

Ethics for Social Care

Section A: Headline Information							
Module title		Ethics for Social Care					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Dr Sarah Otten					
Parent programme		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 2					
Semester (semester1/semester2 if applicable)		Semester 2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures and tutorials					
Entry requirements (statement of knowledge, skill and competence)		For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Maximum number of learners per module		120					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.3 Hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture room, white board, computer and projector.					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1:40	4	1:10				60 (Directed and self-directed)	37 (Project prep., and writing, & analysis piece)	125 hours
Allocation of marks (within the module)									
			Continuous assessment		Supervised project		Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%	Ethical dilemma on placement 20%	Essay on the dilemma 80%						100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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 practice. It contributes to the Programme through its focus on the values and skills of ethical and critical inquiry in practice. In particular, it meets the IPLOs 1, 3 6 and 7.
Module Aims and Objectives	This module aims to introduce learners to the principles, concepts and problems of ethical theories while developing learner capacity for critical thinking and ethical decision making.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Explain the main principles and arguments of Kantian, Utilitarian and character-based ethics. (MIPLO 3) 2. Apply the theories to a practical dilemma. (MIPLO 1, 7) 3. Demonstrate awareness of own values. (MIPLO 6) 4. Critique and evaluate the theories. (MIPLO 1, 3)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS.

	<p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Content covered:</p> <p>Introduction to concepts and vocabulary; the ethical dilemma, common dilemmas in social care work, role of ethics in decision making, justifications and giving reasons.</p> <p>Kant – respect, autonomy vs care.</p> <p>Utilitarianism – individual need vs the general good and limited public resources.</p> <p>Aristotle’s Virtue Ethics – character, community, values vs rights.</p> <p>Care Ethics – connectedness and particularity vs justice</p> <p>Applied case – analysis of real world dilemma using different theoretical approaches to identify the moral issue and propose morally justified responses.</p> <p>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.</p>
Module Teaching and Learning Strategy	<p>The content of the module is delivered in lectures. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. Tutorials are reserved for close reading of recommended texts, and application of theory to particular problems where learners require more individual attention to improve their skills of comprehension and analysis. Case analysis will be carried out in groups and through discussion.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle will be used to deliver material and additional reading to learners.
Specifications for Module Staffing Requirements	<p>Lecturers should have a higher qualification in philosophy, (preferably at PhD level) with a specialism in ethics. A teaching certificate would be an advantage.</p> <p>At tutorial level, there should be a maximum of 20 learners to one tutor. This is necessary to ensure learners can receive the individual attention necessary to improve individual reading and comprehension skills. At lecturing level, there would need to be a minimum of ten learners to one lecturer in order to allow discussion to occur.</p>
Module Summative and Formative Assessment Strategy	<p>Summative Assessment – 100%.</p> <p>This will be split between an ethical dilemma recording exercise (20%) and a related analysis and evaluation project of the ethical dilemma (80%).</p>

	<p>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. (MLO 3)</p> <p>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. (MLOs 1, 2, 3, 4)</p> <p>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. (MLO 1)</p> <p>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. (MLO 1)</p> <p>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 learners analytical and critical abilities. (MLO 2, 4)</p>
<p>Sample Assessment Materials</p>	<p>Examples of reading comprehension questions:</p> <p>Read chapter 7 in Mizzoni, <i>Ethics: The Basics</i> and answer the following questions:</p> <ol style="list-style-type: none"> 1. Summarise Mizzoni’s explanation that ‘Humans are relational beings’, 7.2 (5%) 2. Explain the main concepts in 7.6, ‘Care Ethics: Relativist or Universalist?’ (5%) <p>Examples of tutorial dilemmas</p> <ol style="list-style-type: none"> 1. Using Aristotle’s guidelines for living a flourishing life, give advice to a friend who is facing a difficult decision in his/her life. Show how a virtue ethicist would approach the dilemma. OR 2. A woman has just started a new job. Shortly thereafter, she has an appointment to bring her son to see a medical specialist. She is reluctant to ask for the day off, fearing that it will impair her chances of promotion. She considers calling in sick to work on the day and bringing her son to his appointment. What moral issues does this situation highlight? How would a Kantian approach this dilemma?
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Charleton, M. (2014). <i>Ethics for Social Care in Ireland</i>, (2nd edition). Dublin: Gill and Macmillan.</p> <p>Mizzoni, J. (2010). <i>Ethics: The Basics</i>. Oxford: Wiley-Blackwell.</p>

	<p>Other Reading: Banks, S. (2006). <i>Ethics and Values in Social Work</i>, (3rd edition). London: Palgrave Macmillan.</p> <p>Carroll, M. and Shaw, E. (2013). <i>Ethical Maturity in the Helping Professions</i>. London: Jessica Kingsley Publishers.</p> <p>Clark, C. (2000). <i>Social Work Ethics: Politics, Principles and Practice</i>. UK: Palgrave.</p> <p>Cuthbert, S. and Quallington, J. (2008). <i>Values for Care Practice</i>. UK: Reflect Press.</p> <p>Parrott, L. (2010). <i>Values and Ethics in Social Work Practice</i>, (2nd edition). UK: Learning Matters.</p> <p>Singer, P. (Ed.) (1997). <i>A Companion to Ethics</i>. Oxford: Blackwell.</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall to accommodate up to 120 learners, tutorial room, white-board, computer and projector.</p>