



EFFECTIVE: JANUARY, 2008
CURRICULUM GUIDELINES

A. Divi

- client rights, informed consent, confidentiality
- ethical review committees and professional regulation
- collegiality and peer relationships: the working environment
- ethical conduct and legal liability

O: Methods of Instruction

The course will be taught by a combination of informal lecture, seminar and structured class discussion. Class participation will be encouraged, especially in specific aspects of the course. As dialogue is essential to philosophical growth, time may be allowed for discussions between individual students and the instructor or between individual students. Students may be invited to participate in class instruction by giving presentations. Some audio-visual materials, focusing on particular ethical theories and/or problems, may be used. Group activities also may be employed.

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. Similar texts may be used with Department approval. Text(s) may be supplemented or replaced by the instructor's Course Pack. One or more of the following:

- Martin, Mike. *Meaningful Work: Rethinking Professional Ethics*. (London: Oxford University Press, 2000)
 Parson, Richard. *The Ethics of Professional Practice*. (Toronto: Allyn & Bacon, 2001)
 Oakley, Justin and Dean Cocking. *Virtue Ethics and Professional Roles*. (NY: Cambridge University Press, 2001)
 Pritchard, Michael. *Professional Integrity: Thinking Ethically*. (Lawrence: University of Kansas, 2006)
 Rowson, Richard. *Working Ethics*. (London: Jessica Kingsley, 2006)
 Callahan, Joan. *Ethical Issues in Professional Life*. (New York: Oxford University Press, 1988)
 Cooper, David. *Ethics for Professionals in a Multicultural World*. (New Jersey: Pearson Education, 2004)
 Corey, G., Corey, M. and Callanan, P. *Helping and Ethics in the Helping Professions*. (California: Brooks/Cole, 2003)
 McConnell, Terrance. *Moral Issues in Health Care*. (California: Wadsworth, 1997)

Q: Means of Assessment

Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific criteria for assessment during the first week of classes.

Any possible combination of the following which equals 100%:

In-class tests, quizzes, short written assignments: 20 - 40%
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