

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	HTI5R04
<b>Subject Title</b>	Academic Integrity and Ethics (Health and social sciences)
<b>Discipline</b>	Health & Social Science
<b>Credit Value</b>	1
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To equip students with a deep appreciation of professional integrity, ethical guidelines, and codes of conduct that they can apply in their research studies at PolyU and in their future professional and personal lives.</li> </ul>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>On successful completion of this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the concepts and principles of academic integrity and ethics.</li> <li>2. Demonstrate awareness and ability to analyse academic integrity and ethical issues, such as copyright and plagiarism, and act properly to avoid academic and ethical misbehaviours.</li> <li>3. Recognise important ethical issues and practices in a university context.</li> <li>4. Understand the implications and concerns on academic integrity raised by the latest technology, such as ChatGPT and other Generative Artificial Intelligence (GenAI) tools.</li> <li>5. Identify and deal with complex ethical and professional issues in discipline-specific settings, and be able to communicate effectively the issues to the stakeholders and the public.</li> <li>6. Understand, discuss, and apply ethical principles and codes across a range of healthcare and social science related disciplines and scenarios.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ul style="list-style-type: none"> <li>• The need for ethics training and the understanding of ethical behaviour in research: case studies, disasters, and learning by the mistakes of others.</li> <li>• Philosophy and codes of ethics and their origins.</li> </ul>

	<ul style="list-style-type: none"> <li>• Culture, religion, the law, and new technology development (e.g., in the area of artificial intelligence) – how these relate to ethical codes of conduct.</li> <li>• Obtaining ethical approval for a research project: procedures and processes.</li> <li>• Ethics in life science, humanities, education, business, and industry (e.g., patient care): common issues, guiding principles, discipline-specific scenarios.</li> <li>• Ethics in health and social science: common issues in and guiding principles for <ul style="list-style-type: none"> <li>○ medical or behavioural studies through social media, electronic devices, or ChatGPT-types of APPs;</li> <li>○ inclusion of social and/or economic vulnerable populations (e.g., children and elderly) in medical and behavioural research;</li> <li>○ use of animal models for medical research.</li> </ul> </li> <li>• Ethics and human behaviour: individual, professional, and societal responsibilities.</li> <li>• Recent ethical issues affecting Hong Kong and society in general.</li> <li>• Ethical use of information in thesis writing: understanding copyright, plagiarism, and proper citation</li> </ul>																																																						
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>A hybrid mode of learning combining lectures, seminars, workshops, group studies and course projects. It includes an initial set of mandatory lectures on the basic concepts, histories, theories and principles of ethics, followed by lectures and seminars with various case studies, group discussions and student course project presentations.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="496 1368 1444 2040"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>1. In-class quizzes</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>2. Group assignment on discipline-specific scenario/case study analysis</td> <td>40%</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>3. Oral presentation</td> <td>10%</td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Attendance</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4	5	6	1. In-class quizzes	40%	√	√	√			√	2. Group assignment on discipline-specific scenario/case study analysis	40%	√		√			√	3. Oral presentation	10%				√	√	√	4. Attendance	10%	√	√	√	√	√	√	Total	100%						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																			
		1	2	3	4	5	6																																																
1. In-class quizzes	40%	√	√	√			√																																																
2. Group assignment on discipline-specific scenario/case study analysis	40%	√		√			√																																																
3. Oral presentation	10%				√	√	√																																																
4. Attendance	10%	√	√	√	√	√	√																																																
Total	100%																																																						

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Individually graded in-class quizzes will assess the mastery of the basic concepts and guiding principles of ethics as well as the ability of applying them to specific situations in medicine and social science and the ability of dealing with intellectual properties, copyrights, citations in theses and research papers.</li> <li>2. Discipline-specific scenario/case study analysis will assess the ability to identify and analyse ethical issues in the student’s own discipline and to present a coherent and detailed critique and plan on how these could be avoided or resolved (giving sources and written work accompanied by a Turn-it-in Report). The group assignment will assess the student’s ability to identify, discuss and analyse ethical principles and issues from a wide perspective, and evaluate how individuals, professions, and societies benefit from following ethically acceptable behaviour and practices.</li> <li>3. Oral presentations will assess the students’ ability to present and argue points in support of their rationale.</li> <li>4. Attendance is required to support the hybrid mode of teaching, particularly group studies and group course projects.</li> <li>5. Performance is assessed through individually graded quizzes and group studies and projects. The final pass/fail grade will be based on the numerical scores computed based on the metrics in the table above.</li> </ol>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture/seminar/workshop</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Oral presentation</li> </ul>	5 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self-study and group work</li> </ul>	12 Hrs.
	<ul style="list-style-type: none"> <li>▪ Assignment preparation</li> </ul>	10 Hrs.
	Total student study effort	40 Hrs.
<b>Reading List and References</b>	<p>Guy, M.E., (1990). <i>Ethical Decision Making in Everyday Work Situations</i>, Bloomsbury Academic.</p> <p>Liautaud, S. and Sweetingham, L., (2021) <i>The Power of Ethics: How to make good choices in a complicated world</i>, Simon &amp; Schuster.</p> <p>Liao, S. M., (2020) <i>Ethics of Artificial Intelligence</i>, Oxford University Press.</p> <p>van der Burg, S. and Swierstra, T., (2013) <i>Ethics on the Laboratory Floor</i>, Palgrave Macmillan.</p> <p>Singer, P., (2011) <i>Practical Ethics</i>, Cambridge University Press.</p> <p>Materials from the Hong Kong Ethics development website</p>	

	<p><a href="http://www.icac.org.hk/hkedc/eng/library2.asp">(<a href="http://www.icac.org.hk/hkedc/eng/library2.asp">http://www.icac.org.hk/hkedc/eng/library2.asp</a>)</a></p> <p>Materials from EthicsWeb.ca</p> <p><a href="http://www.ethicsweb.ca/resources/professional/issues.html">(<a href="http://www.ethicsweb.ca/resources/professional/issues.html">http://www.ethicsweb.ca/resources/professional/issues.html</a>)</a></p> <p>Selected readings and videos</p> <p>Declaration of Helsinki (revised 2008)</p>
--	---

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020