PHIL3580 – Ethical Issues
Course Outline

Course Co-ordinator: Dr Joe Mintoff
Room: MC114
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Email: Joseph.Mintoff@newcastle.edu.au
Consultation hours: Tue 11-12am, Wed 1-2pm

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Course Overview

Semester  
Semester 2 - 2010
Unit Weighting  
10
Teaching Methods  
Lecture, Tutorial

Brief Course Description
The course introduces students to a range of practical ethical issues, and to techniques for dealing in
general with moral problems and moral dilemmas they may encounter in their professional lives. The course
is primarily designed for students of Social Work, though open to others with an interest in practical ethics.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials commence in week 2

Learning Materials/Texts
Mintoff, J (ed). Ethical Issues in Social Work, (School of Humanities and Social Sciences, 2010).

Course Objectives
The course aims to impart to students:
(1) Knowledge and familiarity of the ethical issues that will be relevance to their professional lives, or to
issues they may come across in their personal lives.
(2) Analytic skills to deal with moral issues and to get beyond mere disagreement and ambiguity.

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 24 Jun 2010
**Course Content**
The course has two parts. The first concerns a general introduction to the nature of ethics, ethical methodology, and the significance of ethics. The second concerns specific topics of professional relevance to Social Work students, which may include the Social Worker's Code of Ethics, confidentiality, client self-determination, amongst others.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Assignment (worth 30%), of 1,500 words</th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Essay (40%), of 2,000 words</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>General class participation (10%).</td>
</tr>
<tr>
<td>Presentations - Tutorial</td>
<td>Tutorial Paper (20%), of 1000 words</td>
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**Assumed Knowledge**
40 units at 1000 level.

**Callaghan Campus Timetable**
**PHIL3580 - Ethical Issues**
Enquiries: School of Humanities and Social Science
Semester 2 - 2010
Lecture and Tutorial
Wednesday 14:00 - 15:00 [SRLT3]
Wednesday 15:00 - 16:00 [GP130]
or
Wednesday 16:00 - 17:00 [W202]
or
Wednesday 17:00 - 18:00 [W202]

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**
Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.
Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

In particular, “An assessment item submitted after the due date, without an approved extension of time will be penalised by the reduction of the mark awarded for the assessment item. Ten percent of the possible maximum mark for the assessment item will be deducted for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than five days after the due date will be awarded zero marks” (http://www.newcastle.edu.au/policy/000113.html Clause 21).

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating
circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie Student Hub</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>The University of Newcastle</td>
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<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>A Block, Administration</td>
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<tr>
<td>City Precinct</td>
<td>Widderson Road</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Phone: 49215000</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td>Singapore students</td>
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<tr>
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<td>contact your PSB Program Executive</td>
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</table>

OTHER CONTACT INFORMATION

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<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
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<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

--------------------------------------- End of CTS Entry ---------------------------------------

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
• No Assignment Re-submission
• Re-marks & Moderations
• Return of Assignments
• Preferred Referencing Style
• Student Representatives
• Student Communication
• Essential Online Information for Students

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Detailed Course Outline and Assessment Information

Detailed Course Content:
In 2010, PHIL3580 falls into three sections. (I) The first section, from weeks one to four, introduces students to specific techniques for dealing in with moral questions and dilemmas. (II) The second section, from weeks five to six, involves a general discussion of two of the values which are fundamental to social work: human dignity, and social justice. (III) The final section, from weeks seven to twelve, introduces various moral issues arising out of social work practice, in particular: positive discrimination; client self-determination; cultural awareness; confidentiality; and conscientious objection.

Text:
References for each week's lecture and tutorial, and primary references for the essays, are contained in the following text. Students are required to have a copy of the text, which is available from Uprint.

Mintoff, J (ed). Ethical Issues in Social Work, (School of Humanities and Social Sciences, 2010).

References:
Students may find the following additional references useful, all of which have been placed in Auchmuty Short Loans.

General Ethics:
Feldman, F. Introductory Ethics, (Prentice-Hall, 1978) – Auch 170 FELD-1

Social Work Ethics:
Honderich, T & Burnyeat, M (eds), Philosophy As It Is, (Penguin, 1979) – Auch 190 HOND
Reamer, F G. Social Work Values and Ethics, (Columbia University Press, 1995) – Auch 361.32 REAM

Detailed Assessment Items:
The assessment will consist of the following:
(i) Assignment of about 1500 words, worth 30%, distributed via Blackboard in week 2, due at 2pm Wednesday in week 7 to BOTH Shortland Hub (Hardcopy) AND TURNITIN via Blackboard (Electronic Copy);
(ii) Essay of 2000 words, worth 40%, distributed via Blackboard in week 8, and due at 4pm Friday in week 13 to BOTH Shortland Hub (Hardcopy) AND TURNITIN via Blackboard (Electronic Copy);
(iii) Tutorial Paper, of 1000 words, **worth 20%**, to be allocated in the week 2 tutorial, due at the allocated tutorial to BOTH your tutor (Hardcopy) AND TURNITIN via Blackboard (Electronic Copy); and
(iv) General Class Participation, assessed during tutorials, and **worth 10%**.

**Non-Repetition of Work.** Students are required to attempt different topics for their tutorial paper and their essay question. For example, if your tutorial paper is on Confidentiality, then you must not do your essay on this topic. **The penalty liable for students found repeating work is to the loss of all the marks for one or other of the two pieces of work on the same question.**

**SECTION I: MORAL METHOD**
This first section of the course introduces students to specific techniques for dealing in with moral questions and dilemmas.

**WEEK 1 (Lecture Date: 28 Jul)**

**Lecture:** Introduction to Ethics
Although we use moral language all the time, little of our discussion directly concerns the truth of the moral principles underlying our discussion. The first lecture introduces the idea of discussion of moral principles, and provides an overview of the course.

**Lecture Reading:** Ethical Issues, ch 1

**Tutorial:** No Tutorial This Week

**WEEK 2 (4 Aug)**

**Lecture:** Moral Discussion: Initiating, Suggesting
The only rational means of addressing disagreements over moral principles and specific cases is through systematic inquiry with others. This inquiry involves a number of steps: initiating (in which the question is formulated), suggestions (of possible solutions), explorations (to clarify those suggestions), evaluation and reasoning (to determine how good the suggestions are), and concluding. This lecture introduces the first two stages of the process, and will illustrate it with Peter Singer's discussion of the extent to which we have obligations to help alleviate absolute poverty.

**Lecture Reading:** Ethical Issues, ch 2

**Tutorial:** Tutorials Start This Week

**WEEK 3 (11 Aug)**

**Lecture:** Moral Discussion: Exploring, Evaluating
This lecture continues to introduce the community-of-inquiry approach for the resolution of moral issues, focusing in particular on the importance of exploring suggestions (for the purposes of clarification) and of evaluating those suggestions (to determine how good they are).

**Lecture Reading:** Ethical Issues, chs 2, 3

**Tutorial:** Moral Discussion: Abortion (Part 1)
Student #1:
(a) Describe in your own terms the so-called conservative argument for the wrongness of killing a human fetus. Singer considers a number of suggested dividing lines between a fertilized egg and a child. Explain in your own terms each such suggestion, and his response to it.
Student #2:
(b) Describe in your own terms the so-called Feminist Argument for the liberal position on abortion. What objections does Singer have to this argument?
EACH Student:
(c) The answer you need to provide to this question depends on your forming an attitude towards abortion. Say whether you are more inclined to think that abortion is morally wrong, or more inclined to think that it is not morally wrong. And then say why you hold the belief you do, and what you would say in...
response to the arguments of those (conservatives, or feminists, depending on what your own view is) who would disagree with you.

Tutorial Reading (Ethical Issues, ch 2)

WEEK 4 (18 Aug)

Lecture: Moral Discussion: Reasoning. Concluding
This lecture completes the introduction to the community-of-inquiry approach for the resolution of moral issues, by presenting more on the evaluation of suggestions, and by focusing on the details of reasoning and the possibilities of finally coming to justifiable answers to moral questions.

Lecture Reading: Ethical Issues, ch 3

Tutorial: Moral Discussion: Abortion (Part 2)
Student #1:
(a) Describe in your own terms how Singer himself chooses to deal with the conservative argument against abortion.
Student #2:
(b) Singer realizes that his own position is susceptible to "a major objection" (p 122). Describe that objection in your own terms, and Singer's response.

EACH Student:
(c) The answer you need to provide to this question depends on your forming an attitude towards abortion. Say whether you are more inclined to think that abortion is morally wrong, or more inclined to think that it is not morally wrong. And then:
   (i) If you are more inclined to think abortion IS morally wrong, explain in detail how you would respond to Singer's own objections to the conservative argument on pp. 116-119.
   (ii) If you are more inclined to think abortion IS NOT morally wrong, explain what you disagree with in the conservative argument on p. 107. Note that: (a) if you are inclined to agree with one of the liberal arguments, then you will need to reply to Singer's objections to that argument; (b) if you are inclined to agree with Singer, then you may need to investigate the possibility of drawing a morally significant distinction between killing a fetus and killing an infant; (c) if you have some other reason for rejecting the conservative argument, then explain that reason in detail.

Tutorial Reading (Ethical Issues, ch 2)
As for Week 3.

SECTION II: VALUES AND PRINCIPLES
This section of the course involves a general discussion of two values which are fundamental to social work: human dignity; and social justice.

WEEK 5 (25 Aug)

Lecture: Human Dignity
One of the fundamental values in social work is respect for every human's inherent dignity and worth. It turns out to be difficult to specify exactly what makes humans inherently worthy in a way that accurately captures all our moral intuitions. The purpose of this lecture is to examine various explanations of human dignity.

Lecture and Tutorial Reading (Ethical Issues, ch 5)
Singer, P. Practical Ethics, 2nd edn, (Cambridge University Press, 1993), ch 4, pp 83-90, 94-95, 99-100. [For copyright reasons, this chapter is available only in Short Loans.]

Tutorial: Human Dignity
Student #1:
(a) Explain in your own terms what Downie & Telfer mean by a person, and by respect for persons.
(b) Downie & Telfer consider a number of objections to their account of respect for persons (pp 31 ff). Briefly, describe each objection from pages 33 onwards, and explain their response to each one.

Student #2:

(c) How does Singer formulate the doctrine of the sanctity of human life, and why does he reject it?

(d) Explain in your own terms what, according to Singer, makes a person’s life valuable.

EACH Student:

(e) The answer you need to provide to this question depends on your trying to say why humans have dignity and worth. State whether you are inclined to agree with (i) Downie & Telfer, (ii) Singer, or (iii) neither of them. Depending on your response, answer ONE of the following:

(i) if you are inclined to agree with Downie and Telfer, describe what Singer would say to their responses referred to in (b) above, who you find most convincing, and why; OR

(ii) if you are inclined to agree with Singer, then explain what implications his view has for the worth of the senile and congenitally mentally disabled humans, and whether you accept these conclusions; OR

(iii) If you agree with neither, then say why you think humans have dignity and worth, and explain how your account deals with the objections to the previous views.

WEEK 6 (1 Sep)

Lecture: Social Justice

Another fundamental value in social work is social justice, the obligation to provide maximum benefit for all members of society and to protect them from harm. This is a much contested value, however, and the purpose of this lecture is to examine various arguments for and against such obligations.

Lecture and Tutorial Reading (Ethical Issues, ch 6)

Tutorial: Social Justice

Student #1:

(a) Explain in your own terms Nozick’s Entitlement Theory of Justice, and why he thinks that liberty upsets patterns.

(b) Describe at least one objection to Nozick’s theory contained in the readings.

Student #2:

(c) Explain in your own terms Rawls’ Theory of Justice, in particular the Difference principle, and his justification for this theory.

(d) Describe at least one objection to Rawls’s theory contained in the readings.

EACH Student:

(e) The answer you need to provide to this question depends on your making a judgment about the adequacy of the preceding theories of justice. State whether you are inclined to agree with (i) Nozick’s entitlement theory, (ii) Rawls’s two principles of justice, or (iii) neither of these views. Depending on your response, answer ONE of the following:

(i) if you are inclined to agree with Nozick’s entitlement theory, describe how you respond to the objections to it; OR

(ii) if you are inclined to agree with Rawls’s two principles of justice, describe how you respond to the objections to it; OR

(iii) If you agree with neither of these views, then explain what you take to be a more plausible theory of justice, the justification for believing this theory, and how it deals with the objections to both Nozick’s and Rawls’s theories.

SECTION III: ETHICAL PRACTICE

This final section of the course introduces various moral issues arising out of social work practice, in particular: positive discrimination; client self-determination; cultural awareness; confidentiality; and conscientious objection.

WEEK 7 (8 Sep)

Lecture: Positive Discrimination (AASW Code §4.1.2(b))
The AASW's 1999 Code of Ethics states that '[i]n circumstances where individual/group differences affect clients' needs, positive discrimination may be ethically justifiable’. How can we determine when such discrimination actually is ethically justifiable?

**Lecture and Tutorial Reading (Ethical Issues, ch 7)**

**Tutorial: Positive Discrimination**
The tasks below relate to the following arguments: (B) "80% of women lack the physical strength to perform job J. Therefore, employers are justified in refusing to consider any women as candidates for J." (C) "80% of the members of group G are victims of past injustice. Therefore, compensatory programs are justified in providing benefits to all members of G."

Student #1:
(a) Simon considers the claim that the morally relevant difference between (B) and (C) relates to "pragmatic considerations" (p 357). Explain in your own terms how this is supposed to make a difference, and what Simon's response is to the claim?
(b) Simon also considers the claim that the difference relates to "actual discriminatory effect" (p 358). Explain in your own terms [etc].

Student #2:
(c) Explain in your own terms Ketchum's response to Simon.
(d) Explain in your own terms how she would reply to those white males who would complain about not getting jobs because of a policy of preferential treatment in favor of blacks.

**EACH Student:**
(e) The answer you need to provide to this question depends on your forming an attitude towards positive discrimination. State whether you think that positive discrimination is morally justifiable in some circumstances. And then:
(i) if you think that positive discrimination is SOMETIMES morally justifiable, explain what you think the morally relevant difference is between it and negative discrimination, making sure you address any objections to that difference which occur in the readings.
(ii) if you think that positive discrimination is NEVER morally justifiable, explain how you would respond to Ketchum's discussion of Simon.

**WEEK 8 (15 Sep)**

**Lecture: Client Self-Determination (AASW Code §4.2.3)**
A key aspect of social work values is the promotion of an individual's well-being and self-determination. Yet these values can conflict in cases where a person steadfastly insists on doing something that will harm them. Which value should take priority: well-being, or self-determination?

**Lecture and Tutorial Reading (Ethical Issues, ch 8)**

**Tutorial: Client Self-Determination**
Student #1:
(a) Describe the main facts of the case described in the Weekend Australian of 28 Nov 1998, and at least two other cases mentioned in The National Interest of 30 Nov 1998.
(b) Give an example of what McDermott refers to as a "persuasive" definition of self-determination, and explain why he objects to such definitions.
(c) How would you define self-determination? Could a person be self-determining and yet act against their own well-being?
Student #2:
(d) Explain in your own terms how Carter defines paternalism, the exact conditions under which she thinks paternalism is morally justified, and why.

(e) Apply Carter's account to the case described in the Weekend Australian of 28 Nov 1998, and at least two other cases mentioned in The National Interest of 30 Nov 1998.

(f) Under what conditions (if any) is paternalism morally justified? Consider this question in relation to Carter's answer and others mentioned in the readings.

WEEK 9 (22 Sep)

Lecture: Cultural Awareness (AASW Code §4.2.4)
A respect for multiculturalism involves, in part, recognising and acknowledging the diversity or belief and behaviour between cultures, while also being aware that these may not always be in accord with one's own, or with those of the general community. In such cases, how far does respect for other cultures extend?

Lecture and Tutorial Reading (Ethical Issues, ch 9)

Tutorial: Cultural Awareness
Student #1:
(a) How does Hellsten understand liberalism? In your view, how might this view be used to justify the practice of female genital surgery (FGS) for adult women in a liberal democracy like Australia?
(b) What is Hellsten's objection to such an argument?
Student #2:
(c) Sheldon and Wilkinson consider various objections to FGS which aim to show that it ought to be prohibited. Explain in your own terms the "Consent" and the "Oppressive Practice" objections.
(d) Explain in your own terms Sheldon and Wilkinson responses to each objection, and in particular the comparison they make with cosmetic surgery in each case.

EACH Student:
(e) The answer you need to provide to this question depends on your forming an attitude towards female genital surgery. Under what conditions, if any, is FGS morally permissible in an Australian context, and would you say the same type of thing about cosmetic surgery? State at least one objection to your view, and how you would respond. For example, if you think that:
   (i) neither FGS nor cosmetic surgery are equally morally permissible, even on adult women, then how would you respond to the claim that this would violate the autonomy of those adult women who would choose such procedures?
   (ii) FGS is less often morally permissible than cosmetic surgery, then explain what you think is the morally relevant difference between the two procedures justifying this difference in attitude.
   (iii) FGS and cosmetic surgery are equally morally permissible, at least on adult women, then how would you respond to the claim that even adult women who choose such surgery will have been coerced by their community into the decision?

MID-SEMESTER BREAK (27 Sep - 8 Oct)

WEEK 10 (13 Oct)

Lecture: Confidentiality (AASW Code §4.2.5)
Resolution of personal problems depends in the first instance on trust between the social worker and client, which itself depends on the client's knowing that their revelations are confidential. But what about when respecting confidentiality hinders the welfare of one's own client, or others? May it be broken?

Lecture and Tutorial Reading (Ethical Issues, ch 10)

Tutorial: Confidentiality
Student #1:
(a) Briefly describe the Tarasoff Case, and three other but different types of circumstances in which there might be an infringement of confidentiality.

(b) Explain in your own terms Justice Tobriner's opinion that confidentiality is important but limited, and his argument for that opinion.

Student #2:

(c) Explain Justice Clark's opinion in favor of full confidentiality, and his argument for that opinion.

(d) Explain C L Clarke's view that it would be better "to discard the blanket presumption of confidentiality," and his reasons for this view.

EACH Student:

(e) The answer you need to provide to this questions depends on your adjudicating the debate between the authors above. State who, in your view, has the most plausible view about confidentiality. And then:

(i) if you favor Justice Tobriner's opinion that confidentiality is important but limited, then explain why you reject Justice Clarke's and C L Clarke's objections to that opinion;

(ii) if you favor Justice Clarke's opinion in support of full confidentiality, then explain why you reject Justice Tobriner's and C L Clarke's objections to that opinion;

(iii) if you favor C L Clarke's view that it is better to discard the presumption of confidentiality, then explain why you reject Justice Tobriner's and Justice Clarke's objections to that view.

WEEK 11 (20 Oct)

Lecture: Conscientious Objection (AASW Code §5.1.3)
Some of the most difficult dilemmas that social workers face occur when their personal values conflict with the values of others. The AASW Code of ethics asserts that, in some circumstances, conscientious objection may be a justifiable ground for re-directing service, though it emphasizes that there are ethical limits. How are such dilemmas to be dealt with?

Lecture and Tutorial Reading (Ethical Issues, ch 11)
Mintoff, J. "Value Conflict", in Ethical Issues, (School of Humanities and Social Sciences, 2007): ch 13.

Tutorial: Conscientious Objection
EACH Student:

(a) Describe a case from your own imagination in which your client is proposing to do something that you disapprove of as much as Brent C disapproves of abortion, as described at Case 4.11 (Brent C) from Reamer 1995.

Student #1:

(b) What is conscientious objection? Illustrate with your own case. Explain in your own terms the argument at Bayles 1981: 52-3 in favor of refusing to work with immoral clients, and even refusing to refer them to others.

(c) What is value discussion? Illustrate with your own case.

Student #2:

(d) What is value neutrality? Illustrate with your own example. Explain in your own terms the arguments canvassed at Loewenberg & Dolgoff 2005: 115 in favor of value neutrality, and their response.

(e) What is value imposition? Illustrate with your own case.

EACH Student:

(f) Consider your case above in which your client is proposing to do something that you disapprove of as much as Brent C disapproves of abortion. What is the greatest intervention (from conscientious objection to value imposition) you think is morally justified in this case? Describe an objection someone might have to your view, and what your response would be.

WEEK 12 (27 Oct)

Lecture: Course Review: Philosophy Essays
This lecture provides a brief recap of the course and particularly the lectures on moral methodology, and explains the formal requirements and marking criteria for the Essay.

Lecture Reading (Ethical Issues, ch 4)
Tutorial: Student Chosen Tutorial Topic

WEEK 13 (3 Nov)

Lecture: No Lecture this week

Tutorial: No Tutorial this week