>your life and profession.</p> <ul style="list-style-type: none"> • Add examples of these theories you have seen in News programs, Newspapers (add clippings or photocopies to your journal), Movies, TV shows, Books, and life contexts. • Post a question before class that raised by your prior reading on a discussion forum on the Moodle site. • Review your journal entries, definitions and summary notes for test next class.
	<p>Topic: Central Issues in Professional Ethics.</p> <p>Test on terms and theories.</p> <p>Foci: Autonomy Justice Beneficence Non-maleficence:</p>	<p>Part Two: Practical or Applied Ethics</p> <p>Michael Davis, 'Professional Responsibility: Just Following the Rules?' P12 – 19 in Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).</p> <p>Beauchamp, T. (2010a). The four principles approach to health care ethics (Chapter 3). <i>Standing on Principles: Collected Essays</i> (pp. 35-49). New York: Oxford University Press. (e-book)</p> <p>Matthews, Pia. (2018). <i>Ethical Questions in Healthcare Chaplaincy. Chapter 3: Autonomy, Consent, Refusing Treatment and Boundaries. Chapter 4 Ethics and the Non-Autonomous Patient.</i></p> <p>https://youtu.be/gDNsqFuXaXs</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2840885/</p>	<p>Work on assignments. In your journal, include a section on 'reflecting on autonomy a person's right to choose to die'. Include how you think one of the theories we have covered would approach such an issue.</p> <p>Assignment: put in your journal a two-page bullet point summary of Pia Matthews Chapters.</p> <p>Post a question before class that raised by your prior reading on a discussion forum on the Moodle site.</p>

		<p>https://www.cancer.org/treatment/finding-and-paying-for-treatment/understanding-financial-and-legal-matters/informed-consent/what-is-informed-consent.html</p> <p>David Orentlicher and Lois Snyder, 'Can Assisted Suicide be Regulated?' p 475 -480 in Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).New York: Oxford University. Press.</p> <p>Frangou, C. (2017, April 7). Life and how to leave it: The last day in the life of an ordinary man who decided, he wanted to die. <i>Calgary Herald: Swerve</i>. Retrieved at http://calgaryherald.com/life/swerve/life-and-how-to-leave-it-the-last-day-in-the-life-of-an-ordinary-man-who-decided-he-wanted-to-die</p> <p>Terry Pratchett: Choosing To Die - Top Documentary Films</p>	
May 13 th Class Time Part: B	<p>Topic: Professions & their Codes of Ethics</p> <p>Foci Summarize the principle content of these codes.</p> <p>How applicable are they to profession contexts?</p> <p>How are they monitored and enforced?</p>	<p>Mohrmann CASC Code of Ethics</p> <p> Code-of-Ethics.pdf</p> <p> NACC-Ethics-Procedures-Manual-Septer</p>	<p>Assignment: Locate samples of Professional Codes of Ethics; must include CASC code of ethics.</p> <p>Include examples of Professional Codes in your Journal.</p> <p>Assignment Due: Please email me journal entry on Pia Matthew's work on 'personal autonomy' and ethical theories.</p>
May 20 th Class Time Part: A	<p>Topic: Privacy & Confidentiality: questions of documentation (what must be included and cannot be</p>	<p>Carey, et al</p> <p>Matthews, Pia. (2018). <i>Ethical Questions in Healthcare Chaplaincy</i>. Chapter 5 Confidentiality, Privacy, Data Protection, Truth Telling and Trust</p>	<p>Guest: Rev. Danny Pritchard. Deputy Lead Chaplain at James Paget University Hospital.</p> <p>Assignment: put in your journal a two-page bullet</p>

	<p>included); importance of documentation for potential legal contexts.</p> <p>Key Words: Confidentiality Privacy Data protection Information Governance.</p> <p>Key Foci Dignity and Professional Boundaries</p>		<p>point summary of Pia Matthews Chapter. Note down any questions that you have about her content and bring a question from you reading and reflection on your own practice to the next class.to the next class.</p> <p>Post a question before class that raised by your prior reading on a discussion forum on the Moodle site.</p>
<p>May 20th Class Time Part: B</p>	<p>Topic: Whistleblowing</p>	<p>Beauchamp (2010b, Chp 4) Meisel & Kuczewski</p> <p>Sissela Bok, 'Whistleblowing and Professional Responsibility' p 306 -311 in Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).</p> <p>Michael Davis, 'Some Paradoxes of Whistleblowing' p 311 - 317 in Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).</p> <p>Ronald Duska, 'Whistleblowing and Employee Loyalty' p317 -321 in Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). <i>Ethics Across the Professions</i> (2nd Ed).</p>	
<p>May 27th</p>	<p>Topic: Conflict of Interest & Whistle blowing;</p>	<p>Allen & Odlum Shellnutt & Eekhoff Zylstra Smietana (March & August)</p> <p>Reitz, M. & Higgins, J. (2019). <i>Speak Up</i></p> <p>www.nursingtimes.net/clinical-archive/leadership/whistleblowing-what-influences-nurses-decisions-on-whether-to-report-poor-practice-01-02-2010/</p>	<p>Assignment Due: Pia Matthew's Summaries and reflections.</p> <p>Assignment: Continue to make entries into your ethics journal, including:</p> <ul style="list-style-type: none"> • Important ethical definitions.

			<ul style="list-style-type: none"> • A reflective piece on the issues, challenges and ethics of 'whistleblowing' (750 words). Note: Be sure to include how various ethical theories may or may not be of use in this situation.
June 3 rd	<p>Topic: Empathy, Transference and professional and emotional boundaries.</p> <p>Key Words: Psychological Transference Sympathy Empathy Empathetic engagement Emotional/Professional ethical 'blurring'.</p> <p>Key Foci Consider psychotherapeutic concepts of transference and counter-transference; there are ethical dimension of knowing the boundaries of their own experience; aspect of competent practice (cf. CASC code of ethics)</p>	 Empathetic Entanglement.pptx  Against Empathy by Paul Bloom.docx  Tea and Empathy Proposal2.docx  The Guardian.docx Bazalgette, P. (2017). <i>The Empathy Instinct</i> . London: John Murray. ISBN: 987 -1473-63753 -5 Worth a read, but not required. Krznaric, R. (2014). <i>Empathy</i> . London: Rider. ISBN: 987 -1-84604 -385 -7 Worth a read, but not required. Bok Jackson Justice & Garland https://www.healthline.com/health/mental-health/transference https://www.mentalhelp.net/psychotherapy/erotic-transference/ https://www.verywellmind.com/transference-2671660	<p>Assignment: In you ethical journal note down your reflective response to the following questions:</p> <ol style="list-style-type: none"> What is the difference between 'sympathy' and 'empathy'? What are the professional and ethical dangers of becoming 'empathetically entangled'? What are do you understand by 'psychotherapeutic transference and counter transference? What would you do if you felt that professional/personal boundaries were becoming 'blurred'? Post a question before class that raised by your prior reading on a discussion forum on the Moodle site.

			Assignment: Work on reflective piece on 'Whistleblowing'.
June 10 th	Topic: Professional relationships & boundaries; when does a relationship become friendship not caring; managing dual relationships especially given responsibilities to staff. Appropriate use of social media	<p>Bok Jackson Justice & Garland</p> <p>Matthews, Pia. (2018). <i>Ethical Questions in Healthcare Chaplaincy</i>. Chapter 5 Confidentiality, Privacy, Data Protection, Truth Telling and Trust</p> <p>https://www.oncnursingnews.com/publications/oncology-nurse/2017/september-2017/what-are-professional-boundaries-and-why-do-they-matter</p> <p>Managing the Workplace Ethics of Social Media</p> <p>https://www.gla.ac.uk/media/Media_487729_smxx.pdf</p>	<p>Guest: Rev Adrian Woodbridge, Lead Chaplain at the Norfolk and Norwich University Hospital</p> <p>Reflect and write in your Ethics Journal concerning:</p> <ol style="list-style-type: none"> What difference does ethics make in how we relate to patients, public and other members of staff? Is it possible to be friends with those you lead? What are the ethical dangers inherent for a professional and an institution in its use of social media?
June 17 th Class Time Part: A	<p>Topic: Self-determination, MAiD; also a part of professional ethical boundaries, e.g. RC ethical positions (e.g. Use of fetal material, abortion euthanasia).</p> <p>In addition, how do you negotiate care when you disagree</p>	<p>Beauchamp (2010c, Chp 7) Carlson, et al CASC (2016 a & b) Chochinov & Frazee Goy, et al Mount, Boston & Cohen</p> <p>Canadian Association for Spiritual Care. (2016, Dec. a). <i>Guidelines for spiritual care practitioners and psycho-spiritual therapists in responding to inquiries regarding medical assistance in dying (MAID)</i>. Oakville, ON :Author. Retrieved at: https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/</p>	<p>Guest: Dr. Julia Middleton Specialist Doctor in Palliative Care; Family Doctor with specialist Psychiatrist Training.</p> <p>Assignment: Note your thoughts and reflections on how ethically to process a disagreement between yourself and a caregiver (300 words).</p>

	with the decision a care-receiver is making.	Guideline-for-SC-in-responding-to-request-for-MAID-final-Dec-7-2016.pdf Read 'Bob's Story in Wirpsa, M. J. & Pugliese, K. (Eds). (2020). <i>Chaplains as Partners in Medical Decision-Making</i> .	
June 17 th Class time Part: B	Topic: Creating A Professional and Compassionate ethical Leadership Culture Key words: Emotional intelligence Compassion Consistency Ethical clarity Key Foci: Professional Training for professional leadership roles.	 Compassionate Leadership.pptx  Caring to change - How compassionate  Compassionate leadership counts.p  Compassionate leadership..pdf Swift, C., Cobb, M. & Todd, A. (Eds). (2016). <i>A Handbook of Chaplaincy Studies</i> – understanding Spiritual Care in Public Places. See Chapter 7 'Chaplaincy and Ethics': What does it Mean to be a Good Chaplain: Peter Sedgwick. Pages 97 -108	Reflective Piece: In your ethics journal reflect on this question: Is it possible always to combine compassion and ethics as a team leader? Hand in 'whistleblowing' assignment.
June 24 th	Ethical Habits & Summary	Lewis, C.S. (2017). The inner ring. In C. Martin, W. Vaught & R. Solomon. <i>Ethics across the professions: A reader for professional ethics</i> (2 nd ed.). (pp. 429-432). New York: Oxford University Press.	Assignment Due: <ul style="list-style-type: none"> Professional Ethics Journal Reflective Paper: 'disagreement Concerning care'

Requirements:

Course Requirements and Evaluation:

The following six (6) course elements are required to receive a passing grade – that is, they are not optional. The weighting of assignments is as follows:

Course Activity	Weight
Attendance and Participation	15

Reflective Paper 1 (reflections on Pia Matthew's work)	10
Reflective Paper 2 ('ethics of Whistleblowing')	15
Reflective Paper 3 ('disagreements concerning care')	10
Test	10
Professional Ethics Journal	40
Total	100%

Attendance and Participation – 15%

For the Directed Reading offering of this course, this course activity will relate to participation with the course guests. The best learning opportunities are created when we are committed to being present and engaged in the learning activities. Engagement means being prepared to enter discussions about readings and your perspectives on the topics and pose relevant questions that advance understanding of the topic.

There are 3 guests lined up for the course. There are a maximum of 8 points awarded per session for a total of 24 possible points. Your participation with the guests is mandatory.

Attendance and Participation Assessment Rubric /40 (maximum of 4 points/session x 10 sessions)

Points	Evidence
8	Contributions are timely, relevant, self-initiated, remarks are offered on all discussions, there is no attempt to dominate the conversation
6	Student generally keeps up with the discussion, needs occasional prompting to contribute, participates in some discussions more than others
4	Participation is irregular, doesn't engage in all topics, offers short, perfunctory remarks when prompted, takes limited initiative
0 or 1	Rarely participates freely, makes short, irrelevant remarks, or attempts to dominate the conversation

Reflective Paper 1 - 10% Reflections on Pia Mathews' material Due: May 27th Submit through Moodle using Word.

Points	Evidence
5	Shows a clear grasp of Pia Mathews' content on issues relating to Autonomy, Consent, Refusing Treatment and Boundaries. Has been able to summarise succinctly the relevant points of the argument. Has been able to pick out key terms and definitions. Has shown an analytical ability in pointing out deficiencies in Matthews' argument.
4	Shows evidence of understanding the relevance of most of concepts, provides a basic level of support for opinions.
3	Has mostly shallow grasp of how to read summaries and analyze the content of Matthew's chapters.
0 or 1	Shows no significant understanding of how to read summaries and analyze the content of Matthew's chapters.

Reflective Paper 2– 15% The Ethics of Whistle blowing Due: June 17th Submit through Moodle using Word.

Reflective Paper Grading Rubric /100

APA Style-The paper follows APA style in the presentation and organization of the paper	12
Identify a primary ethical issue that appears in both stories and state why the topic is important	8

Demonstrate knowledge of relevant ethical principles and standards in addressing the topic	24
Appraise how the ethical dilemma is resolved in both sources (it will usually involve conflict between principles or between interests of different parties)	12
Demonstrate how you would resolve the dilemma (e.g., how you apply your knowledge and ethical decision-making skills)	28
Describe how your personal values interface with the professional values and whether this presents any dissonance or personal conflict for you. What changes in the dilemma described could have made it easier, or more difficult, for you personally?	16
Total	100

Reflective Paper 3 - 10% Ethical Issues related to disagreements between professional and caregivers **Due: June 24th 2021** Submit through Moodle using Word.

Reflective Paper Grading Rubric /100

APA Style-The paper follows APA style in the presentation and organization of the paper	12
Identify a primary ethical issue that appears in both stories and state why the topic is important	8
Demonstrate knowledge of relevant ethical principles and standards in addressing the topic	24
Appraise how the ethical dilemma is resolved in both sources (it will usually involve conflict between principles or between interests of different parties)	12
Demonstrate how you would resolve the dilemma (e.g., how you apply your knowledge and ethical decision-making skills)	28
Describe how your personal values interface with the professional values and whether this presents any dissonance or personal conflict for you. What changes in the dilemma described could have made it easier, or more difficult, for you personally?	16
Total	100

Test on Definitions and Ethical Theories -10% Class based

Professional Ethics Journal/portfolio – 40% due: June 24th 2021 Grading Rubric

Shows organization of material in terms of contents page, index etc. Includes material from each unit.	12
Includes all key words/terms and accurate technical definitions of ethical language. Shows evidence of ability to explain in own words the content and meaning of ethical language.	8
Includes summaries of each ethical theory, shows evidence of ability to understand the core ideas, and demonstrates evidence of analysis of the strengths and weakness of each theory. Shows evidence of reflective thought in terms of the applicability of each theory to student's own professional context. Gives examples of situation within their professional life where might apply a particular ethical model.	40
Includes reflections on Pia Matthew's material	8
Includes and reflects upon the differences between 'sympathy' and 'empathy'. Includes evidence that has an understanding of 'empathetic entanglement', 'transference' and 'projection'. Shows an ability to consider the ethical implications of professional boundaries.	12
Shows evidence of ability to understand and apply ethical approaches in various contexts. Shows evidence of reflection and analysis of wider reading. Includes a reading log for each topic. Shows evidence of observation and analysis of ethical issues within their own context, in Movies, TV and News media. Concludes with reflection on how their personal ethical and professional ethical thinking	20

has change over the duration of the course, and how they might apply their 'new' ethical thinking to their professional context.	
Total	100

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final

examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner.

Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;

- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at

Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.