

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1B36
Subject Title	Being a Professional in the New World: The Spirit and Promise of Professionalism
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
Pre-requisite/ Co-requisite/ Exclusion	<p>Nil</p> <p>Remarks: APSS students are allowed to take this CAR subject.</p>
Objectives	<p>Being a professional may be regarded as an achievement in modern societies. Understanding the ideal of professionalism in terms of the role that a professional plays, the values and principles that guide professional practice and the need of being self-reflective in one's professional practice may be significant for students who will be nurtured to be future professionals in the university. This subject offers an introduction to theories and empirical studies on professions (such as business, engineering, health care professions and social service professions) and professionalism. With the increasing division of labor in modern society, professions have become dominant forces in bringing knowledge to the service of the globalized communities. Using theories and case studies of different types of professions in different societies, this subject examines the history and the changing understanding of the nature of profession, and the increasingly globalized institutional setting that professionals are situated. It also critically evaluates the socialization, identity formation and emotional labour of a professional in an international perspective, which would enhance students' understanding on the ethics and dilemma of being a professional in a global context.</p>

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) demonstrate understanding of the major concepts regarding professions and professionalism; b) identify the key issues regarding the socialization, identity formation and emotional labour of being a professional; c) think critically about the ethical issues and dilemmas that a professional faces; d) formulate an understanding of <u>locate</u> how the student fits into these discussions and debates from the perspective of someone who will be a professional of some kind after graduation.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>1. Introduction</p>

<p>(Note 2)</p>	<ol style="list-style-type: none"> 2. Studying Work, Occupations, and Professions <ul style="list-style-type: none"> - Defining Work, Occupations and Professions - Problems in Studying Work, Occupations and Professions - Evolution of Work, Occupations and Professions 3. Being a Professional: Socialization, Identity and Emotional Labour <ul style="list-style-type: none"> - Occupational Choice - Professional Socialization and Identity - Hochschild's Emotional Labour 4. Serving the Local Community and the Globalized World <ul style="list-style-type: none"> - Social Expectations on the Role and Function of Professions in Different Societies 5. What is Professionalism? <ul style="list-style-type: none"> - Professionalism as the Third Logic: Against the Logic of the Market and of Bureaucracy as the Third Organizing Principle of the Division of Labor - Profession as Practice: Professional Activities as Communal Activities that Strives for Excellence in a Tradition 6. Professionalism and The Idea of Reflective Practitioner <ul style="list-style-type: none"> - Donald Schon's Idea of Reflective Practitioner 7. The Power of Professions <ul style="list-style-type: none"> - Professional Autonomy or Professional Dominance? - Micro Politics: The Power Imbalance during Interactions between Professions and General Public 8. Professional Ethics and Ethical Decision-making <ul style="list-style-type: none"> - Ethical Concerns of Professions, Codes of Ethics and Ethical Decision-Making Models 9. Professional Autonomy and the Changing Organizational Context of Professional Work <ul style="list-style-type: none"> - Bureaucracy, Managerialism, Globalization and Professionalism
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>The subject will mainly be taught via lectures. In the lectures, the lecturer will introduce students to theories and empirical studies on professions. Class discussions and reflections will be emphasized throughout the course. Audio and video materials will be used to engage students' interest in the subject. E-platforms and E-learning space will also be used to allow more active and interactive in-class participations. Students are expected to pay their efforts to explore on the issues through their group projects and individual papers, as well as to participate in class discussions.</p>

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

- the grade is calculated according to the percentage assigned;
- the completion and submission of all component assignments are required for passing the subject.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Participation	10%	✓	✓	✓	✓		
2. Group Project Presentation	40%	✓	✓	✓	✓		
3. Individual Term Paper (EW) 10% "ER" Requirement [10% assessed by APSS] 40% "EW" Requirement [30% assessed by APSS] [10% assessed by ELC]	50%	✓	✓	✓	✓		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Participation in class discussions and class exercises and the group project serve to encourage students to engage with the concepts and analysis introduced, and to formulate their own stances regarding the issues. These can help students to achieve all the intended learning outcomes. Students are required to work on their project in groups focusing on a topic that they are interested and to present the results of their investigations.

The term paper (2,500 words) requires students to read and write extensively on the selected topics of the subject content. It is intended to provide students with an opportunity to have an in-depth examination of the issue that he/ she is especially interested and to fulfil the requirement of ER/EW. This is expected to facilitate students to achieve all the intended learning outcomes.

Student Study Effort Expected

Class contact:

- Lecture

39 Hrs.

	Other student study effort:	
	▪ Preparation of group project	15 Hrs.
	▪ Preparation of individual term paper	25 Hrs.
	▪ Studying subject materials	39 Hrs.
	Total student study effort	118 Hrs.
Reading List and References	<p>Required Reading (for a “ER” & “EW” subject) (R) Volti, R. (2012). <i>An introduction to the sociology of work and occupations</i> (2nd ed.). Thousand Oaks, Calif.: Sage. (297 pages)</p> <p>Supplementary Readings</p> <p>Abbott, A. (1988). <i>The system of professions: An essay on the division of expert labor</i>. Chicago: University of Chicago Press.</p> <p>Dent, M, Bourgeault, I. L., Denis, J-L, & Kuhlmann, E. (2016). <i>The Routledge companion to the professions and professionalism</i>. Abingdon, Oxon; New York, NY: Routledge.</p> <p>Douglas, B. (2018) <i>Understanding global skills for 21st century professions</i>. Cham: Palgrave Macmillan.</p> <p>Flores, A. (1988). <i>Professional ideals</i>. Belmont, Calif.: Wadsworth Pub.</p> <p>Freidson, E. (2001). <i>Professionalism: The Third Logic</i>. Cambridge: Polity.</p> <p>Freidson, E. (1994). <i>Professionalism reborn: Theory, prophecy, and policy</i>. Chicago: University of Chicago Press.</p> <p>Gordon, S., Benner, P., & Noddings, N. (1996). <i>Caregiving: Readings in Knowledge, Practice, Ethics, and Politics</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Grix, M., & Dare, T. (2016). <i>Contemporary issues in applied and professional ethics</i>. Bingley: Emerald.</p> <p>Hochschild, A. (1983). <i>The Managed Heart: The Commercialization of Human Feeling</i>. Berkeley, CA: University of California.</p> <p>Jindal-Snape, D., & Hannah, E. (2014). <i>Exploring the dynamics of personal, professional and interprofessional ethics</i>. Bristol, UK: Policy Press.</p> <p>Kanes, C. (2010). <i>Elaborating professionalism: Studies in practice and theory</i>. New York: Springer.</p>	

	<p>Kvalnes, Ø. (2015). <i>Moral Reasoning at Work: Rethinking Ethics in Organizations</i>. Palgrave Macmillan M.U.A.</p> <p>MacIntyre, A. (2007). <i>After virtue: A study in moral theory</i> (3rd ed.). Notre Dame, Ind.: University of Notre Dame Press.</p> <p>Martin, M. (2000). <i>Meaningful work: Rethinking professional ethics</i>. New York; Oxford: Oxford University Press.</p> <p>Reid, A., Abrandt Dahlgren, M., Dahlgren, L. O., & Petocz, P. (2011). <i>From expert student to novice professional</i>. Dordrecht; New York: Springer.</p> <p>Reid, A., Dahlgren, L. O., Petocz, P., Dahlgren, M.A. (2008) 'Identity and engagement for professional formation', <i>Studies in Higher Education</i>, 33 (6), 729-742.</p> <p>Roth, W., & Briar-Lawson, K. (2011) <i>Globalization, social justice, and the helping professions</i>. Albany: State University of New York Press.</p> <p>Saks, M., & Muzio, D. (2018) <i>Professions and Professional Service Firms: Private and Public Sector Enterprises in the Global Economy</i>. Oxford: Routledge.</p> <p>Schön, D. (1983). <i>The reflective practitioner: How professionals think in action</i>. New York: Basic Books.</p> <p>Strom-Gottfried, K. (2015). <i>Straight talk about professional ethics</i> (2nd ed.). Chicago, Illinois: Lyceum Books.</p> <p>Sullivan, W. (2005). <i>Work and integrity: The crisis and promise of professionalism in America</i> (2nd ed). San Francisco, CA: Jossey-Bass.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.