

## Subject Description Form

<b>Subject Code</b>	APSS501											
<b>Subject Title</b>	Social Context and Ethics											
<b>Credit Value</b>	3											
<b>Level</b>	5											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil											
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar presentation and participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ The grade is calculated according to the percentage assigned;</li> <li>▪ The completion and submission of all component assignments are required for passing the subject; and</li> <li>▪ Student must pass all components (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term paper	60%	0%	2. Seminar presentation and participation	10%	30%
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<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To heighten students' awareness of the ethical dimensions in human service delivery, social policy making and social development;</li> <li>2. To introduce to students the understanding of the significance of the problem of modernity in the helping and policy planning professions;</li> <li>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.</li> </ol>											
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. articulate critically the major theoretical concepts on modern ethics;</li> <li>b. exercise ethical judgment on resolving dilemmas inherited in the decision-making processes in human service delivery, social policy making and social development;</li> </ol>											

	<p>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;</p> <p>d. formulate a coherent personal perspective in managing ethical issues in human service delivery / the policy process and social development.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p><b>1. Introduction</b> Societal Modernization and the Development of Modern Ethics</p> <p><b>2. Ethical Foundation of Theory and Practice in the Helping Profession/ Human Services / Policy and Social Development Profession</b> 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</p> <p><b>3. The Modern Social Context</b> 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</p> <p><b>4. Modernity, Local Context and the Problem of Indigenization</b> 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</p> <p><b>5. Application to Therapeutic Condition / Policy Making and Social Development</b></p> <p><b>(a) Application to Therapeutic Condition</b></p> <p>(i) Introduction to the code of ethics</p> <p>(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</p> <p>(iii) How utilitarianism, Kantian ethics, ethics of care, and virtue ethics can provide good understandings of the different ethical concerns in the therapeutic condition</p>

	<p><b>(b) Application to Policy Making and Social Development</b></p> <ul style="list-style-type: none"> <li>(i) Ethical evaluations of liberal, libertarian and communitarian welfare policies.</li> <li>(ii) Ethical issues in contemporary liberal society: marriage, reproduction, health care provision, and immigration.</li> <li>(iii) Solutions to problems of social ethics offered by Utilitarianism, Kantianism, and virtue ethics.</li> </ul> <p><b>6. Concluding Remarks: Some Further Thoughts on the Bearing of Modern Social Context and Ethics on the Helping Profession / Post-modern Society and Emerging Ethical Dilemmas in Policy Making and Social Development</b></p>																												
<p><b>Teaching/Learning Methodology</b></p>	<p>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.</p> <p>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.</p>																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="448 1218 1393 1648"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar presentation and participation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the learning outcomes:</p> <p>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.</p>	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 %				
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	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.	
<b>Student Study Effort Expected</b>	<b>Class contact:</b>	
	▪ Lecture	24 Hrs.
	▪ Seminar	15 Hrs.
	<b>Other student study effort:</b>	
	▪ Self-study (3 hrs x 13 weeks)	39 Hrs.
	▪ Preparation for Seminar Presentation	10 Hrs.
	▪ Preparation for Term Paper	20 Hrs.
	Total student study effort	108 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References for MASW(MH), MSW and MAGC</b>	<p><u>Essential</u></p> <p>Flores, A. (1988). <i>Professional Ideals</i>. Belmont, California: Wadsworth Publishing Company.</p> <p>Gordon, S., Benner, P., &amp; Noddings, N., (eds.). (1996). <i>Caregiving: Readings in Knowledge, Practice, Ethics, and Politics</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Rachels, J. (2014). <i>The Elements of Moral Philosophy (8th ed.)</i>. New York: McGraw-Hill.</p> <p>Tronto, Joan C. (1993). <i>Moral Boundaries: A Political Argument for an Ethic of Care</i>. New York: Routledge.</p> <p>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。</p> <p><u>Supplementary</u></p> <p>Benner, P., &amp; Judith W. (1989). <i>The Primacy of Caring</i>. California: Addison-Wesley, Prentice Hall.</p> <p>Dalley, G. (1996). <i>Ideologies of Caring, (2<sup>nd</sup> ed.)</i>. Basingstoke: MacMillan.</p>	

	<p>Fei, X.T. (1992). <i>From the Soul: The Foundations of Chinese Society</i>. Berkeley: University of California Press.</p> <p>Goldenberg, I., &amp; Goldenberg H. (2012). "Professional Issues and Ethical Practices," in <i>Family Therapy: An Overview, (8th ed.)</i> (pp. 142-165). Pacific Grove, Calif. Brooks/Cole.</p> <p>Hsu, Francis L. K. (1981). <i>Americans and Chinese, (3<sup>rd</sup> ed.)</i>. Honolulu: University of Hawaii Press.</p> <p>MacIntyre, A.C. (2007). <i>After Virtue: A Study in Moral Theory (3<sup>rd</sup> ed.)</i>. Notre Dame, Ind.: University of Notre Dame Press.</p> <p>McDermott, F.E. (1975). <i>Self-determination in Social Work: A Collection of Essays on Self-determination and Related Concepts by Philosophers and Social Work Theorists</i>. London and Boston: Routledge &amp; Kegan Paul.</p> <p>Phillips, S., &amp; Benner, P. (1994). <i>The Crisis of Care: Affirming and Restoring Caring Practices in the Helping Professions</i>. Washington D. C.: Georgetown University Press.</p> <p>Richardson, F.C., Fowers, B.J. &amp; Guignon, C.B. (1999). <i>Re-envisioning Psychology: Moral Dimensions of Theory and Practice</i>. San Francisco: Jossey-Bass Publishers.</p> <p>阮新邦。(2014)。《天主教取向的社會工作實踐》。香港：慈源出版社。</p>
<p><b>Reading List and References for MASPSD</b></p>	<p><u>Essential</u></p> <p>Bellah, R. et. al. (1992) <i>The Good Society</i>. California: University of California Press.</p> <p>Bell, D.A. and Coicaud, J.M. (eds) (2007) <i>Ethics in Action: the ethical challenges of international human rights nongovernmental organizations</i>. Cambridge; New York: Cambridge University Press: United Nations University.</p> <p>Crocker, D.A. (2008) <i>Ethics of Global Development: agency, capability, and deliberative democracy</i>. New York: Cambridge University Press.</p> <p>Hoggett, P., Mayo, M. and Miller, C. (2009) <i>The Dilemmas of Development Work: ethical challenges in regeneration</i>. Bristol: Policy Press.</p> <p>Fry, T. (2009) <i>Design Futuring: sustainability, ethics and new practice</i>. Oxford: Berg.</p> <p>MacIntyre, A.C. (2007) <i>After Virtue: A Study in Moral Theory (2nd ed.)</i>. Notre Dame, Indiana: University of Notre Dame Press.</p> <p>Mulhall, S., &amp; Adam S. (1996) <i>Liberals and Communitarians (2nd ed)</i>. Oxford: Blackwell.</p> <p>Rachels, J. (2014) <i>The Elements of Moral Philosophy (8th ed.)</i>. New York: McGraw-Hill.</p> <p><u>Supplementary</u></p>

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- Bellah, N.R., Madsen, R., Sullivan, W.M., Swidler, A. & Tipton, S.M. (1996) Habits of the Heart. Berkeley: University of California Press.*
- Brincat, C.A., & Victoria S.W. (2000) Morality of the Professional Life: Values at Work. Upper Saddle River, NJ: Prentice Hall.*
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- Mappes, T.A. and Zembaty, J.S. (2002) Social Ethics: morality and social policy. Dubuque, Iowa: McGraw-Hill.*
- Pohl, K-H. and Müller, A.W. (eds) (2002) Chinese Ethics in a Global Context: moral bases of contemporary societies. Leiden: Brill.*
- Satterthwaite, J., Watts, M. and Piper, H. (eds) (2008) Talking Truth, Confronting Power. Stroke on Trent: Trentham Books.*
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- Tamney, J.B. and Chiang, L.H-L. (2002) Modernization, Globalization, and Confucianism in Chinese Societies. Westport, Conn.: Praeger.*
- Taylor, M.L. and Andersen, H.F. (2006) Sociology: understanding a diverse society. Belmont, Calif.: Thomson/Wadsworth.*
- Wainryb, C., Smetana, J.G. and Turiel, E. (eds) (2008) Social Development, Social Inequalities, and Social Justice. New York: Lawrence Erlbaum Associates.*