



*Community Rehabilitation
and Disability Studies*

Professional Practice Issues and Professional Ethics in Community Rehabilitation

Calendar Description

Ethical decision making issues and practices for community rehabilitation service providers, researchers, interdisciplinary teams, agencies, and policy developers.

Content/Objectives

- Philosophical and historical bases of professional ethics.
- Relevant codes of ethics and ethical decision making models.
- Concepts of social responsibility and social justice
- Direct service ethical issues (e.g., confidentiality, informed consent, respect for vulnerable populations, professional boundaries).
- Applying ethical principles to organizations and policy development.
- Implications and limitations of traditional codes of ethics for community based services.

Outcomes/Competencies

- Through group analysis of vignettes, identifies and resolves ethical dilemmas, evaluates rules and policies against the criteria of ethical principles.
- Through analysis of personal practice, gains awareness of personal beliefs and characteristics that influence professional behavior and sets personal limits that enhance self-care and the welfare of consumers.
- Through exams demonstrates awareness of professional ethical standards.

Assignments

1. Midterm Exam	20%
2. Ethical Decision Making Process Assignment	20%
3. Term Paper or Practical Group Project	30%
4. Final Exam	30%

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Resources

1. Boss, J.A. (2014) *Ethics for Life; A text with readings*. Sixth Edition. McGraw-Hill
2. McAuliffe, D. (2014). *Interprofessional ethics; Collaboration in the social, health and human services*. Cambridge.
3. CARP Code of Ethics (on D2L)

Additional on-line resources will be posted on D2L

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture

material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Details for current course offerings are available at: www.crd.org

Instructor and Course Information

COURSE: Core 581

INSTRUCTOR: Meaghan Edwards

TERM: Winter 2017

TELEPHONE: TBA

SECTION: L01

FAX: (403) 220-5494

TIME/DATE: Monday
12:00 noon - 02:45 pm

EMAIL meaghan.edwards@ucalgary.ca

LOCATION: EDC 284

OFFICE HOURS: by appointment

Course Content

The following topics will be covered:

- Foundation Discussion. Defining ethics, morals and values. Relationship between personal and professional ethics. Philosophical and historical bases of professional ethics. How do values, ethics, codes affect what we do? The relationship between values, behavior and law.
- Self-awareness of personal attitudes, biases, individual socialization. Ethical issues with regard to diversity and vulnerable populations.
- Implications of various ethical theories on practice.
- Conscience development, moral reasoning, logical fallacies.
- Models for ethical decision-making.
- Professional identity in community rehabilitation. In-depth consideration of the CARP Code of Ethics. Comparison between the CARP code and those of other professions. Consider inter-disciplinary approaches. Limitations of codes of ethics.
- Direct service issues: dignity of risk, informed consent, privacy, confidentiality, access to services and record keeping.
- Professional boundaries. Sexual relationships. Non-sexual dual/multiple relationships, e.g. business, friends, barter, fee collection, self-care. Maintaining appropriate boundaries in helping relationships.
- Ethical issues in addressing emerging issues e.g. personnel shortages, legislated regulations, multi-disciplinary services and partnerships, for-profit service provision, aging population, self-managed care, & the internet.
- "Ethical organizations": Ethics in the workplace. Conflicting loyalties. Differentiating between individual and agency responsibility for the quality of client services.
- Social responsibility and social justice. Ethical obligations beyond professional guidelines (moral leadership)
- Ethics in Research

This course will rely heavily on student participation in class discussion and in-class group work.

DETAILS OF ASSIGNMENT

1. Midterm Exam Value 20%

In class February 6, 2017

Multiple choice: written responses, essay question.

2. Ethical Decision Making Assignment (Group or Individual Assignment) Value 20%

Due March 20, 2017

Demonstrate an ethical decision making process by applying the CARP ethical decision making process to a vignette. This can be done in point form and should not be more than 5 single-spaced pages. The options of vignettes and grading criteria will be posted on D2L.

Note: This assignment may be completed in a group (max 4 students). All students in the group will receive the same grade.

3. Term Paper or Practical Group Project Value 30%

Paper or Project Due on April 3, 2017

For this assignment, you have the choice of either doing an individual research paper or a group project. Please see descriptions below.

1. Research Paper. Choose one topic of current or emerging interest in **professional ethics** that is of special interest to you. Suggested topics are provided below. Be alert to inter-disciplinary and community implications. Provide a critical analysis of the topic and include implications for community rehabilitation practice, impact on the target population and future areas for knowledge building. The paper should be 8-10 (max) pages, typed, double-spaced, (excluding cover and references pages), 12 point font, and include in text citations and references in APA. Support your work with relevant literature (minimum of 6 peer reviewed journal articles) including research and codes of ethics. The paper should not include Wikipedia or internet based references.

Topic ideas...

- a) Ethics, multiculturalism and disability.
- b) Uses and abuses of psychological testing (i.e. Diagnostic Labels – helpful or harmful?)
- c) What does “responsibility to society” mean in practice for community rehabilitation professionals?
- d) Vulnerable populations; how does the CARP code deal with legal rights and ethical responsibilities?
- e) Dual relationships – forbidden, avoided or managed?
- f) Implications of feminist care ethics for practice.
- g) Compare and contrast different ethical decision making models (rational, integrated, virtue etc.)
- h) Systemic barriers to ethical practice – implications and actions
- i) Moral distress in the helping profession
- j) Conduct a Rational Moral Analysis of a topic of interest
- k) Other topics (with consent of instructor)

Grading Criteria for Term Paper

Introduction and framing of ideas	2 mark
Major context of paper expansion of ideas in introduction, review of current literature, understands the concepts and integrates information. Contributes new ideas based on analysis or readings	14 marks
Implications for Community Rehabilitation Practice, Impact on the target population & Areas for future knowledge building -incorporates reflection and critical thought, demonstrates the ability to apply concepts to practice	7 marks
Conclusion	1 mark
Presentation/Style	5 marks
a) Organization (e.g. use of headings)	
b) Flow of ideas	
c) Grammar	

Adherence to APA	1 marks
Total	30 marks

2. **Practical Group Project.** The purpose of this project is to make a practical contribution to the area of professional ethics within the field of Community Rehabilitation & Disability Studies. Groups (3-5 students). Examples of projects student might work on one include the following topics:
- Develop a critique of the CARP Code of Ethics and suggest any changes including potential updates.
 - Generate a thought paper on creating a professional identity within an inter-disciplinary profession such as CRDS.
 - Create a working document outlining the pros and cons of developing a professional association for the disability services sector.
 - Craft a set of core competencies for disability services that could be utilized for credentialing standards.
 - Construct a training strategy & curriculum for ethics education within a human service organization.
 - Other projects to be approved by your instructor

Note: All students in the group will receive the same grade.

Grading Criteria for Project

Introduction	2 mark
Analysis of the topic –provides a well-defined scope & thorough analysis of the topic, integrates and applies knowledge in CRDS, incorporates reflection and critical thought, contributes new ideas based on analysis	17 marks
Resources- Provides evidence of a variety of resources/strategies used (research, personal interviews, agency information, literature etc.).	3 marks
Conclusion – including limitations and areas for future investigation	2 mark
Scholarly Presentation/Style – polished professional appearance, format reflects the uniqueness of the topic, careful organization, logical flow, proper grammar & sentence structure.	5 marks
Adherence to APA	1 marks
Total	30 marks

4. Final Take Home Exam

Value 30%

Multiple choice: written responses, essay question.

Due: Exam will be made available on April 10, 2017 and is due on April 12, 2017

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES FOR WINTER 2017

Last day to drop a class without financial penalty – **January 20, 2017**

Last day to add a course – **January 23, 2017**

Last day to withdraw from a course – **April 12, 2017**

Tuition and Fee Payment Deadline – **January 27, 2017**

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

Conduct During Lectures

Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during each session and should not rely solely on handout material supplied by the instructors.

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. Their use in the classroom is **strongly discouraged** and may be prohibited by instructors except in circumstances related to course content. Should laptops be permitted, their use is limited to taking notes and **NOT to surf the web, check email or do other unrelated work**. Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave. Repeat offences may be considered non-academic misconduct and disciplined accordingly.

Cell phones and similar devices **must be turned off** (not merely silent) during class time. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodations Based on Disability

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jjlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean**

(Undergraduate Health & Science Education) and be recorded in their student records. The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the "Student Misconduct" sections of the University Calendar for further information.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/provost/students/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Distress Centre <http://www.distresscentre.com/>

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point for Trailer B is Social Science - Food Court.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4