

Course ID:	Course Title:	Winter 2018
SC 625-1	Professional Ethics	Prerequisite: none
		Credits: 3

MODULE FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Days:	Feb. 20-24	Instructor:	Pam Nordstrom, BN, MSA, PhD	First day of classes:	Tue, Feb. 20
Time:	0900 - 1600	Email:	Pam.nordstrom@ambrose.edu	Last day to add/drop, or change to audit:	4 pm, Tue, Feb. 20,
Room:	A2212	Phone:	403-410-2927	Last day to request revised exam:	n/a
Lab/Tutorial:		Office:	L2051	Last day to withdraw from course:	3 pm, Fri, Feb. 23, 2017
Office Hours:		Office Hours:	Appointment required	Last day to apply for coursework extension:	Mon, Apr. 30
Final Exam:				Last day of classes:	Sat., Feb. 24

Course Description

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, whistleblowing, and public trust. The impact of accountability on individuals, employers, and professional ethical standards will be considered within the context of contemporary social issues.

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:

- Know what they believe and how that influences 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 some of the 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)

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.

Required

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.

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.

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 from <<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>>

Jackson, J. (1991). Telling the truth. *Journal of medical ethics*, 17, 5-9. <http://dx.doi.org/10.1136/jme.17.1.5> Retrieved from <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.

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.

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>

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.ezproxy.acnuc.talonline.ca/lib/ambrose/reader.action?docID=410172&ppg=94>

Recommended:

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

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

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

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>

Course Schedule

	Session	Topic	Reading	Assignment/Notes
Tuesday, February 20	Morning	Course Introduction, Syllabus		
	Afternoon	Central Issues in Professional Ethics	Frangou	
Wednesday, February 21	Morning	Professions & their Codes of Ethics	Mohrmann CASC Code of Ethics	-Locate samples of Professional Codes of Ethics -Locate position descriptions of chaplains - <i>Ethics in the News</i>
	Afternoon	Honesty, Informed Consent	Bok Jackson Meisel & Kuczewski	
Thursday, February 22	Morning	Decision-making models	To be determined	- <i>Ethics in the News</i>

	Afternoon	Privacy & Confidentiality	Carey, et al	
Friday, February 23	Morning	Professional relationships & boundaries	Justice & Garland Shellnutt & Eekhoff Zylstra	
	Afternoon	Conflict of Interest & Whistleblowing		<i>-Ethics in the News</i>
Saturday, February 24	Morning	Self-determination, MAiD	Young (e-book) Chochinov & Frazee	Dr. Eleanor Protheroe
	Afternoon	Ethical Habits & Summary	Lewis	<i>-Ethics in the News</i>

Requirements:

The following four (4) course elements are not optional and all are required to receive a passing grade.

Attendance and Participation – 20%

Classroom learning experiences are co-created by the students and instructor. The best learning opportunities in a seminar are created when we are committed to being present and engaged in the learning activities. Because this graduate course will be delivered as a seminar and compressed into one week, it is important that you arrive on time and are present for all sessions. That is, attendance is mandatory.

If you miss a session, you will not receive the "attendance and participation" points towards that session. There are 10 sessions in this course (5 days each with a morning and afternoon session). There are a maximum of 4 points awarded per session for a total of 40 possible points. If there is an "Events in the News" activity during the session in which you are absent, you will not earn the points for that activity either. There is no "make-up" work for missed sessions.

Engagement in this class means being prepared to enter into discussions about your perspectives about the course readings, actively listening to others, monitoring your influence on the class discussion, and raising questions that move the discussion toward fuller understanding of the material. Together we will establish the class norms and expectations regarding cellphones and laptops.

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

Points	Evidence
4	Contributions are timely, relevant, self-initiated, remarks are offered on all discussions, there is no attempt to dominate the conversation
3	Student generally keeps up with the discussion, needs occasional prompting to contribute, participates in some discussions more than others, represents the norm of the group, usually demonstrates self-regulation in discussions
2	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

Ethics in the News – 15%

Bring to class current articles of news relevant to professional ethics. Briefly provide a description of the ethical issue and identify the possible ethical dilemmas for the helping professions.

Ethics in the News Assessment Rubric /20

Points	Evidence
5	Demonstrates excellence in grasping key concepts relevant to the news item, readily offers interpretations using concepts from course, brings more than one news item that contributes to course outcomes
4	Shows evidence of understanding the relevance of most of the major course concepts to the news item, provides a basic level of support for opinions, brings more than one news item
3	Has mostly shallow grasp of how the course content relates to the news item, offers limited level of support for arguments, contributes only one news item
0 or 1	Shows no significant understanding of the course material, does not contribute news articles

Reading List – 20% Due: with the Research Paper

To develop an understanding of professional ethics, and specifically the topics in this course, it is necessary to read broadly from books and journal articles and other sources of information. As a graduate student, you are encouraged to develop your own reading list. Report on your reading in the course topics using a Reading Log and include the reference in APA format and provide a brief comment or reflection about the reading (e.g., quality of scholarship, readability, implications for helping professions, etc.). Include in your list any Professional Code of Ethics you read or Chaplain position descriptions you locate that describe the scope of responsibilities and therefore perhaps the nature of the issues they may encounter (e.g., hospitals, homeless shelters, penal system, community centres, etc.).

Topic	Complete Reference (APA format)	Reflections on the Reading
Central Issues in Professional Ethics		
Professions & their Codes of Ethics		
Honesty, Informed Consent		
Decision-making models		
Privacy & Confidentiality		
Professional relationships & boundaries		
Conflict of Interest & Whistleblowing		
Self-determination, MAiD		
Ethical Habits		

Reading List Assessment Rubric/20

Points	Evidence
20	Provided more than 2 readings of for each course topic from a variety of sources
15	Provided 1 – 2 readings for more than half of the course topics from limited sources
10	Provided 1 – 2 readings for less than half of the course topics
0 or 5	No evidence of additional reading beyond the required readings

Research Paper – 45% Due: March 16 (3 weeks after class)

Students will have three weeks after the course to submit a paper. Choose a current ethical issue/dilemma/conflict encountered by helping professionals (it could be one of the news items we reviewed in class). Provide an ethical analysis of the issue, being sure to include:

- a definition of the issue/problem and its scope (who does it affect) and magnitude (how big of an issue is this)
- indicate if there are legal references to the issue
- indicate what ethical principles should be applied to the problem
- indicate the particular problems, if any this issue raises for health care providers.
- Given the above information, how would a chaplain or other helping care professional best deal with the issue? (Reference at least one profession's Code of Ethics and a relevant position description that gives work place context as an example of how the issue impacts decision-making.)
- Include a reference list using APA format for citations (minimum of 10 sources from outside of the required class readings)

The paper will be no longer than 10 pages, double spaced, not including references.

See rubric for grading papers to familiarize yourself with the grading standards that will be applied by the instructor.

Submit through Moodle using Word.

Late assignments will lose 5% per day (to a maximum of 10%), unless an extension has been given because of illness or other unavoidable extenuating disruption. If you require an extension speak to me prior to the due date. No assignment will be accepted later than 2 days after the due date.

The grading rubric for the research paper is at the end of this document.

Grade Summary:

The available letters for course grades and the conversion scale for percentages to grades are as follows:

Percentage*	Letter Grade	Description
97-100	A+	
94-96	A	Excellent
90-93	A-	
85-89	B+	
80-84	B	Good
75-79	B-	
70-74	C+	
65-69	C	Satisfactory
60-64	C-	
55-59	D+	
50-54	D	Minimal Pass
0-49	F	Fail

- No decimal points will be calculated.

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.

Rubric for Grading Research Paper

Criteria	Excellent	Good	Satisfactory	Unsatisfactory
Argumentation (/80)				
Use of Sources (15%)	Interacts responsibly with prior discussions. 15 points	Uses sources responsibly to present or support their argument. 11 points	Uses sources but without nuance or interaction. 7.5 points	Uses no sources; misrepresents others' arguments. 0 points
Thesis statement (5%)	Clear thesis statement that structures the paper. 5 points	Comes to a clear conclusion. 4 points	Expresses thoughts on a general topic 3 points	Paper has no apparent direction. 0 points
Relevancy to the role of chaplain or other helping care profession (15%)	Clearly identifies implications and grounds in a discussion of Code of Conduct and professional roles. 15 points	Discussion lacks clarity. Implications connected to professional roles and Codes of Conduct 11 points	Discusses implications but does not situate within a professional role or Code of Conduct. 7.5 points	Relevancy to chaplain role is unstated. 0 points

Establishes the topic within the context of the central issues of professional ethics (5%)	Identifies the ethical concepts involved. Discusses the links between the topic and the ethical concepts. 5 points	Identifies the ethical concepts involved, but limited discussion about the relationship between the topic and the ethical concepts. 4 points	Identifies the ethical concepts involved but with no discussion. 3 points	No effort to establish the topic within the professional ethics. 0 points
Structure of argument (20%)	Sound and compelling. 5 points	Focused and generally persuasive. 4 points	Lacks precision; unsystematic; somewhat persuasive. 3 points	Muddled and unfocused; not compelling. 0 points
Examples/illustrations (20%)	Judiciously chosen examples; integral to the argument; used appropriately. 20 points	Relevant examples chosen; application fairly well established. 15 points	Examples are somewhat appropriate; incomplete demonstration of their relevance. 10 points	Examples dominate the paper; undeveloped connection to the argument. 5 points
Writing, language and format conventions (20)				
Grammar and spelling (5%)	No errors. 5 points	Rare errors. 4 points	Some errors. 3 points	Errors throughout. 0 points
Sentences & paragraphs (10%)	Varied sentence complexity; well-formed paragraphs; creative style; graceful prose. 10 points	Sound and clear sentences and paragraphs; meaning is clear. 8 points	Some unclear sentences and paragraphs; reader has to re-read for meaning. 5 points	Unclear or incomplete sentences and paragraphs. 3 points
Reference Conventions (5%)	No errors in documenting sources. 5 points	No errors in documenting sources. 4 points	Few errors documenting sources. 3 points	Conventions ignored. 0 points

Ambrose University Academic Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. 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.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

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 college. 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.

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