

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

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:

- 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;

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S2, S3, A2, A3	Participate in collective reasoning on a case study that presents ethical issues and dilemmas in professional roles.	Simulation exercise with group presentation	30-45%
K1, K2, K3, S1, S3, A1, A2, A3	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%
S2, S3, A1	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%

Adopted Reference Style:

APA ()

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

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