Columbia College

Policies, Issues, Ethics and Professional Practices (PHIL275)

Lecture 1

Course Outline

Semester Dates: April 18, 2022 to May 21, 2022

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Anshu Stephen

Email: anshu.stephen@columbia.ca

Class Time: 5:30PM to 8:30PM (Tue.)
             9:00AM to 12:00PM (Sat.)

Room: Microsoft Teams Invite and PHIL275 Moodle Page

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course focuses on becoming an ethical professional. To choose to enter a profession is to take on a distinct and important set of responsibilities. The course is designed to probe into and investigate legal, personal, and societal values, ethics, morals and ideologies that impact on being a professional. The student will learn how their personal ethics come into play in their success as a professional. The course will pose many ethical issues and dilemmas for the student to consider as they evolve into a professional.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Critically analyze what it means to be a good human service professional.
- Critically analyze professional ethics issues and resolve issues using ideas and techniques learned from this course.
- Apply, analyze, and evaluate the effectiveness of various theories of moral reasoning and behaviour in ethical situations.
- Develop a personal ethical model of professional-client relationship and evaluate it for suitability and appropriateness.
- Analyze and critique the moral issues surrounding lying and truth telling.
- Explore and determine a position on the ethical obligation of a professional in the protection of private information and the boundaries of confidentiality.
- Apply and critically analyze the principles of justice as they apply to an individual and to the professional's obligation to society.
- Explore the implications of conflict of interest in professional life.

Course Format:

This remote learning course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions and take responsibility for your own learning. Be a positive and co-operative team member. The expectation is that you will come to each online class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the online setting classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our online classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Rachels, J., & Rachels, S. (2015). *The Elements of Moral Philosophy*. New York, NY: McGraw Hill Ed.

Instructor handouts and Course Reading Package

Recommended Readings and Resources:

Students may access Google Scholar.

Further Recommended Readings and Resources:

To be provided and listed on the Course Moodle website

Homework Assignment Due for the First Class:

- Read Chapters 1 & 2 in the textbook for this course.
- Read *"Black and White and Lots of Grey"* by Reamer (All the additional readings are in Moodle)
- As a result of your reading assignment, write down at least three questions that you would want clarified in class.
- Prepare for a test based on the assigned readings.
- Read this course outline and prepare to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1 through 10	20%
Discussion Forums	Class 1 through 7	30%
Reflection on Forums	Class 8	20%
Final Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "B-" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229, Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204),* and any additional requirements established by your program.

Generally, each student will:
- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	*Date*
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177).*

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188) and the Student Guide to Accessibility Handbook (SSCM-001).*

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview (On next page):

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	• Course overview • What is Morality? • The Challenge of Cultural Relativism • **Discussion Forum due**	• Chapter 1 & 2 • *"Black and White and Lots of Grey" by Reamer (located in Moodle)* • *CASW Code of ethics* (located in Moodle)
2	• Subjectivism in Ethics • Does Morality Depend of Religion? • **Discussion Forum due**	• Chapter 3 & 4 • *Deception in Social Work" by Frederic Reamer"* (Located in Moodle) • *What I Wish I Had Known: Burnout and Self-Care in Our Social Work Profession* (located in Moodle)
3	• Ethical Egoism • Social Contract Theory • **Discussion Forum due**	• Chapter 5 & 6 • Eye on Ethics: Cultural Diversity in Social Work Ethics" by Frederic Reamer (located in Moodle) • *CASW Code of ethics* (located in Moodle)
4	• The Utilitarianism Approach • **Discussion Forum due**	• Chapter 7 • Eye on Ethics: Managing Boundaries and Dual Relationships" (located in Moodle) • Ethical Standards for human services professionals (located in Moodle)
5	• The Debate Over Utilitarianism • **Discussion Forum due**	• Chapter 8 • Moral Philosophy Meets Social Work" by Frederic Reamer (in Moodle) • Child and Youth Care Association of Alberta Code of Ethics (located in Moodle)
6	• Are there Absolute Moral Rules? • **Discussion Forum due**	• Chapter 9 • Eye on Ethics: The Challenge of Distributive Justice" by Frederic Reamer (located in Moodle) • *Eye on Ethics: The Complexities of Informed Consent" by Frederic Reamer* (located in Moodle)
7	• Kant and Respect for Persons • **Discussion Forum due**	• Chapter 10 • *Can and Should Human Rights be Universal? (located in Moodle)* • *Universal Declaration of Human Rights (located in Moodle)*
8	• Feminism and the Ethics of Care	• Chapter 11 Failing Canada's First Nation children (located in Moodle) • Rights for persons with disabilities (located in Moodle)
9	• *Virtue Ethics* • **Forum Reflection due via Flipgrid**	• Chapter 12 • 15 soft skills you need when entering the workforce (located in Moodle) • Daily ways to uphold your professionalism and workplace etiquette (located in Moodle)
10	• *What Would a Satisfactory Moral Theory Look Like?* • *Class Evaluation*	• Chapter 13 • *Eye on Ethics: To Post of Not to Post-Ethical Challenges in a Digital World" by Frederic Reamer (Located in Moodle)* • **Final Project due**

Please note:
Students must complete all assignments, tests, and final projects in order to pass this course.

Appendix 1
Assignment
Outlines

Daily Tests
Due Date: Each class from classes 1 through 10
Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

- All tests are available the PHIL275 Moodle page from 8:30 AM to 11:59 PM on the day of the class.
- There will be a 30-minute time limit (unless otherwise stated).
- There is one attempt per test

Assignment #1 Part A
Discussion Forum
Due Date: Pre-Class from 1-7
Weight: 30%

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions will be accessed from the PHIL275 Moodle website. The facilitator will post questions relating to the next class topic for discussion. Each student will be required to respond to at least one (1) post related to the topic. Responses must be at least **200 words** to receive a grade. Students will be evaluated according to the "***Discussion Forum Rubric** (2) attached.*

Assignment #1 Part B
Reflection of Discussion Forums
Weight 20%
Due: Class 8

Each student is responsible for submitting a video response to their learning journey throughout the course. This response is based on not only the student's personal formal responses but also incorporate, in a scholarly and respectful manner, a number of peer responses/reflections that were made in Moodle Forums 1 to 7.

Things to consider:
- What did you learn about yourself?
- What did you learn from other's responses?
- Has this exercise and the topics expanded your perspective on any particular topic? Be specific in your response

The response will be completed via Microsoft's Flipgrid and the time limit will be a minimum of 3 minutes (4 minutes' maximum). Be mindful that all responses fall under the Columbia *College's Student Code of Conduct*

Final Project
Due Date: Class 10
Weight: 30%

Please choose **one** of the following case studies (on the next page) and examine the following components:

As a human services worker, what would be the most ethical decision on your case? Please explain your answer using decision making model tree you learned from this course. You are required to complete this project based on the content of classroom learning and assigned text readings.

1. Identify at least one (1) ethical issue for the client in this scenario
2. Identify who is affected in this case. Explain.
3. Identify at least two (2) risks and two (2) benefits for each party involved.
4. Who would you consult with on this case?
5. What action would you take in this case?
6. What informs your resolution (source of your approach)?
7. How would you monitor the result of your decision?

Case Study #1:
The patient Mr. Green is a 57-year-old gentleman with aggressive prostate cancer who is being taken care of by the nursing team in the oncology department of a general hospital in Calgary, Canada. Mr. Green was diagnosed with prostate cancer seven years ago but refused medical and surgical treatment at the time. He chose to seek alternative treatment and did not follow up with the urologist over that seven-year period. Mr. Green has now presented with anemia and hypoproteinemia. After several diagnostic tests over a period, it was discovered that the cancer had metastasized to his bones. It had spread locally to his lymph nodes and the primary tumor was invading the bladder and partially obstructing the left kidney.

Mr. Green had several admissions over a two-month period for various reasons. On the last admission Mr. Green was told that he may only have 4–6 weeks (previously it was 6–12 months) to live after a cystoscopy showed further extensive growth of the tumor. It was determined that any further surgical/medical intervention would not be appropriate in this case and that a palliative care regimen was the next step. At this point the patient reported to the health care team that he had resigned himself to the fact that he was going to die. Mr. Green pulled one of the author's colleagues aside and confided to the nurse that he planned to kill himself and that is was a secret that the nurse was not to tell anyone.

Case Study #2:
Barry was working at a day treatment center for developmentally disabled adults. One afternoon when everyone was playing basketball, another worker became frustrated with the low level of one of the clients and very forcefully threw the ball, hitting the client in the face and causing a very bad bruise. Barry, disturbed by the incident, went to his supervisor to discuss his concern. The supervisor was supportive. Barry, however, did not see a change in his colleague's behavior and again approached his boss. This time the supervisor said that these people had accidents all the time and that it would be better if he just did his job and went about his business.

Barry had a number of questions in his mind. He was not sure what should be considered excessive force in this situation. What rights did the adults have? He felt this situation was wrong, but just wasn't sure what to do. He didn't take any further steps.

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point acceptable font is preferred. Each assignment should have a minimum length of 700 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: **Case Study Analysis Rubri**

Appendix 2 Assignment Rubric

Columbia College
Case Study Analysis
Last Revised: December 8, 2017

| Student's Name | | Course Code | Date | Facilitator/Evaluator's Name | |

Area	10.0 – 7.0	6.9 – 5.0	4.9 – 3.5	3.4 - 0	Score
Identification of main issue/proble m/key ideas	• Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement.	• Clearly identifies the main issue/problem and summary of most key ideas. • Provides a relatively clear position statement.	• Identifies the main/problem and some key ideas, but the statements are not clear. • Provides a vague position statement.	• Unable to identify the main issue/problem and key ideas. • Doesn't identify own position. • Identifies some irrelevant ideas.	
Quality of analysis and interpretation	• Provides a comprehensive, insightful analysis and interpretation of the issue. • Draws clear conclusions and identifies implications. • Demonstrates excellent problem-solving skills. • Supports main ideas with a range of varied, timely and relevant references.	• Provides very good analysis and interpretation of the issue. • Draws most conclusions and identifies most implications. • Identifies original and well-developed solution/strategies, demonstrating effective problem solving skills. • Provides sufficient • Uses relevant, timely and varied sources to convince.	• Provides partial analysis and interpretation. Issue needs further exploration. • Draws a few conclusions and identifies some implications. • Provides some solution/strategies, showing limited problem-solving skills. • Uses limited resources that are not well selected to support the response.	• Analysis and interpretation is limited. • Conclusions and implications of the issue are missing. • Unable to provide solution/strategies. Lacks problem solving skills. • Lacks fundamental resources to write an effective response. • Inadequate reference support.	

Area	5	4 - 3	2	1 - 0	Score
Mechanics, Grammar, Professional Format	• Mainly error free. • Meets all requirements for an excellent response. • Meets all case study written requirements.	• A few minor errors in usage, grammar, or mechanics. • Meets most requirements for a well written response. • Meets most case study written requirements.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning. • Meets a few requirements of an acceptable response. • Meets a few case study written requirements.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper • Does not meet requirements for an acceptable response. • Does not adequately meet any case study written requirements.	

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 25:

Facilitator/Evaluator's Comments:

Student's Name		Course Code	Date	Facilitator/Evaluator's Name

Area	3	2	1	0	Score
Critical Thinking	• Rich in content, thoughtful, reflective, insightful; shows careful analysis	• Substantial information, thoughtful, insightful; analysis has taken place.	• Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.	• Basic information, no analysis or insight demonstrated.	
Connections	• Clear connections made to previous or current information; creates relevancy in the discussion.	• Some connections are made to previous or current information; generally, needs more depth and/or detail.	• Limited connections, vague generalities.	• No connections made to previous or current information.	
Uniqueness	• New ideas are presented with good depth and detail.	• Some new ideas are presented. Depth and details are satisfactory.	• Few, if any, new ideas are presented. Depth and details are lacking.	• No new ideas presented. No depth or details.	
Timeliness	• All required postings are on time for others to read and respond.	• Most postings are on time for others to read and respond.	• Postings are rarely on time or last minute without allowing for response time.	• Some, or all, required postings are missing.	
Stylistics	• No grammatical or stylistic errors.	• Several grammatical or stylistic errors.	• Obvious grammatical or stylistic errors; errors interfere with content.	• Obvious grammatical or stylistic errors. Makes understanding impossible.	

Total Score out of 15:

Facilitator/Evaluator's Comments:

Columbia College
Flipgrid Reflective Rubric
Last Revised: March 2022

Student's Name		Course Code	Date	Facilitator/Evaluator's Name

Area	10	8	6	4	2-0	Score
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • Produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	
Critical Thinking	• Rich in content, thoughtful, reflective, insightful; shows careful analysis	• Substantial information, thoughtful, insightful; analysis has taken place.	• Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.	• Information is void of critical dialogue and is repeating course provided material	• Basic information, no analysis or insight demonstrated	
Connections	• Clear connections made to previous or current information; creates relevancy in the discussion.	• Some connections are made to previous or current information; generally, needs more depth and/or detail.	• Limited connections, vague generalities.	• Connections are noticeably absent to content and task	• No connections made to previous or current information.	
Uniqueness	• New ideas are presented with good depth and detail.	• Some new ideas are presented. Depth and details are satisfactory.	• An attempt at introducing new ideas are presented. Depth and details are lacking.	Few, if any, new ideas are presented. Depth and details are absent.	• No new ideas presented. No depth or details.	

Total Score out of 40:
Facilitator/Evaluator's Comments