Course Unit	Ethics and Professional Deontology			Field of study	Educational Sciences		
Bachelor in	Social Education			School	School of Education		
Academic Year	2022/2023	Year of study	1	Level	1-1	ECTS credits	6.0
Type	Semestral	Semester	2	Code	9084-628-1202-00-22		

Workload (hours)	162	Contact hours	T	-	TP	54	PL	-	TC	-	S	-	E	-	OT	18	O	-

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s)	Maria Angelina Sanches, Evangelina da Natividade C. B. Correia da Silva

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:
1. Understand the ethical dimension in professional training of social educators
2. Give perspective to ethics and ethical reflection as a factor of development and professional recognition
3. Evidence the role of ethics in professional training and decision social educators
4. Analyze fundamental ethical issues from the perspective of social education
5. Develop skills and capabilities to intervene in situations involving ethical dilemmas

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

1. Ethics and professional training. 2. Professional ethics. 3. The Social Educator and professional decision. 4. Ethical issues today: development issues from the perspective of Social Education.

Course contents (extended version)

1. Ethics and professional training
    - The ethical dimension in the present
    - Ethics in professional activity.
2. Professional ethics
    - Ethics concept
    - The professional claim to recognition in society - challenges.
3. The Social Educator and professional decision
    - Anthropological problems
    - Ethical dilemmas in social and educational intervention.
4. Ethical issues today: development issues from the perspective of Social Education
    - Freedoms and guarantees, inclusion, discrimination, gender and exclusion
    - Religious, ethnical, and cultural diversity.

Recommended reading

1. Banks, S., & Nohr, K. (2008). Ética prática para as profissões do trabalho. Porto Editora.
2. Baptista, I. (2005). Dar rosto ao futuro: A educação como compromisso ético. Profedições.
3. Bonifácio, E., & Baptista, I. (2020). As narrativas dos educadores sociais: Reflexão sobre dilemas éticos como prática (trans)formativa. Lapalage em Revista (Sorocabá), 6 (3), 27-37.
4. Neves, M. C., & David, J. (Coord.) (2018). Ética aplicada: educação. Edições 70.
5. Reimão, C. M. (Coord.) (2008). Ética e profissões: desafios da modernidade. Universidade Lusíada de Lísboa.

Teaching and learning methods

Oral presentation and thematic discussion participated by the students; group work; audiovisual resources, where appropriate; analysis and discussion of ethical dilemmas; case studies.

Assessment methods

1. Continuing evaluation - (Regular, Student Worker) (Final)
    - Intermediate Written Test - 70% (Individual test writing, covering the content)
    - Development Topics - 30% (Work prepared in group and presented individually)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary, Special)
    - Final Written Exam - 100% (Written test on the subject of the unit)

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Maria Angelina Sanches	Graça Margarida Medeiros Teixeira e Santos	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
12-12-2022	12-12-2022	12-12-2022	17-12-2022

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