



**I. COURSE DESCRIPTION:**

This course focuses on ethical issues faced by individuals as citizens and professionals. It helps students to clarify their values and establish a framework for ethical decision making. Ethical issues which relate to a wide variety of concerns are examined. Students will examine a variety of professional ethical codes and apply ethical decision making models to dilemmas in their personal and professional lives.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Relationship To Program Learning Outcomes**

<b>Police Foundations Vocational Outcomes</b>	<b>Generic Skills</b>
<ol style="list-style-type: none"> <li>1. act in a manner consistent with all relevant law and legislation, and professional, organizational, and ethical standards.</li> <li>2. communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multi-disciplinary teams in order to achieve goals.</li> <li>3. make sound decisions based on an evaluation of situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.</li> <li>2. take responsibility for her or his own actions and decisions.</li> <li>3. adapt to new situations and demands by applying and/or updating her or his knowledge and skills.</li> </ol>

**Course Learning Outcomes**

Students who receive credit for this course will have demonstrated their ability to:

- 1 Define and describe aspects of critical thinking and fundamental ethical concepts.
  - 1.1 identify key aspects of critical thinking
  - 1.2 recognize certain common errors in reasoning
  - 1.3 distinguish between ethics, morality and related concepts
  - 1.4 identify basic moral principles
  - 1.5 examine basic issues in ethics
- 2 Describe and contrast the major approaches to ethical decision-making
  - 2.1 explain the consequentialist approach
  - 2.2 explain the non-consequentialist approach
  - 2.3 compare and contrast the two approaches
- 3 Describe an ethical decision-making model and apply it to an ethical problem
  - 3.1 identify various decision-making models
  - 3.2 use one of the models to decide on a moral dilemma

- 4 Examine and critically analyse a variety of professional codes of ethics
  - 4.1 identify the basic moral principles inherent in professional codes
  - 4.2 compare and contrast a number of professional codes
  - 4.3 critically evaluate the police codes of ethics in light of the police subculture
  
- 5 Critically analyse and discuss a number of contemporary ethical issues in Canadian society.
  - 5.1 identify arguments for and against particular ethical issues
  - 5.2 evaluate the various arguments
  - 5.3 take a position and defend it using established ethical principles

**Course Learning Outcome**

- 1. Define and describe aspects of critical thinking and fundamental ethical concepts.

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• differentiate between statements of fact, and expressions of emotion and rules of conduct</li> <li>• truth and falsity as properties of statements</li> <li>• knowledge and opinion</li> <li>• inductive and deductive reasoning</li> <li>• the process of rational argument</li> <li>• the concept of rational principles</li> <li>• common errors such as circular argument, hasty generalization, attacking the person, appeal to authority, appeal to popular opinion, appeal to pity and appeal to force</li> <li>• definition of ethics and morality</li> <li>• definition of moral, immoral, amoral and nonmoral</li> <li>• distinguish morality from aesthetics, etiquette, religion, and the law</li> <li>• basic moral principles of life, goodness, justice, truth and freedom</li> <li>• freedom versus determinism</li> <li>• moral absolutism versus moral relativism</li> <li>• morality as objective, morality as subjective</li> <li>• prescriptive, descriptive and analytic ethics</li> <li>• values, value clarification and influence of one's value system on moral/ethical dilemmas</li> </ul>	<p><u>Principles: Short Essays on Ethics</u> Thomas Hurka, Harcourt Brace</p> <p><u>Character and Cops: Ethics in Policing</u> Edward Delattre</p>	



2. Describe and contrast the major approaches to ethical decision-making

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• schools of ethics</li> <li>• ethical egoism</li> <li>• utilitarianism</li> <li>• intuitionism</li> <li>• divine command approach</li> <li>• duty ethics</li> </ul>		

3. Describe an ethical decision-making model and apply it to an ethical problem

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• basic moral principles: life, goodness, justice, truth, freedom and their justification</li> <li>• moral principles and the specific context in which moral decisions are made</li> <li>• moral decision-making models</li> <li>• eg: ACT Models</li> </ul>		

4. Examine and critically analyse a variety of professional codes of ethics

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• Police Codes of Ethics</li> <li>• Nursing Codes of Ethics</li> <li>• other professional codes</li> <li>• elements of the police subculture</li> </ul>		

5. Critically analyse and discuss a number of contemporary ethical issues in Canadian society.

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• abortion</li> <li>• euthanasia</li> <li>• capital punishment</li> <li>• war</li> <li>• defence of the innocent</li> <li>• human sexuality pornography, prostitution</li> <li>• police use of force</li> </ul>		

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>prejudice/discrimination</li> </ul>		

**How learners might demonstrate their learning achievement of course learning outcomes:**

- group work
- individual assignments
- tests/essays
- presentations of topics relating to contemporary ethical issues

**Suggested Prior Learning Assessment Process:**

Portfolio review and examination

**III. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Ethical Reasoning in Policing  
by Prof. David Evans  
Emond Montgomery Publications

**IV. EVALUATION PROCESS/GRADING SYSTEM:**

Mid-term Exam	50%
Final Exam	<u>50%</u>
Total	100%

***The following semester grades will be assigned to students in post-secondary courses:***

<u>Grade</u>	Definition	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	

W

Student has withdrawn from the course  
without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

**Students enrolled in Police Foundations or Law and Security Administration will require a minimum of 60% (C) as a passing grade in each course.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**V. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.



**VI. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.