2014

404 Religion, Ethics, & Professional Practice

Kristine Suna-Koro

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THEO/SOCW 404 Religion, Ethics, & Professional Practice

This class takes place jointly with THEO 632 Ethics in Ministry

Fall 2014
Mondays 4:30-7:00 PM
Cohen 35

Instructors

**Dr. Kristine Suna-Koro (THEO)**
Office: Hinkle 313
Office Hours: M 3-4 Cohen 158 & Tues 4-5 Hinkle 313
Other times by appointment
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E-mail: sunakorok@xavier.edu

**Dr. Margo Heydt (SOCW)**
Cohen 156
T/Th 2:30-3:30
Other times by appointment
745-3244
heydt@xavier.edu

COURSE DESCRIPTION

**THIS COURSE IS AN E/RS ELECTIVE and approved for the GDST Minor**

This course will enable students to recognize and appropriately respond to religious, spiritual, and ethical issues that arise in the context of practice in professional fields such as social work, criminal justice, nursing, psychology, occupational therapy, and pastoral ministry & chaplaincy.

GOAL: To be able to understand and use a justified reasoning process for ethical decision making that recognizes the role of spirituality for clients and professionals.

LEARNING OBJECTIVES

Students will be able to identify and explain in writing:

1. Critical analysis of the similarities and differences between religion and spirituality.
2. The elements of ethics: values, principles, codes, decision making.
3. One’s own ethical and religious/spiritual perspective.
4. Comparison of similarities and differences between and among professional codes of ethics across disciplines and the values that shape these codes.
5. The steps involved in ethical decision making models and their effectiveness in professional practice.
6. The application of ethical decision-making to cases in order to learn from one another’s ethical and religious/spiritual wisdom by working collaboratively on cases that arise in the professions.
7. Respectful and inclusive diversity terminology and concepts as they apply in religious/spiritual and ethical perspectives as we dialogue about these matters in class and in writing.
REQUIRED TEXTS FOR ALL STUDENTS


Additional Readings On Canvas

   Alexandria, VA: Council on Social Work Education.

EVALUATION & GRADING

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Autobiography (due 9/15)</td>
<td>50</td>
</tr>
<tr>
<td>Values Exercise (due 9/22)</td>
<td>50</td>
</tr>
<tr>
<td>Code of Ethics Comparison (due 10/13)</td>
<td>25</td>
</tr>
<tr>
<td>Spirituality based Self Assessment: Sexual Orientation (11/10)</td>
<td>50</td>
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<tr>
<td>Diversity Exercise (due 10/6)</td>
<td>50</td>
</tr>
<tr>
<td>Religion Website Comparison (due 9/29)</td>
<td>25</td>
</tr>
<tr>
<td>Case Analysis (11/17)</td>
<td>100</td>
</tr>
<tr>
<td>(70% on paper &amp; 30% on PP presentation of case)</td>
<td></td>
</tr>
<tr>
<td>Final Integrative Paper (due 12/15)</td>
<td>70</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL GRADE POINTS</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>
## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Final Grade Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100% A</td>
</tr>
<tr>
<td>A-</td>
<td>92-94% A-</td>
</tr>
<tr>
<td>B+</td>
<td>89-91% B+</td>
</tr>
<tr>
<td>B</td>
<td>85-88% B</td>
</tr>
<tr>
<td>B-</td>
<td>81-84% B-</td>
</tr>
<tr>
<td>C+</td>
<td>77-80% C+</td>
</tr>
<tr>
<td>C</td>
<td>73-76% C</td>
</tr>
<tr>
<td>C-</td>
<td>70-72% C-</td>
</tr>
<tr>
<td>D</td>
<td>64-69% D</td>
</tr>
<tr>
<td>F</td>
<td>0-63% F</td>
</tr>
<tr>
<td></td>
<td>A 426-450 points A+ 399-412 points B+ 381-398 points B 363-380 points B- 345-362 points C+ 327-344 points C 314-326 points C- 287-313 points D 245-286 points F</td>
</tr>
</tbody>
</table>

### 1. Attendance

It is the student’s responsibility to maintain an accurate attendance record with the instructors. It is imperative that you attend all classes from 4:30 until 7:00 pm and come prepared to participate. In emergencies only, an absence may be allowed due to illness or family reasons - documentation is required and all announcements, reading, assignments, and class work missed are the responsibility of the student to make up. Students who miss more than two classes may have 15 points deducted from the participation portion of their final grade. Any student who misses four or more classes (25% of semester) without a written excuse from a licensed health or mental health professional may be asked to drop the course or be given a failing grade.

### 2. Electronic Equipment

Use of portable electronic devices (laptops, smartphones, IPads, etc.) is not permitted during class.

### 3. Written Assignments

All written assignments are to be typed, double spaced, and checked for grammar, spelling, and typographical errors. Pages must be numbered. Spell check does not catch everything. Error filled papers will receive lower grades. All assignments are expected to be handed in ON TIME.

### 4. Late Papers

Assignments will have 5 points deducted for every weekday they are late. Exams are to be taken at the scheduled time.

### 5. Special Needs

Students with disabilities will receive accommodations in this course as determined by school policy. Please contact the Learning Assistance Center at 745-3280 or http://www.xavier.edu/lac/ as soon as possible or see an instructor if you have any concerns. It is the student’s responsibility to arrange for documented accommodations in a timely manner. Learning Assistance Center Plans need to be signed by both the student and the professor and returned to LAC. If you have one, please meet with one of us to accomplish this.

### 6. Plagiarism

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word.... All work submitted for academic evaluation must be the student’s own. ...the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own” (Xavier University 2006-2008 Catalog, p.54). Furthermore, all work submitted should be an original composition designed to meet the requirements of this course. Penalties for violation will be in
accord with university policy and include one or more of the following: a zero or F for the assignment, an F for the course, expulsion from the university.

7. **Grading Criteria**
   
   **A)** Answers are evaluated within the context of this course, which is interdisciplinary. This interdisciplinary focus requires students to “walk in the shoes” of other professions in order to better analyze and understand their own.

   **B)** In questions where illustrations are important to fully explain an answer: i) are they provided; ii) are they relevant to the question; iii) are they used in a way that supports your answer?

   **C)** For highest grades: i) was the answer given thoughtful and reflective; ii) was it comprehensive; iii) was it free of spelling and/or grammatical errors; iv) were other relevant sources cited, such as from the text; v) what level of analysis is evident in the answer?

   **D)** Lowest grades accorded to: i) answers that do not show evidence of having completed class readings and other assignments; ii) answers that do not show enough reflection or analysis to give a thoughtful, coherent response; iii) responses that are inaccurate or missing; iv) answers with many spelling and/or grammatical errors, illegible handwriting, or too messy or unorganized to follow.

   **E)** Average grade accorded to: i) responses not necessarily inaccurate but given in the narrowest possible terms showing minimal reflection or analysis; ii) papers with some spelling and/or grammatical errors.

**Class Participation Grading:**

A = consistently well prepared for class, actively listens, contributes insights, responds to questions

B = prepared for class and demonstrates thoughtful engagement with the material

C = inconsistently prepared for class and is infrequently engaged with the material

D = minimally prepared for class and shows a lack of interest in the course material

F = shows lack of interest in the course, is frequently late or absent, and regularly demonstrates a lack of commitment to the class

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**COURSE SCHEDULE (TENTATIVE)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
| 8/25  | **Introductions**  
Review Syllabus & Grading  
Ground Rules for class discussions  
Helping Relationship Dynamics  
Habits of Reflection – Handout | 1) Popple & Leighninger (2002), Ch. 6, “Religion & Social Work”  
2) (T) Burkhardt & Nathaniel, Ch. 1, “Social, Philosophic, and Other Historical Forces Influencing the Development of Nursing”  
4) (T) Canda and Furman, Ch. 1, “Guiding Principles” |
| 9/1   | Labor Day holiday – no classes                                       |                                                                            |

9/8  

**Religious Roots of Medical/Helping Professions**
9/15  **Spirituality: How Can We Define it?**  
**Spirituality & Reflection Exercise**  
1) (T) Canda & Furman, Chapter 2 (pp. 30-44) and all of Ch. 3.  

**Due: SPIRITUAL AUTOBIOGRAPHY**  
Canda & Furman, Exercises 3.1 & 3.2, pp. 95-97 – complete as described in the text except that on p. 96, where it says “Reflection on the reading,” please do that in writing. Then also do the writing of 3.2. Hand in everything, including your five brainstorming pages. The reflection and statement of position will be graded (not by its position, but by the quality of the thought process and analysis)

**NOTE:** KEEP THIS PAPER TO HAND IN AGAIN AT THE END WITH YOUR FINAL PAPER (50 points)

9/22  **Values: What are they, where do they come from, and how is that important for helping professionals?**  
**Objectivity: What is it?**  
1) (T) Connors & McCormick, Chs. 1, 2.  
2) (T) Burkhardt & Nathaniel, Ch. 4, “Values Clarification” and Ch. 5, “Values Development”  

**Due: VALUES EXERCISE** (Class handout) (50 points)

9/29  **Spiritual Diversity – speaker Rabbi Abie Ingber**  
1) (T) Canda and Furman, Ch. 5 and 6  
2) Comparative Review Websites of Religious Traditions  

**Due: COMPARISON OF CONTENT OF TWO RELIGIOUS WEBSITES**  
Use the list of recommended religious websites provided on Blackboard in the Assignments section. Look up any two different religious traditions. Research the websites and compare their respective positions.

Write a 2-3 page comparative analysis paper according to the following structure:
1) State which religions you are comparing and copy/paste active URLs for the two websites in this section of the paper;  
2) Compare and contrast the two religions that you selected on one (1) of the following 3 ethical issues: a) abortion; b) sexual orientation/marriage (same sex marriage); c) death/dying (artificial hydration, nutrition, life support);  
3) Clearly identify two (2) differences and one (1) similarity between the two religious positions on the issue you chose;  
4) Briefly discuss 1-2 primary values underlying the two religious positions on the one (1) issue you selected;  
5) Write one (1) concluding paragraph describing your own position on what you found, identifying on what you have based you position and why.  
(25 points)
10/6 Values, Culture, & Diversity

1) Sue (2006), Ch. 5, “Racial/Cultural Minority Identity Development”, and Ch. 6, “White Racial Identity Development”
2) Healey (2006), Ch. 1, “Diversity in the U.S.”, Race, Ethnicity, Gender, & Class
3) Spencer, “A Social Worker’s Reflections on Privilege”

Due: SELF-AWARENESS & DIVERSITY
It is required that you do all the readings before completing this assignment. They will inform your completion of this assignment. Follow the guidelines of “SELF-AWARENESS & DIVERSITY” (handout) (50 points)

10/13 Values, Ethics, & Law

1) (T) Canda and Furman, pp. 44-58 (Optional)
2) (T) Burkhardt and Nathaniel, Ch. 3.
4) Parsons (2001), Ch. 4
5) Leighton & Killingbeck (in Leighton and Reiman) (2001), Appendix: Professional Codes of Ethics; Code Comparison using this Article

Due: CODES OF ETHICS COMPARISON
Compare the content of two codes of ethics of two nationally recognized helping professions.
1) Read the Leighton & Killingbeck article to begin your examination;
2) Choose the code of ethics for your profession and one other helping profession’s code of ethics. Research online or in the library to find the latest version of the two codes of ethics. Copy and paste the URLs of the two codes of the two professional organizations in your paper;
3) Compare them with L&K article regarding two (2) of the following topics:
   - Cultural competence & social diversity
   - Sexual harassment/sexual relationships
   - Privacy & confidentiality
   - Religious diversity and freedom of conscience
4) Write a 2-3 page analysis of two (2) substantive differences and one (1) similarity. Organize your paper according to the following structure: a) State clearly the two differences and one similarity that you chose; b) analyze both codes on the 2 selected topics comparatively; c) briefly describe your conclusions regarding similarities/differences between these codes. (25 points)

10/20 Ethical Decision Making Models

1) (T) Burkhardt & Nathaniel, Ch. 6
2) (T) Connors & McCormick, Ch. 3, “Choices for Action: Right or Wrong” and Ch. 10, “Moral Reasoning: Our Whole Selves”
3) Stadler, “Making Hard Choices” (foundational article but optional due to length)
4) Decision-making model will be handed out in class
10/27  Four Sources for Theological/Ethical Reflection (The “Quadrilateral”)

2) (T) Connors & McCormick, Chapter 6

11/3  Case Analysis

1) Stivers et.al., Christian Ethics: A Case Method Approach, “A Snake in the Grass”
2) Worthley, Case C, pp. 102-110.
3) Read both cases and choose one to write a draft applying the Ethical Decision Making model to that case. This is an ungraded assignment that we will review together in class to prepare you for the final case analysis.

11/10  Conscience and Spirituality

1) (T) Connors & McCormick, Ch. 7, “Conscience: Doing the Truth” & Ch. 8, “Conscience Formation”

Due: SPIRITUALITY BASED SELF ASSESSMENT
Canda & Furman, Exercise 4.2 – complete as described in the text and follow the structure in the book. But this time find someone outside of class (a peer whom you trust) to discuss it with before you write your reflections, as directed in the exercise. Then we will discuss in class together. (50 points)

NOTE: KEEP THIS PAPER TO INTEGRATE INTO YOUR FINAL PAPER

11/17  Student Case Presentations

DUE: CASE ANALYSIS PAPER & PRESENTATION

1. Along with your assigned partners, use the ethical decision making model reviewed in class as you prepare your paper and presentation.
2. Write up your ethical reasoning process on the case assigned in class,
3. Then present your process and conclusions to the class in a power point.
4. If irresolvable differences emerge in your group, make note of them in the papers and presentation.
5. Hand in your group case analysis paper and the printout of your Powerpoint presentation.
6. Be prepared to respond to student and instructor questions regarding your analysis and presentation.

NOTE on class presentation: your Powerpoint presentation must closely follow the structure of case analysis, including the appropriate numbering of sections and items. You will not have enough time to read the whole case analysis during the presentation. Therefore select carefully the most important sections for presentation. The content and the sequence of the paper and PP slides must match.

(100 points: 70% for case analysis paper; 30 % for class Powerpoint presentation)
11/24  Student Case Presentations
12/1   Student Case Presentations
12/8   Student Case Presentations
12/15  Final Exam Meeting: Empowerment and Spirituality


Due: FINAL INTEGRATIVE PAPER
Follow the guidelines in handout. Submit the paper and come prepared to discuss your paper (70 points)