

**UNIVERSITY OF GUELPH**  
**Department of Family Relations & Applied Nutrition**

**FRHD\*4310 Professional Issues**  
**Fall 2014**

**Instructor:** Cindy Clarke, MSW, RSW  
**Phone:** Not available; please email the instructor to arrange a telephone call  
**Office:** MINS 147  
**Office Hours:** Tuesdays 9 to 10 pm (by appointment)  
**e-mail:** [cyclarke@uoguelph.ca](mailto:cyclarke@uoguelph.ca)  
**Lecture:** Tuesday: 7:00 pm to 8:50 pm; RICH, Room 2520

**Teaching Assistants:**

Erin Watson, MSc

Office: TBA \*

Office Hours: TBA\*

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Victoria Fritz

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Office Hours: TBA \*

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Office location and hours will be posted on course home page

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Please Note: We will respond to emails within 24 hours Mon – Fri. We do not check email on weekends (Friday 5:00 p.m. – Monday 8:30).

**Class Meeting Times and Locations:**

**Lectures:** Tuesday: 7:00 p.m. – 8:50 p.m. RICH, Room 2520

Seminars Lead by Erin

0101 – Monday: 10:30 - 11:20 am - MCKN 235

0103 – Monday: 1:30 - 2:20 pm - MINS B37

0104 – Monday: 12:30 - 1:20 pm - MINS B37

0107 – Friday: 3:30 - 4:20 pm - CRSC 403

Seminars Lead by Victoria

0102 - Monday - 10:30 - 11:20 am - MACN 118

0106 - Monday - 12:30 - 1:20 pm - MCKN 314

\* Seminar 105 has been cancelled

\*Please check your seminar time and go to the seminar in which you are registered.

**Prerequisites:** FRHD\*3400 (Communication and Counselling Skills)

### **General Objectives:**

1. To examine ethical and professional issues for helping professionals and educators working with children, youth, adults of all ages and their families. Students will learn about ethical decision-making models and apply these to case study materials. A variety of institutional settings are considered (e.g., school systems, treatment agencies, youth residential programs, senior care facilities) with particular emphasis on professional issues in counselling and teaching. The complexities of professional practice with diverse populations are explored in depth. A systemic perspective is used to understand individuals in the context of complex institutional relationships as well as complex personal lives.
2. To encourage critical thinking with respect to all aspects of professional work. In particular, there will be opportunities to explore and address issues of power, privilege, and marginalization related to aspects of diversity and social location (ability, age, class, ethnicity, gender, race, religion, sexual orientation, etc.).
3. To increase students' knowledge of professional standards of practice in a variety of professional domains. Legal issues are addressed, particularly those related to legal concerns in working professionally with children, youth, adults, seniors and their families. Child welfare policies and mandated reporting of suspected child abuse in a Canadian and, more specifically, an Ontario context, will be discussed. Ethical codes of practice in different professions will be compared. Hypothetical scenarios of ethical dilemmas will be utilized.
4. To develop self-reflective abilities and awareness of values and personal standpoints, along with skills to enhance emotional and physical well-being in professional work contexts. Reflexive application of values and ethical principles to activities in the course (e.g., when engaging in seminar group work and educating fellow seminar members as presenters) is encouraged.

### **\*\*\*\*\*IMPORTANT NOTES\*\*\*\*\***

1. **FINAL EXAM:** Final exam is scheduled on **Saturday December 6<sup>th</sup>, 2014 – 2:30 to 4:30 PM**. IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU DO NOT HAVE A CONFLICT. Individual exam times will not be arranged.
2. **WHEN YOU CANNOT MEET AN In- COURSE REQUIREMENT** due to illness or compassionate reasons, please advise the course instructor **IN WRITING** with your name, telephone number and e-mail address.
  - a. Where possible, this should be done in advance of the missed test or seminar presentation, but otherwise, as soon as possible after the due date.
  - b. Written verification from medical services or counselling services is needed for missed examinations or seminar presentations in the case of students who are scheduled to present.
  - c. Students who must miss seminar classes due to illness or extenuating circumstances should notify their seminar leader as soon as possible.

### **Drop Date**

The last date to drop one-semester courses, without academic penalty, is October 31, 2014.  
For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:  
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **Required Textbook:**

Corey, G., Corey, M. S., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

**This course uses D2L:**

1. To access D2L use the following link: <http://courselink.uoguelph.ca/>
2. Sign on using your userid, the first part of your uoguelph email address (e.g., cyclarke) as your login, and your usual UofG password. Once signed on, click on FRHD\*4310.
3. Course Materials, Professional Standards, and Lecture Notes (powerpoint slide handouts) can be accessed by clicking on the different choices. Class notes should be available on Monday by 11:00 p.m for the lecture the following day.
4. Once midterm and assignments are marked, you will be able to access your marks confidentially through D2L by clicking on Grades.
5. This course outline is also available on this website in 'Course Materials'.

**Course Organization:**

This course involves both lecture and seminar components. In keeping with a learner-centred approach, there will be an emphasis on *in-class discussion* which enhances learning opportunities. You are expected to come to Tuesday evening classes and your seminar prepared to discuss the assigned readings, to ask questions to extend your own learning and to build on your classmates' ideas.

Tuesday evening classes (one hour and fifty minutes) will consist of instructor-led lectures and class discussions on themes and readings assigned for that week. There will be a particular emphasis on models of ethical decision-making, child welfare legislation and mandated reporting of child abuse in Ontario, and the incorporation of examples from a variety of helping professions including those who work in mental health and school systems. Material from the readings, class lectures and class discussion will be tested on both the midterm and final examinations.

The seminars, which are led by the graduate teaching assistants (GTA), allow for more in-depth discussion of professional issues during the first few weeks and subsequently shift to group presentations on professional codes of ethics. The seminars are designed to help you develop ethical decision-making skills and to examine professional codes of ethics and relevant legislation in various professions. The seminar sessions are an essential and required part of the course. You are expected to attend each seminar unless prior notification is given to the seminar leader.

**Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: <http://www.csd.uoguelph.ca/csd/>

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students, to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:  
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Recording of Materials

Presentations which are made in relation to course work, including lecture, cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:  
<http://www.uoguelph.ca/registrar/calendars/index.cfm?index>

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**A Code of Ethics for Students and Faculty:**  
 [accessed at [www.academicintegrity.uoguelph.ca/integrity.cfm](http://www.academicintegrity.uoguelph.ca/integrity.cfm)]

- The ethical person does **not**:
- o claim credit for the work of another
  - o falsify documents
  - o obstruct another person's ability to perform academic tasks in order to gain an unfair advantage
  - o disobey the rules of ethical research, or improperly obtain access to privileged information or disseminate that information.

**FRHD\*4310 – Professional Issues: Course Schedule  
 Lecture and Seminar Schedules**

Lecture Schedule

Week	Date	Topic and Issue	Reading
1	Sept. 9	Topic: Values and Helping Relationship Issue: Harm Reduction	Chapter 3
2	Sept. 16	Topic: Ethical Decision Making	Chapter 1
3	Sept. 23	Confidentiality: Ethical and Legal Issues	Chapter 6
4	Sept. 30	Clients Rights and Counsellor Responsibility	Chapter 5
5	Oct. 7	Multiple Boundaries and Multiple Relationships	Chapter 7
6	Oct. 14	No Class – Study Break – Class rescheduled to Nov. 27th	
7	Oct. 21	Mid-Term Exam	

8	Oct. 28 40 <sup>th</sup> day Oct. 31st	Counsellor as a Person and as a Professional Issue: Working with Suicidal Clients	Chapter 2
9	Nov. 4	Multicultural Perspectives and Diversity Issues	Chapter 4
10	Nov. 11	Professional Competence and Training Ethical Issues in Supervision	Chapter 8, 9
11	Nov. 18	Ethical Issues in Couple, Family Therapy and Group Work	Chapters 11, 12
12	Nov. 25 Nov 27 (make up for Oct 14 <sup>th</sup> )	Community and Social Justice Perspectives Issues in Theory and Practice  Community and Social Justice Perspectives	Chapter 10, 13

### Seminar Schedule

Week	Activity
1	No Seminar in Week One
2	Introductions and Discussion of Presentation Expectations – Assignment to Groups for Presentations
3	Introductions and Discussion of Presentation Expectations – Assignment to Groups for Presentations
4	Presentation – Group One
5	Presentation – Group Two
6	<i>*No seminars - (will be used for make up for missed seminars if necessary)</i>
7	No Seminars – Mid-term Exam scheduled this week
8	Presentation – Group Three
9	Presentation – Group four
10	Presentation – Group Five
11	Presentation – Group Six
12	<i>*No Seminar Scheduled (will be used for make up for missed seminars if necessary)</i>

\*Occasionally seminars are cancelled due to unforeseen circumstances such as weather and illness; these two seminars are set aside as make up dates. Students should be prepared to attend if a previously scheduled seminar is cancelled)

### Course Evaluation:

30% 1) **Seminar Presentation and Written Assignment:** For seven weeks starting on Week 4, groups of students will present material summarizing codes of ethical practice (e.g., early childhood education, nursing, social work, and teaching) on key topics and will engage their colleagues in discussion involving ethical decision-making using a hypothetical scenario related to their topic (e.g., an ethical dilemma in ECE /nursing/social work/teaching). Students prepare a handout for their fellow students for distribution electronically to their group following the seminar. Students submit individual papers following their presentations to their teaching assistant who is responsible for grading the presentations and individual papers. Guidelines for the presentation, written

submission and its marking scheme will be posted in the content section in the course website under seminar material.

Referencing: Written materials prepared as part of your seminar presentation must use APA 6 style of referencing.

- 10% 2) **Seminar Participation:** Students are expected to attend all scheduled seminar classes in their particular section and to engage in active discussion. Participation will be graded by the teaching assistant. Guidelines for marking will be provided in a separate handout in the first seminar class.
- 25% 3) **Midterm Examination:** An in-class, one and a half hour midterm examination will be held on **Tuesday, October 21st**. The format will consist of multiple-choice questions. The midterm will cover the course materials spanning Weeks 1 to 5 of the course (lecture material, assigned chapters from the textbook). **If this date coincides with a religious holy day which you observe, you must advise the instructor in writing by October 1st if you require alternate arrangements for writing the exam.** An alternative date for those affected will be set as close as possible to current scheduled date and prior to October 30<sup>th</sup>.
- 35% 4) **Final Examination:** A two-hour final examination will be held on **December 6<sup>th</sup>, 2:30 to 4:30 pm**. The format will consist of multiple-choice questions. The final exam will cover the course **readings spanning Weeks 8 to 12** of the course (assigned chapters from textbook), plus **lecture notes from the entire course**. It is your responsibility to ensure you do not have a conflict.