

Department of Family Relations and Applied Nutrition
College of Social and Applied Human Sciences
FRHD*4310 - PROFESSIONAL ISSUES
COURSE OUTLINE – FALL 2021

Dr. Michèle Preyde
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Graduate Teaching Assistants:

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Class WED, 5:30-7:20 ROZH 101

Section 01 WED, 7:30 - 8:20pm (Julia)

Section 02 WED, 7:30 - 8:20pm (McKaylah))

Section 03 WED, 8:30 - 9:20pm (Julia)

Section 04 WED, 8:30 - 9:20pm (Michael)

Section 05 Friday, 11:30am-12:20pm (Julia)

Section 06 Friday, 11:30am-12:20pm (Michael)

Section 07 Friday, 12:30-1:20pm (Michael)

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 hours: 3-0 (24 lecture; 12 lab/seminar)
Course Format: 12 weekly lectures and seminars. Prerequisite(s): 12.00 credits Co-requisite(s): FRHD*3400

Course Organization:

This course involves lecture and seminar components. Most lectures will be provided in synchronous format (i.e., we attend in-person classes or 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. 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 topics and readings. There will be an attempt to incorporate examples from a variety of 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 relevant professional practices, legislation and scientific evidence are reviewed and applied to the topic. The seminars are designed to provide a forum for students to demonstrate professional knowledge based on scientific evidence in various professions, help students learn about relevant professional issues and to practice evidence-based and ethical decision-making. The seminar sessions are an essential and required part of the course. Students are required to attend each seminar.

Required Readings:

Derek Truscott and Kenneth H. Crook (2021) Ethics for the Practice of Psychology in Canada, 3rd edition, University of Alberta Press

Ares Course Reserve

- A. 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>
- B. Cindy Blackstock, Does Social Work have the Guts for Social Justice and Reconciliation? In Spencer, E et al. (2017). *Social Work Ethics*. Oxford, Canada
- C. Browne, A.J., Varcoe, C., Lavoie, J. et al. (2016). Enhancing health care equity with Indigenous populations: evidence-based strategies from an ethnographic study. *BMC Health Serv Res* 16, 544).
- D. Ward, C., et al (2021). Anti-Indigenous Racism Training and Culturally Safe Learning: Theory, Practice, and Pedagogy. *International Journal of Indigenous Health*, 16(1), 304-13.
- E. Privacy of Personal Information. College of Dietitians of Ontario
- F. Boundaries. College of Dietitians of Ontario
- G. Langton N, et al. (2019). Decision making, Creativity and Ethics. In *Organizational Behaviour*, 8th Canadian edition.
- H. Stead, W.W. (2017) The Complex and Multifaceted Aspects of Conflicts of Interest. *JAMA*, 317, 1765
- I. Schwab, A. (2021). Systemic versus Severable Conflicts of Interest. *Business & Professional Ethics Journal* **read the highlighted sections only**
- J. Sekerka L.E., Comer D.R., Godwin L.N. (2015) Professional Moral Courage: Fostering Principled Performance at Work. In: Sison A. (eds) *Handbook of Virtue Ethics in Business and Management*. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-6729-4_29-1

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 Guidelines and Topics in CourseLink.**

Midterm quizzes (2x 20%) Two mid-term quizzes (45 minutes each) will be held on October 13 and November 3 in class at 5:30 pm and will consist of multiple choice (10%) and short answer questions (10%) based on lectures, readings and seminars. A make-up quiz is scheduled for Nov 24 (45 min.)

Final Exam (40%) The final will be comprised of multiple choice and short answer questions and will be based on all course materials including guest lectures, seminar presentations, lectures and all assigned readings. December 9, 2021 Th 2:30 PM - 4:30 PM

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., reducing bias, confidentiality), and recommended ethical actions to address professional issues (e.g., informed consent);
2. Describe and apply professional codes of ethics in a variety of professional domains as these relate to particular professional issues;
3. Describe ethical reasoning, models of decision making, decision biases and errors, and effectiveness of strategies;
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.
7. A main objective is to test knowledge, comprehension, and analytic and writing abilities under conditions that require organization and forward planning.

Assessments related to Learning Outcomes

Course evaluation	Learning outcomes	Due date	% Final
Seminar	1-6	See tentative schedule	20%
Midterm written part	1-7	Oct 13 & Nov 3 (Nov 24)	20%
Midterm M/C	1-7	Oct 20 & Nov 3 (Nov 24)	20%
Final Exam	1-7	Dec 9	40%

Tentative Course Schedule

Week 1: Professionalism, bias and science
 Week 2: Addressing Anti-Indigenous Racism
 Week 3: Standards & Legal Expectations
 Week 4: Confidentiality & Privacy (guest)
 Week 5: Quiz 1
 Week 6: Consent & Do No Harm
 Week 7: Boundaries & Research
 Week 8: Quiz 2
 Week 9: Informed and Ethical Decision-making
 Week 10: Conflict of Interest & Moral courage
 Week 11: Make-up quiz
 Week 12: Diversity & Social Responsibility

Readings

Chpt 1 & A
 B, C & D
 Chpt 3, 4
 Chapters 6, E
 Chpt 5,7
 Chpt 8, F, 11
 Chpt 2 & G
 H, I, J
 Chpt 9,10

Seminars

Plan
 Plan
 Present
 Present
 No seminar
 Present
 Present
 Present
 No seminar
 Present
 Present
 No Seminar
 No Seminar

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. 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:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Safety Protocols:

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Course Website

There is a course website at <http://courselink.uoguelph.ca>. Please submit your seminar presentation through the Dropbox function. Any inquiry or dispute over the grade must be made within two weeks from the date they are provided. If you fail to protest any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

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.