

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: ETHICS FOR PROFESSIONAL PRACTICE

Unit ID: GCSCS6003

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 090599

Description of the Unit:

This unit enables students to develop an advanced, critical understanding of ethical principles, the key theories of ethics, relevant professional codes of ethics, and frameworks for decision-making to resolve ethical dilemmas in professional practice. Students will learn to articulate their standpoint, cultivate and deepen reflexivity, and appreciate how personal values, prejudices and biases shape ethical decision making. Working within an interpersonal and family violence framework and using authentic case studies that bring to the fore power dynamics between clients and practitioners or between victims and perpetrators of violence, students will examine key ethical questions implicit to this important field of practice.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	✓	■	■

Learning Outcomes:

Knowledge:

- K1.** Demonstrate an advanced capacity to analyse ethical principles and theories that underpin ethical obligations in the interpersonal and family violence context.
- K2.** Analyse how values (personal, professional, political, social, economic) inform how we understand and address our ethical obligations in a diversity of practice, organisational and institutional contexts.
- K3.** Demonstrate an awareness, and critical appreciation, of relevant professional codes of ethics and codes of conduct.

Skills:

- S1.** Examine and critically evaluate competing ethical positions and develop ethical arguments using advanced, independent research skills.
- S2.** Apply collective reasoning strategies to generate informed resolutions to complex ethical dilemmas.
- S3.** Demonstrate advanced oral and written proficiency in developing, justifying and communicating ethical positions.

Application of knowledge and skills:

- A1.** Use critical, self-reflexive thinking to articulate your standpoint and demonstrate its application in ethical professional practice.
- A2.** Apply ethical principles and theories to analyse and resolve ethical dilemmas.
- A3.** Recognise and evaluate how standpoints shape professional practice.

Unit Content:

Topics may include:

- ethical principles and ethical dilemmas;
- theories of ethics;
- professional codes of ethics;
- frameworks of human rights;
- frameworks for ethical decision-making;
- standpoint theory and epistemology;
- Neoliberalism and New Public Management;
- critical reflection;
- values clarification and moral courage;
- collective reasoning;
- Ethics and practice issues (e.g. case noting and engaging with clients online);
- Ethical dilemmas in the interpersonal and family violence contexts;

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in

explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K3 S2 A1	AT1 AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	N/A	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2 A3	AT1 AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2 S3	AT1 AT2 AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1 S1 A2, A3	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S1, S2, S3, A2, A3, V2, V3	Participate in collective reasoning on a case study that presents ethical issues and dilemmas in professional roles.	Simulation exercise with group presentation	30-45%
K2, K3, S1, S2, S3, A1, A2, A3, V1, V2	Articulate personal standpoint, and incorporate this into research, analysis and resolution of a contested ethical issue related to family violence.	Values clarification, issue analysis and written report	30-45%
K2, K3, S1, S2, S3, A3, V3	Active engagement in all aspects of the unit (attend at least 80% face-to-face classes or engage in at least 80% on-line discussion forums; complete all assigned unit readings and note-taking; discuss readings in a clear and reasoned manner; make informed contributions to learning activities).	Participation and contribution	10-30%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry

4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)