

Department of Family Relations and Applied Nutrition
College of Social and Applied Human Sciences
FRHD*4310 - PROFESSIONAL ISSUES
COURSE OUTLINE – FALL 2020

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Section 01 Monday, 7:30 - 8:20pm (Joshua)
Section 02 Monday, 7:30 - 8:20pm (Kimmaly)
Section 03 Monday, 8:30 - 9:20pm (Joshua)
Section 04 Monday, 8:30 - 9:20pm (Kimmaly)

Section 05 Friday, 11:30am-12:20 (Michael)
Section 06 Friday, 11:30am-12:20 (Magdalena)
Section 07 Friday, 12:30-1:20pm (Michael)
Section 08 Friday, 12:30-1:20pm (Magdalena)

CALENDAR DESCRIPTION

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. Credit weight 0.5 Course Format: 12 weekly lectures and seminars

Course Organization:

This course involves lecture/large class and seminar components. Most lectures will be provided in synchronous format (i.e., we all log into CourseLink Zoom) and asynchronous format (lecture materials uploaded for you to access on your own). Please see the Course Schedule below for lecture topics and seminar dates. Seminars will be synchronous. Discussion will be difficult with this online platform though students are expected to come to weekly classes and their seminar prepared to engage with the assigned materials. Weekly classes (1 hour & 40 minutes) will consist of instructor-led lectures on weekly themes and readings. There will be an attempt to incorporate examples from a variety of helping professions.

Seminar:

The seminars, which are led by graduate teaching assistants, allow for seminar group presentation planning during the first two weeks. The group presentations are scheduled over six weeks and will be focused on real world professional issues where the professional codes of ethics, standards, legislation (if applicable) and scientific evidence are reviewed and applied to the topic. Individual papers on a presentation topic will constitute the final paper. The seminars are designed to provide a forum for students to demonstrate professional knowledge based on scientific evidence in various professions, help students to learn about professional codes of ethics and relevant legislation and to practice ethical decision-making skills. The seminar sessions are an essential and required part of the course. Students are expected to attend each seminar.

Required Readings:

Corey, G., Corey, M. S., C. Corey, & Callanan, P. (2019). Issues and ethics in the helping professions (10th ed.). Belmont, CA: Brooks/Cole.

Sackett, D. L., Rosenberg, W. M., Gray, J. A., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: what it is and what it isn't. *BMJ (Clinical research ed.)*, 312(7023), 71–72.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2349778/pdf/bmj00524-0009.pdf> and in Ares Course Reserve (Listed as EBP in Course Schedule below – Week 1)

Evaluation:

Group Presentation (20%) During the first two weeks of classes, students will choose one of the six topics and form groups. **Please See Seminar, Participation and Paper Guidelines in CourseLink.**

Seminar Participation (10%) Each student who is not presenting will submit an evaluative sentence or constructive feedback of their peers' group presentation and/or the topic (5 presentations x 2% each) by the end of the day following the presentation (e.g., present on Sept 28, comments due by Sept 29). The comment must be submitted in Word to Dropbox **Turnitin.com** (CourseLink).

Two midterm quizzes (2x 15%) Two mid-term quizzes (60 minutes) will be held on October 19 and November 23 starting at 5:45 pm to allow people time to log onto CourseLink and will consist of multiple choice and short answer questions based on readings and lectures.

Final Paper (40%) Based on a presentation topic, each student writes an individual paper and submits in Word to Dropbox **Turnitin** (CourseLink) by **Dec 7, 2020**.

Learning Outcomes

At the completion of the course, successful students will be able to:

1. Define important concepts (e.g., beneficence, evidence-based 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 difficult practice areas to recommend appropriate courses of action;
5. Identify important laws in Ontario and Canada and their implications for ethical practices in the helping professions;
6. Critique issues of power, privilege, culture/diversity, and the potential impact of personal values on professional practice.

Assessments related to Learning Outcomes

Course evaluation	Learning outcomes	Due date	% Final
Group presentation	1,2,4,5,6	See tentative schedule	20%
Seminar participation	1,6	See tentative schedule	10%
Two midterm quizzes	1-6	Oct 19 & Nov 23	30%
Final paper	1-6	Dec 7	40%

Tentative Course Schedule	Readings	Seminars
Week 1: Introduction; Heal thyself	Chapters 1, 2 & EBP	Plan
Week 2: Scientific evidence; Values:	Chapters 3, 4	Plan
Week 3: Rights & Responsibilities	Chapter 5	Present
Week 4: Confidentiality & Boundaries	Chapters 6, 7	Present
Week 5: Oct 12: Thanksgiving no classes or seminars		No seminar
Week 6: Mid term I		No Seminar
Week 7: Competence & Supervision	Chapters 8, 9	Present
Week 8: Goals, Assessments	Chapter 10	Present
Week 9: Couples & Family Therapy	Chapter 11	Present
Week 10: Group work	Chapter 12	Present
Week 11: Midterm II		No seminar
Week 12: Community & Justice (Final Paper due)	Chapter 13	No Seminar

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [<https://news.uoguelph.ca/2019-novel-coronavirus-information/>] and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

E-mail 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.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

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.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams **at least 7 days in advance**, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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. Please review the policy:

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

Recording of Materials

Presentations which are made in relation to course work—including lectures—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.