

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## CICE COURSE OUTLINE

**COURSE TITLE:** Principles of Ethical Reasoning

**CODE NO. :** PFP106 **SEMESTER:** Winter  
**MODIFIED CODE:** PFP016

**PROGRAM:** Law and Security Administration, Police Foundations

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**MODIFIED BY:** Sara Trotter, Learning Specialist CICE Program

**DATE:** Jan. 2007 **PREVIOUS OUTLINE DATED:** Jan. 2006

**APPROVED:**

|                         | _____<br>DEAN | _____<br>DATE |
|-------------------------|---------------|---------------|
| <b>TOTAL CREDITS:</b>   | 3             |               |
| <b>PREREQUISITE(S):</b> | None          |               |
| <b>HOURS/WEEK:</b>      | 3             |               |

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*School of Health and Human Services*  
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**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**

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist will demonstrate a basic knowledge and 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 analyze 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 analyze 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</li> </ul> | <p><u>Principles: Short Essays on Ethics</u><br/>Thomas Hurka,<br/>Harcourt Brace</p> <p><u>Character and Cops: Ethics in Policing</u><br/>Edward Delattre</p> |                               |

| <b>Critical Knowledge and Skills</b> | <b>Suggested Resources</b> | <b>Suggested Learning Activities</b> |
|--------------------------------------|----------------------------|--------------------------------------|
| moral/ethical dilemmas               |                            |                                      |

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

| <b>Critical Knowledge and Skills</b>  | <b>Suggested Resources</b> | <b>Suggested Learning Activities</b> |
|---|----------------------------|--------------------------------------|
| <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

| <b>Critical Knowledge and Skills</b>   | <b>Suggested Resources</b> | <b>Suggested Learning Activities</b> |
|--|----------------------------|--------------------------------------|
| <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

| <b>Critical Knowledge and Skills</b>   | <b>Suggested Resources</b> | <b>Suggested Learning Activities</b> |
|--|----------------------------|--------------------------------------|
| <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 analyze 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> <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> | <u>Definition</u>  | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+           | 90 – 100%  | 4.00                          |
| A            | 80 – 89%   |                               |
| B            | 70 - 79%   | 3.00                          |
| C            | 60 - 69%   | 2.00                          |
| D            | 50 – 59%   | 1.00                          |
| F (Fail)     | 49% and below  | 0.00                          |
| 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 2703 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 Code of Conduct*. 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.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.