

## UNIT OUTLINE FOR EDU211.7 Ethical Understandings

<b>Name of Unit</b>
Ethical Understandings (EDU211.7)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Bachelor of Education - Secondary	One semester	4 <sup>th</sup> year	Dr Tracey Price

#### Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

<b>Unit credit points</b>	<b>Total course credit points</b>
6	192 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes    No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: MTO141.5 Meaningful Living

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit comprises concepts of ethics and values that students will investigate in relation to their self and to their role within a chosen vocation. This unit assists students to critically analyse and develop their own personal and professional knowledge and understandings of ethics by investigating a range of topics such as ethical theories (for e.g. natural law, virtue ethics), moral approaches (for e.g. graded absolutism), decision-making processes, professional ethical codes and responsibilities, and biblical concepts and values such as hospitality, diversity, humility and justice.

**Learning outcomes for the unit**

- 1) Identify, and link, personal and professional understandings of ethics and values;
- 2) Compare different perspectives (including Christian perspectives) on ethical theories and principles;
- 3) Hypothetically apply various ethical theories, codes of practice and decision-making models to a range of current issues relevant to a chosen vocation / profession; and
- 4) Elaborate the potential effects of a critical approach to Biblical concepts, such as truth, diversity, humility, and justice on Professional ethical practice.

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p><b>Articles' Written Analysis</b></p> <p>Pt A: Analyse 4 articles and create a dot point summary of key concepts arising in each article</p> <p>Pt B: In consultation with the unit lecturer create a question/topic relevant to all articles. Address the question/topic in written argument form.</p> <p>No further research is required beyond the selected articles and unit text .</p> <p>2500 words</p>	1,2,3	S1 Week 8	50%
<p><b>2A: Critical Concepts Reflection</b></p> <p>In relation to a range of Key Concepts in this Ethics unit (e.g., Ethical Theories and Aspects, Biblical Framework, Diversity, Humility, Justice, Authentic Decision Making Processes, Ethical Teaching Practices, Moral Values, etc.), discuss ways in which your developing ethical understanding may influence your professional work, and its effect on your clients.</p> <p><b>OR</b></p> <p><b>2B: Critical Concepts Reflection</b></p> <p>Reflect on ways in which a critical approach to specific Biblical concepts of diversity, humility and/or justice can affect ethical personal and professional practice.</p> <p>Express this as your own creative artefact (eg artwork, photographs, creative writing, poetry, etc <b>plus</b> a written explanation</p> <p>2500 words</p>	1,2,3,4	S1 Week 15	50%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### **Prescribed reading:**

Hinman, L. M. (2013). *Ethics: A pluralistic approach to moral theory* (5th ed.). Boston: Wadsworth.

Traer, R., & Stelmach, H. (2018). *Doing Ethics in a Diverse World*. London: Taylor and Francis.

### **Recommended reading:**

Bell, R. (2012). *Velvet Elvis. Repainting the Christian Faith*. London: Harper One.

Carroll, M. & Shaw, E. (2013). *Ethical Maturity in the Helping Professions: Making Difficult Life and Work Decisions*. VIC: PsychOZ Publications.

Chenoweth, L. & McAuliffe, D. (2012). *The road to social work and human service practice* (3rd ed.) South Melbourne, Vic: Cengage.

Corey, G., Schneider Corey, M., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9<sup>th</sup> ed.). Stamford, CT: Brooks/Cole.

Geisler, N. L. (2010). *Christian Ethics: Contemporary Issues and Options* (2nd ed.). Grand Rapids, MI: Baker Academic.

Marshall, O. (2018). *Introduction to Christian Ethics: Conflict, Faith, and Human Life*. Louisville, Kentucky: Westminster John Knox Press.

Preece, R. (2011). *Understanding and Using Power: Leadership Without Corrupting Your Soul*. Cambridge, UK: Grove Books.

Stone, D., & Heen, S. (2015). *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. New York: Penguin Books.

Wells, S. (Ed.). (2010). *Christian Ethics: An Introductory Reader* (1st ed.). Chichester, West Sussex, U.K.