

Course ID:	Course Title:	Winter 2022
SC 625	Professional Ethics	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Daranne Harris, BComm, MDiv, PhD Candidate	First Day of Class:	As Per Course Schedule
Days:	Thursdays - Feb 10, 17, 24, March 3, 10, 17, 24, 31	Email:	daranne.harris@gmail.com	Last Day to Add/Drop:	End of First Class Session
Time:	19:00—21:00	Phone:	587-777-4916 (call or text)	Last Day to Withdraw:	End of In-Class Hours or March 28, 2022 (whichever comes first)
Room:	N/A	Office:	597-777-4916		
Lab/Tutorial:	N/A	Office Hours:	08:30-16:30 or by appointment	Last Day to Apply for Extension:	March 28, 2022
Final Exam:	No Final Exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description creation

Exploration of the ethical development of persons in the helping professions, particularly within the context of Christian ministry. We will explore professional ethics in situations involving informed consent, confidentiality, conflict of interest, honesty, whistleblowing, and public trust. The impact of accountability on individuals, employers, and professional ethical standards will be considered within the context of contemporary social issues.

This course will explore issues of professional ethics within a framework of the meaning of ethics and morality, considering ancient and more modern iterations of ethical theory.

Note: ethical business practice is not included in this course.

Expected Learning Outcomes

The learning goals of this course are in alignment with the four key goals of the Seminary. Through engagement in this course, students will:

- Understand how their beliefs influence their understanding of professional ethics and why that matters in a helping profession
- Be centered in a life of love of neighbour
- Be empowered to serve effectively in the place where their deep joy and the world's deep need meet
- Be equipped for reflective engagement in God's work

Upon successful completion of this course, students will be able to:

- Evaluate critically central issues in professional ethics
- Critically analyze professional ethical standards/codes within the context of select contemporary social issues
- Critically analyze ethical decision-making models and apply to practical situations
- Recognize appropriate boundaries in a professional relationship
- Identify the issues related to informed consent, confidentiality, client rights, conflict of interest, honesty, whistleblowing and public trust
- Articulate their understanding of what it means to be an ethical practitioner in the helping professions (e.g., as a chaplain)

Required and Recommended Textbooks and Readings

Students are advised to read broadly for this course. The quantity that you need to read depends on how well read you are in this area and if you have done other ethics courses. If this is your first ethics course, then you may need to read more to meet the outcomes for a graduate level course. The required articles can be located on the course Moodle site or as e-books through the Ambrose Library.

Note the library's information page to assist remote learning: <https://ambrose.beta.libguides.com/usingthelibrary>

Required

Allen, B. & Odlum F. (2019, Oct. 25). *Regina pastor expelled over "abuse of power", sexually explicit texts*. CBC News. Retrieved from <https://www.cbc.ca/>

Baggini, J. and Fosl, P.S. (2007). *The Ethics Toolkit –A Compendium of Ethical Concepts and Methods*. Oxford: Blackwell Publishing. ISBN: 978-1-4051-3231-2

Beauchamp, T. (2010a). The four principles approach to health care ethics (Chapter 3). *Standing on Principles: Collected Essays* (pp. 35-49). New York: Oxford University Press. (e-book)

Beauchamp, T. (2010b). Informed consent: Its history and meaning. (Chapter 4). *Standing on Principles: Collected Essays* (pp. 50-78). New York: Oxford University Press. (e-book)

Beauchamp, T. (2010c). When hastened death is neither killing nor letting die (Chapter 7). *Standing on Principles: Collected Essays* (pp. 120-131). New York: Oxford University Press. (e-book)

Bok, S. (2017). Lying and lies to the sick and dying. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 200—211). New York: Oxford University Press.

Canadian Association for Spiritual Care. (2016, Dec. a). *Guidelines for spiritual care practitioners and psycho-spiritual therapists in responding to inquiries regarding medical assistance in dying (MAID)*. Oakville, ON :Author.
Retrieved at: <https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/Guideline-for-SC-in-responding-to-request-for-MAID-final-Dec-7-2016.pdf>

Canadian Association for Spiritual Care. (2016, Dec. b). *Responding to clients considering or requesting medical assistance in dying (MAID)*. Oakville, ON: Author.
Retrieved at: <https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/A-Resource-Paper-on-MAID-Dec-4-2016-final.pdf>

Carey, L., Willis, M., Krikheli, L., & O'Brien, A. (2015). Religion, health and confidentiality: An exploratory review of the role of chaplains. *Journal of Religion and Health*, 54(2), 676-692.

Chochinov, H. & Frazee, C. (2016). Finding a balance: Canada's law on medical assistance in dying. *The Lancet*, 399 (10044), 543-545.

Frangou, C. (2017, April 7). Life and how to leave it: The last day in the life of an ordinary man who decided, he wanted to die. *Calgary Herald: Swerve*. Retrieved at <http://calgaryherald.com/life/swerve/life-and-how-to-leave-it-the-last-day-in-the-life-of-an-ordinary-man-who-decided-he-wanted-to-die>

Gallagher, A (2010). Whistleblowing: what influences nurses' decisions on whether to report poor practice? *Nursing Times*. Retrieved from: www.nursingtimes.net/clinical-archive/leadership/whistleblowing-what-influences-nurses-decisions-on-whether-to-report-poor-practice-01-02-2010/

Jackson, J. (1991). Telling the truth. *Journal of Medical Ethics*, 17, 5-9. <http://dx.doi.org/10.1136/jme.17.1.5> Retrieved at: <http://jme.bmj.com>

Justice, J. & Garland, D. (2010). Dual relationships in congregational practice: Ethical guidelines for congregational social workers and pastors. *Social Work and Christianity*, 37 (4), 437-445.

Lewis, C.S. (2017). The inner ring. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 429-432). New York: Oxford University Press.

Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). *Ethics Across the Professions* (2nd Ed).New York: Oxford University. Press. ISBN 978-0-19029870-8

Matthews, Pia. (2018). *Ethical Questions in Healthcare Chaplaincy*. London: Jessica Kingsley Publishers. ISBN: 978-1-78592-421-7

McManus, R.M. (Ed), Ward, S. J. & Perry, A.K (2018) *Ethical Leadership –a primer*. Cheltenham UK: Elgar Publishers Ltd. ISBN: 978-1-78811-037-2

Meisel, A., & Kuczewski, M. (2017). Legal and ethical myths about informed consent. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 145-151). New York: Oxford University Press.

Mohrmann, M. (2008). Ethical grounding for a profession of hospital chaplaincy. *Hastings Centre Report*. 38(6), 18-23.

Mount, B., Boston, P., & Cohen, S.R. (2007). Healing connections: On moving from suffering to a sense of well-being. *Journal of Pain and Symptom Management*, 33(4), 372- 388.

Meyers, C. (2018). *The Professional Ethics Toolkit*. Oxford: Wiley Blackwell. ISBN: 978-1-119-04515-1

Robinson, S. (2012). *Spirituality, Ethics and Care*. London: Jessica Kingsley Publishers. ISBN: 978 -1-84310 -489 -8

Sinclair, S. (2021). Compassion: Patients Can Tell the Difference - Can You? Retrieved from:
<https://www.drshanesinclair.com/blog/sympathy-empathy-and-compassion-patients-can-tell-the-difference-can-you>

Shellnutt, K. & Eekhoff Zylstra, S. (2017, December 3). Ravi Zacharias responds to sexting allegations, credentials critique. *Christianity Today*. Retrieved from: <http://www.christianitytoday.com/news/2017/december/ravi-zacharias-sexting-extortion-lawsuit-doctorate-bio-rzim.html>

Smietana, B. (2018, March 22). Bill Hybels accused of sexual misconduct by former Willow Creek leaders. *Christianity Today*. Retrieved from: <https://www.christianitytoday.com/news/2018/march/bill-hybels-misconduct-willow-creek-john-nancy-ortberg.html>

Smietana, B. (2018, August 8). Willow Creek elders and Pastor Heather Larson resign over Bill Hybels. *Christianity Today*. Retrieved from: <https://www.christianitytoday.com/news/2018/august/willow-creek-bill-hybels-heather-larson-elders-resign-inves.html>

Swift, C., Cobb, M. & Todd, A. (Eds). (2016). *A Handbook of Chaplaincy Studies – understanding Spiritual Care in Public Places*. Abingdon: Routledge Publishing. ISBN: 978-1-4724-3406-7 See Chapter 7 ‘Chaplaincy and Ethics’: What does it Mean to be a Good Chaplain: Peter Sedgwick. Pages 97 -108.

Talone, P. (2018). Ethics – Moral Response in the Face of Suffering. *Health Progress*. Retrieved from:
<https://www.chausa.org/publications/health-progress/article/july-august-2018/ethics--moral-response-in-the-face-of-suffering>

Vardy, P. & Vardy, C. (2012). *Ethics Matters*. London: SCM Press. ISBN: 978-0-334-04391-1

Vinding, M. (2020). *Suffering-focused ethics: Defense and Implications*. Copenhagen: Ratio Ethica. ISBN: 979-8-624-91091-1 - available as free Kindle download

Wirpsa, M. J. & Pugliese, K. (Eds). (2020). *Chaplains as Partners in Medical Decision-Making*. London: Jessica Kingsley Publishing. ISBN: 978-1-78450-997-2

Recommended:

Beauchamp, T. & Childress, J. (2001). *Principles of biomedical ethics* (5th ed.). New York: Oxford University Press. ISBN: 0-19-514332-9

Blackburn, S., (2001). *Ethics – A very Short Introduction*. Oxford: Oxford University Press. ISBN: 0-19-280442 -1

Carlson, B., Simopolous, N., Goy, E., Jackson, A., & Ganzini, L. (2005). Oregon hospice chaplains’ experiences with patients requesting physician-assisted suicide. *Journal of Palliative Medicine*, 8(6), 1160-1166.

Cave, P., (2017) *Ethics – Beginners Guide*. London: One-World Publications. ISBN: 978 -1-78074-576 -3

Corey, G., Schneider Corey, M., Corey, C. & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole. ISBN: 13:978-1-305-38945-8

Dunn, M & Hope, T. (2018). *Medical Ethics - A very Short Introduction* (2nd ed). Oxford: Oxford University Press. ISBN: 978-0-19881560-0

Goy, E., Carlson, B., Simopoulos, N., Jackson, A., & Ganzini, L. (2006). Determinants of Oregon hospice Chaplains' views on physician-assisted suicide. *Journal of Palliative Care*, 22(2), 83 – 90.

Martin, C., Vaught, W., & Solomon, R. (2017). *Ethics across the professions: A reader for professional ethics* (2nd ed.). New York: Oxford University Press. ISBN: 9780190298708 - 9

Miller, C B. (2018) *The Character Gap*. Oxford: Oxford University Press. ISBN: 978-0-19-750380-5

Oakley, O and Cocking, D. (2001). *Virtue Ethics and Professional Roles*. Cambridge: Cambridge University Press. ISBN: 0-521-02729-2

Panza, C and Potthast, A. (2010) *Ethics For Dummies*. Indianapolis: Wiley. ISBN: 987-0-470-59171-0

Reitz, M. & Higgins, J. (2019). *Speak Up: say what needs to be said and hear what needs to be heard*. London: FT Publishing/Pearson. ISBN:978 -1-292-26301 -4

Strom-Gottfried, K. (2016). *Straight talk about professional ethics* (2nd ed.). New York: Oxford University Press. ISBN:978-0-190615-47-5

Taylor, C. (2012). *Moralism: A Study of a Vice*. Durham: Acumen. ISBN: 978-1 -84465-494-9

Young, R. (2007). Chapter 7: Professional integrity and voluntary medically assisted death. *Medically assisted death*. (pp. 113 – 136). Cambridge: Cambridge University Press. Retrieved from <https://ebookcentral-proquest-com> through Ambrose library.

Copies of the Code of Ethics from the following organizations:

- Canadian Association of Spiritual Care <<http://www.spiritualcare.ca>>
- Canadian Nurses Association <<https://www.cna-aicc.ca/html/en/Code-of-Ethics-2017-Edition/files/assets/basic-html/page-1.html>>
- Canadian Medical Association <https://www.cma.ca/Assets/assets-library/document/en/advocacy/policy-research/CMA_Policy_Code_of_ethics_of_the_Canadian_Medical_Association_Update_2004_PD04-06-e.pdf>
- Canadian Psychological Association <http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf>
- Canadian Association of Social Workers <https://casw-acts.ca/sites/casw-acts.ca/files/attachements/casw_code_of_ethics.pdf>
- Christian and Missionary Alliance in Canada. *Manual of the Christian and Missionary Alliance in Canada 2019* <<https://www.cmacan.org/wp-content/uploads/2018/08/cma-manual-2018.pdf>> and *A Call to Excellence: Code of Ethics for Official Workers of The Christian and Missionary Alliance in Canada* <<https://www.cmacan.org/wp-content/uploads/2018/08/a-call-to-excellence-2018.pdf>>

Course Schedule

Class #1 – February 10

Topics:

Course Introduction & Syllabus Review
Overview of ethics, morality & ethical theories

Objectives:

To develop an introductory understanding of:

- Normative ethics
- Meta ethics
- Descriptive ethics
- Practical & applied ethics
- Deontological ethics
- Teleological ethics
- Professional ethics
- Virtue theory
- Natural Law (theory)
- Utilitarianism (theory)

READINGS

Vardy, P. & Vardy, C. (2012). *Ethics Matters:*

Definitions, pages X111 –X1V

Normative Ethics, pages 27 -28

Meta Ethics, pages 1-17

Natural Law, pages 33 -61

Natural Law and Virtue ethics, pages 62 -78

Utilitarianism, pages 62 -68

McManus, Ward, & Perry (2018). *Ethical Leadership:*

pages 57 -83.

Chapter 3 Utilitarianism

Chapter 4 Virtue Ethics

Meyers, C. (2018). *The Professional Ethics Toolkit.* 1.2

Defining 'Professional' pages 23 – 32

Martin, Vaught, & Solomon (2017). *Ethics Across the Professions:*

'What is it to be a Professional?' pages 1-2

'Professional responsibility: Just following the Rules' pages 12-14

'Professional Virtue' pages 45-48

'Professionalism and Nursing' page 55

'How to be Ethical' pages 59-61

John Stuart Mill, 'Utilitarianism' pages 73-76

'Utilitarianism' Case Study pages 103 -104

Robinson, S. (2012). *Spirituality, Ethics, and Care*

Ethics, Religion & Spirituality pages 13-31

<https://plato.stanford.edu/entries/aristotle-ethics/>

<https://plato.stanford.edu/entries/ethics-virtue/>

<https://plato.stanford.edu/entries/natural-law-ethics/>

<https://plato.stanford.edu/entries/consequentialism/>

<https://plato.stanford.edu/entries/utilitarianism-history/>

ASSIGNMENTS

Prepare to discuss the following in class:

1. What do we mean by the following words:

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	<p>'professional', 'ethics', and 'morality'?</p> <p>2. How do you think most people make moral choices? What models and criteria or guidelines do they use?</p> <p>3. How do you generally make ethical professional choices? What models and criteria or guidelines do you use?</p> <p>Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions</p> <p>Ethics Journal: Begin a journal called: <i>Journey into Ethics and Professional Ethics</i> (on your computer please). Makes sure it includes the following:</p> <ol style="list-style-type: none"> Your initial thoughts about what ethical models you use to make ethical decisions in your personal and professional life. (We will revisit these responses at the end of the course.) Basic ethical definitions Half-page summaries of the different ethical theories we cover including 2-column analysis of each theory's strengths and weaknesses Questions these theories raise in the context of your life and profession. How and where you might apply some of the ideas these theories propose in your life and professional work.
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Class #2 – February 17	
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<p>Topics: Cultural and Moral Relativism Practical and Applied Ethics</p> <p>Objectives:</p> <ul style="list-style-type: none"> To explore the dimensions of reasoning through theories of relativism, situation ethics (Fletcher) & categorical imperative (Kant) To understand how principles of autonomy, justice, beneficence, and non-maleficence inform an ethical framework for healthcare professionals To familiarize oneself with a professional code of ethics relevant to one's work 	<p>READINGS</p> <p>McManus, Ward, & Perry (2018). <i>Ethical Leadership</i>: Chapter 2 Kantianism Chapter 7 Cultural Relativism.</p> <p>Martin, Vaught, & Solomon (2017). <i>Ethics Across the Professions</i>: 'On Ethical Relativism' pages 61-64</p> <p>Vardy & Vardy (2012). <i>Ethics Matters</i>: Situation Ethics, pages 120 -131. Relativism, pages 17 -26 Kantian Ethics, pages 132 -162</p> <p>https://www.britannica.com/topic/situation-ethics</p> <p>https://www.newworldencyclopedia.org/entry/Situational_Ethics</p> <p>https://plato.stanford.edu/entries/relativism/</p>
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<https://plato.stanford.edu/entries/kant/>

Michael Davis, 'Professional Responsibility: Just Following the Rules?' P12 – 19 in Martin, C., Vaught, Wayne., and Solomon, R.C. (2017). *Ethics Across the Professions* (2nd Ed).

Beauchamp, T. (2010a). The four principles approach to health care ethics (Chapter 3). *Standing on Principles: Collected Essays* (pp. 35-49). New York: Oxford University Press. (e-book)

Introduction to Medical Ethics -

<https://www.youtube.com/watch?v=gDNsqFuXaXs>

Beauchamp, T. (2010b). *Standing on Principles: Collected Essays*
Informed consent: Its history and meaning - Chapter 4,
pages 50-78

Martin, Vaught, & Solomon (2017). *Ethics Across the Professions*:
Meisel & Kuczewski, 'Legal and ethical myths about
informed consent' pages 145-151

Informed Consent: An Ethical Obligation or Legal Compulsion?

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2840885/>

What is Informed Consent?

<https://www.cancer.org/treatment/treatments-and-side-effects/planning-managing/informed-consent/what-is-informed-consent.html>

Matthews, Pia. (2018). *Ethical Questions in Healthcare Chaplaincy*:

Chapter 3: Autonomy, Consent, Refusing Treatment and
Boundaries

Chapter 4: Ethics and the Non-Autonomous Patient

Canadian Association for Spiritual Care - Code of Ethics

https://spiritualcare.ca/about-casc_acss/casc-acss-code-of-ethics-and-professional-conduct/

National Association of Catholic Chaplains - Code of Ethics

[https://www.nacc.org/docs/certification/Code%20of%20Ethics%20for%20Spiritual%20Care%20Professionals%20\(2021-2027\).pdf](https://www.nacc.org/docs/certification/Code%20of%20Ethics%20for%20Spiritual%20Care%20Professionals%20(2021-2027).pdf)

Martin, Vaught, & Solomon (2017). *Ethics Across the Professions*:

David Orentlicher and Lois Snyder, 'Can Assisted Suicide be
Regulated?' pages 475-480

	<p>Frangou, C. (2017, April 7). Life and how to leave it: The last day in the life of an ordinary man who decided he wanted to die. Calgary Herald: Swerve. Retrieved at http://calgaryherald.com/life/swerve/life-and-how-to-leave-it-the-last-day-in-the-life-of-an-ordinary-man-who-decided-he-wanted-to-die</p> <p><u>ASSIGNMENTS</u></p> <p>Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions</p> <p>Ethics Journal: Continue to add to your journal:</p> <ol style="list-style-type: none"> Basic ethical definitions Half-page summaries of the different ethical theories we cover including 2-column analysis of each theory's strengths and weaknesses Questions these theories raise in the context of your life and profession. How and where you might apply some of the ideas these theories propose in your life and professional work. What examples of these theories have you seen in news programs, newspapers, movies, TV shows, books – add links or clippings where available Create a journal entry and reflect on "Autonomy and a person's right to choose to die." Include how you think one of the theories we have covered would approach such an issue. <p>Reflection paper #1 - Reflect on Pia Matthew's work on 'personal autonomy' and ethical theories – 750 to 1000 words. <u>Submit by 11:59pm on February 23, 2022.</u></p>
<p><u>Class #3 – February 24</u></p>	
<p>In-Class Quiz: Ethical Foundations and Theories</p> <p>Topics: Conflict of Interest & Whistleblowing</p> <p>Objectives:</p> <ul style="list-style-type: none"> To identify the potential for conflicts of interest in a professional setting To understand the nature of whistleblowing in a professional setting 	<p><u>READINGS</u></p> <p>Reitz & Higgins (2019). <i>Speak Up: say what needs to be said and hear what needs to be heard.</i> OR listen to one of her talks: https://www.youtube.com/watch?v=PrejM2pF1Kk</p> <p>McDonald, M. Ethics and Conflict of Interest. Retrieved from: https://ethics.ubc.ca/people/mcdonaldconflict-htm/</p> <p>Martin, Vaught, & Solomon (2017). <i>Ethics Across the Professions:</i></p>

	<p>Sissela Bok, 'Whistleblowing and Professional Responsibility' pages 306-311 Michael Davis, 'Some Paradoxes of Whistleblowing' pages 311-317 Ronald Duska, 'Whistleblowing and Employee Loyalty' pages 317-321</p> <p>Allen & Odium (2019). Regina pastor expelled over "abuse of power", sexually explicit texts. <i>CBC News</i>. Retrieved from https://www.cbc.ca/</p> <p>Shellnutt & Eekhoff Zylstra (2017). Ravi Zacharias responds to sexting allegations, credentials critique. <i>Christianity Today</i>. Retrieved from: http://www.christianitytoday.com/news/2017/december/ravi--zacharias-sexting-extortion-lawsuit-doctorate-bio-rzim.html</p> <p>Gallagher, A (2010). Whistleblowing: what influences nurses' decisions on whether to report poor practice? <i>Nursing Times</i>. www.nursingtimes.net/clinical-archive/leadership/whistleblowing-what-influences-nurses-decisions-on-whether-to-report-poor-practice-01-02-2010/</p> <p><u>ASSIGNMENTS</u></p> <p><i>Post a question</i> arising from your readings in the discussion forum on the Moodle site and engage with other students' questions</p> <p><i>Ethics Journal:</i> a) Create a journal entry and reflect on Megan Reitz' TRUTH Framework and your own journey of speaking up (500-750 words).</p> <p><i>Reflection paper #2</i> - Reflect on the issues, challenges and ethics of 'whistleblowing' – 750 to 1000 words. Be sure to include how various ethical theories may or may not be of use in this situation. <u>Submit by 11:59pm on March 9, 2022.</u></p>
<p><u>Class #4 – March 3</u></p>	
<p>Topics: Privacy and Confidentiality: questions of documentation (what must be included and cannot be included); importance of documentation for potential legal contexts</p> <p>Objectives:</p> <ul style="list-style-type: none"> To understand the role of documentation in care 	<p><u>READINGS</u> Matthews, Pia. (2018). <i>Ethical Questions in Healthcare Chaplaincy</i>. Chapter 5 - Confidentiality, Privacy, Data Protection, Truth Telling and Trust</p> <p><u>ASSIGNMENTS</u></p> <p><i>Post a question</i> arising from your readings in the discussion forum on the Moodle site and engage with other students' questions</p>

<ul style="list-style-type: none"> To understand professional and legal obligations related to documentation 	<p>Ethics Journal:</p> <p>a) Create a journal entry to reflect on your own practice as it relates to the privacy and confidentiality of those you relate to in your professional role (500-750 words).</p>
<p>Class #5 – March 10</p>	
<p>Topics: Professional and Emotional Boundaries</p> <p>Objectives:</p> <ul style="list-style-type: none"> To understand and discern professional and emotional boundaries related to dual relationships, transference, truth-telling, trust, conflict, diversity and social media To understand the difference between a boundary crossing and a boundary violation 	<p>READINGS</p> <p>Martin, W. Vaught & R. Solomon. <i>Ethics across the professions: A reader for professional ethics</i> Bok, S. - Lying and lies to the sick and dying (pp. 200—211)</p> <p>Jackson, J. (1991). Telling the truth. <i>Journal of Medical Ethics</i>, 17, 5-9. http://dx.doi.org/10.1136/jme.17.1.5 Retrieved at: http://jme.bmj.com</p> <p>Justice, J. & Garland, D. (2010). Dual relationships in congregational practice: Ethical guidelines for congregational social workers and pastors. <i>Social Work and Christianity</i>, 37 (4), 437-445.</p> <p>What is transference? https://www.healthline.com/health/mental-health/transference#takeaway</p> <p>The Psychoanalytic Theory of Transference https://www.verywellmind.com/transference-2671660</p> <p>Professional Boundaries for Therapeutic Relationships -- https://www.cnm.mb.ca/uploads/document/document_file_99.pdf?t=1550609946</p> <p>CNPS InfoLAW: Social Media - https://cnps.ca/article/social-media/</p> <p>ASSIGNMENTS</p> <p>Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions</p> <p>Ethics Journal: Reflect on:</p> <ol style="list-style-type: none"> What are do you understand by psychotherapeutic transference and counter transference? What would you do if you felt that professional/personal boundaries were becoming 'blurred'? What difference does ethics make in how we relate to patients, public and other members of staff?

	<p>d) Is it possible to be friends with those you lead? e) What are the ethical dangers inherent for a professional and an institution in its use of social media?</p>
<p><u>Class #5 – March 17</u></p>	
<p>Topics: Sympathy, Empathy, and Compassion</p> <p>Suffering-focused ethics</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To distinguish responses to suffering • To understand empathic entanglement and projection • To explore the ethical dimensions of suffering 	<p><u>READINGS</u></p> <p>Sinclair, S. (2021). Compassion: Patients Can Tell the Difference - Can You? Retrieved from: https://www.drshanesinclair.com/blog/sympathy-empathy-and-compassion-patients-can-tell-the-difference-can-you</p> <p>Talone, P. (2018). Ethics – Moral Response in the Face of Suffering. <i>Health Progress</i>. Retrieved from: https://www.chausa.org/publications/health-progress/article/july-august-2018/ethics---moral-response-in-the-face-of-suffering</p> <p>Vinding, M. (2020). <i>Suffering-focused ethics: Defense and Implications</i> Read chapter 1 Skim chapters 2-8</p> <p><u>ASSIGNMENTS</u></p> <p>Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions</p> <p>Ethics Journal:</p> <p>a) Create a journal entry to reflect on patients' desire for compassion that alleviates suffering and Vinding's defense of suffering-focused ethics (500-750 words).</p>
<p><u>Class #7 – March 24</u></p>	
<p>Topics: Self-determination and decision-making in the context of MAiD & public health guidelines</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To explore how one negotiates care when you disagree with the decision a care-receiver is making 	<p><u>READINGS</u></p> <p>Beauchamp (2010c) When hastened death is neither killing nor letting die (Chapter 7). <i>Standing on Principles: Collected Essays</i> (pp. 120-131).</p> <p>Canadian Association for Spiritual Care. (2016, Dec. a). Guidelines for spiritual care practitioners and psycho-spiritual therapists in responding to inquiries regarding medical assistance in dying (MAID). Oakville, ON Retrieved at: https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/Guideline-for-SC-in-responding-to-request-for-MAID-final-Dec-7-2016.pdf</p>

	<p>Canadian Association for Spiritual Care. (2016, Dec. b). Responding to clients considering or requesting medical assistance in dying (MAID). Oakville, ON Retrieved at: https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/A-Resource-Paper-on-MAID-Dec-4-2016-final.pdf</p> <p>Chochinov & Frazee (2016). Finding a balance: Canada’s law on medical assistance in dying. <i>The Lancet</i>, 399(10044), 543-545.</p> <p>Mount, Boston, & Cohen (2007). Healing connections: On moving from suffering to a sense of well-being. <i>Journal of Pain and Symptom Management</i>, 33(4), 372- 388.</p> <p>https://plato.stanford.edu/archives/sum2020/entries/paternalism/</p> <p>https://plato.stanford.edu/archives/spr2019/entries/libertarianism/</p> <p>Public health ethics framework: A guide for use in response to the COVID-19 pandemic in Canada https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/canadas-reponse/ethics-framework-guide-use-response-covid-19-pandemic.html</p> <p>Vaccine Refusers Risk Compassion Fatigue https://www.theatlantic.com/ideas/archive/2021/08/health-care-workers-compassion-fatigue-vaccine-refusers/619716/</p> <p>ASSIGNMENTS</p> <p>Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students’ questions</p> <p>Reflection paper #3 - Reflect on the ethical issues related to disagreements concerning care between professionals and caregivers – 750 to 1000 words. Be sure to include how various ethical theories may or may not be of use in this situation. <u>Submit by 11:59pm on March 30, 2022.</u></p>
<p>Class #8 – March 31</p>	
<p>Topics: Creating a professional culture of ethical and compassionate leadership</p> <p>Ethical Habits & Summary</p> <p>Objectives:</p>	<p>READINGS</p> <p>Swift, Cobb, & Todd (2016). <i>A Handbook of Chaplaincy Studies – understanding Spiritual Care in Public Places</i>. Sedgwick, P - ‘Chaplaincy and Ethics’: What does it Mean to be a Good Chaplain, pages 97 -108</p>

<ul style="list-style-type: none"> To explore adopting ethical leadership and habits in practice 	<p>Martin, Vaught, & Solomon (2017). <i>Ethics Across the Professions</i>: C.S. Lewis, 'The inner ring', pages 429-432</p> <p><u>ASSIGNMENTS</u></p> <p>Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions</p> <p>Ethics Journal:</p> <p>a) Reflect on this question – Is it possible always to combine compassion and ethics as a team leader?</p> <p>b) Reflect on key learnings you are taking forward from this course and areas where you have further curiosity. How has your understanding of professional ethics evolved in the last 8 weeks? – 500-1000 words.</p> <p>Submit your Professional Ethics Journal by <u>11:59pm on April 6, 2022</u>.</p>
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Course Requirements and Evaluation:

The following six (6) course elements are required to receive a passing grade – that is, they are not optional. The weighting of assignments is as follows:

<u>Course Activity</u>	<u>Weight</u>
Attendance and Participation	15
Reflective Paper #1	10
Reflective Paper #2	15
Reflective Paper #3	10
<i>In-Class Quiz</i> : Ethical Foundations and Theories	10
Professional Ethics Journal	40
Total	100

Attendance and Participation – 15%

This course activity will relate to participation in class discussion & Moodle discussion exploring the topics outlined. The best learning opportunities are created when we are committed to being present and engaged in the learning activities. Engagement means being prepared to enter discussions about readings and your perspectives on the topics and pose relevant questions that advance understanding of the topic.

Attendance and Participation Assessment Rubric /40 (maximum of 5 points/session x 8 sessions)

Points	Evidence
5	Contributions are timely, relevant, self-initiated, remarks are offered on all discussions, there is no attempt to dominate the conversation
3-4	Student generally keeps up with the discussion, needs occasional prompting to contribute, participates in some discussions more than others

2	Participation is irregular, doesn't engage in all topics, offers short, perfunctory remarks when prompted, takes limited initiative
0-1	Rarely participates freely, makes short, irrelevant remarks, or attempts to dominate the conversation

Reflective Paper #1 – 10% - due: February 23, 2022 – submit via Moodle in Word format

Grading Rubric/10

Points	Evidence
8-10	Shows a clear grasp of Pia Mathews' content on issues relating to Autonomy, Consent, Refusing Treatment and Boundaries. Has been able to summarise succinctly the relevant points of the argument. Has been able to pick out key terms and definitions. Has shown an analytical ability in pointing out deficiencies in Matthews' argument.
5-7	Shows evidence of understanding the relevance of most of concepts, provides a basic level of support for opinions.
2-4	Has mostly shallow grasp of how to read summaries and analyze the content of Matthew's chapters.
0-1	Shows no significant understanding of how to read summaries and analyze the content of Matthew's chapters.

Reflective Paper #2 – 15% - due: March 9, 2022 – submit via Moodle in Word format

Grading Rubric/100

12	APA Style-The paper follows APA style in the presentation and organization of the paper
8	Identify a primary ethical issue that appears in both stories and state why the topic is important
24	Demonstrate knowledge of relevant ethical principles and standards in addressing the topic
12	Appraise how the ethical dilemma is resolved in both sources (it will usually involve conflict between principles or between interests of different parties)
28	Demonstrate how you would resolve the dilemma (e.g., how you apply your knowledge and ethical decision-making skills)
16	Describe how your personal values interface with the professional values and whether this presents any dissonance or personal conflict for you. What changes in the dilemma described could have made it easier, or more difficult, for you personally?
100	Total

Reflective Paper #3 – 10% - due: March 30, 2022 – submit via Moodle in Word format

Grading Rubric/100

12	APA Style-The paper follows APA style in the presentation and organization of the paper
8	Identify a primary ethical issue that appears in both stories and state why the topic is important
24	Demonstrate knowledge of relevant ethical principles and standards in addressing the topic
12	Appraise how the ethical dilemma is resolved in both sources (it will usually involve conflict between principles or between interests of different parties)
28	Demonstrate how you would resolve the dilemma (e.g., how you apply your knowledge and ethical decision-making skills)
16	Describe how your personal values interface with the professional values and whether this presents any dissonance or personal conflict for you. What changes in the dilemma described could have made it easier, or more difficult, for you personally?
100	Total

In-Class Quiz: Ethical Foundations and Theories – 10% - in class – February 24, 2022

Professional Ethics Journal/portfolio – 40% - due: April 6, 2022 – submit via Moodle in Word format

10	Shows organization of material in terms of contents page, index etc. Includes material from each unit.
10	Includes all key words/terms and accurate technical definitions of ethical language. Shows evidence of ability to explain in own words the content and meaning of ethical language.
40	Includes summaries of each ethical theory, shows evidence of ability to understand the core ideas, and demonstrates evidence of analysis of the strengths and weakness of each theory. Shows evidence of reflective thought in terms of the applicability of each theory to student's own professional context. Gives examples of situation within their professional life where might apply a particular ethical model.
15	Includes and reflects upon the differences between 'sympathy', 'empathy' and 'compassion'. Includes evidence of understanding about 'empathetic entanglement', 'transference' and 'projection'. Shows an ability to consider the ethical implications of professional boundaries.
25	Shows evidence of ability to understand and apply ethical approaches in various contexts. Shows evidence of reflection and analysis of wider reading. Includes a reading log for each topic. Shows evidence of observation and analysis of ethical issues within their own context, in movies, TV and news media. Concludes with reflection on how their personal ethical and professional ethical thinking has change over the duration of the course, and how they might apply their 'new' ethical thinking to their professional context.
100	Total

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.