

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

FRHD*4310: PROFESSIONAL ISSUES

COURSE OUTLINE - Fall 2015

Course Instructor: Clare MacMartin, PhD
Email: cmacmart@uoguelph.ca
Office: MINS 113-C
Office Tel. X52419
Office Hours: By appointment

Teaching Assistants:	Ornella Harris	Emily Tousaw
Email:	oharris@uoguelph.ca	etousaw@uoguelph.ca
Office:	TBA	TBA
Office Hours:	TBA	TBA

Class Meeting Times and Locations

Lectures: Wednesday, 7:00 pm – 8:50 pm, ALEX Room 100

Seminars Led by Ornella Harris

Wed.	9:00 pm-9:50 pm	MCKN 238
Thurs.	12:30 pm-1:20 pm	ANNU 306
Thurs.	1:30 pm-2:20 pm	MINS B37

Seminars Led by Emily Tousaw

Wed.	9:00 pm-9:50 pm	ALEX 309
Thurs.	10:30 am-11:20 am	MINS 037
Fri.	9:30 am-10:20 am	ANNU 306

CourseLink: This course uses CourseLink to house all course materials and provide confidential access to midterm marks and assignment grades. To access, use the following link:

<http://www.uoguelph.ca/courselink/studentIndex.html> and click on “FRHD*4310 F15 Professional Issues.”

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

General Objectives

1. To examine ethical and professional issues for helping professionals (including healthcare providers) and educators working with children, youth, adults of all ages and their families. Students will learn about ethical decision-making models and apply these to case study materials. A variety of institutional settings are considered (e.g., school systems, treatment agencies, youth residential programs, senior care facilities, and hospitals). The complexities of professional practice with diverse populations are explored in depth. A systemic perspective is used to understand individuals in the context of complex institutional

- relationships as well as complex personal lives. Examination of ethical concerns involving interprofessional/multidisciplinary teams is included.
2. To encourage critical thinking with respect to all aspects of professional work. In particular, there will be opportunities to explore and address issues of power, privilege, and marginalization related to aspects of diversity and social location (e.g., ability, age, class, gender, race, religion, sexual orientation, etc.).
 3. To increase students' knowledge of professional standards of practice in a variety of professional domains. Legal issues are addressed, particularly those related to legal concerns in working professionally with children, youth, adults, seniors and their families. Child welfare policies and mandated reporting of suspected child abuse in a Canadian context and, more specifically, an Ontario context, will be discussed. Ethical codes of practice in different professions will be compared. Hypothetical scenarios of ethical dilemmas will be utilized.
 4. To develop self-reflective abilities and awareness of values and personal standpoints, along with skills to enhance emotional and physical well-being in professional work contexts. As a means of learning about reflective practice in the workplace, students are encouraged to reflexively apply their values and ethical principles to activities in the course (e.g. when working in seminar groups and presenting to fellow seminar members; being actively engaged in coursework and classroom learning activities).

Required Textbook:

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

Required Weekly Articles (PDF copies are on CourseLink):

1. NO READING DURING FIRST WEEK
2. Engel, J., & Prentice, D. (2013). The ethics of interprofessional collaboration. *Nursing Ethics, 20*, 426-435.
3. Raab, K. (2014). Mindfulness, self-compassion, and empathy among health care professionals: A review of the literature. *Journal of Health Care Chaplaincy, 20*, 95-108.
4. Moss, E. L., & Dobson, K. S. (2006). Psychology, spirituality, and end-of-life care: An ethical integration? *Canadian Psychology, 47*, 284-299.
5. Wood, R. (2015). To be cared for and to care: Theoretical conceptions of care as a framework for effective inclusion in Early Childhood Education and Care. *Child Care in Practice*. doi:10.1080/13575279.2015.1037250.
6. Pietrantonio, A. M., Wright, E., Gibson, K. N., Alldred, T., Jacobson, D., & Niec, A. (2013). Mandatory reporting of child abuse and neglect: Crafting a positive process for health professionals and caregivers. *Child Abuse & Neglect, 37*, 102-109.

7. Tracy, C. S., Drummond, N., Ferris, L. E., Globerman, J., Hébert, P. C., Pringle, D., & Cohen, C. A. (2004). To tell or not to tell? Professional and lay perspectives on the disclosure of personal health information in community-based dementia care. *Canadian Journal on Aging, 23*, 203-215.
8. NO READING DUE TO MIDTERM EXAMINATION
9. Aase, S. (2010). Toward e-professionalism: Thinking through the implications of navigating the digital world. *Journal of the American Dietetic Association, 110*, 1442-1449.
10. Barrett, S. E., Solomon, R. P., Singer, J., Portelli, J. P., & Mujuwamariya, D. (2009). The hidden curriculum of a teacher induction program: Ontario teacher educators' perspectives. *Canadian Journal of Education, 32*, 677-702.
11. McBride, D. L. (2010). Issues supervising family violence cases: Advocacy, ethical documentation, and supervisees' reactions. *Canadian Journal of Counselling, 44*, 282-295.
12. Walsh, C. A., Hewson, J., Shier, M., & Morales, E. (2008). Unraveling ethics: Reflections from a community-based Participatory Action Research project with youth. *The Qualitative Report, 13*, 379-393.

Course Organization

This course involves lecture/large class and seminar components. In keeping with a learner-centred approach and to enhance student learning, there will be an emphasis on in-class discussion. In order to address the limitations of the textbook, weekly journal articles have also been assigned. Articles reflect the themes in assigned textbook chapters, typically feature Canadian authors, and cover a broad range of professional categories and relevant topics. Students are expected to come to Wednesday evening classes and their seminar prepared to discuss assigned readings, to participate in learning activities, to ask questions to extend their own learning, and to build on classmates' ideas.

Wednesday evening classes (1 hour & 50 minutes) will consist of instructor-led lectures on weekly themes and readings, presentations by invited guests, structured student learning activities, and class discussions. There will be a particular emphasis on models of ethical decision-making, child welfare legislation and mandated reporting of child abuse in Ontario, and the incorporation of examples from a variety of helping professions. Over the course of the semester, 6 speaker-facilitators from different professions will come for the first part of class time to engage students in discussions of important ethical and professional challenges in their working lives, including case studies of ethical dilemmas. Students are expected to write short in-class reflections on the case studies. These are submitted to the instructor as part of the student's participation grade in the course. Materials from the readings, class lectures (including visitors' presentations), and topics of class discussion will be tested on the midterm and final examinations.

The seminars, which are led by graduate teaching assistants, allow for in-depth discussion of professional issues and seminar presentation planning during the first few weeks. Then there is a switch to group presentations on professional codes of ethics. The seminars are designed to help students develop ethical decision-making skills and to learn about professional codes of ethics and relevant legislation in various professions. The seminar sessions are an essential and required part of the course. Students are expected to attend each seminar unless prior notification is given to the seminar leader.

Course Evaluation

- 30% **1. Seminar Presentation and Written Assignment:** Starting in Week 5, groups of students will present material summarizing codes of ethical practice (e.g., early childhood education, nursing, social work, teaching) on key topics and then engage their seminar colleagues in discussions involving ethical decision-making using a hypothetical scenario related to their topic (e.g., an ethical dilemma in early childhood education, nursing, social work, teaching). Students prepare a handout for their colleagues for electronic distribution following the seminar presentation. Students in the presentation group submit individual papers following their presentation to their teaching assistant who is responsible for grading the presentations and individual papers. Instructional handouts and marking scheme will be posted on CourseLink.
- 10% **2. Seminar Participation:** Students are expected to attend all scheduled seminar classes in their particular section and to engage in active discussion. Student participation is to be graded by the teaching assistant. The marking scheme will be posted on CourseLink.
- 25% **3. Midterm Examination:** An in-class midterm examination will be held in Week 7 on Wednesday, Oct. 28th. The format consists of multiple-choice, fill-in-the-blank, short-answer and essay questions. The midterm exam covers course materials spanning Weeks 1 through 6 of the course (textbook chapters and assigned articles, lecture/large class materials (including guest facilitators' presentation content)). If this date coincides with a religious holy day that you observe, please advise the instructor by Oct. 1st should you require alternate arrangements for the exam. An alternative date for those affected will be set as close as possible to the scheduled date.
- 5% **4. Large Class Participation:** Students will be graded on the best 5 of 6 in-class short reflection papers they write and submit in class. These are written in response to the ethical dilemmas that are presented by the 6 speaker-facilitators visiting the class. Expectations will be posted on CourseLink.
- 30% **5. Final Examination:** A two-hour final examination will be held on Saturday, Dec. 12th from 7:00 pm to 9:00 pm. The format consists of multiple-choice, fill-in-the-blank, short-answer and essay questions. The final exam covers textbook chapters and assigned articles spanning Weeks 7 through 12 of the course, plus lecture/large class materials spanning Weeks 1 through 12 (including facilitators' presentation content). Students are responsible for ensuring there is no scheduling conflict.

FRHD*4310 Large Class/Lecture Schedule

Week	Date	Class Topic(s)	Readings
1	Sept. 16	Course orientation Discussion of ethics	
2	Sept. 23	Models of ethical decision-making Key concepts and themes	Text Ch. 1 Engel & Prentice (2013)
3	Sept. 30	The helping practitioner as person & professional	Text Ch. 2 Raab (2014)
4	Oct. 7	Values and the helping relationship	Text Ch. 3 Moss & Dobson (2006)
5	Oct. 14	Guest facilitator: Kimberley Wilson on social work with seniors Multicultural perspectives and diversity issues	Text Ch. 4 Wood (2015)
6	Oct. 21	Guest facilitator: Ceilidh Eaton Russell on work as a Child Life Specialist Client rights and professional responsibilities: Child welfare	Text Ch. 5 Pietrantonio et al. (2013)
7	Oct. 28	Midterm Examination	
8	Nov. 4	Confidentiality: Ethical and legal issues Facilitator: Clare MacMartin on working as a psychologist	Text Ch. 6 Tracy et al. (2004)
9	Nov. 11	Guest Facilitator: Andrea Buchholz on working as a registered dietitian Managing boundaries and multiple relationships	Text Ch. 7 Aase (2010)
10	Nov. 18	Guest facilitator: Katharine Creery on working in education Professional competence & training, issues in theory & practice	Text Chs. 8, 10 Barrett et al. (2009)
11	Nov. 25	Guest facilitator: Sharon Mayne Devine on working as a couple & family therapist Ethical issues in couples & family therapy, supervision	Text Chs. 9, 11 McBride (2010)
12	Dec. 2	Community & social justice perspectives	Text Ch. 12 Walsh (2008)
	Dec. 12	Final Examination 7:00 pm to 9:00 pm Location: TBD	

FRHD*4310 Seminar Schedule

Week	Date	Seminar Activities
1	Sept. 16	No seminar in Week 1
2	Sept. 23	TA and student introductions Preview of presentation expectations Assigning students to presentation groups
3	Sept. 30	Assigning students to presentation groups (cont'd.) Discussion of ethics and presentation planning
4	Oct. 7	Discussion of ethics and presentation planning
5	Oct. 14	Group 1 presentation
6	Oct. 21	Group 2 presentation
7	Oct. 28	Midterm Exam: No presentation
8	Nov. 4	Group 3 presentation
9	Nov. 11	Group 4 presentation
10	Nov. 18	Group 5 presentation
11	Nov. 25	Group 6 presentation
12	Dec. 2	Extra seminar slot for any cancelled presentations

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

Academic Integrity: Students are responsible for ensuring that they follow University regulations regarding Academic Integrity. Please see the Undergraduate Calendar: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

For additional information and support, please visit: <http://www.academicintegrity.uoguelph.ca/> where you will find a code of ethics for students and faculty: <http://www.academicintegrity.uoguelph.ca/integrity.cfm>

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect in written assignments possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. Materials to support student use of Turnitin are found on the CourseLink website.

Recording of Materials:

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

Resources Regarding University Regulations and Policies:

The Undergraduate Calendar provides important information about procedures, policies and regulations. Please visit:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

Copies of Out-of-Class Assignments:

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

*******IMPORTANT NOTES*******

FINAL EXAMINATION: The final exam is scheduled for December 12, 2015 from 7:00 pm to 9:00 pm. Students are responsible for ensuring that they have no scheduling conflicts with regard to the final examination timetable.

WHEN YOU CANNOT MEET AN IN-COURSE REQUIREMENT: If you cannot meet a course requirement due to illness or for compassionate reasons, please advise the course instructor in writing, including your name, telephone number and email address. When possible, this should be done in advance of the missed test or seminar presentation but otherwise as soon as possible after the due date. Written verification from medical or counselling services is needed for missed midterm examination or seminar presentation when the student is scheduled to present. Students who must miss attending seminar classes due to illness or extenuating circumstances should notify their seminar leader as soon as possible.

Course Drop Date:

The last date to drop one-semester courses without academic penalty is Nov. 6, 2015. For regulations and procedures, see the Undergraduate Calendar:

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