Course Outline

Ethics for the Occupational Health and Safety Professional



Instructors: Stewart Sampson	Revision Date: December 24, 2021	Time: Varies	Duration: 3.5 hours
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Learning Objectives:

At the end of this session, learners will:

- Be more aware about ethical issues
- Have a framework for thinking about ethical issues
- Be able to analyze ethical challenges based on proposed courses of action
- Understand some factors that impact how people respond to ethical issues
- Understand the purpose and content of your profession's codes of ethics
- Be able to recognize when disclosure and whistleblowing may be appropriate.

Student Assumptions

Member of a professional organization (not essential)

Command of everyday written and spoken English

Standard Teaching/ Learning Resources:

- Students:
 - Access to Internet
 - o Participants Handout
 - Pre-Course Exercises
- Quality Assurance and Continuous Improvement Plan
- Session Evaluation
- Final quiz
- Final case study

Subject/ Content:	Duration (min):	Time	Teaching/ Learning Methods:	Teaching/ Learning Resources (AV aids, computer needs, tasks for learners, videos, exercises, handouts):
<u>Introduction</u>	10	10		
<u>Initial Case Studies</u>	30	40	Class discussion	Computer with Internet access Pre-Course Exercises
Recognizing an ethical issueWhat is "Ethics"?Analyzing an Ethical Issue	20	60	Lecture	Computer with Internet access Participants Handout
Major Ethical FrameworksUtilitarianismKantianism	30	90	Lecture Class discussion	Computer with Internet access Participants Handout

Natural law and natural rights				
The Way Forward	35	140	Lecture Class discussion	Computer with Internet access Participants Handout
Codes of Conduct	40	180	Lecture Class discussion	Computer with Internet access Participants Handout Codes of conduct handout
Closing Exercises Learner evaluation Final quiz Final case study	15	195	Class discussion Individual work (quiz)	Computer with Internet access Session Evaluation Final quiz Final case study
Total instructional time	180			· · · · · · · · · · · · · · · · · · ·

New Wave Occupational Health and Safety Services

6 Mountain Ash Court Dartmouth, Nova Scotia B2Y4J8

<u>newwaveohs.com</u> <u>contact@newwaveohs.com</u>