

**Columbia College**

**Policies, Issues, Ethics and Professional Practices (HSPD275)**

**Lecture 1**

**Course Outline**

Semester Dates: August 25, 2014 – September 28, 2014

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: Peter Copple, BA, CPS Deputy Police Chief (retired)

Email: [peterc@columbia.ab.ca](mailto:peterc@columbia.ab.ca)

Class Time: 5:30 pm – 9:30 pm (Mon/Wed)

Room: 805-119

Credit: 3

Prerequisite: None

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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 a 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:**

Students who successfully complete this course will demonstrate:

- Critically analyze what it means to be a good 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.
- Critically deliberate on the moral dilemma of whistle-blowing and loyalty.
- 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 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 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 class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to 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 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 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:

Martin, C., Vaught, W, & Solomon, R. (2010). *Ethics Across the Professions: A Reader for Professional Ethics*. New York, NY: Oxford University Press.

## Recommended Readings and Resources:

*Students may access these sources from Columbia College and from home.*

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>  
Username: cc-library  
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>  
Password: cclibrary09

## Homework Assignment Due for the First Class:

- Read chapter 1 in the text, *Ethics Across the Professions: A Reader for Professional Ethics*
- As a result of your reading assignment, write down at least three questions that you would want clarified in class.
- Prepare for a quiz based on the assigned readings.
- Read this syllabus and prepare to discuss in class.

### Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. All assignments must be done in order to pass this course. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Length	Due Date	Weight
Professional Ethics Journal #1	Refer to Appendix 1	Class 4	7.5%
Professional Ethics Journal #2	Refer to Appendix 1	Class 9	7.5%
Research Paper	Refer to Appendix 1	Class 7	25%
Research Presentation	Refer to Appendix 1	Class 9	10%
Quizzes	NA	Each Class	20%
Final Exam	NA	Class 10	30%

### 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

### 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%. 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 *Assignment Extension Request form (SSPP-F013)* that is to be submitted to the Department Chair for approval.

### **Requesting an Examination Deferral:**

If you are requesting an exam to be deferred, you must submit the *Deferred Examination Application form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required.

### **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)* 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:**

<b>Description</b>	<b>Date</b>
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
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u>

**Appeals:**

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

**Students with Temporary or Permanent Disabilities:**

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing [disabilityservices@columbia.ab.ca](mailto:disabilityservices@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 Accommodation Policy and Handbook (ADM-P188)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Disability 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:

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	Readings	Homework
1	<ul style="list-style-type: none"><li>• Course review</li><li>• Being a good professional</li><li>• The professional organization and you</li><li>• Professional responsibility</li><li>• Ethics and leadership</li></ul>	<ul style="list-style-type: none"><li>• Chapter 1</li></ul>	
2	<ul style="list-style-type: none"><li>• Determining how to be ethical</li><li>• Major theories and principles in moral philosophy</li><li>• Understanding and applying the principles of moral behaviour to decision making</li></ul>	<ul style="list-style-type: none"><li>• Chapter 2</li></ul>	
3	<ul style="list-style-type: none"><li>• Professional duties and clients' rights</li><li>• The professional-Client relationship</li><li>• Your personal ethical standard</li><li>• Ethics in various professions</li></ul>	<ul style="list-style-type: none"><li>• Chapter 3</li></ul>	
4	<ul style="list-style-type: none"><li>• Truth, lies, and deception</li><li>• Special professional morality and duty of veracity</li><li>• Managing the feedback process in an ethical manner</li><li>• Truth in the marketplace and society in general</li></ul>	<ul style="list-style-type: none"><li>• Chapter 4</li></ul>	Ethics Journal #1 due
5	<ul style="list-style-type: none"><li>• Privacy, confidentiality, secrecy, and trust</li><li>• Building trust</li><li>• Invasion of privacy</li><li>• Limits of confidentiality</li><li>• Defining secrecy</li><li>• Privacy and confidentiality legislation</li></ul>	<ul style="list-style-type: none"><li>• Chapter 5</li></ul>	
6	<ul style="list-style-type: none"><li>• Integrity and loyalty</li><li>• Whistleblowing and professional responsibility</li><li>• Ruthlessness in public life</li></ul>	<ul style="list-style-type: none"><li>• Chapter 6</li></ul>	
7	<ul style="list-style-type: none"><li>• Professionalism, justice, and social welfare</li><li>• Justice as fairness</li><li>• Justice as an obligation to assist</li><li>• Ethic of compassion at it impacts every activity including the workplace</li><li>• Social responsibility</li></ul>	<ul style="list-style-type: none"><li>• Chapter. 7</li></ul>	Research Paper Due
8	<ul style="list-style-type: none"><li>• Relationships in the workplace</li><li>• Nepotism</li><li>• Nature of conflicts of interest</li><li>• Regulation of conflicts of interest in professional life</li></ul>	<ul style="list-style-type: none"><li>• Chapter 8</li></ul>	

Class Session	Topics	Readings	Homework
9	<ul style="list-style-type: none"> <li>• Presentation of Research Paper</li> <li>• Review</li> </ul>		Ethics Journal #2 due
10	<b><i>Final exam (3 hours) Multiple-Choice</i></b>		

## **Appendix 1**

### **Assessment Information**

1. ALL assignments handed in must be supported with citations in A.P.A. format.
2. Students will be provided with a marking rubric prior to each assignment. This will help students to set high goals for themselves and clarify the marking process.

#### **Ethics Journals**

**Due Date Journal #1: Class 4**

**Due Date Journal #2: Class 9**

**Weight: 7.5% each**

The ethics journal is a record of your own personal reflections/thoughts/experiences about the material covered in your text and in class. The goal is not to provide a refined paper. Grammatical errors will not be graded. Please note that this is not a journal of your daily activities. You are responding to the class topics.

Grading: Will be according to the number of thoughtful, acceptable entries you have made over the extent of the course. You will be handing in your journal entries twice during the semester. Please note that your entries must be continuous throughout the course and cannot be done at the end in order to “catch up.” This is important because the development of depth of thought takes place over a period of time.

If you make 3 entries per week over 4 weeks, you will have 12 entries. To get a 15/15, you need 10 entries; for 13/15, you must have 8 entries; for 10/15 you must have 6 entries; for 8/15 you need 5 entries; Less than 5 entries will be 7-0/15. Remember: These must be acceptable entries demonstrating thoughtful work connected to the topic and the course. There will not be a rubric for this assignment as it is based on number of acceptable entries with basic criteria for acceptability.

The facilitator will read your entries and indicate if the entry is acceptable or not. The facilitator may make comments. Please accept these comments as steps to growth in your thinking.

#### Guidelines:

- Put a date for the entry at the top of the right-hand side of the paper.
- State your topic – centered
- Length – 200-250 words per entry
- Word process your entry



**Research Paper – 1250 words (not including the title page and the reference page)****Due Date: Class 7****Weight: 25%**

You will research the Professional Code of Conduct that governs your chosen profession. As Professional Codes of Conduct are established by professional associations, if your chosen profession does not have a professional organization, then research a number of existing corporations/organizations in your specialization area and find out about their professional code of conduct. Your paper must consist of the following:

- An Introduction to your findings with a clear thesis statement
- A discussion of the key findings – your discussion should tie in with references to your text and other sources you have consulted
- A discussion on how specific legislation affects your Code of Conduct findings
- A conclusion that informs the reader of your final thoughts on your findings
- A copy of the Code of Conduct you are addressing in your paper.
- Use APA formatting and referencing. All papers must be word-processed.

Assessment Rubric: Please see *Appendix 2: Columbia College: Research Rubric*

**Presentation****Due Date: Class 9****Weight: 10%**

You will present your Code of Conduct research findings and provide insights into various areas that are of particular interest to you. Your presentation must be well organized.

Time allotted: 5-6 minutes per presentation; you may leave 2 or 3 minutes for questions at the end. If this total time is exceeded, the facilitator will signal that your time is up.

Assessment Rubric: Please see *Appendix 3: Columbia College: Observation Rubric*

## Appendix 2 Columbia College Research Rubric

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
<b>Content, Ideas &amp; Analysis</b>	<ul style="list-style-type: none"> <li>• Clear research focus.</li> <li>• Displays extensive in-depth knowledge of the topic.</li> <li>• Critically synthesizes and evaluates information.</li> <li>• Clearly supports statements made with evidence and examples.</li> <li>• Quality of research is excellent</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonably clear research focus.</li> <li>• Displays good knowledge of the topic.</li> <li>• Demonstrates careful analysis, synthesis and evaluation of information.</li> <li>• Clearly supports most statements with evidence and examples.</li> <li>• Quality of research is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Research focus is not totally clear.</li> <li>• Displays limited basic knowledge of the topic.</li> <li>• .Displays limited critical analysis, synthesis, and evaluation of information.</li> <li>• Most statements are unsupported with evidence and examples.</li> <li>• Quality of research could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Research focus is unclear.</li> <li>• Unable to display relevant understanding of the topic.</li> <li>• Critical thinking not evident.</li> <li>• Assertions are unsupported.</li> <li>• No evidence of new knowledge.</li> <li>• No support for statements made.</li> <li>• Quality of research is poor.</li> </ul>	
<b>StyleExpression of Ideas</b>	<ul style="list-style-type: none"> <li>• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.</li> <li>• Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited attempts at creating varied sentences to address audience and purpose. Often sentences are somewhat awkward.</li> <li>• Conveys some ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward and do not address audience and purpose.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate word choice.</li> </ul>	

<b>Use of Supporting Information</b>	<ul style="list-style-type: none"> <li>• Uses relevant, timely, extensive and varied sources to convince.</li> <li>• Uses paraphrasing and summarizing expertly.</li> <li>• Shows smooth integration of quoted material into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant, timely and varied sources to convince.</li> <li>• In most cases paraphrasing and summarizing is well done.</li> <li>• Quotes and evidence are integrated well into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited resources that are not well selected to support the response.</li> <li>• Uses limited paraphrasing and summarizing.</li> <li>• Quotes and evidence poorly integrated into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks fundamental resources to write an effective response.</li> <li>• Inadequate reference support.</li> <li>• Inadequate use of paraphrasing and summarizing.</li> <li>• Quotes and evidence not integrated into sentences and overall paper.</li> </ul>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• Presents information in a consistently logical structure.</li> <li>• Shows sophisticated development of paragraph and sentence structure, with effective transitions.</li> <li>• Shapes introduction and conclusion skillfully.</li> <li>• Carefully structures body of paper to support argumentation, including counter arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information in a logical structure.</li> <li>• Shows well developed paragraph and sentence structure with effective transitions.</li> <li>• Shapes introduction and conclusion carefully.</li> <li>• Carefully structures body of paper to support argumentation with some reference to counter arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information in a random manner, lacking in logical structure.</li> <li>• Paragraph and sentence structure is often faulty, using a few simple transitions.</li> <li>• Introduction and conclusion are vague and unfocused.</li> <li>• Body of paper does not reveal good argumentation with little to no reference to counter arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents poor overall organization, lacking logical structure.</li> <li>• Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition.</li> <li>• Lacks introduction and/or conclusion and body of paper poorly developed.</li> <li>• Lacks argumentation and reference to counter arguments.</li> </ul>	
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>• Mainly error free.</li> <li>• Uses APA citation correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• A few minor errors in usage, grammar, or mechanics.</li> <li>• Generally uses APA citation correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>• Uses APA citation inconsistently and has errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>• Many errors in APA citation, demonstrating lack of citation knowledge.</li> </ul>	

**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 50:**

**Facilitator/Evaluator’s Comments:**

### Appendix 3 Columbia College Observation Rubric

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A – B (70% - 100%) 10.0 – 7.0	C - D (50% - 69%) 6.9 – 5.0	F (0% - 49%) 4.9 - 0	Score	
<b>Summary of Key Observations</b>	<ul style="list-style-type: none"> <li>Key observations are carefully identified and presented.</li> <li>Maintains neutrality in statements.</li> <li>Excellent organization in summary.</li> <li>Excellent quantity of information.</li> </ul>	<ul style="list-style-type: none"> <li>Key observations are mostly well identified and presented.</li> <li>Most times maintains neutrality in statements.</li> <li>Most of organization shows a logical progression.</li> <li>Sufficient quantity of information.</li> </ul>	<ul style="list-style-type: none"> <li>Some key observations have been made, but there is generally not enough content.</li> <li>Neutrality in statements is not maintained.</li> <li>Summary lacks organization.</li> <li>Quantity of information is inadequate.</li> </ul>		
<b>Analysis and Interpretation</b>	<ul style="list-style-type: none"> <li>Analysis and interpretation of data has been presented with thoroughness and accuracy.</li> <li>Perceptive insights.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and interpretation of data is satisfactory.</li> <li>Analysis is well done with a few weak areas.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and interpretation of data is minimal.</li> </ul>		
<b>Field notes</b>	<ul style="list-style-type: none"> <li>Excellent field notes assist in making key observations.</li> <li>Quantity of field notes demonstrates excellent observation skills.</li> <li>Demonstrate excellent use of point form notes.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory field notes serve as good source for key observations.</li> <li>Quantity of field notes demonstrates satisfactory observation skills.</li> <li>Demonstrates some inconsistency in using point form notes.</li> </ul>	<ul style="list-style-type: none"> <li>Field notes are somewhat limited in content.</li> <li>Quantity of field notes is limited.</li> <li>Demonstrates little knowledge of how to make point form notes.</li> </ul>		
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>No errors in usage, grammar, or mechanics.</li> <li>Generally uses APA citation correctly.</li> <li>Meets all requirements for a well written academic response.</li> <li>Meets all requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>A number of errors in usage, grammar, and mechanics.</li> <li>May be some interference with the readability and quality of the paper.</li> <li>Uses APA citation inconsistently and with some errors.</li> <li>Generally meets most requirements for a satisfactory academic response.</li> <li>Generally meets most requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge.</li> <li>Meets few requirements for an acceptable academic response.</li> <li>Meets few requirements of the assignment.</li> </ul>		

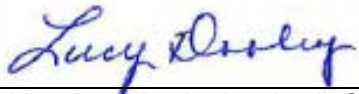
**Plagiarism:** A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

**Total Score out of 40:**

**Facilitator/Evaluator's Comments:**

**Approval:**

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Vice-President's, Academic Signature

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May 21<sup>st</sup>, 2014

Date

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Registrar's Signature

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May 21<sup>st</sup>, 2014

Date