Subject Description Form

Subject Code	APSS501
Subject Title	Social Context and Ethics
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods			

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Term paper	60%	0%
2. Seminar presentation and participation	10%	30%

- The final grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all components (standard of passing) if he/she is to pass the subject.

Objectives	1. To heighten students' awareness of the ethical dimensions in human service delivery, social policy making and social development; 2. To introduce to students the understanding of the significance of the problem of modernity in the helping and policy planning professions; 3. To explore with students ways to reflect on how social context and ethics impact on their lives and work, with particular emphasis on the issue of indigenization.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. articulate critically the major theoretical concepts on modern ethics; b. exercise ethical judgment on resolving dilemmas inherited in the decision-making processes in human service delivery, social policy making and social development;

	c. appreciate the significance of the problems of modernity and the tensions created between indigenous and global cultures impacting on helping professions/ practicing social development and policy making; d. formulate a coherent personal perspective in managing ethical issues in human service delivery / the policy process and social development.

Subject Synopsis/ Indicative Syllabus	**1. Introduction**
	Societal Modernization and the Development of Modern Ethics
	
	2. Ethical Foundation of Theory and Practice in the Helping Profession/ Human Services / Policy and Social Development Profession
	Facts, Values and the Problem of Neutrality
	Two Major Ethical Orientations: deontological and teleological approaches in ethics, and their influences on social policy, human service and social development
	Liberalism: the quest for self-determination
	Self-development, Moral communities, Virtues and Deliberation: communitarian critiques of liberalism
	The Problem of Justice, Efficiency and Compassion in the Helping Professions / Policy Making and Social Development Professions
	
	3. The Modern Social Context
	The Rationalization of Society
	Excessive Individualism and the Making of Modern Identity
	Colonization of Life World: the Crisis Confronting Helping Professions / Policy and Social Development Professions
	Self-interpretation, Transparency, and the Possibility of Emancipation
	
	4. Modernity, Local Context and the Problem of Indigenization
	The Deep Structure of Chinese Familism and its Transformation in Hong Kong
	Cultural Conflicts, Deep Understanding and the Issue of Intervention
	Towards the Construction of an Indigenized Framework for Understanding the Helping Professions / Policy and Development Professions
	
	5. Application to Therapeutic Condition / Policy Making and Social Development
	
	(a) Application to Therapeutic Condition
	    (i) Introduction to the code of ethics
	    (ii) Ethical concerns in the therapeutic condition: value-neutrality, client welfare, client autonomy, the helping relationship, the counselor's character, and guidance and counseling in the local Chinese cultural context
	    (iii) How utilitarianism, Kantian ethics, ethics of care, and virtue ethics can provide good understandings of the different ethical concerns in the therapeutic condition

	(b) Application to Policy Making and Social Development
	    (i) Relevance of ethical/ political concepts like equality, liberty and justice to social policy and social development.
	    (ii) Ethical issues in contemporary public debate regarding social policy and social development: Concerns regarding disability, gender, poverty, health care provision, and immigration etc...
	    (iii) Solutions to problems of social ethics offered by Utilitarianism, Kantianism, and capability approach.
	
	6. Concluding Remarks: Some Further Thoughts on the Bearing of Modern Social Context and Ethics on the Helping Procession / Post-modern Society and Emerging Ethical Dilemmas in Policy Making and Social Development

Teaching/Learning Methodology	Lectures and seminars are used to facilitate students' learning of the subject. In lectures, the instructor will introduce students to the major concepts and arguments in ethics and demonstrate how significant they can become as ethical dilemmas in their professional practices / practicing policy making and social development. Students are expected to engage in debates and discussions on important ethical issues in class. Students are expected to work in small groups to present their work in interactive seminar settings. It is the aim of these activities to assist students to clarify the concepts covered in lectures and develop reflexive insights on morality and ethics relevant to their intended professional practices.
Assessment Methods in Alignment with Intended Learning Outcomes	

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
1. Term paper	60%	✓	✓	✓	✓
2. Seminar presentation and participation	40%	✓	✓	✓	✓
Total	100 %				

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

Term paper will allow students to integrate major concepts, theory and methods they gain in the subject to demonstrate their knowledge and competence in the field of study, indicate the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment, and handling complex ethical issues.

	Seminar presentation and participation will provide an additional opportunity for students to display the learning outcomes as described above. This however will further allow them to make evident their competence as a group as well as an individual in communicating ideas and learning experience in an interactive and problem-based setting.	
Student Study Effort Expected	**Class contact:**	
	▪ Lecture	24 Hrs.
	▪ Seminar	15 Hrs.
	Other student study effort:	
	▪ Self-study (3 hrs x 13 weeks)	39 Hrs.
	▪ Preparation for Seminar Presentation	13 Hrs.
	▪ Preparation for Term Paper	26 Hrs.
	Total student study effort	117 Hrs.
Reading List and References for MASW(MH), MSW and MAGC	**Essential** Deigh, John (2010). *An Introduction to Ethics*. Cambridge: Cambridge University Press. Driver, Julia (2007). *Ethics: The Fundamentals,* Malden, Mass: Blackwell. Flores, A. (1988). *Professional Ideals*. Belmont, California: Wadsworth Publishing Company. Furrow, Dwight (2005). *Ethics: Key Concepts in Philosophy*. New York: Continuum. Gordon, S., Benner, P., & Noddings, N., (eds.). (1996). *Caregiving: Readings in Knowledge, Practice, Ethics, and Politics.* Philadelphia: University of Pennsylvania Press. **Supplementary** Benner, P., & Judith W. (1989). *The Primacy of Caring.* California: Addison-Wesley, Prentice Hall. Biestek, F.P. (1957). *The Casework Relationship*. London: George Allen & Unwin. Corey, G., Corey, M. S., & Callanan, P. (2011). *Issues and Ethics in the Helping Professions, (8th ed.)*. Belmont, Calif.: Brooks/Cole/Cengage Learning. Fei, X.T. (1992). *From the Soul: The Foundations of Chinese Society.* Berkeley: University of California Press.	

	Fowers, Blaine J. (205). *Virtue and Psychology: Pursuing Excellence in Ordinary Practices*. Washington, D.C.: American Psychological Association.
	Goldenberg, I., & Goldenberg H. (2012). "*Professional Issues and Ethical Practices,*" in *Family Therapy: An Overview, (8th ed.)* (pp. 142-165). Pacific Grove, Calif. Brooks/Cole.
	Hsu, Francis L. K. (1981). *Americans and Chinese, (3rd ed.).* Honolulu: University of Hawaii Press.
	MacIntytre, A.C. (2007). *After Virtue: A Study in Moral Theory (3rd ed.).* Notre Dame, Ind.: University of Notre Dame Press.
	McDermott, F.E. (1975). *Self-determination in Social Work: A Collection of Essays on Self-determination and Related Concepts by Philosophers and Social Work Theorists*. London and Boston: Routledge & Kegan Paul.
	Phillips, S., & Benner, P. (1994). *The Crisis of Care: Affirming and Restoring Caring Practices in the Helping Professions.* Washington D. C.: Georgetown University Press.
	Richardson, F.C., Fowers, B.J. & Guignon, C.B. (1999). *Re-envisioning Psychology: Moral Dimensions of Theory and Practice.* San Francisco: Jossey-Bass Publishers.
	Slife, Brent D., O'Grady, Kari A., and Kosits, Russell D. (eds.) (2017). The Hidden Worldviews of Psychology's Theory, Research, and Practice. New York: Routledge.
	Spaemann, R. (1989). *Basic Moral Concepts.* London: Routledge.
	Tronto, Joan C. (1993). *Moral Boundaries: A Political Argument for an Ethic of Care*. New York: Routledge.
	阮新邦。(2014)。《天主教取向的社會工作實踐》。香港：慈源出版社。
	楊國榮。(2008)。《青紅皂白：從社會倫理到倫理社會》(修訂本)。香港：三聯。
Reading List and References for MASPSD	**<u>Essential</u>** *Bellah, R. et. al. (1992) The Good Society. California: University of California Press.* *Berlin, I. (1969). Four essays on liberty. Oxford; New York: Oxford University Press. Crocker, D.A. (2008) Ethics of Global Development: agency, capability, and deliberative democracy. New York: Cambridge University Press.* *Crocker, D. A. (2008). Ethics of Global Development: Agency, Capability, and Deliberative Democracy (pp. xiii–xiii). Cambridge University Press. https://doi.org/10.1017/CBO9780511492594*

Hoggett, P., Mayo, M. and Miller, C. (2009) *The Dilemmas of Development Work: ethical challenges in regeneration.* Bristol: Policy Press.

Kymlicka, W. (2002). *Contemporary Political Philosophy: An Introduction* 2nd ed. Oxford: Oxford University Press.

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Swift, A. (2014). *Political philosophy: A beginners' guide for students and politicians* (Third ed.). Cambridge, UK: Polity Press.

Supplementary

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Brincat, C.A., & Victoria S.W. (2000) *Morality of the Professional Life: Values at Work.* Upper Saddle River, NJ: Prentice Hall.

Chong, K-C., Tan, S-H. and Ten, C.L. (eds) (2003) *The Moral Circle and the Self: Chinese and Western approaches.* Chicago: Open Court.

Deneulin, S., Nebel, M. and Sagovsky, N. (eds) (2006) *Transforming Unjust Structures: the capability approach.* Dordrecht: Springer.

Hossay, P. (2006) *Unsustainable: a primer for global environmental and social justice.* London; New York: Zed Books.

Mappes, T.A., Zembaty, J.S., DeGrazia, D. and Smith, K. J. (2012). *Social ethics: Morality and social policy.* 8th ed. New York, N.Y.: McGraw-Hill.

Tamney, J.B. and Chiang, L.H-L. (2002) *Modernization, Globalization, and Confucianism in Chinese Societies.* Westport, Conn.: Praeger.

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Wolff, J., & Ebrary, Inc. (2011). *Ethics and public policy a philosophical inquiry.* Abingdon; New York: Routledge

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