COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Kodas
Professional Ethics	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: dr. Raminta Pučėtaitė **Other(s):**	Kaunas Faculty Institute of Social Sciences and Applied Informatics

Study cycle	Type of the course unit (module)
First	General university studies

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face	Autumn / spring semesters	Lithuanian/English

Requirements for students	
Prerequisites: English level (B2/C1)	**Additional requirements (if any):**

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	48	82

Purpose of the course unit (module)		
To develop the ability to think critically, analyze ethical peculiarities of a professional activity, evaluate professional behaviour and solutions from an ethical perspective, identify ethical problems in various areas of a professional activity, take responsible decisions and suggest institutional ways to solve and prevent professional ethics problems.		
Learning outcomes of the course unit (module)	**Teaching and learning methods**	**Assessment methods**

Student will know and will be able to recognize:
   -principles of ethical theories;
   -ethical problems in a professional practice;
   -elements of ethics management system and factors for its effectiveness.
	Problem based learning, seminars, literature analysis, group and individual case study analysis, self-study work	Exam, work in the audience, report, self-study work evaluation

Student will be able to understand: - the importance of ethics in the formation of the profession institute, individual and professional (organization) reputation, the relationship of professional ethics with business ethics and the influence of cultural norms on professional behaviour.	Problem based learning, seminars, discussions, group and individual case study analysis, debates, literature analysis	

Student will be able to:
  -apply ethical theories in practical situations and case studies, formulate responsible solutions to promote public interest;
  - to evaluate constructively, critically and self-critically one's own and others professional behavior and decisions based on ethical arguments.
	Problem based learning, seminars, literature and case study analysis, role playing, simulation, presentation, film review and discussion, consultations	

Content: breakdown of the topics	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	E-learning	Contact hours	Self-study hours	Assignments
1. Introduction to the subject of professional ethics. Professional ethics as an area of applied ethics. The concept of a profession and the importance of ethics for the profession institute and public trust. Differences between professional ethics and etiquette.	2							**2**	**2**	Reading and analysis of literature Literature: Frey Wellman, 2003, p. 583-596
2. Institute of profession, autonomy and moral competence of professionals. Classical and contemporary ethical theories (teleological, deontological, virtue, discourse, care, justice), their instrumentalization into ethical tests., Application of ethical tests to decision making as an expression of moral competence. Seminar: Ethical dilemmas in decision making in professional life.	4		2					**6**	**6**	Reading and analysis of literature, case study, group work. Literature: Pearson et al., 2006, p. 270– 278.
3. Ethics management instruments in the context of self-regulation of professions. Factors for the effectiveness of ethics management system. Interaction between individual and organizational values - the perspectives of social constructionism. Seminar. Social Learning Theory (A. Bandura) and moral neutralization.	2		2					**4**	**8**	Reading and analysis of literature, case study. Literature: Bandura et al., 2002, p. 151– 164.
4. The liberal professions (e.g. lawyers, accountants, auditors, journalists, physicians, etc.) and "New professions" (real estate, tourism agents, translators, editors, software creators, etc.) ethics regulations and problems. Seminar: An overview of typical ethical problems in a selected profession, set solutions and prevention measures. **Note Depending on the profile / interests of student group 2-3 profession groups will be selected.**	2		4					**6**	**6**	Literature and content analysis of an online document, presentation preparation. Readings: Function of Code of Ethics and vocational code from the list.
5.Professionals in organizations. Citizenship and loyalty: issues in values application. Moral reasoning of whistleblowing. Seminar: film The Insider (1999) discussion - ethical argumentation for decisions taken by the characters	2		4					**6**	**6**	Analysis of literature, preparation for the film review and discussion, preparation for debates. Readings: O'Sullivan, Ngau 2014, p. 401-415.
6. Research and academic ethics (criteria for the selection and inclusion	4		4					**8**	**8**	Individual work, case study role play (simulation).

of participants, anonymity, confidentiality, social desirability, data management, innovation ethics etc.), standard operationalizing procedures and problems (financing sources, data falsification, fabrication, plagiarism, etc.). The role of ethics committees in academic institutions. Seminar: Role play - solving situations of academic ethics misbehaviour.									
7. Business ethics. Ethical problems in human resource management and standards of professional behaviour. Leadership ethics. Ethical issues in marketing. Advertising agents and sales ethics. Consumer rights and ethical standards of marketing in different business sectors (e.g. textile, food industry, banking, mobile services etc.). Seminar: Human capability (A. Sen.) approach in the alignment of work and private life, in the context of diversity management.	6	2					8	8	Case study, film review and discussion of literature, preparation of the report. Reading: Hobson, 2011, p. 147-167.
8. Bioethics problems (euthanasia, abortion, death punishment, gene engineering, artificial insemination, organ donation, etc.), their institutional and procedural solutions. Aspects of ethical relations of doctor and patient in contemporary society. Seminar: Group debate of the selected problem.	4	2					6	8	Analysis of literature, preparation the debate. Reading: Frey and Wellman, 2003, p. 295-312.
Consultation, preparation for the exam, exam		2					2	30	Preparation for exam.
Total	**26**	**2**	**20**				**48**	**82**	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Work in the classroom (debate, discussions, situation analysis, analysis of literature)	10 %	During the semester	The following aspects are assessed: 1. literature review, systematization of information from tthe readings, presentation of the results of document content analysis and case studies. 2. answers to the questions asked during the discussion. 1 point: A student knows the principles of ethical theories, is able to apply them analyzing the situations of their decisions and ethical justification is associated with a specific sociocultural context, discussing ethical problems in a profession in practice, understands their institutional causes, proposes preventive measures; knows the elements of ethics management system and factors for their effectiveness; speaks out a reasoned position in discussions and debates. 0.5 points: student knows ethics terminology, elements of ethics management system, but the analysis of the situations does not reveal the understanding of their interactions, causal relationships, lacks constructiveness in evaluations, critical positions, ethical arguments, in the discussions she descriptively reports the thoughts of other authors without critical thinking over them; discussions and debates lack

			arguments.
			0 points: the student does not know ethical theories and ethical terminology, cannot identify ethical problems in the analysis of situations, does not understand their impact on the reputation of a profession, does not relate consequences of ethical problems at individual, organizational and societal levels, cannot provide ethical arguments to her position in discussions, does not take part in them or misses more than 50 percent of the seminars.
Presentation of the selected topic	10 %	14-16 week	1 point: The presentation of the selected topic reflects various (controversial) thematic aspects, is visualised, the student has eye contact with the audience and engages them in discussion, respects the time limits; 0.5 point: the presentation of the selected topic is lacking in detail, inclusion of the audience, disregards time frame; 0: the presentation is not done.
Course paper (Case study, literature and profession papers content analysis)	30 %	In the end of the semester	Students snalyse a good practice or mibehaviour of profesionals from the ethics viewpoint and carry out proper analysis. The analysis will be evaluated by these criteria: *Structure and scope of the work*: the structure of the work is clear and logical, has all required parts (there is a descriptive part describing the selected good professional practice or problem; presentation of an ethical theory or ethical principles chosen for the analysis; analysis in which ethical theories / ethical principles are applied; conclusions / recommendations), the length of the work is proper (20 th. characters with spaces, including the list of references) volume (0.5 points). *The quality of analysis and conclusions*: concise and clearly articulating the aspects of good practice or violations of ethical principles; an ethical theory that will be used in the analysis is described; analysis reflects literature review, class readings/discussions and reveals the importance of ethics to the professional reputation, public trust in the profession; conclusions and/ or recommendations are reasoned, recommendations follow from the analysis results, proposed solutinos consider public interest (2 points); if the situation is just described but the issues are not highlighted nor related or only superficially linked to practical (case) aspects, aspects of good practice/misbehaviour to be analyzed are not detailed, analysis lack emphasis on public interest, professional reputation, public trust in the profession - 1 point is given, for a superficial, descriptive character of the case and / or ethical theory(-ies), fragmented analysis of the good practice/misbehaviour. No points are given if the work is not handed-in. Academic style and academic ethics: references are proper both in the text and in the list; the wording and style meet the requirements of a scientific work (0.5 points).
Exam	50 %	During the session	Closed-ended questions (up to 10) and 1-2 open-ended questions of varying complexity (e.g. situations to which a student has to propose a solution and disclose her knowledge, understanding and evaluation). The exam is evaluated according to the following criteria: 5: Excellent knowledge and skills. Assessment level. Closed-ended questions are answered without errors; the student is able to identify a good professional practice or violation of ethics, propose organizational and system level explanations of the causes, link them to a wider socio-cultural context; understands and applies the principles of ethical theories appropriately in the situation analysis and reasons the decisions; is able to link individual and institutional values and explains the interrelation; solutions for problems are formulated at the

| | | | system level, the recommendations relate to the profession's autonomy, reputation, trust aspects.
4: Good knowledge and skills. Synthesis level. There are 1-2 errors in the closed-ended questions. The student is able to name and interpret the good practice or a problem of a professional activity but when analyzing it does not dare to relate the good practice/problem to a broader context; applies the principles of ethical theories in situation analysis but there minor mistakes in interpreting ethical theories; recommendations / decisions are formulated at the system level.
3: Average knowledge and skills. Analysis level. Closed-ended questions encounter 2-4 mistakes. The student is able to identify good practice (s) or misbehaviour, can define an ethical problem in the situation, apply ethical theories or principles (tests) to the situation analysis, but the understanding of the theoretical principles has some flaws; perceives the interaction between individual and institutional values and explains it; solutions to the problem are formulated at an individual or interpersonal level, disregarding the systemic character, possibilities to improve the reputation of a profession or public trust in the profession.
2: Knowledge and skills are less than average. Knowledge application level. There are 5-6 mistakes in closed-ended questions.
The student identifies good practice (s) or misbehaviour in a professional activity, can name ethical theories, however, mixes their principles, fails to associate them with the situation analysis or the association is unclear, the causes of the problem are not analyzed and solutions are not ethically reasoned, answers rest on clichés from textbooks, no insights about the interaction between individual and institutional values are provided, no systemic approach to problem solving is taken, no measures to improve the profession's reputation, its activities or to increase public trust in the profession are discussed.
1: Knowledge and skills still meet the minimum requirements. Knowledge and understanding level. There are 7-8 mistakes in closed-ended questions. The student understands that the situation in a professional field is problematic or can identify a good practice but cannot apply proper terminology when discussing it or is able to identify a problem/good practice, knows the names of ethical theories applicable to the analysis, but the understanding of their principles is superficial or has a lot of major gaps; does not apply ethical tests to justify decisions, institutional good practices or causes of the problem are not analyzed, their implications to the profession's reputation, the improvement of its activities, public trust in the profession are not taken into account.
0: Minimum requirements are not met. Closed-ended questions are answered incorrectly. One of the two open-ended questions is not answered / or no analysis of the situations is given. If the situation is analyzed, but it is not based on the module's material, considerations and solutions are superficial, cliche phrases from textbooks or lecture slides are bluntly repeated, without demonstrating an understanding of how they are specifically related to the situations. |
| The final score is the arithmetic sum of all aspects of the assessment.
Students' knowledge and skills during the exam session are evaluated only when he / she has fulfilled the expected course work during the semester.
The grade of the module is positive if the exam grade is not less than 5. |

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link

Compulsory reading				
		Functions of code of ethics (professional codes)	Illinois Institute of Technology, prieiga internete: http://ethics.iit.edu/ecodes/codefunctions	
Bandura, A., Caprara, G.V., Zsolnai, L.	2002	Corporate transgressions.	In L. Zsolnai, (ed.), *Ethics in the economy.*	Oxford, Bern: Peter Lang.
Frey, R.G., Wellman, C. H.	2003	A companion to applied ethics.		Malden, Oxford: Blackwell Publishing.
Hobson, B.	2011	The agency gap in work-life balance: applying Sen's capabilities framework within European contexts.	*Social Politics: International Studies in Gender, State and Society,* 18 (2): 147–167.	
O'Sullivan, P., Ngau, O.	2014	Whistleblowing: a critical philosophical analysis of the component moral decisions of the act and some new perspectives on its moral significance.	*Business Ethics: A European Review,* 23 (4): 401–415.	
Pearson, T. D., Aldridge, W. J., Winkel, M.	2006	Moral decision-making among professionals in the pharmaceutical industry: A 'Communities of Practice' Model.	*The Quality Assurance Journal*, 10 (4): 270–278.	
Optional reading				
Singer, P. (sud.)	1986	Applied ethics.		Oxford: University Press.

Based on the current public discourse of ethics in professions specific readings could be provided.