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*Introducing Ethics: A Critical Thinking
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guiding commentary and questions with a rich selection of concise, carefully edited, and accessible readings on ethical theory and contemporary moral issues. This unique introduction shows students how to do philosophy by first analyzing texts--identifying ethical

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*positions and the arguments that support them--and then evaluating the truth of those positions and the soundness of the arguments. In doing so, it provides students with a uniquely engaging introduction to ethics that also hones their critical thinking skills. FEATURES * A unique*

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*Unit 1 gives students the conceptual tools to "do" philosophy with coverage of logic, arguments, moral reasoning, and reading and writing philosophy * Extensive coverage of the three main areas of ethics--metaethics, normative ethics, and applied ethics--addresses issues*

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*often ignored by other texts,
including ethics vs. science, moral
responsibility, moral vs. legal issues,
torture, terrorism, and more * Unit
and chapter introductions outline
major themes and issues and explain
why they matter * Reading questions
precede the essays and focus*

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*students' studying on key points, while discussion questions follow the readings and help students move into the evaluation phase * "Argument Reconstruction Exercises" after each reading provide practice in identifying the premises and conclusions in the essays * An Instructor's Manual with*

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*Test Bank on CD is available to adopters * A Companion Website at www.oup.com/us/mcbrayer provides all the material contained on the CD along with student resources (all of this material can also be made available for any Learning Management System)*

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In contrast to most texts designed to introduce students to contemporary moral problems, this book is designed to present students with a method for how to think for themselves in a morally reasoned fashion. Honing students' critical thinking skills through continuous reference to a

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step-by-step method of moral analysis, this text covers not only many timely moral problems associated with life and death, social justice, and sex and reproduction, but many major ethical theories as well, such as utilitarianism, deontology, virtue ethics, and egoism. Building on

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the methodology and critical successes of his THINKING CRITICALLY ABOUT PHILOSOPHICAL PROBLEMS (Wadsworth 2002), Wall's new book provides students with clear and readily accessible models of rigorous moral analysis to guide their own deliberations about the most

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*crucial moral issues of our time.
In bringing the concepts and methods
of philosophy to bear on specific,
pressing, practical concerns, applied
philosophy is the modern expression
of a perennial concern: to
understand, in part to control, and to
come to terms with the conditions in*

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which human life is to be lived. Originally published in 1991 and written by distinguished philosophers and academics from Europe, the USA and Australia, the essays collected in this volume examine subjects of continued concern and debate, such as the environment, personal

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relationships, terrorism and medicine. The contributions were originally published in the Journal of Applied Philosophy.

Thinking Critically, 8/e, teaches the fundamental thinking, reasoning, reading, and writing abilities that students need for academic success.

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The text begins with basic skills related to personal experience and then carefully progresses to the more sophisticated reasoning skills required for abstract, academic contexts. Thinking Critically introduces students to the cognitive process while teaching them to

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develop their higher-order thinking and language abilities. A number of distinctive characteristics make the text an effective tool for both instructors and students. Exercises, discussion topics, and writing assignments encourage active participation, stimulating students to

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*critically examine their own and
others' thinking.*

*An Introduction to Moral Philosophy
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*Why Most Abortions Aren't Wrong &
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book is designed to help readers develop specific and powerful critical thinking skills, abilities and traits in order to improve the quality of their thinking in every part of their lives. The book

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focuses on helping readers take thinking apart, both their own thinking and the thinking of others, and then assess and transform it. This edition adds chapters on fallacies in thinking, as well

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***as on media bias and
propaganda."***

***The essential guide for
ethical decision-making in
the 21st century, The Power
of Ethics depicts "ethical
decision-making not in a***

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nebulous philosophical space, but at the point where the rubber meets the road” (Michael Schur, producer and creator of The Good Place). It’s not your imagination: we’re living in

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***a time of moral decline.
Publicly, we're bombarded
with reports of government
leaders acting against the
welfare of their
constituents; companies
prioritizing profits over***

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health, safety, and our best interests; and technology posing risks to society with few or no repercussions for those responsible.

Personally, we may be conflicted about how much

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***privacy to afford our
children on the internet;
how to make informed
choices about our purchases
and the companies we buy
from; or how to handle
misconduct we witness at***

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home and at work. How do we find a way forward? Today's ethical challenges are increasingly gray, often without a clear right or wrong solution, causing us to teeter on the edge of

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***effective decision-making.
With concentrated power
structures, rapid advances
in technology, and
insufficient regulation to
protect citizens and
consumers, ethics are***

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***harder to understand than
ever. But in The Power of
Ethics, Susan Liautaud
shows how ethics can be
used to create a sea change
of positive decisions that
can ripple outward to our***

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***families, communities,
workplaces, and the wider
world—offering
unprecedented opportunity
for good. Drawing on two
decades as an ethics advisor
guiding corporations and***

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***leaders, academic
institutions, nonprofit
organizations, and students
in her Stanford University
ethics courses, Susan
Liataud provides clarity to
blurry ethical questions,***

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***walking you through a
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process for ethical decision-
making you can use every
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contribute to a more ethical world for yourself and others, The Power of Ethics is the must-have ethics guide for the 21st century. Media and Moral Education demonstrates that the study

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***of philosophy can be used to
enhance critical thinking
skills, which are sorely
needed in today's
technological age. It
addresses the current
oversight of the educational***

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***environment not keeping
pace with rapid advances in
technology, despite the fact
that educating students to
engage critically and
compassionately with others
via online media is of the***

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***utmost importance.
D'Olimpio claims that
philosophical thinking skills
support the adoption of an
attitude she calls critical
perspectivism, which she
applies in the book to***

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***international multimedia
examples. The author also
suggests that the
Community of Inquiry - a
pedagogy practised by
advocates of Philosophy for
Children - creates a space in***

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***which participants can
practise being critically
perspectival, and can be
conducted with all age
levels in a classroom or
public setting, making it
beneficial in shaping***

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***democratic and discerning
citizens. This book will be of
interest to academics,
researchers and
postgraduate students in
the areas of philosophy of
education, philosophy,***

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***education, critical theory
and communication, film and
media studies.***

***Thinking Critically About
Ethical Issues invites
readers to apply ethical
principles to issues that***

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exemplify the kinds of moral challenges encountered in everyday life. After providing an overview of the need for ethics, Ruggiero focuses on strategies for effective decision making.

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Throughout, he emphasizes doing ethical analysis rather than comparing ethical theories. The history of ethics is covered in the concluding chapter. McGraw-Hill Connect® is a

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***Morals and Metaphysics in
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An Introduction to Ethics

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with Interpretive
Statements***

***Based on "Critical Thinking
Concepts Et Principles"
Studyguide for Thinking
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***Issues by Ruggiero, Vincent,
ISBN 9780073535685***

This concise, accessible text
emphasizes doing ethical analysis
and thinking critically about ethical
issues, rather than focusing on
ethical theory or the history of

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ethics. Ruggiero's readers are invited to apply ethical principles to issues that exemplify the kinds of moral challenges encountered in everyday life. It engages students' minds, stimulates enthusiasm, and makes teaching more effective and

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rewarding.

Foot-and-mouth and mad-cow disease are but two of the results of treating animals as commodities, subject only to commercial constraints and ignoring all natural and moral considerations. Chickens

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hanging by their necks on conveyor belts, caged pigs with sores, bloated dead sheep with their legs in the air, mutilated dogs waiting to die after undergoing horrendous experiments in the name of science or just product-testing—these are some of

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the images that illustrate the indifference of a consumerist society to the suffering of animals. Few are willing to recognize that the packaged, sanitized supermarket meat that materializes on their dinner tables every day is the result

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of an industrial process involving unimagined pain and suffering. We would be horrified if our pets were harmed, yet every day we eat animals that have been tortured and executed. Mark Rowlands claims that it is simply unjust to harm

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animals. As conscious, sentient beings, biologically continuous with humans, they have interests that cannot simply be disregarded. Using simple principles of justice, he argues that animals have moral rights, and examines the

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consequences of this claim in the contexts of vegetarianism, animal experimentation, zoos and hunting, and animal rights activism.

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the knowledge and skills they need
to make important ethical decisions.

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By coupling a solid foundation in helping professions theories and codes of ethics with anecdotes and advice based on their professional experience, the authors teach central ethical issues from a number of diverse perspectives. With this

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that you can apply when dealing
with the range of ethical dilemmas
you are likely to encounter.

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Media and Moral Education

The Thinker's Guide to

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Ethical Reasoning

Engaging with Voice and

Empowerment in International

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Contexts

Doing Ethical Research

Ethics for A-Level

This book introduces readers to the many arguments and controversies concerning abortion. While it argues for

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ethical and legal positions on the issues, it focuses on how to think about the issues, not just what to think about them. It is an ideal resource to improve your understanding of what people think, why they think that and

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whether their (and your) arguments are good or bad, and why. It's ideal for classroom use, discussion groups, organizational learning, and personal reading. From the Preface To many people, abortion is an issue for which

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discussions and debates are frustrating and fruitless: it seems like no progress will ever be made towards any understanding, much less resolution or even compromise. Judgments like these, however, are premature

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because some basic techniques from critical thinking, such as carefully defining words and testing definitions, stating the full structure of arguments so each step of the reasoning can be examined, and comparing the

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strengths and weaknesses of different explanations can help us make progress towards these goals. When emotions run high, we sometimes need to step back and use a passion for calm, cool, critical thinking. This helps us

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better understand the positions and arguments of people who see things differently from us, as well as our own positions and arguments. And we can use critical thinking skills help to try to figure out which positions are

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best, in terms of being supported by good arguments: after all, we might have much to learn from other people, sometimes that our own views should change, for the better. Here we use basic critical thinking skills to argue that

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abortion is typically not morally wrong. We begin with less morally-controversial claims: adults, children and babies are wrong to kill and wrong to kill, fundamentally, because they, we, are conscious, aware and have

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feelings. We argue that since early fetuses entirely lack these characteristics, they are not inherently wrong to kill and so most abortions are not morally wrong, since most abortions are done early in pregnancy, before

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consciousness and feeling develop in the fetus. Furthermore, since the right to life is not the right to someone else's body, fetuses might not have the right to the pregnant woman's body—which she has the right to—and so she

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has the right to not allow the fetus use of her body. This further justifies abortion, at least until technology allows for the removal of fetuses to other wombs. Since morally permissible actions should be legal, abortions should be

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legal: it is an injustice to criminalize actions that are not wrong. In the course of arguing for these claims, we: 1. discuss how to best define abortion; 2. dismiss many common “question-begging” arguments that merely

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assume their conclusions, instead of giving genuine reasons for them; 3. refute some often-heard “everyday arguments” about abortion, on all sides; 4. explain why the most influential philosophical arguments against

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abortion are unsuccessful; 5. provide some positive arguments that at least early abortions are not wrong; 6. briefly discuss the ethics and legality of later abortions, and more. This essay is not a “how to win an argument”

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piece or a tract or any kind of apologetics. It is not designed to help anyone “win” debates: everybody “wins” on this issue when we calmly and respectfully engage arguments with care, charity, honesty and humility. This

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book is merely a reasoned, systematic introduction to the issues that we hope models these skills and virtues. Its discussion should not be taken as absolute “proof” of anything: much more needs to be understood and

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carefully discussed—always.

Ideal for students with little or no background in philosophy, Ethical Choices: An Introduction to Moral Philosophy with Cases, Second Edition, provides a concise, balanced, and highly accessible

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introduction to ethics. Featuring an especially lucid and engaging writing style, the text surveys a wide range of ethical theories and perspectives including consequentialist ethics, deontological ethics, natural and

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virtue ethics, the ethics of care, and ethics and religion. Each chapter includes compelling case studies that are carefully matched with the theoretical material. Many of these cases address issues that students can relate

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directly to their own lives: the drinking age, student credit card debt, zero tolerance policies, grade inflation, and video games. Other cases discuss current topics like living wills, obesity, human trafficking, torture "lite,"

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universal health care, and just-war theory. The cases provide students with practice in addressing real-life moral choices, as well as opportunities to evaluate the usefulness and applicability of each ethical

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theory. Every case study concludes with a set of "Thought Questions" to guide students as they reflect upon the issues raised by that case.

Becoming a Critical Thinker breaks up critical thinking into a

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series of cumulative activities, taking a "student-as-consumer-of-information" perspective that encourages students to apply the skills outlined to their own lives. This unique approach has made this text a staple of many critical

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thinking courses. The Fifth Edition strengthens the connection between critical thinking and career preparation with new material throughout the text that focuses on communication and the evaluation

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of evidence in the workplace. A new section in Chapter 6 called "Thinking Critically about Careers" addresses practical ways to apply critical thinking to career decisions. With the goals of improving students' sense of self-

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empowerment and their ability to communicate effectively in any situation, this text helps create a flow from the fundamentals of thinking to the exploration of arguments and evidence. A concise structure makes the text a

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useful supplement to any student success course. "Good Thinking" boxes profile individuals that underscore the role of critical thinking in achievement. These boxes appear throughout the text and offer students a variety of role

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models to emulate. Exercises encourage students to put strategies to practical use in their daily lives. Students are also asked to analyze and compare real arguments and viewpoints on contemporary topics as a way of

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expanding their own reasoning capabilities.

Marketing, while essential to organisational success, is arguably one of the most controversial aspects of business management. Criticisms of

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marketing's impact range from fostering materialism and unsustainable consumption patterns through to the use of deception, stifling of innovation and lowering of quality, to name but a few. Taking a holistic and

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international perspective, this book critically examines the ethical challenges marketing faces and explores strategies marketers can use to respond to those challenges. The book examines specific aspects of marketing

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activities, such as ethical considerations in relation to young consumers, potentially harmful products and criticism of the societal impact of medical, arts and tourism marketing activities. It then combines these

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with wider discussions of frameworks that enable marketers to respond to ethical challenges, supplemented by discussions of cross-cultural and international perspectives, consumer responses and ethical consumption

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movements as well as shifting historical perceptions of marketing ethics. The book is accompanied by a companion website including: PowerPoint slides and teaching notes per chapter, links to free SAGE

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*What does pleasure have to do with
morality? What role, if any, should
intuition have in the formation of
moral theory? If something is*

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This accessible and wide-ranging textbook explores these questions and many more. Key ideas in the fields of normative ethics, metaethics and applied ethics are explained rigorously and

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systematically, with a vivid writing style that enlivens the topics with energy and wit. Individual theories are discussed in detail in the first part of the book, before these positions are applied to a wide range of contemporary situations

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including business ethics, sexual ethics, and the acceptability of eating animals. A wealth of real-life examples, set out with depth and care, illuminate the complexities of different ethical approaches while conveying their

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modern-day relevance. This concise and highly engaging resource is tailored to the Ethics components of AQA Philosophy and OCR Religious Studies, with a clear and practical layout that includes end-of-chapter summaries, key terms,

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and common mistakes to avoid. It should also be of practical use for those teaching Philosophy as part of the International Baccalaureate. Ethics for A-Level is of particular value to students and teachers, but Fisher and Dimmock's precise and

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scholarly approach will appeal to anyone seeking a rigorous and lively introduction to the challenging subject of ethics. Tailored to the Ethics components of AQA Philosophy and OCR Religious Studies.

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In his latest book, Tom Nagy offers psychologists valuable lessons in ethical "orienteering." He begins by defining four points of our professional moral compass: competence, informed consent, confidentiality, and

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avoidance of harm and exploitation. Then he provides several decision-making maps and guides the reader through challenging, realistic ethical dilemmas in clinical, research, and education territories. This book

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reminds us that ethical practice is a career-long journey; I highly recommend it. Janet L Sonne, PhD, Independent Clinical and Forensic Practice; Adjunct Professor of Psychology, Loma Linda University, Huntington

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Beach, CA; Fellow of the American Psychological Association Thomas Nagy's most recent book is replete with practical, accessible, and sound ethical guidance and wisdom. Straightforward explanations of basic ethical

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concepts provide a foundation on which he constructs sophisticated ethical analyses of issues arising in clinical, research, supervisory, training, and consultative settings. Compelling real-life vignettes illustrating applications of ethics

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codes and laws are seamlessly woven throughout the book, reflecting virtually every area of psychologists' work. This book is a gift to students and seasoned professionals alike.—Janet T Thomas, PsyD, Independent

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Faculty, Argosy University, Twin
Cities and the University of Saint
Thomas, Minneapolis, MN; author,
The Ethics of Supervision and
Consultation: Practical Guidance
for Mental Health Professionals*

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This succinct, interdisciplinary introduction to critical reasoning successfully dares students to question their own assumptions and to enlarge their thinking world through the analysis of the most common problems associated with

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everyday reasoning. The text offers a unique and effective organization: Part I explains the fundamental concepts; Part II describes the most common barriers to critical thinking; Part III offers strategies for overcoming

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those barriers; Part IV offers a selection of contemporary issues that invite students to practice their skills.

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's

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degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks

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*the fundamental question posed by
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anything once they get there? For a
large proportion of students,
Richard Arum and Josipa Roksa's
answer to that question is a*

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definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and

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then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of

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skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no

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surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list.

Academically Adrift holds sobering

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lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture.

Higher education faces crises on a number of fronts, but Arum and

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*Roksa's report that colleges are
failing at their most basic mission
will demand the attention of us all.
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Building an Ethics Toolkit
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*Cited by one reviewer as "a
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problems and as a method to solve problems, the method of critical thinking. Students become active participants in doing philosophy, in using the method of philosophy as philosophers do when they

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are thinking well. The various parts of the text are organized to reflect a recurring pattern of critical thinking, and exercises are provided throughout the text to sharpen these thinking

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skills in the context of solving philosophical problems. In addition to addressing individual philosophical problems, this text also encourages students to integrate their

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*solutions into a coherent
worldview.*

*An introduction to the role
of critical thinking in moral
reasoning. Emphasis is on
the application of ethical
principles to the kinds of*

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*moral issues students face in
their daily lives.*

*In a span of 81 days in 1978,
Henry Rono broke four
world records, committing
the most ferocious assault
on the track-and-field record*

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books by a middle-distance runner in the history of the sport. This is what Henry Rono is known for. However, it is not who Henry Rono is. Henry Rono was born a poor Nandi in Kenya's Rift Valley.

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After an accident when he was two, doctors believed he would never again walk. This would be the first of countless obstacles Rono would have to overcome in order to pursue his two life

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goals: to first become the greatest runner in the world and then to become the best teacher he could be. Rono's first goal was accomplished in 1978, when he was considered not only the

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greatest track-and-field athlete in the world, but also by many to be the world's greatest athlete period. His second and greater goal, to become a teacher, was more difficult in coming. Once

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*Rono became a star,
coaches, agents, meet
directors, and corrupt
Kenyan athletic officials
(whose boycotts of the 1976
and 1980 Olympics turned
Rono's dreams of Olympic*

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gold into Olympic smoke rings), wanted him to serve as their personal moneymaker, and so they did everything they could to discourage Rono's pursuit of an education and dream of

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teaching. The corruption and discouragement Rono encountered, as well as his alienation and exile from his homeland and family, pushed him to 20 years of alcoholism and even

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occasional homelessness.

*This is the life story of
Henry Rono, whose descent
from triumph to abyss, and
whose subsequent ascent
from abyss to triumph, are
perhaps steeper than those*

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*of any track-and field athlete
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Moral Choices*

**This book provides up-to-date
critical analyses of the ethical
implications of new legislation in**

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community care and criminal justice, and of trends in social work thought and policy, such as managerialism, user empowerment and feminism. Pamphlet is a succinct statement of the ethical obligations and

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duties of individuals who enter the nursing profession, the profession's nonnegotiable ethical standard, and an expression of nursing's own understanding of its commitment to society.

Provides a framework for nurses

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**to use in ethical analysis and
decision-making.**

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Why or why not? - Are we
morally obligated to provide pets
with veterinary care (and, if so,
how much)? Why or why not?
And other challenging issues and**

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questions. Developed as a companion volume to an online "Animals & Ethics" course, it is ideal for classroom use, discussion groups or self study. The book presupposes no conclusions on these controversial moral

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questions about the treatment of animals, and argues for none either. Its goal is to help the reader better engage the issues and arguments on all sides with greater clarity, understanding and argumentative rigor. Includes a

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**bonus chapter, "Abortion and
Animal Rights: Does Either Topic
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**New and experienced
psychotherapists alike can find
themselves overwhelmed by an
ethical quandary where there**

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doesn't seem to be an easy solution. This book presents positive ethics as a means to overcome such ethical challenges. The positive approach focuses on not just avoiding negative consequences, but reaching the

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**best possible outcomes for both
the psychotherapist and the client.
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decision-making process that is
based on three practical
strategies: the ethics acculturation
model to help therapists**

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**incorporate personal ethics into
their professional roles, the
quality enhancement model for
dealing with high-risk patients
who are potentially harmful, and
ethical choice-making strategies to
make the most ethical decision in**

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a situation where two ethical principles conflict. Throughout the decision-making process, psychotherapists are encouraged to follow four basic guidelines: Focus on overarching ethical principles Consider intuitive,

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emotional, and other nonrational factors Accept that some problems have elusive solutions Solicit input from colleagues and consultation groups Numerous vignettes illustrate how to apply positive ethics to many different ethical

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**challenges that psychotherapists
will likely encounter in practice.
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Ethical Choices
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**Ethical Dilemmas in
Psychotherapy**

**Positive Approaches to Decision
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Adopting a critical thinking
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thinking tools are introduced

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and applied to medical ethics reading, this book explains the dialogue which is formed by the readings in each chapter and clarifies how the various thinkers are responding to one another in

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a common discussion. The books' unified approach offers a critical thinking pedagogy, which philosophically and logically pulls the many readings and philosophies together. The

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book examines an introduction to moral theory and critical thinking tools, while readings address the following issues: surrogacy contracts; abortion; ethical issues at the end of life;

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resources and justice issues in health care systems. For individuals interested in medical ethics and philosophy.

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students to reason out for themselves the best answers to moral problems, rather than providing neat answers for students to swallow and regurgitate. Striking a balance between the

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theoretical and the practical, Ruggiero's text discusses the history of ethics, but its focus is on doing ethics to promote the development of critical thinking skills and to help students acquire

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confidence in their own judgement. The short chapter length allows students to spend less time reading and more time doing ethical analysis.

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project can be a confusing
and daunting task. But why
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necessary for refining their skills and understanding ethical research methodologies. The chapters reflect authors' responses to the following questions: What values

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**prompted you to do this
work and how did you share
these with participants?
What were the ethical
considerations raised
beforehand and how were
these tackled in terms of**

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**meeting obligations
(including to ERBs),
maximising benefits and
dealing with issues arising
during the study and
through to publication?
What does 'empowerment'**

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and/or 'voice' mean to you as a researcher and how did you express this to your participants? In what ways were the participants given opportunities to be empowered in or through

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