



COURSE OUTLINE

SWK278 Ethics, Law and the Helping Professions

Course Coordinator: Dyann Ross (dross@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

The course provides students with an appreciation of how their values influence their decisions and actions in practice. It provides an overview of ethical theories, ethico-legal principles and relevant legislation in practice. Further, the legal dimensions of professional practice will be explored. Attention is given to understanding ethics and law as the linked capacities to act for the rights and well-being of people, animals and the ecosystem. Professional power involves the ethical use of self and is meant to ensure the best interests of service users are upheld. To this end, the course provides students with ideas and skills for building ethical literacy, resolving ethical dilemmas, interpreting relevant legislation and understanding the importance of professional integrity in complex human services practice settings.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – On Campus Tutorial	1hr	Week 2	11 times
Lecture – 2 Hour Live Online Lecture - For timetabling	2hrs	Week 1	13 times

1.3. Course Topics

- Introducing ethics and law
- Professionalism and ethical use of self
- Ethical theories – PART A: Deontological, consequentialism & virtues
- Ethical theories – PART B: Care-based, love, anti-oppressive & Indigenous worldviews
- Legal dimensions & ethico-legal principles
- Ethics, power and activism
- Legal considerations and ethical decision-making
- Cultural safety & humility as ethical practice
- Professional responsibilities PART A
- Professional responsibilities PART B
- Building literacy about legislation
- Animal and ecosystems ethics
- E-professionalism, care of self and supervision

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers

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On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
<p>1 Demonstrate ability to make and be accountable for professional decisions based on ethical frameworks, legal obligations, relevant legislation, to resolve ethical dilemmas and issues</p>	<p>Knowledgeable Creative and critical thinker Empowered</p>	<p>1 - Values and ethics 1.1 - Practise in accordance with the AASW Code of Ethics 1.2 - Manage ethical dilemmas and issues arising in practice 2 - Professionalism 2.1 - Represent the social work profession with integrity and professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decisions 3 - Culturally responsive and inclusive practice 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 4 - Knowledge for practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.1 - Assess and analyse needs to inform practice 5.2 - Work collaboratively 5.4 - Apply critical and reflective thinking to practice 6 - Communication and interpersonal skills 6.4 - Use information technology to communicate and provide services 7 - Information recording and sharing 8 - Professional development and supervision</p>

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<p>2 Develop and justify arguments based on understanding of ethical and legal dimensions of practice</p>	<p>Knowledgeable Ethical Engaged</p>	<p>1.1 - Practise in accordance with the AASW Code of Ethics 1.2 - Manage ethical dilemmas and issues arising in practice 3 - Culturally responsive and inclusive practice 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 4 - Knowledge for practice 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.3 - Understand the role of research and evaluation in obtaining and generating new knowledge for practice 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.1 - Assess and analyse needs to inform practice</p>
<p>3 Describe and critically evaluate theoretical components of ethical practice</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>1 - Values and ethics 3 - Culturally responsive and inclusive practice 4 - Knowledge for practice 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.3 - Understand the role of research and evaluation in obtaining and generating new knowledge for practice 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice</p>

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<p>4 Demonstrate understanding of need to act in culturally appropriate ways</p>	<p>Knowledgeable Ethical</p>	<p>1.1 - Practise in accordance with the AASW Code of Ethics 2 - Professionalism 2.1 - Represent the social work profession with integrity and professionalism 3 - Culturally responsive and inclusive practice 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 4.2 - Understand and articulate social work and other relevant theories and concepts 5.4 - Apply critical and reflective thinking to practice 6.1 - Communicate with a diverse range of people</p>
<p>5 Demonstrate verbal and written communication skills relevant to professional ethico-legal issues in the helping professions</p>	<p>Empowered Engaged</p>	<p>1.1 - Practise in accordance with the AASW Code of Ethics 2 - Professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decisions 5.2 - Work collaboratively 5.4 - Apply critical and reflective thinking to practice 6 - Communication and interpersonal skills 6.1 - Communicate with a diverse range of people 6.2 - Communicate the details and nature of the service offered to people 6.3 - Work with others in a team environment 6.4 - Use information technology to communicate and provide services 7 - Information recording and sharing 7.1 - Record and manage information appropriately</p>

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6 Develop critical analysis and reflective skills, including ethical use of self in practice	Empowered Ethical Sustainability-focussed	1.1 - Practise in accordance with the AASW Code of Ethics 1.2 - Manage ethical dilemmas and issues arising in practice 2 - Professionalism 2.1 - Represent the social work profession with integrity and professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decisions 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.1 - Assess and analyse needs to inform practice 5.4 - Apply critical and reflective thinking to practice
7 Demonstrate understanding of relevant legislation that influences ethical practice	Knowledgeable Ethical	4 - Knowledge for practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS278

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students can receive feedback on a draft outline of their second assessment in tutorials before progressing substantially with it.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	15%	Self-paced, 3 x questions per week over 5 weeks	Refer to Format	Online Assignment Submission
All	2	Essay	Individual	40%	2500 words essay	Week 6	Online Assignment Submission
All	3	Case Study	Individual	45%	15 minutes & (1500 words equivalent)	Exam Period	Online Assignment Submission

All - Assessment Task 1: Key Concepts Quiz

GOAL:	The aim is for you to demonstrate an understanding of the key concepts relating to ethics in professional practice.		
PRODUCT:	Quiz/zes		
FORMAT:	<p>Submit: Weeks 3 - 7.</p> <p>Online self-paced quiz employing multiple choice, multiple answer and other question methods. The quiz will be completed weekly commencing in week 3 and concluding in week 7. You are required to log on to the site (directions to be provided) and complete the quizzes by following the prompts. This is an open book task and you are to ensure you have the recommended readings (to be identified and provided on Blackboard) at hand.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	You need to complete the 5 components of the quiz and level of achievement will relate to number of questions answered correctly.	1

All - Assessment Task 2: Professional Values, Ethical Theories & Legislation Essay

GOAL:	To define and discuss relevant professional values, ethical theories, ethico-legal principles, power and legislation.		
PRODUCT:	Essay		
FORMAT:	Students are to identify a minimum of two professional values, two ethical theories, two ethico-legal principles. Further, an example of relevant legislation and the nature of power in the helping professions are to be explored. These all need to be defined, discussed and applied to a provided case study, using course references.		

CRITERIA:	No.	Learning Outcome assessed
	1	Explain what 'professionalism' means and what the 'ethical use of self' entails. 2 3 5
	2	Define and discuss professional values, ethical theories and ethico-legal principles. 2 3
	3	Explain how these ethical ideas would guide an initial sense of the matters of concern in a provided case study. 2
	4	Identify relevant legislation (just one example), define power and discuss both in the case study segment of assessment 2 7
	5	Appropriately use course text and a minimum of 6 other references from the course materials. 2
	6	Present a well written essay (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherent description and analysis, within the word count, appropriately referenced using the Harvard system of referencing. 5

All - Assessment Task 3: Ethical Dilemma on PowerPoint with Voice Over

GOAL:	To apply an ethical decision-making model to a case study, which will inform professional practice.								
PRODUCT:	Case Study								
FORMAT:	<p>This is an individual assessment and can be presented with sub-headings from the recommended ethical decision-making model.</p> <p>You need to identify and critically reflect upon one possible ethical dilemma within a practice situation, as presented through a case study. You will be required to demonstrate: a sound application of ethical theory; professional values; a clear understanding of Australian ethico-legal principles and laws that may apply; and a sound working knowledge of your own profession's code of ethics. You will also need to research your role and your agency related to the case study and show an understanding of issues that may be impacting on the situation. You will demonstrate your ability to work through a decision-making model overviewed in this course, that will guide your ethical practice.</p> <p>Case studies will be provided to you and relate to specific fields of practice such as child protection, aged care, mental health, drug and alcohol and youth work. You can create an alternative case study in consultation with your tutor. You will be required to place yourself as a worker from your own discipline into this case study and apply an ethical decision-making process that leads to particular action you would take in relation to this case.</p>								
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apply an ethical decision making model to a case study, showing an understanding of ethical theories, your own profession's code of ethics, Australian ethico-legal principles and legislation, relevant case study specific research & power issues. 1 2 3 4 5 6 7</td> </tr> <tr> <td>2</td> <td>An ability to identify the limitations of the ethical decision making process you have undertaken. 3</td> </tr> <tr> <td>3</td> <td>A well prepared powerpoint with voice over - logically structured, coherent analysis, within the time limit and word count, appropriately referenced using the Harvard system of referencing and with a minimum of 6 references from the course. 5</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Apply an ethical decision making model to a case study, showing an understanding of ethical theories, your own profession's code of ethics, Australian ethico-legal principles and legislation, relevant case study specific research & power issues. 1 2 3 4 5 6 7	2	An ability to identify the limitations of the ethical decision making process you have undertaken. 3	3	A well prepared powerpoint with voice over - logically structured, coherent analysis, within the time limit and word count, appropriately referenced using the Harvard system of referencing and with a minimum of 6 references from the course. 5
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7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Dyann Ross	0	The Revolutionary Social Worker: Love Ethic Companion	Revolutionaries

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au