朝陽科技大學 092學年度第1學期教學大綱
Social Work Ethics 社會工作倫理

當期課號	2493	Course Number	2493
授課教師	謝儒賢	Instructor	HSIEH,RU SHIAN
中文課名	社會工作倫理	Course Name	Social Work Ethics
開課單位	社會工作系(四日)四A	Department	
修習別	選修	Required/Elective	Elective
學分數	2	Credits	2
課程目標	透過課程講授與案例討論，增進學生對社會工作價值與個人價值如何影響專業服務過程，並能更符合社會工作倫理要求提供專業服務。	Objectives	The penetration curriculum teaches with the case discussion, how promotes the student to affect the professional service process to the social work value with the individual value, and can conform to the social work ethics requirement to provide the professional service.
教材	學生的職責 一、課前預習：準時完成當週上課資料閱讀（嚴格執法）； 二、準時繳交作業； 三、課堂提問與討論； 教師職責 一、以互動式教學講解當週課題，提高學習效率； 二、建立團對工作模式，師生共同分享『教學暨學習品質』之責任； 三、課後指導學生撰寫學習成果（期末專題報告）； 四、邀請實務工作者分享工作經驗。	Teaching Materials	1.To Read the teaching materials before entering the classroom 2.To finish the assignment before the deadline 3.To participate in diccussing in the classroom
成績評量方式	一、資料閱讀20%； 二、課程參與20%； 三、期中考20%； 四、期末專題報告40%	Grading	Reading:20% Discussion:20% The mid-term exam:20% The final presentation or exam:40%
教師網頁			
教學內容	社會工作是一門助人自助的人群服務專業，然而在助人的過程中，卻經常面臨難以決策的「倫理困境」，例如是否該申請延長處遇「受虐兒童」的安置期間或是否將兒童帶離家庭，其判斷的依據在哪裡？而解決此一問題的策略有二，一爲研讀「社會工作倫理與價值」的相關課程，另一爲由實務工作累積相關經驗並發展成爲實務工作的倫理守則。但是，不論哪一途徑，終將面對某些無法判斷的「灰色地帶」，因而形成「誰都沒有權利告知社工師該如何提供最佳（the best）判斷的託辭。然而，真的誰都沒有權力嗎？更確切的說，應是沒有權利告訴社工師「何爲最佳判斷」，但至少確有「何謂對、錯存在」。因此，本課程的目標有下列幾點： 一、讓學生瞭解與社會工作倫理與價值選擇的相關知識； 二、結合學生的實習經驗，並以「個案研討」型式，以讓學生反思「倫理困境」等相關議題； 三、涵養學生實務工作的敏感度，以增強其職場競爭力； 四、邀請實務工作者分享其實務經驗。	Syllabus	Many clients/cases that social workers face present an ethical dilemma in the process of welfare services. How such a client/case is handled will either benefit or harm the persons, for that reason alone, what a social worker decides to do in response to a case is an ethical decision. However, the question is how best to help social workers and students wrestle with the ethical aspects of social work practice. They need to make the best ethical decision they can. There are two ways to proceed. We can study ethical theory and apply it to practice, or we can examine the practice to tease out the ethical issues involved. Each method has its advantages and its disadvantages. In any client/case, we ought to resist the temptation to light upon one ethical theory as “the best” and use it to answer all ethical problems that arise in practice. Such a method prescribes clarity where often clarity cannot be achieved. Appealing to one ethical theory as “the best” will guarantee a rank ordering of ethical values and principles, but in doing so, we will lose the ethical ambiguities inherent in social work practice and obtain

			clear answers at the cost of misunderstanding the complexities that some ethical problems present to us. In other words, one permanent feature of discussion about ethical issues is the underlying assumption that ethics is just a matter of personal belief. ”No one has the right to tell me what to do, and I have no right to tell anyone else what to do. Living by the creed of that assumption, however, would undermine professional ethics. In becoming professionals, we agree to abide by the code of ethics of our profession. But the codes do not assume that ethics is a matter of choice, they assume that sometimes there is right and sometimes a right. So, the purpose of this course is to discuss how to make ethical decision in delivering the welfare services, in order to let students to understand the ethical dilemma in the process of welfare services.

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