

CODE : PHLD 615 {Concordia University College of Alberta}	TITLE: The Public Challenge: Ethical Leadership II
CREDITS: 1.5	<i>the SYLLABUS</i>
<i>SESSION : May / Aug (2014) PROFESSOR : Glenn W. Sinclair, Ph.D.</i>	

<b>DESCRIPTION</b>	Through an intensive, interpersonal format, students will develop knowledge and enhanced thought: on reconciling personal values with professional responsibilities in public health; on ethical reasoning in the moment of critical choice; on modelling a better moral standard in public health service; and, on competent ethical reasoning when facing moral dilemmas in public service.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• to establish a firm foundation in one's personal life from which to ensure competent ethical reasoning when addressing moral dilemmas in public service</li> <li>• to model a better, more reasoned moral standard in carrying out professional duties in public health</li> <li>• to develop effective ethical practices with peers and colleagues that enhance the capacity of the organization to deal reasonably with the moments of critical choice when facing moral dilemmas</li> </ul>
<b>WORKLOAD</b>	<p>There are two (2) major tasks – both research-oriented.</p> <p>The first [1<sup>st</sup>] will focus on a series of videos titled: <i>Ethics Unwrapped</i> (produced by the University of Texas at Austin), along with the secondary package – <i>Concepts Unwrapped!!</i> These can be downloaded (at no cost) at <a href="http://www.ethicsunwrapped.utexas.edu">www.ethicsunwrapped.utexas.edu</a> for your use throughout the assignment. It will also be helpful to review the video <i>In It To Win: The Jack Abramoff Story</i> available on the same site.</p>

The task will be to review all the videos and then determine a strategy by which you will deliver an *ethics workshop* over four [4] hours (this can be eight [8] half-hour sessions during a noon-hour setting, two [2] partial days, a complete afternoon, or any other combination that you find feasible – the audience could be your workmates, another section of your organization, a group of volunteers, another professional group, etc.). The objective will be to design & develop this workshop to enhance the capacity of the participants to make better ethical choices.

**This task shall be submitted in draft form by August 9<sup>th</sup>** (the final copy will be submitted within five [5] days receiving the professor's comments/concerns)

Upon completion of this exercise, you will prepare a report that answers the following questions:

- who attended the seminar and why were they chosen?
- what were the curriculum and pedagogical frameworks that you used (including how you used the *Ethics Unwrapped* materials)?
- when/when was the seminar delivered?
- how effective were you in the delivery including: *Did they become more aware of the moral dilemmas in their midst, professionally and/or personally? Did they feel they were able to appreciate the attainability of higher moral ground? To what degree were you able to enhance ethical reasoning so the group was able to successfully work through ethical dilemma(s) thus leading to a better moral decision? At the end of the exercise to what extent did the participants concur that ethical decision-making be both idealistic & realistic? + After reflecting on the experience do you believe we can be idealistic in a career that has so many realistic dilemmas?*

The second [2<sup>nd</sup>] will be a collective session on or about August 13<sup>th</sup> when we will tele-conference, initially to film a case study (*Incident at Morales*) followed by a roundtable conversation. Following this evening, each student will submit a written report discussing how *Cowboy Values* could have been effectively used to improve the ethical performances of the individuals in the case study (this is our text for the course: available usually at reasonable prices through [www.abebooks.com](http://www.abebooks.com)). This report will be done as if it is to be presented to a Board of Health.

<p><b>EVALUATION</b></p>	<p>Major Project 50% (this will include a rubric for assessing group participation and effectiveness of the experience)</p> <p>Tele/Conference Participation 15% (this event will be moderated by the prof, and participation will be assessed not so much on the amount of times one contributes, but the depth of the contributions)</p> <p>T/C follow-up report/paper 20% (the expectation is that this report is a <i>hands on</i> directive rather than a formal academic paper – it ought to be realistic yet hopeful in tone! maximum three [3] pages, bullets are permitted)</p> <p>Direct one-on-ones with Prof 05% (it is expected that the student will initiate at least one [1] <i>facetime/skype-talk/long-distance toll-free conversation</i> with the professor before the course ends to discuss the value of the experience and the intentionality going forward re the <i>learning moment</i>)</p> <p>Self-Assessment 10% (when all course work is completed the student will submit a personal review of his/her learning journey including the mark deserved)</p>
<p><b>REQUIRED TEXTS</b></p>	<p>Owen, James P. <i>Cowboy Values</i>, The Lyons Press (Globe Pequot Press), Guilford, Connecticut (2008) [ISBN 978-1-59921-271-5]</p>
<p><b>RECOMMENDED TEXTS</b></p>	<p>Palmer, Parker <i>Let Your Life Speak</i> John Wiley &amp; Sons (Jossey-Bass), San Francisco, California (2000) [ISBN # 0-7879-4735-0]</p> <p>Price, Terry L. <i>Understanding Ethical Failures in Leadership</i>, Cambridge University Press, New York (2006) [ISBN-10 0-521-54597-8].</p>

<b>NOTE</b>	<b>Introductory tele/conferences will be held on Thursday &amp;/or Friday evenings (May 22<sup>nd</sup> &amp; 23<sup>rd</sup>) to help participants fully understand the tasks and expectations – it will only be necessary to participate in one, and if everyone is available for the first evening, there won't be a second t/conf!</b>
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