

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Principles of Ethical Reasoning

CODE NO. : PFP106 **SEMESTER:** Four

PROGRAM: Protection Security and Investigations/ Police Foundations

AUTHOR: Frank Caputo

DATE: Jan. 2016 **PREVIOUS OUTLINE DATED:** Jan. 2015

APPROVED: 'Angelique Lemay' June/15

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

Copyright ©2013The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.

*For additional information, please contact Angelique Lemay, Dean
School of Community Services, Interdisciplinary Studies, Curriculum & Faculty Enrichment.
(705) 759-2554, Ext. 2737*

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**

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

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 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"> differentiate between statements of fact, and expressions of emotion and rules of conduct truth and falsity as properties of statements knowledge and opinion inductive and deductive reasoning the process of rational argument the concept of rational principles 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 definition of ethics and morality definition of moral, immoral, amoral and nonmoral distinguish morality from aesthetics, etiquette, religion, and the law basic moral principles of life, goodness, justice, truth and freedom freedom versus determinism moral absolutism versus moral relativism morality as objective, morality as subjective prescriptive, descriptive and analytic ethics values, value clarification and influence of one's value system on moral/ethical dilemmas 		

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">• schools of ethics• ethical egoism• utilitarianism• intuitionism• divine command approach• duty ethics		

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">• basic moral principles: life, goodness, justice, truth, freedom and their justification• moral principles and the specific context in which moral decisions are made• moral decision-making models• eg: ACT Models		

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">• Police Codes of Ethics• Nursing Codes of Ethics• other professional codes• elements of the police subculture		

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">• abortion• euthanasia• capital punishment• war• defence of the innocent• human sexuality pornography, prostitution• police use of force• prejudice/discrimination		

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:

- In class material

IV. EVALUATION PROCESS/GRADING SYSTEM:

Mid-term Exam	35%
Final Exam	35%
Essays	30% (6 x 5)
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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 Protection Security and Investigations 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.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.