

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-1037
<b>Short Title:</b>	Respectful Professional Boundaries
<b>Long Title:</b>	Reinforcing Respectful Professional Boundaries
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	None
<b>Course First Offered:</b>	August 2016

<b>Credits:</b>	1.5
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### Course Description

Teachers face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and “student-centred” educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.

### Course Goals

Learners will recognize their role in setting and maintaining professional boundaries with their students and develop strategies to clearly and respectfully reinforce those boundaries.

### Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
2. Describe their assumptions and beliefs about the role of the educator in the K-12 sector.
3. Articulate the impact of such beliefs and assumptions on their educational approach.
4. Identify inconsistencies among beliefs, assumptions and practice.
5. Define emotional and social intelligence and explain how it relates to work place success in an educational setting.
6. Illustrate the link between emotional intelligence and capacity to make sound decisions, build relationships that respect professional boundaries, and to handle stress effectively.
7. Describe moral and ethical challenges that arise for modern classroom dynamics.

8. Define situations and behaviours (both student and teacher) that could contribute to an ethically ambiguous or dangerous dynamic, including grooming behaviours.
9. Identify constructive personal responses to these situations.
10. Identify when and how to refer situations to counsellors or other support professionals.
11. Use asserting and listening skills appropriately to set limits on objectionable behaviour and respond to pressure.

### Course Topics/Content

- Roles and responsibilities of K-12 teachers and teaching assistants
- Standards of professional and ethical conduct
- Ethical practice in relation to social media
- Teaching philosophy and related strategies

### Text & Resource Materials

None

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	21

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

### Course Grading Scheme\*

- JIBC1 (A to F)       JIBC2 (MAS/NMA)       JIBC3(CM/IN)       JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

#### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

#### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

### JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.