



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2021

PH3330 (A2): Professional Ethics - 3 (3-0-0) 45 Hours for 15 Weeks

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

INSTRUCTOR: Dr. Tina Strasbourg **PHONE:** 780-539-2237
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OFFICE HOURS: Zoom appointments only.

CALENDAR DESCRIPTION:

This course will examine the roles and responsibilities of professionals, as well as ethical challenges they face. These challenges often involve balancing self-interest, clients' interests, and the public good. At times they involve weighing clients' interests and clients' wishes (and their autonomy). They may also involve efforts to resolve conflicts between the professionals' personal moral beliefs and their perceived duties as professionals. Challenges and issues will be explored through consideration of debates within specific fields (such as accounting, medicine, engineering, journalism and law) - often with relevance across professions. Controversies will also be investigated through study of general discussions of common concerns. Ethical concepts and outlooks will provide assistance in facing the challenges.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Fritz Allhoff, Jonathan Milgrim, & Anand J. Vaidya, editors. *Professions in Ethical Focus: An Anthology* 2nd edition. Peterborough, Ontario: Broadview Press, 2021.

DELIVERY MODE (S): Lectures and discussions

COURSE OBJECTIVES:

1. To gain an understanding of important historical approaches to ethics and apply these theories to current day professional issues.
2. To develop critical thinking and problem-solving skills through the practical application of ethical theories to professional concepts.
3. To examine assumptions, values, goals, principles, and actions as they affect professions and society.
4. To gain an understanding of the effect of individual and professional decisions.
5. To enhance awareness and increase understanding of the nature of professional ethics.

LEARNING OUTCOMES:

The learning outcomes stressed in this course are Communication Skills, Critical Thinking Skills and Ethical Reasoning.

1. Students will use Communication Skills

- Communicating clearly and concisely employing written and verbal skills appropriate to class assignments and discussion.
- Demonstrating interpersonal skills by listening effectively, establishing a rapport with peers, and monitoring non-verbal signals.
- Expressing awareness of and respect for self and others.
- See section on Philosophical Etiquette for a further description.

2. Students will use Critical Thinking Skills

- Analyzing theoretical concepts and examining the connections between them.
- Critically assessing philosophical theories and arguments in support of these theories.

- Developing arguments with strong logical inferences between premises and conclusions.

3. Students will use **Ethical Reasoning**

- Applying ethical reasoning to practical situations.
- Recognizing and examining multiple perspectives.
- Analyzing and discussing issues from an ethical perspective.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability and transferable grades.**

EVALUATIONS:

Participation	10%	
Case Study Critical Essay 1	30%	Due before Friday, October 8th
Case Study Critical Essay 2	30%	Due before Friday, November 26th
Case Study Critical Essay 3	30%	Due during the final exam period (TBA)

Participation:

Participation is more than just speaking in class. Being an engaged listener is to participate in a meaningful way. Participation also consists in engaging in your responsibility to find important information on the course outline, keeping track of due dates, submitting material on time, and keeping up with course content when you are unable to attend class, which includes watching recorded lectures. Of course, it also entails finishing the reading beforehand and preparing any questions you might have about the material. One benefit of participation is that it better enables you to understand difficult philosophical concepts, get clarity on others' arguments, and offers the opportunity to practice developing our own arguments. Your grade will be based on a combination of all these aspects of participation.

Case Study Critical Essays: The purpose of these assignments is to allow you the opportunity to critically analyze three of the case studies found in the textbook at the end of each unit covered in class, and to develop your written argumentation skills.

Your essay must highlight the moral dilemma presented in the case study and include your argument in defence of the moral response you think is appropriate to the dilemma.

- You will submit your essay electronically to the "Critical Essay Dropbox" on D2L.
- Your essay will be submitted through the Turnitin plagiarism checker.
- **Submission must be in either .doc, .docx, or pdf format.**

Essay Rubric:

- Your essay **MUST** be 2 pages long (not including title page or bibliography), double-spaced, in 12-point font, with 1-inch margins.
- Your essay **MUST** use proper academic format, i.e., no extra spaces between paragraphs, and the first sentence of each paragraph must be indented.
- **Your critical analysis must include at least one of the theories covered in class.**
- Your paper should include a summary of the morally relevant features of the case study. The first two paragraphs may also include articulating the theory from the course materials and clarifying any definitions. **The remainder of the paper is your critical analysis.**
- The purpose of this paper is for you to apply the theories we've learned about to a practical problem. Your paper should show that you understand the theory well enough to give good reasons in support of actions as a professional.

You will also be graded on the following criteria:

- Your essay **MUST** have a clear, concise thesis statement. Think of a thesis statement as the conclusion for which you will build an argument in your critical essay. You will be deducted marks for not including a thesis statement.
- You are expected to use grammar, punctuation, and spelling appropriate for a university level course.
- You will be deducted marks if your essay does not reference at least one academic article from the course material.
- Use whichever citation style with which you are comfortable (just use it consistently and correctly). You will be deducted marks for incorrect citations.

Contesting Grades:

How you do on an assignment has no bearing on how much I respect (or like) you. There should never be any reason for you to feel ashamed or angered by your grade. One of my priorities in this class is to help you learn, and the assignments and my comments on your work are aimed at this goal. I do not expect perfection, and neither should you. I expect you to do your best and to use the assignments to help guide you on how you can improve.

If you wish to contest your grade, please do the following:

1. Double check the assignment instructions and the grading criteria.
2. Thoroughly read all the comments in a charitable manner.
3. Make an appointment to discuss your grade. Please do not ask me to go over your individual assignment in class.
4. Come to the appointment prepared. After looking over the comments and the assignment requirements, you should be able to articulate why you think your answer should have earned more marks.
5. Please remember I can only give you grades for the content represented on the assignment. You may be able to verbally articulate what you meant to say in the meeting, but if that meaning is not clearly illustrated in the assignment content, I cannot give you grades for it.
6. Language is very important. I am happy to listen to your well thought out reasons for adding marks. Please do not approach me in a combative, disrespectful manner. For example, it is better to approach the discussion from the perspective that grades are earned rather than the view that grades are given. This perspective allows us to go through the comments together and to make clear how you earned your grades. This process will better enable you to show me how you think you met the requirements, and if you can do so I will have no problem with changing your grade.

Note: Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE: (tentative schedule).

Please read the introduction to all the textbook units we are covering in class.

Topic 1: Introduction to Philosophy and Logical Fallacies.

- No associated reading. There are slides posted on D2L.

Topic 2: Ethical Principles and Practice

- Robert Audi, "Some Approaches to Determining Ethical Obligations" (3).
- Immanuel Kant, "Groundwork for the Metaphysics of Morals" (9).
- John Stuart Mill, "Utilitarianism" (11).
- Virginia Held, "The Ethics of Care as Moral Theory" (13).
- Daryl Koehn, "What can Eastern Philosophy Teach Us about Business Ethics?" (19).
- Case study: Rebecca Cobern Kates, "Alligator River Story" (45). Try to answer at least one discussion question.

Topic 3: Professions and Professional Ethics

- Ernest Greenwood, "Attributes of a Profession" (49).
- Michael Davis, "Professional Responsibility: Just Following the Rules?" (67).
- Don Welch, "Just Another Day at the Office: The Ordinarity of Professional Ethics" (55).
- Case study: Jonathan Milgrim, "Refusing to Work: Weighing Patient Safety against Long Hours" (86). Try to answer at least one discussion question.

Topic 4: Professional Responsibility

- Sissela Bok, “Whistleblowing and Leaks” (102).
- Michael S. Pritchard, “Responsible Engineering: The Importance of Character and Imagination” (114).
- Case study: Dale Brown, “Snowden, Security, and Civil Liberties: The Ethics of Whistleblowing” (131). Try to answer at least one discussion question.

Topic 5: Conflict of Interest

- Catherine Gowthorpe and Oriol Amat, “Creative Accounting: Some Ethical Issues of Macro-and Micro-Manipulation” (156).
- Judith Lichtenberg, “Truth, Neutrality, and Conflict of Interest” (161).
- Case study: Fritz Allhoff, “Pharmaceutical Payments and Opioid Prescriptions” (182). Try to answer at least one discussion question.

Topic 6: Honesty, Deception, and Trust

- Christopher Nathan, “Liability to Deception and Manipulation: The Ethics of Undercover Policing” (227).
- Case study: Patrick Lin, “The Ethics of Bluffing: Oracle’s Takeover of PeopleSoft” (235). Try to answer at least one discussion question.

Topic 7: Professionalism, Diversity, and Pluralism

- Anita M. Superson, “A Feminist Definition of Sexual Harassment” (305).
- Case study: T.J. Broy, “Religious Commitments in the Workplace” (354). Try to answer at least one discussion question.

Topic 8: Client-Based Professions

- Edmund D. Pellegrino, “The Virtuous Physician and the Ethics of Medicine” (428).
- Domènec Melé, “Ethical Education in Accounting: Integrating Rules, Values, and Virtues” (451).
- Case study: Luke Golemon, “Professional Misconduct While Off-Duty” (463). Try to answer at least one discussion question.

Topic 9: Institution-Based Professions

- Joannee B. Ciulla, “Leadership Ethics: Mapping the Territory” (487).
- Case Study: T.J. Broy, “Church Sex Abuse” (511).

Topic 10: Case study incorporating aspects of all the above unit topics

◇ “The Smartest Guys in the Room,” documentary (Warning—there is some nudity).

STUDENT RESPONSIBILITIES:

1. Please do not be late for class.
2. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
3. If students miss class, it is their responsibility to obtain lecture material and the reading assignment.
4. Policies regarding final exams are governed by college-wide policy. Students should consult the Examinations policy in the GPRC Calendar. In particular, students should consult the GPRC Calendar for any questions regarding deferred exams but note that students are required to be available to write exams during the entire final exam period.

Refer to the College Policy on Student Rights and Responsibilities at

<https://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and

Cheating at <https://www.gprc.ab.ca/about/administration/policies>

****Note:** all Academic and Administrative policies are available on the same page.

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

Additional Information:

Philosophical Etiquette

Contrary to popular belief philosophy is not a blood sport. A philosophical discussion should not be thought of as an opportunity to participate in arguments that are meant to crush one's opponent. Rather it is an opportunity, first and foremost, to gain an understanding of philosophical concepts. Second, it should inspire critical analysis of philosophical concepts. And finally, it should facilitate fruitful discussion. I expect all students to show good philosophical etiquette, which is to exhibit mutual respect for each other's ideas and comments and that people not be *purposefully* offensive.

Pet Peeves

- Cell phones that ring during class or use of cell phones during class (this includes texting).
- The sound of binders closing and people packing-up books before I've indicated that the class is over.
- Trying to talk over people who are discussing their weekend plans during class time.
- Use of laptops or other electronic devices that disrupts other students.

Zoom Etiquette

- Do not log into class while you are still under the covers in bed. Come to class fully clothed.
- Zoom chat etiquette is the same as verbal chat etiquette.
 - Be respectful with the comments you make in the chat. Stay on topic. Do not use the chat in the same way you use this feature on social media.
- Avoid distractions.
 - Only have the course up on your screen. Wear headphones to help cut out external noise.
- Same as with in-class attendance, stay off your phone during class!!! Seriously, I can often tell when you are looking at your phone.
- If you have pets who are not camera shy, you must introduce them to the class at least once.

Contagious Ailment Etiquette

- Do not join the face-to-face lecture if you are sick with a contagious ailment. Examples of some symptoms to look out for are fever, diarrhea, fatigue, coughing, loss of taste or smell, aches and pains, headache, sore throat, nasal congestion, red eyes, or a skin rash.
- If you experience any of these symptoms you can easily join the lecture by Zoom. If you are unable to Zoom in, you can watch the recorded lecture, and I will be delighted to answer any questions you might have regarding the recording.
- If I am experiencing the above symptoms, but I am well enough to teach, I will teach the lecture via Zoom from my home office. I will send you all an email to let you of any such changes in advance of class.