Ethics for Social Care

7.1	Module Overview								
Module Number		**Module Title**	Ethics for Social Care						
Stage of Principal Programme			**2**	**Semester**	**2**	**Duration.** *(Weeks F/T)*	**12**	**ECTS**	5
Mandatory / Elective	M	**Hours of Learner Effort / Week**	**2.3**						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	97
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	**60**
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	

Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in Social Sciences/Philosophy or closely cognate area	1:60
Tutor	A minimum level 9 qualification in Social Sciences/Philosophy or closely cognate area	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	80%	**Proctored Exam – in person**		**Practical Skills Based**	20%
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2	Minimum Intended Module Learning Outcomes (MIMLOs)	
On completion of this module a learner will be able to:		**Related MIPLO #**
1.	Explain the main principles and arguments of Kantian, Utilitarian and character-based ethics.	3
2.	Apply the theories to a practical dilemma in Social Care practice.	1, 7
3.	Demonstrate awareness of own values.	6
4.	Critique and utilise theories and use these to examine professional practice with reference to Assisted Decision-making	1, 3

7.3	Indicative Module Content, Organisation and Structure

This module introduces learners to fundamental moral theories and modes of analysis that provides frameworks for understanding and decision making in the complex and challenging area of professional social care practice. It will use these frameworks to understand moral decision making in practice, taking the *Assisted Decision Making Act (2015)* as a case study. It contributes to the Programme through its focus on the values and skills of ethical and critical inquiry in practice.

Students are introduced to
- Concepts and vocabulary, the ethical dilemma, common dilemmas in social care work, role of ethics in decision making, justifications and giving reasons.
- Kant – respect, autonomy vs care. Looking at the moral underpinnings of the *Assisted Decision Making Act (2015)*, and the practical implications of this.
- Utilitarianism – individual need vs the general good and limited public resources.
- Aristotle's Virtue Ethics – character, community, values vs rights.
- Care Ethics – connectedness and particularity vs justice. Analysing weaknesses of the rights-based approach and the implications for working with the *Assisted Decision Making Act (2015)*.
- Applied case – analysis of real world dilemma using different theoretical approaches to identify the moral issue and propose morally justified responses.

The main theories and arguments are delivered in lectures to learners, as well as a demonstration of applying theory to a real world problem. Close reading of the recommended texts will be carried out in tutorials as well as application of the theory to specific problems.

7.4	Work-based learning and practice-placement *(if applicable)*

N/A

7.5	Specific module resources required *(if applicable)*

N/A

7.6	Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning objectives are to:
- Promote deep learning (through techniques for learner engagement and interactivity – through exploration of ethical dilemmas from practice contexts., flipped classrooms, groupwork)
- Support inclusive teaching (Universal Design for Learning (UDL), EDI and inclusive curricula for example with the use of Code of Professional Ethics for Social Care and 'Ethics Café'.
- Provide opportunities for collaborative learning (using different learning spaces and classroom layout as appropriate)

Assessment objective is to employ a wide range of different assessment instruments across the programme. This module uses a range of assessment approaches to contribute to this overall objective.

This module contains 'Must-pass' assessments
If an assessment is essential to the achievement of a MIMLO i.e. there is no other opportunity for the learner to achieve that MIMLO, then the assessment should be designated as 'must pass'. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a 'must pass' assessment.

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
2, 3	Ethical dilemma recording exercise	20% (Must Pass Assessment)
1-4	Related analysis and evaluation project of the ethical dilemma	80%

7.8	Sample Assessment Materials

The dilemma recording exercise (500 - 800 words); this exercise requires learners to describe a dilemma they encountered on practice placement. They will need to identify the characteristics of the experience which they believe makes it a moral dilemma as well as their individual values or rules they feel are in conflict in the dilemma.

The ethical dilemma project (1,500 – 2,000 words) is based on the dilemma recorded while the learner was out on practice placement. It requires the learner to analyse the dilemma on the basis of two theories studied in class, to evaluate which theory was most helpful and why, and to argue for a response to the dilemma which they believe is morally justified.

Formative assessment:
This consists of pop quizzes, reading comprehension and analysis of dilemmas. The pop quizzes encourage memorisation of relevant information and indicates to the learner how much of the topic they remember. These are administered in the lectures at the end of a topic.

The reading comprehension exercises occur in tutorials and encourages learners to read texts closely. It assists the learners in reading closely and comprehending complex texts, improving their understanding and analytical skills.

Analysis of dilemma- this is carried out in groups where learners are required to apply a particular moral theory to a specific dilemma. This improves the learner's analytical and critical abilities.
In –class model:
Use the Poster below to examine the key practice implications of The Assisted Decision-Making (Capacity) Act (2015) (as amended) for role of Social care Workers in supporting decision-making and maximising a person's capacity to make decisions.
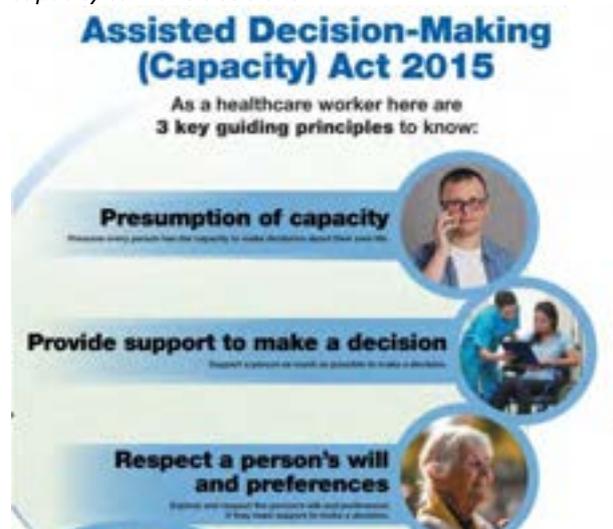
(HSE, 2023)

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:
Charleton, M. (2014). *Ethics for Social Care in Ireland,* (2nd edition). Dublin: Gill and Macmillan.
CORU (2019) *Social Care Workers Code of Professional Conduct and Ethics*. Dublin: Health and Social Care Professionals Council.
Mizzoni, J. (2017). *Ethics: The Basics* (2nd Edition). Oxford: John Wiley & Sons.

Indicative Other Resources:
Assisted Decision Making Act (2015). Available at Assisted Decision-Making (Capacity) Act 2015 (irishstatutebook.ie)

Banks, S. (2015) *Dilemmas cafes: A guide for facilitators.* Durham UK: Centre for Social Justice and Community Action.

Banks, S. (2020). *Ethics and Values in Social Work,* (5th edition). London: Palgrave Macmillan.

Banks, Sarah. (2015). Social Work Ethics. *International Encyclopaedia of the Social & Behavioral Sciences.* 10.1016/B978-0-08-097086-8.28030-6.

Beckett, C. et al (2017) *Values and Ethics in Social Work, (*3rd edition). UK: Sage Publications Ltd.

Carroll, M. and Shaw, E. (2013). *Ethical Maturity in the Helping Professions.* London: Jessica Kingsley Publishers.

Clark, C. (2000). *Social Work Ethics: Politics, Principles and Practice*. UK: Lantern.

Cuthbert, S. and Quallington, J. (2017). *Values and Ethics for Care Practice*. UK: Reflect Press.

Decision Support Service. Information available at Resources | Decision Support Service

Feder kittay, Eva. (2019). *Love's Labour: Essays on Women, Equality and Dependency*, 2nd edition. UK: Routledge

Parrott, L. (2010). *Values and Ethics in Social Work Practice*, (2nd edition). UK: Learning Matters.

Peaase, B. et al eds. (2018) *Critical Ethics of Care in Social Work: Transforming the Politics and Practices of Caring.* UK: Routledge.

Reamer, F.G. (2022) *Managing Ethics Challenges in Social Work Organizations: A Comprehensive Strategy* Available at

https://www.researchgate.net/publication/361297389_Managing_Ethics_Challenges_in_Social_Work_Organizations_A_Comprehensive_Strategy

Singer, P. (Ed.) (1997). *A Companion to Ethics*. Oxford: Blackwell