

**UNIVERSITY OF GUELPH
DEPARTMENT OF FAMILY RELATIONS & APPLIED NUTRITION**

**FRHD*4310: PROFESSIONAL ISSUES
COURSE OUTLINE - Fall 2017**

COURSE INSTRUCTOR Gabrielle E. Pitt
RECE, MSW, RSW, PhD Candidate (SW/Med)
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PHONE Please email the instructor to arrange a telephone call
OFFICE MINS 133E
OFFICE HOURS Wednesdays between 5:00 – 6:00 pm
*By Appointment Only

GRADUATE TEACHING ASSISTANTS

Name	Email	Office Hours
Jason Carrasco	carrasco@uoguelph.ca	TBD
Madison Fitzgerald	mfitzger@uoguelph.ca	TBD

CLASS MEETING TIMES AND LOCATIONS

Lectures: Wednesday, 7:00 pm – 8:50 pm, ALEX, Room 200

Seminars

Section	Date/Time	Location	GTA
0101	Wed 9:00 pm - 9:50 pm	MACN 118	TBD
0102	Wed 9:00 pm - 9:50 pm	ALEX 028	TBD
0103	Thurs 10:30 am – 11:20 am	MINS 037	TBD
0104	Thurs 11:30 am – 12:20 pm	MINS 037	TBD
0105	Thurs 12:30 pm – 1:20 pm	MINS 037	TBD
0106	Fri 9:30 am – 10:20 am	MCKN 315	TBD

CORRESPONDENCE:

All email directed to the professor or TAs must come from an official University of Guelph email address. Emails will be answered between Monday and Friday only, and you will receive a response within 48 hours if your email is sent from a uoguelph.ca address.

COURSE DESCRIPTION (FROM THE CALENDAR)

This course examines ethical and professional issues in working with children, youth, adults of all ages, and their families. A variety of institutional settings are considered (e.g., school systems, treatment agencies, youth residential programs, senior care facilities). The complexities of professional practice with diverse populations are explored in depth. Legal aspects relevant to work in this area are also addressed.

PREREQUISITE(S): 12.00 credits including FRHD*3400

GENERAL OBJECTIVES

1. To examine ethical and professional issues for helping professionals (including healthcare providers) 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, and hospitals). 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. Examination of ethical concerns involving interprofessional/multidisciplinary teams is included.
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 (e.g., ability, age, class, 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 context 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. As a means of learning about reflective practice in the workplace, students are encouraged to reflexively apply their values and ethical principles to activities in the course (e.g., when working in seminar groups and presenting to fellow seminar members; being actively engaged in coursework and classroom learning activities).

COURSE LEARNING OUTCOMES

By the end of this course the successful student will be able to:

1. Define important concepts (e.g., inter-professionalism, reflective practice), key terms (e.g., multiculturalism, boundary violations), types of professional issues (e.g., clients' rights to confidentiality), and recommended ethical actions to address professional issues (e.g., informed consent);
2. Describe and assess professional standards of practice/codes of ethics in a variety of professional domains as these relate to particular professional issues;
3. Describe and differentiate among various ethical decision-making models within the field of normative ethics;

4. Apply models of ethical decision-making to hypothetical and real-world cases/scenarios involving ethical dilemmas to recommend appropriate courses of action;
5. Identify important laws in Ontario and Canada and their implications for ethical practices in key professions in education, the helping professions, and healthcare;
6. Critique issues of power, privilege, culture/diversity, and the potential impact of personal values on professional practice.

COURSELINK

This course uses CourseLink to house all course materials and provide confidential access to quiz and midterm marks and assignment grades. All information pertaining to the course will be updated regularly on CourseLink. To access, click on “FRHD*4310 F17 (01) Professional Issues.”

REQUIRED TEXT

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

*Note – This text has been made available on course reserve in library

COURSE ORGANIZATION

This course involves lecture/large class and seminar components. In keeping with a learner-centred approach and to enhance student learning, there will be an emphasis on in-class discussion. In order to address the limitations of the textbook, lectures will not only reflect the themes in assigned textbook chapters, but will also incorporate Canadian content and expand the range of career categories to include professions in healthcare and education.

Each week ahead of the lecture time, online quizzes on CourseLink will allow students to test their knowledge of that week’s assigned textbook chapter(s) in a relatively low-risk fashion. Students are expected to come to Wednesday evening classes and their seminar prepared to discuss assigned materials, to participate in learning activities, to ask questions to extend their own learning, and to build on classmates’ ideas.

Wednesday evening classes (1 hour & 50 minutes) will consist of instructor-led lectures on weekly themes and readings, structured student learning activities, presentations by guest speakers, and class discussions. There will be a particular emphasis on models of ethical decision-making, mandated reporting of child abuse and elder abuse in Ontario, and the incorporation of examples from a variety of helping professions. During the second half of the semester, speaker-facilitators from different professions will engage students in discussions of important ethical and professional challenges in their working lives, including case studies of ethical dilemmas. Materials from the readings, class lectures (including visitors’ presentations), and topics of class discussion will be tested on the midterm and final exams.

The seminars, which are led by graduate teaching assistants, allow for in-depth discussion of professional issues and seminar presentation planning during the first few weeks. Then there is a switch to group presentations on professional codes of ethics, and the writing of short individual

papers on the presentation topic. The seminars are designed to help students develop ethical decision-making skills and to learn about professional codes of ethics and relevant legislation in various professions. The seminar sessions are an essential and required part of the course. Students are expected to attend each seminar unless prior notification is given to the seminar leader.

COURSE EVALUATION

30% 1) Seminar Group Presentation and Individual Written Assignment:

Starting in Week 5, groups of students will present material summarizing codes of ethical practice (e.g., dietitian, early childhood education, nursing, social work, and teaching) on key topics and then engage their seminar colleagues in discussions involving ethical decision-making using a hypothetical scenario related to their topic (e.g., an ethical dilemma in dietitian, early childhood education, nursing, social work, and teaching). Students prepare a handout for their colleagues for electronic distribution following the seminar presentation. Each student in the presentation group will submit an individual paper to their teaching assistant following their respective presentation. Teaching assistants are responsible for grading the presentations and individual papers. Instructional handouts and marking scheme will be posted on CourseLink.

10% 2) Seminar Participation:

Students are expected to attend all scheduled seminar classes in their particular section and to engage in active discussion. Student participation is to be graded by the teaching assistant. The marking scheme will be posted on CourseLink.

10% 3) Online quizzes:

During the entire week before each Wednesday lecture/large class, students have the opportunity to complete short multiple-choice quizzes on the weekly assigned textbook chapter(s) (10 questions in each quiz on CourseLink), allowing them to test their mastery of the assigned textbook chapter materials to be read for that week.

20% 4) Midterm Examination:

An in-class midterm examination will be held in Week 6 on Wednesday, Oct. 18th, 2017. The format consists of multiple-choice and a case scenario with short answer questions. The midterm exam covers course materials spanning Weeks 1 through 5 of the course (textbook chapters and lecture/large class materials). If this date coincides with a religious holy day that you observe, please notify the instructor by Sept. 27th should you require alternate arrangements for the exam. An alternative date for those affected will be set as close as possible to the scheduled date.

30% 5) Final Examination:

A two-hour final examination will be held on Monday, December 4th, 2017 from 14:30-16:30. The format consists of multiple-choice, T/ F and a case scenario with short answer questions. The final exam covers assigned textbook chapters spanning Weeks 7 through 12 of the course, plus lecture/large class materials spanning Weeks 1 through 12 (including guest facilitators' presentation content). Students are responsible for ensuring there is no scheduling conflict.

COURSE SCHEDULE

Week	Date	Topic	Reading
1	September 13 th	Course Orientation Discussion of Professional Issues and Ethics	No Readings
2	September 20 th	Ethical Decision Making in Helping Professions	Chapter 1
3	September 27 th	The Helping Professional as a Person and a Professional	Chapter 2
4	October 4 th	Values and Helping Relationship	Chapter 3
5	October 11 th	Multicultural Perspectives and Diversity Issues	Chapter 4
6	October 18 th	Mid-Term Exam	
7	October 25 th	Clients Rights and Responsibilities of the Professional; Duty to Report	Chapter 5
8	November 1 st	Guest Facilitator Confidentiality: Ethical and Legal Issues	Chapter 6
9	November 8 th	Guest Facilitator Multiple Boundaries and Multiple Relationships	Chapter 7
10	November 15 th	Guest Facilitator Professional Competence and Training Ethical Issues in Supervision	Chapter 8 & 9
11	November 22 nd	Guest Facilitator Issues in Theory and Practice Community and Social Justice Perspectives	Chapter 10 & 13
12	November 29 th	Guest facilitator Ethical Issues in Couple and Family Therapy	Chapter 11
Final Exam		Monday, December 4, 2017 from 14:30-16:30	

SEMINAR SCHEDULE

Week	Activity
1	No Seminar in Week One
2	Introductions and Discussion of Presentation Expectations Assignment to Groups for Presentations
3	Discussion of ethics and presentation planning
4	Discussion of ethics and presentation planning
5	Group presentations
6	No Seminars – Mid-term Exam scheduled this week
7	Group presentations
8	Group presentations
9	Group presentations
10	Group presentations
11	Group presentations
12	*No Seminar Scheduled (make up for missed seminars if necessary)

RECORDING OF MATERIALS

Presentations made in relation to course work (including lectures, guest presentations, and student-led seminars) cannot be recorded or copied without the permission of the Professor or the presenter(s). Any material that is recorded with appropriate permission is restricted to use in that course unless further permission is granted.

ACCESSIBILITY

The University is committed to creating a barrier-free learning environment for students. This responsibility is shared among students, faculty and administrators. Students requiring service or accommodation should contact Student Accessibility Services. Please see the website:

<https://www.uoguelph.ca/csd/>

WHEN YOU CANNOT MEET COURSE REQUIREMENTS:

- If a student is unable to meet a course requirement due to illness or compassionate reasons, the student must advise the Professor **via email**.
- Where possible, this should be done before the missed work or event, but otherwise, soon after the due date, and certainly no longer than one week later.
- Note: if appropriate documentation of the inability to meet the specific in-course requirement is necessary, the Professor will request it.
- Written verification from medical or counselling services is needed for missed midterm examination or seminar presentation when the student is scheduled to present.
- Students who must miss attending seminar classes due to illness or extenuating circumstances should notify their seminar leader as soon as possible.

LATE ASSIGNMENTS

- All assignments are due at the BEGINNING of the respective seminars.
- Any assignments given during or after seminars will be considered LATE.
- If a student cannot submit an assignment on time, he/she must contact the Professor and GTA *at least one calendar day* before the original due date/time of the assignment to make arrangements for submitting the assignment.
- Late assignments will receive the following late penalty: *1% per day* will be deducted from the percentage weight of the assignment, to a maximum of 7 calendar days, including weekends.
- Late assignments will not be accepted after 1 week from the original due date and time.

ACADEMIC INTEGRITY

Students are responsible for ensuring that they follow University regulations regarding Academic Integrity. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Please see the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

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.

For additional information and support, please visit: <http://www.academicintegrity.uoguelph.ca>

The code of ethics for students and faculty can be find at:

<http://www.academicintegrity.uoguelph.ca/academic-integrity>

RESOURCES REGARDING UNIVERSITY REGULATIONS AND POLICIES

The Undergraduate Calendar provides important information about procedures, policies and regulations: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

COPIES OF OUT-OF-CLASS ASSIGNMENTS

Students should keep reliable back-up hard copies and/or electronic copies of all out of class assignments as there may be requests for resubmission of work.

COURSE DROP DATE

The last date to drop one-semester courses without academic penalty is Friday Nov. 3rd, 2017. For regulations and procedures, see the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/c03-fallsem.shtml>