



UNIVERSITY OF
CALGARY

FACULTY OF MEDICINE
*Community Rehabilitation
and Disability Studies*

Dec 14 '09

CORE 581

Half (3-1)

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. Class Participation	10%
2. Midterm Exam	20%
3. Ethical Decision Making Process Assignment	20%
4. Term Paper or Practical Group Project	25%
5. Final Exam	25%

Resources

Boss, J.A. (2007) *Ethics for Life; A book of readings*. Fourth Edition. McGraw-Hill
CARP Code of Ethics
Codes of ethics of several professional disciplines.
On-line resources.

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

Instructor and Course Information

COURSE: Core 581	INSTRUCTOR: Carla Hamarsnes
TERM: Winter 2010	TELEPHONE: 403-249-1554
SECTION: L01	FAX: 403-220-6494
TIME/DATE: Monday 1:00pm - 3:50pm	EMAIL: chamarsn@ucalgary.ca
LOCATION: SA 124A	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 Assignments

1. Class Participation Value 10%

Participation in class discussion is essential to studying ethics. Grades will be based on consistent participation, posing reflective questions, displaying an understanding of different positions, incorporating reflection and critical thought and respectfully challenges peers, instructors and guests.

2. Midterm Exam Value 20%

In class February 8, 2010

Multiple choice: written responses, essay question.

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

Due March 8, 2010

Demonstrate an ethical decision making process by applying the CARP 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 blackboard.

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

4. Term Paper or Practical Group Project Value 25%

Paper or Project Due on March 29, 2010

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) Are business ethics and professional ethics compatible? (i.e. for-profit managed care)
- f) Dual relationships – forbidden, avoided or managed?
- g) Implications of feminist thinking for practice.
- h) Compare and contrast different ethical decision making models (rational, integrated, virtue etc.)
- i) Systemic barriers to ethical practice – implications and actions
- j) Other topics (with consent of instructor)

Grading Criteria for Term Paper

Introduction and framing of ideas	1 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	13 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	6 marks
Conclusion	1 mark
Presentation/Style <ol style="list-style-type: none"> a) Organization (e.g. use of headings) b) Flow of ideas c) Grammar 	3 marks
Adherence to APA	1 marks
Total	25 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 (min. 3 max. 5 students) will work on one of 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 for ethics education within a human service organization.

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

Grading Criteria for Project

Introduction	1 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	16 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	1 mark
Scholarly Presentation/Style – polished professional appearance, format reflects the uniqueness of the topic, careful organization, logical flow, proper grammar & sentence structure.	3 marks
Adherence to APA	1 marks
Total	25 marks

5. Final Exam

Value 25%

Registrar Scheduled Exam
Multiple choice: written responses, essay question.

Due: to be announced

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

NOTE:

The last day to change/register for courses and pay balance of fees for the Winter session is *January 23rd, 2009.*
The last day to withdraw is *April 17th, 2009.*

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 Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

IMPORTANT: 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.

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