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

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Daranne Harris, MDiv, PhD Candidate	First Day of Class:	As Per Course Schedule
Days:	January 12 & 13 February 2 & 3 March 8 & 9	Email:	daranne.harris@ambrose.edu	Last Day to Add/Drop:	End of First Class Session – January 12, 2024
Time:	Fridays 6:30 pm – 9:30 pm Saturdays 9:00 am – 12:00 pm & 12:30 pm – 4:00 pm	Phone:	587-777-4916 (call or text)	Last Day to Withdraw:	End of In-Class Hours - March 9, 2024
Room:	N/A	Office:	597-777-4916		
Lab/ Tutorial:	N/A	Office Hours:	by appointment	Last Day to Apply for Extension:	March 9, 2024
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 centred 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/

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. (Access online through Ambrose Library)

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

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. (Access online through Ambrose Library)

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. (Moodle)

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.

Craine, P. (2023). Questioning the Ethics of Assisted Dying for the Mentally Ill. *Canadian Journal of Bioethics, 6*(3-4), 115–127.

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/

Hristova, B. (2024). Ontario megachurch's former victim's advocate concerned after role goes to person with ties to denomination. *CBC News.* Retrieved at: https://www.cbc.ca/news/canada/hamilton/meeting-house-megachurch-complaints-1.7074559

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.

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 (On hold in library & excerpts from the 2010 edition in Moodle)

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

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 (On hold in library)

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 (On hold in library)

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

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

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. (On hold in library & access online via Ambrose Library)

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

Triviño-Caballero, R., Parra Jounou, I., Roldán Gómez, I. & López de la Vieja, T. (2023). Causes for Conscientious
Objection in Medical Aid in Dying: A Scoping Review. *Canadian Journal of Bioethics 6*(3-4), 102–114.
https://doi.org/10.7202/1108007ar

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

Recommended:
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. & 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.

Copies of the Code of Ethics from the following organizations:
- Canadian Association of Spiritual Care <https://www.spiritualcare.ca/ethics.html>
- Canadian Nurses Association (on Moodle)
- Canadian Medical Association <https://policybase.cma.ca/link/policy13937?_gl=1*voutmm*_ga*OTcwNjMxNzk5LjE3MDQ3NDQwOTQ.*_ga_9 1NZ7HZZ51*MTcwNDc0NDA5NC4xLjAuMTcwNDc0NDA5Ni41OC4wLjA.#_ga=2.205936411.921492124.17047440 95-970631799.1704744094>
- Canadian Psychological Association <http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf>
- Canadian Association of Social Workers < https://www.casw-acts.ca/en/51-standards-practice-and-ethics>
- Christian and Missionary Alliance in Canada (on Moodle)

Course Schedule

Class #1A – January 12 afternoon	
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 Virtue' pages 45-48 (optional)
'Professionalism and Nursing' page 55
'How to be Ethical – Introduction' pages 59-61
John Stuart Mill, 'Utilitarianism' pages 73-76

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:
'professional', 'ethics', and 'morality'?
2. How do you think most people make moral choices? What models
and criteria or guidelines do they use?
3. How do you generally make ethical professional choices? What
models and criteria or guidelines do you
use?

Post a question arising from your readings in the discussion forum
on the Moodle site and engage with other students' questions

Ethics Journal:
Begin a journal called: *Journey into Ethics and Professional Ethics* (on
your computer please).
Makes sure it includes the following:
a) 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.)
b) Basic ethical definitions
c) Half-page summaries of the different ethical theories we cover
including 2-column analysis of each theory's strengths and
weaknesses
d) Questions these theories raise in the context of your life and
profession.
e) How and where you might apply some of the ideas these theories
propose in your life and professional work.

Class #1B – January 13 morning	

Topics:
 Cultural and Moral Relativism
 	
 Objectives:
 • To explore the dimensions of reasoning through theories of relativism, situation ethics (Fletcher) & categorical imperative (Kant)
	READINGS
	
	 McManus, Ward, & Perry (2018). *Ethical Leadership*:
	     Chapter 2 Kantianism
	     Chapter 7 Cultural Relativism.
	
	 Vardy & Vardy (2012). *Ethics Matters*:
	     Situation Ethics, pages 120 -131.
	     Relativism, pages 17 -26
	     Kantian Ethics, pages 132 -162
	
	 https://www.britannica.com/topic/situation-ethics
	
	 https://www.newworldencyclopedia.org/entry/Situational_Ethics
	
	 https://plato.stanford.edu/entries/relativism/
	
	 https://plato.stanford.edu/entries/kant/
	
	 ASSIGNMENTS
	
	 Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions
	
	 Ethics Journal:
	 Continue to add to your journal:
	 a) Basic ethical definitions
	 b) Half-page summaries of the different ethical theories we cover including 2-column analysis of each theory's strengths and weaknesses
	 c) Questions these theories raise in the context of your life and profession.
	 d) How and where you might apply some of the ideas these theories propose in your life and professional work.
	 e) What examples of these theories have you seen in news programs, newspapers, movies, TV shows, books – add links or clippings where available

Class #1C – January 13 afternoon	
Topics: Practical and Applied Ethics *Objectives:* • To understand how principles of autonomy, justice, beneficence, and non-	Martin, Vaught, and Solomon (2017). *Ethics Across the Professions: A reader for professional ethics* Michael Davis, 'Professional Responsibility: Just Following the Rules?' pages 12-19 Beauchamp, T. (2010a). The four principles approach to health care ethics (Chapter 3). Standing on Principles:

maleficence inform an ethical framework for healthcare professionals
• To familiarize oneself with a professional code of ethics relevant to one's work
	Collected Essays (pp. 35-49). New York: Oxford University Press.
	
	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*: *A reader for professional ethics*
	    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://www.spiritualcare.ca/ethics.html
	
	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
	
	ASSIGNMENTS
	
	Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions
	
	Ethics Journal:
	Continue to add to your journal:
	a) 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.

	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 January 22, 2024.</u>

Class #2A – February 2 afternoon

In-Class Quiz: Ethical Foundations and Theories **Topics:** Conflict of Interest & Whistleblowing **Objectives:** • To identify the potential for conflicts of interest in a professional setting • To understand the nature of whistleblowing in a professional setting	**READINGS** Reitz & Higgins (2019). *Speak Up: say what needs to be said and hear what needs to be heard.* OR listen to one of her talks: https://www.youtube.com/watch?v=PrejM2pF1Kk McDonald, M. Ethics and Conflict of Interest. Retrieved from: https://ethics.ubc.ca/peoplemcdonaldconflict-htm/ Martin, Vaught, & Solomon (2017). *Ethics Across the Professions*: *A reader for professional ethics* 　　　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 Allen & Odlum (2019). Regina pastor expelled over "abuse of power", sexually explicit texts. *CBC News.* Retrieved from https://www.cbc.ca/news/canada/saskatchewan/christian-and-missionary-alliance-regina-pastor-expelled-1.5334517 Hristova, B. (2024). Ontario megachurch's former victim's advocate concerned after role goes to person with ties to denomination. *CBC News.* Retrieved at: https://www.cbc.ca/news/canada/hamilton/meeting-house-megachurch-complaints-1.7074559 Gallagher, A (2010). Whistleblowing: what influences nurses' decisions on whether to report poor practice? *Nursing Times*. www.nursingtimes.net/clinical-archive/leadership/whistleblowing-what-influences-nurses-decisions-on-whether-to-report-poor-practice-01-02-2010/ **ASSIGNMENTS** **Post a question** arising from your readings in the discussion forum on the Moodle site and engage with other students' questions **Ethics Journal:**

	a) Create a journal entry and reflect on Megan Reitz' TRUTH Framework and your own journey of speaking up (500-750 words).
	Reflection paper #2 - 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 February 12, 2024.</u>

Class #2B – February 3 morning

Topics: Privacy and Confidentiality: questions of documentation (what must be included and cannot be included); importance of documentation for potential legal contexts *Objectives:* • To understand the role of documentation in care • To understand professional and legal obligations related to documentation	**READINGS** Matthews, Pia. (2018). *Ethical Questions in Healthcare Chaplaincy*. Chapter 5 - Confidentiality, Privacy, Data Protection, Truth Telling and Trust 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. **ASSIGNMENTS** *Post a question* arising from your readings in the discussion forum on the Moodle site and engage with other students' questions *Ethics Journal:* 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).

Class #2C – February 3 afternoon

Topics: Professional and Emotional Boundaries *Objectives:* • 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	**READINGS** Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* Bok, S. - Lying and lies to the sick and dying (pp. 200—211) Jackson, J. (1991). Telling the truth. *Journal of Medical Ethics, 17*, 5-9. 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. What is transference? https://www.healthline.com/health/mental-health/transference#takeaway

	The Psychoanalytic Theory of Transference https://www.verywellmind.com/transference-2671660 Professional Boundaries for Therapeutic Relationships -- https://www.crnm.mb.ca/uploads/document/document_file_99.pdf?t=1550609946 CNPS InfoLAW: Social Media - https://cnps.ca/article/social-media/ **ASSIGNMENTS** *Post a question* arising from your readings in the discussion forum on the Moodle site and engage with other students' questions *Ethics Journal:* Reflect on: a) What are do you understand by psychotherapeutic transference and counter transference? b) What would you do if you felt that professional/personal boundaries were becoming 'blurred'? c) What difference does ethics make in how we relate to patients, public and other members of staff? 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?
Class #3A – March 8 afternoon	
Topics: Self-determination and decision-making in the context of MAiD *Objectives:* • To explore how one negotiates care when you disagree with the decision a care-receiver is making	**READINGS** Martin, Vaught, & Solomon (2017). *Ethics Across the Professions*: David Orentlicher and Lois Snyder, 'Can Assisted Suicide be Regulated?' pages 475-480 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 Beauchamp (2010c) When hastened death is neither killing nor letting die (Chapter 7). *Standing on Principles: Collected Essays* (pp. 120-131). 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 (on Moodle)
	Chochinov & Frazee (2016). Finding a balance: Canada's law on medical assistance in dying. *The Lancet, 399*(10044), 543-545.
	Mount, Boston, & Cohen (2007). Healing connections: On moving from suffering to a sense of well-being. *Journal of Pain and Symptom Management, 33*(4), 372- 388.
	Craine, P. (2023). Questioning the Ethics of Assisted Dying for the Mentally Ill. *Canadian Journal of Bioethics, 6*(3-4), 115–127.
	Triviño-Caballero, R. et al. (2023). Causes for Conscientious Objection in Medical Aid in Dying: A Scoping Review. *Canadian Journal of Bioethics 6*(3-4), 102–114.
	ASSIGNMENTS
	Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions
	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 18, 2024.</u>
<u>Class #3B – March 9 morning</u>	
Topics: Sympathy, Empathy, and Compassion *Objectives:* • To distinguish responses to suffering • To understand empathic entanglement and projection • To explore the ethical dimensions of suffering	**READINGS** 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 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 **ASSIGNMENTS** ***Post a question*** arising from your readings in the discussion forum on the Moodle site and engage with other students' questions *Ethics Journal:*

	a) Create a journal entry to reflect on patients' desire for compassion that alleviates suffering(500-750 words).
Class #3C – March 9 afternoon	

Topics:
Creating a professional culture of ethical and compassionate leadership
 	
Ethical Habits & Summary
 	
Objectives:
• To explore adopting ethical leadership
• To integrate habits in practice
	READINGS
	
	Mohrmann, M. (2008). Ethical grounding for a profession of hospital chaplaincy. *Hastings Centre Report. 38*(6), 18-23.
	
	Swift, Cobb, & Todd (2016). *A Handbook of Chaplaincy Studies – understanding Spiritual Care in Public Places.*
	      Sedgwick, P - 'Chaplaincy and Ethics': What does it Mean to be a Good Chaplain, pages 97 -108
	
	ASSIGNMENTS
	
	Post a question arising from your readings in the discussion forum on the Moodle site and engage with other students' questions
	
	Ethics Journal:
	  a) Reflect on this question – Is it possible always to combine compassion and ethics as a team leader?
	  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.
	
	Submit your ***Professional Ethics Journal*** <u>by 11:59pm on April 8, 2024.</u>

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:

Course Activity	Weight
Attendance and Participation	25
Reflective Paper #1	10
Reflective Paper #2	15
Reflective Paper #3	10
In-Class Quiz: Ethical Foundations and Theories	10
Professional Ethics Journal	30
Total	100

Attendance and Participation – 25%

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 /60 (maximum of 5 points/session x 12 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: January 22, 2024 – *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: February 12, 2024 – *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 18, 2024 – *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 1, 2024

Professional Ethics Journal/portfolio – 30% - due: April 8, 2024 – *submit via Moodle in Word format*
Grading Rubric/100

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+ 95-100	Mastery: Complete Understanding of Subject Matter	4.00
A 90-94		4.00
A-85-89		3.70
B+ 80-84	Proficient: Well-Developed Understanding of Subject Matter	3.30
B 75-79		3.00
B-70-74		2.70
C+ 65-69	Basic: Developing Understanding of Subject Matter	2.30
C 60-64		2.00
C- 56-59		1.70
D+ 51-55	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:

Registration
Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course
Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling
Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* 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; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication
Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording
The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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/academics/academic-calendar

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.

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/sas/writing-services

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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