CYC 552: Ethics in Child and Youth Care Practice

INSTRUCTOR:

Dr. Jennifer White
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COURSE INFORMATION:

When: Monday, July 4- Friday, July 8, 2016
Time: 9:30am -4:30 pm
Where: Human & Social Development (HSD) Building, Room A270

WEBSITE: CourseSpaces http://coursespaces.uvic.ca/

READINGS: All course readings are available through the UVic Library Course Reserves http://www.uvic.ca/library/index.php

COURSE DESCRIPTION

The primary purpose of this course is to enable students to expand their thinking by critically reflecting on professional and applied ethics from multiple perspectives and traditions. Developing a familiarity with various conceptual resources and ethical decision-making frameworks, discerning the morally relevant features of various ethical dilemmas, appreciating the complexity, plurality and uncertainty of everyday CYC practice, and critically appraising the adequacy of decision-making tools for responding to ethical concerns and challenges are key course objectives.

COURSE LEARNING OBJECTIVES

Upon completion of this course, you will be able to:

- Understand the ethical, professional and legal standards currently governing the professional practice of child and youth care in North America
- Develop enriched vocabularies and tools for analyzing and responding to complex ethical challenges across diverse socio-political and professional contexts

1 The class will meet on-campus for five full consecutive days, July 4th-8th. Pre-readings are to be completed before the first class. The first assignment is due on July 4th (first day of class). The final paper and remaining readings are to be completed by August 5th.
• Compare and contrast various practice frameworks and traditions for theorizing and practicing ethics in therapeutic, community and socio-political contexts

• Demonstrate skills of ethical discernment, creative problem-solving, critical reflexivity, and ethical justification

• Cultivate a flexible approach to ethical decision-making that is culturally responsive, caring, contextually situated, and justice seeking

COURSE OVERVIEW

People know what they do; frequently they know why they do what they do; but what they don’t know is what they do does.

Michel Foucault

We all bring a strong set of values, ideas, histories, and emotional investments to our work as CYC practitioners. Most of us are drawn to this profession because we are committed to promoting child, youth, family, and community well-being and would like to contribute to creating a more compassionate and just world. This course offers us the opportunity to appreciate, extend, complicate, and re-work current conceptualizations of CYC practice through an ethical lens. This includes asking and generating powerful questions such as: What are the desired ends that we are pursuing in CYC? Can these ends be separated from the means? Where is the primary onus for change located in everyday CYC practice? Whose vision of ‘the good life,’ ‘the healthy child’ ‘the productive citizen’ and the ‘successful, functioning family’ is guiding our work? How do codes of ethics and other practice frameworks position us as professionals? How do they position the children, youth and families who seek our help and care? What are some of our deepest professional longings and aspirations and how can we take steps towards realizing them? Who or what can be an ally to us in doing this challenging work? How do we remain alert to our potential for unwittingly perpetuating harm? Who are we when we are at our ‘ethical best’ as CYC practitioners?

Child and Youth Care, like most helping professions, is grounded in particular ways of seeing and doing things; shaped by an identifiable history; and located within a complex web of social and political relations. By appreciating the best of CYC and also attending to CYC’s silences and gaps, this course seeks to recognize CYC as a thoroughly social, ethical and political practice that is always evolving. A key aim of this course is to stimulate our ethical imagination, lift up each others’ work, and shore up our individual and collective capacity to act ethically

Through readings, group work, case studies, and assignments, we will think deeply about CYC practice (and its effects), from multiple and diverse perspectives. At a practical level this will include identifying the morally relevant features of various ethical dilemmas; determining what’s at stake and why it matters; and critically appraising the adequacy of decision-making
tools and resources for responding to ethical concerns and challenges. At a theoretical level, we will spend some time unpacking dominant discourses of ‘childhood,’ ‘youth,’ ‘care,’ ‘harm,’ ‘protection,’ and ‘professional ethics’ to better understand how we are always acting under the influence of particular descriptions and constructions of reality and we need to continually ask ourselves: who is benefiting and what else might be possible?

COURSE FORMAT AND CONTENT

The format and pace of the course will be intense, and will include a range of learning activities, which are informed by a range of theoretical and practice traditions including: appreciative inquiry, critical analysis, arts-based inquiry, discourse analysis, narrative ideas, and transformative learning. Together we will explore the topic of professional ethics through dialogue and questions, images and metaphors, small group work, case studies, reading and story telling, individual writing, and reflection. Please come prepared to each class and make sure you complete the required readings, before class.

July 4th

Cultivating an Ethical Stance

Critically Reflexive Ethical Practice
Constructions of Professionalism
Politics of Knowledge Production
Working with Possibility

Pre-Course Readings


July 5th

*Ethics as Social Justice*

Working in the Midst of Settler Colonial Relations  
Reflecting on Privilege, Ignorance and Complicity  
Troubling Multiculturalism  
Situating Problems in Sociopolitical Contexts

**Readings:**


[http://www.tandfonline.com/toc/cbjg20/35/1](http://www.tandfonline.com/toc/cbjg20/35/1)

[https://journals.uvic.ca/index.php/ijcyfs/issue/view/577](https://journals.uvic.ca/index.php/ijcyfs/issue/view/577)

July 6th

*Professional Ethics: Dilemmas and Decisions*

Moral Traditions  
Conceptualizations of Harm  
Historicizing & Contextualizing Codes of Ethics  
Ethical Decision-Making
Readings:


Small Group Work (choose one): ²


² Time will be set aside in class for reading these particular texts and working in small groups
July 7th

Client Rights and Professional Obligations

- Participation and Informed Consent
- Confidentiality
- Protection from Harm
- Multiple Relationships

Readings


July 8th

Living Relational Ethics in Everyday Practice

- Therapeutic Work
- Community Work
- Policy Work
- Social Action/Activist Work

Readings:


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**Post Course Readings (July 8- August 5):**


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**ADDITIONAL RESOURCES**

**Codes of Ethics**

North American Child and Youth Care Professionals Code of Ethics [http://www.pitt.edu/~mattgly/CYCethics.html](http://www.pitt.edu/~mattgly/CYCethics.html)


Counselors for Social Justice Code of Ethics

Early Childhood Educators of British Columbia Code of Ethics

Feminist Therapy Code of Ethics
http://chrysaliscounseling.org/feminist-therapy-ii.html

Aboriginal Healing Foundation Code of Conduct
http://www.ahf.ca/publications/legal-documents

Code of Ethics for Youth Work in Aotearoa New Zealand

International Federation of Educative Communities (FICE)
http://ficeinter.net/?page_id=3219

Laws, Rights and Regulations

British Columbia Laws
http://www.bclaws.ca/civix/content/complete/statreg/?xsl=/templates/browse.xsl

United Nations Convention on the Rights of the Child
http://www.unicef.org/crc/
DESCRIPTION OF ASSIGNMENTS

1 Create a PechaKucha (20 images x 20 seconds) (20%). Due on July 4th.

A Pecha Kucha presentation includes 20 slides with each slide shown for 20 seconds. The full presentation is exactly 6 minutes, 40 seconds in duration.

Based on your own personal and professional experience, and reflecting on the pre-readings, prepare a Pecha Kucha presentation in response to one or more of the following questions:

- What is the story of my ethical becoming?
- Who or what helps me to feel most alive to my ethical potential?
- How do history, place, land, animals, earth, and other living things fit into my ethical vision?
- What makes for a liveable life?

For tips on developing high quality PechaKucha presentations go to

http://www.youtube.com/watch?v=l9zxNTpNMLo

http://www.pechakucha.org/presentations/how-to-create-slides

https://catherinecronin.wordpress.com/2012/06/13/pecha-kucha/

Criteria for Evaluation: Presentations will be evaluated on the following dimensions: originality; critical reflection; depth of analysis; creative impact; and generative quality of presentation.

2. Group Presentation (25%). Due on July 8th.

Small groups of three or four students will choose an ethical decision-making approach/framework to teach to the rest of the class. Informed by course readings and in-class discussions, groups will be expected to prepare a 30-minute presentation that will describe the key features of the approach and show how it might be applied in a specific CYC context. Groups will also be expected to critically appraise its overall value, cultural responsiveness, and potential as a tool for enacting relations of care and justice, drawing on course readings, class discussions and personal experience. Consulting one or more codes of ethics within the field of CYC is a required step. Questions to consider when preparing your group presentation include: What considerations did the approach invite and what did it conceal from view? What were some sources of tension when trying to apply this model to a practice situation? What is your
overall assessment of this model for responding to ethical dilemmas in child and youth care practice? How would you go about improving the process?

Time for large class discussion will be made available following each small group presentation. A brief 2-page summary of the model is to be prepared as a handout and will be part of the overall grade. All group members will receive the same grade.

**Criteria for Evaluation:** Presentations will be evaluated on the following dimensions: thoroughness and clarity in describing the framework/approach; clarity of oral and written presentation; level of critical reflection; depth of analysis; and integration of course readings and discussions.

3. Draft Outline of Final Paper (15%) Due on July 22\textsuperscript{nd}.

Prepare a 3-5 page outline of your final paper which should include the following components: a brief account of the ethical issue you intend to explore; a statement of why the issue is significant or relevant; a brief summary of some key questions/debates/claims in this area; an initial list of key articles/texts that you intend to engage with; and a proposed organizational structure for your paper. You can use concept maps and/or point form to show how you plan to organize your paper.

**Criteria for Evaluation:**
This assignment will be graded on the following dimensions: thoroughness; coherence; organization; and overall clarity.

4. Final Paper. Working Through an Ethical Challenge in CYC (40%). Due on August 5th.

Choose an ethical issue of significance to you within the broad context of CYC and prepare a 20-25 page, double-spaced paper that demonstrates how you would apply your learning from the course to conceptualize the issue (i.e. What is the problem? How has the problem been constructed? What is the context? What is at stake? Why does it matter?) and propose some form of ethical response or action. The focus for the paper can be a practice or policy challenge that you have previously encountered that you want to re-visit, or it can be an ethical issue that you anticipate grappling with in the future. It can take the form of a local dilemma within a specific practice context or it can be a global issue that affects children, youth and families more broadly.

This paper provides you with a concrete opportunity to “try out” new ideas or perspectives as well as articulate your own evolving preferences and approaches for “doing ethics.” One (or more) of the ethical perspectives and/or decision-making models that you were introduced to in class should be used for part of this assignment.
The paper should include a clear description of the issue and context, some of the value(s) in conflict that make it ethically challenging, and an explication of the processes and ideas that guided you in your ethical deliberation. Take a position on the issue; provide a clear moral justification for the specific actions you might take; include a critique of the adequacy and effectiveness of the models and resources used; and offer recommendations for future action.

**Criteria for Evaluation:** This paper will be evaluated on the following dimensions: thoroughness and completeness, overall coherence, integration of course readings and other published literature, clarity of ideas, quality of critical analysis, evidence of fresh thinking and generation of new insights, organization and writing style (i.e. spelling, grammar, and proper use of APA referencing). See also *Guidelines for Preparing Written Assignments* and *Grading Criteria.*
ASSIGNMENT SUMMARY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Overall Weight</th>
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<tbody>
<tr>
<td>1. Pecha Kucha</td>
<td>July 4, 2016</td>
<td>20%</td>
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<tr>
<td>2. Group Presentation</td>
<td>July 8, 2016</td>
<td>25%</td>
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<tr>
<td>3. Draft Outline</td>
<td>July 22, 2016</td>
<td>15%</td>
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<tr>
<td>4. Final paper</td>
<td>August 5, 2016</td>
<td>40%</td>
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GUIDELINES FOR PREPARING WRITTEN ASSIGNMENTS

All written assignments should adhere to the following guidelines for clear and effective scholarly writing:

- includes a title page with author information, date, course
- includes a clear introduction which sets out your intentions
- clearly written, grammatically correct, spell-checked
- goals and purpose are made explicit
- well-organized and logically developed, using headings and effective transitions
- key concepts are well defined
- examples are used to provide to illuminate key points and ideas
- shows evidence of fresh thinking and insights
- demonstrates critical engagement with key course readings (moves beyond superficial description to critical analysis)
- assertions and claims are well-supported with evidence and appropriate in-text citations
- body of paper and reference list should be prepared according to APA guidelines

For assistance with writing and preparing academic papers, go to:

UVic Centre for Academic Communication
http://ltc.uvic.ca/servicesprograms/twc.php
## LETTER GRADES & DESCRIPTION

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.</td>
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<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations</td>
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<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.</td>
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<tr>
<td>B+</td>
<td>6</td>
<td>77-79</td>
<td>Represents analysis with no major weaknesses satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking.</td>
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<tr>
<td>C+</td>
<td>3</td>
<td>65-69</td>
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<td>C</td>
<td>2</td>
<td>60-64</td>
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Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean.
ACADEMIC POLICIES

Academic Integrity: All students are required to read and comply with the university’s policy on academic integrity (e.g., plagiarism, multiple submissions, falsifying materials, cheating, etc.) as detailed in the current University of Victoria
http://web.uvic.ca/calendar/FACS/UnIn/UARe/PoAcI.html

Review of Assigned Grade
Any student wishing clarification about, or who is dissatisfied with, an assigned grade should first discuss the matter with the instructor, who will review the work in question. This discussion must take place within 10 business days of the grade being posted and the review completed within 21 business days of the start of the discussion.

Policy on Late Submissions
All assignments are due on the specified date. University policies state that extensions will be considered only in situations of medical or family emergency AND based on consultation with the instructor prior to the due date for the assignment. As per the policy of the School of Child and Youth Care, assignments submitted past the due date without prior consultation with the instructor, will drop one grade (e.g. B- = C+) per day late. No assignment will be accepted 3 days beyond due date.

SCYC Diversity Statement
The School of Child and Youth Care fosters a welcoming and positive learning, teaching and working environment for all its members. In all aspects of your participation within the School of Child and Youth Care, it is expected that you will incorporate the principles of respect for diversity, equity, and inclusion.