

Sociology / Social Work 263 Ethical Practice in the Helping Professions

Fall 2021

CCC, Room 101

Mondays and Wednesdays, 9:30am – 10:45am

Instructor: Margaret Kubek (she, her), MSW, MS

Office Location: Sciences Building, B341

Student Time: In person or Zoom, Thursday 11am – 1pm or by appointment

Email: mkubek@uwsp.edu



Course Description

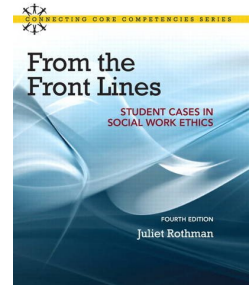
Social workers and other helping professionals constantly face ethical issues and dilemmas requiring ethical decision making in all fields of human service practice. This course focuses on acquiring and practicing the skills of ethical decision-making, including values clarification, application of ethical theory, utilization of codes of ethics, and models of ethical analysis. Complex ethical issues will be covered, with the goal of building competencies for meeting the contemporary challenges of practice. These concepts will be applied to case illustrations. The unique ethical needs of vulnerable populations will be explored.

Course Materials

The following texts are required for this class:

Rothman, J. (2013). *From the front lines: Student cases in social work ethics* (4th ed.).

Boston: Pearson.



Additional required readings: available on our CANVAS course website.

Chapters and excerpts from the following texts are required reading:

- Gasker, J. (2019). *Generalist social work practice*. Los Angeles: Sage.
- Larkin, S. (2019). *A field guide for social workers: Applying your generalist training*. Los Angeles: Sage.
- Royse, D. Dhooper, S. S. & Badger, K. (2018). *Field instruction: a guide for social work students* (7th ed.) Long Grove, IL: Waveland Press, Inc.
- Sheafor, B.W, Horejsi, C. R. (2015). *Techniques and guidelines for social work practice* (10th ed.). Boston: Pearson.
- Ward, K. & Mama R. S. (2010) *Breaking out of the box: Adventure-based field instruction* (2nd ed.). Chicago: Lyceum Books, Inc.

Articles and podcasts are linked in each week's module in Canvas.

Additional multi-media and content will be posted to Canvas.

Course Format

This course will be in person on Mondays and Wednesdays; see course schedule for specific date(s) where we do not meet in person. Each week you will work in a small group to examine a case study and apply critical thinking to ethical practice; we will have small and large group discussions consistently. I will lecture and provide opportunities for analysis and reflection of concepts and materials. This format is directed at helping you absorb the knowledge, values, and skills essential for effective social work and helping profession practice.

Course Objectives

Students who successfully complete this course will be able to:

1. Clarify personal and professional values and recognize their impact on decision making and professional behavior.
2. Analyze and apply the NASW Code of Ethics, Guidelines for Ethical Practice as well other professional Standards of Practice as they relate to ethical decision making.
3. Apply contemporary, ethical theories to ethical decision making.
4. Discuss ethical issues that may arise in a variety of settings and organizational contexts.
5. Recognize diversity and apply anti-discriminatory and anti-oppressive principles to ethical decision making.
6. Discuss the ethical obligations of the social work profession to vulnerable populations.
7. Present an analysis of an ethical dilemma in writing.

Course Requirements

ATTENDANCE & PARTICIPATION **210 points**

- Attendance (70 pts)
- In Class Questions (140 pts)

ESSAYS / PAPERS: **130 points**

- Personal Values (30 pts)
- Informed Consent (30 pts)
- Ethics Analysis
 - Paper (40 pts)
 - In Class Discussion (30 pts)

PRACTICAL APPLICATION: **60 points**

- Mandated Reporter Training (10 pts)
- Ethical Use of Social Media Pamphlet (50 pts)

Case Study Analysis Paper **100 points**

Total: **500 points**

Grading Scale		
		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Covid 19 and variants

We will remain adaptable and flexible during this time. Our class will make use of small group discussions. Everyone will remain in the same small group throughout the semester; additionally, everyone will have a seat assignment so that we can communicate should someone in the class test positive for COVID 19.

Should we need to switch our class meetings to Zoom, I will alert you to this as soon as possible. Keep an eye on Canvas announcements.

Face covering requirement:

Under the chancellor's order, and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, "[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice."

Attendance and Class Participation

- ◆ You are expected to **attend class sessions** and **read all assignments** before the class for which they are assigned. It is important that you **attend every class session** due to the way the course is structured.
- ◆ Our classes will be highly interactive. I may lecture for about 15-20 minutes throughout class, but it will be predominantly discussion based. This will be a space for us to dig into ethical issues to further our understanding of dilemmas and case studies.
- ◆ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.
- ◆ Times are still challenging and uncertain due to COVID; if you are unable to attend class, please connect with me as soon as possible to alert me of your absence.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate due dates; you must do this **BEFORE THE DUE DATE**. Requesting an extension does not automatically mean that you will receive one. No assignments will be accepted if they are turned in more than two weeks past the due date.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Plagiarism

It is a requirement that all work not original will be properly referenced. Students **MUST CITE ANY AND ALL** work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Professional Communication

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; if you do not receive a response from me after 48 hours, please resend the email. Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My in person or Zoom office hours for this semester are Thursdays from 11am - 1pm, but I can meet at other times as well.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in our small and large group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “people with disabilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom. Maintaining confidentiality is of utmost importance in the social work and helping professions.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



Beyond this acknowledgement, I encourage you to educate yourself about the indigenous community in Wisconsin and beyond. Resources and weblinks are posted in Canvas.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

Support for Students Requiring ADA Accommodations

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

READING, ASSIGNMENTS, AND CLASS TOPICS

Please be aware that due dates and assignments may need to be changed. You will be made aware of any changes to the course schedule as soon as possible.

Week 1 (September 2 – September 5)

No class; no readings

Week 2 (September 6 – September 12)

TOPIC: Introductions and Course Overview (Competency 1)

First Class: Wednesday, September 8th

Read: Syllabus

Complete: In class essay (Information sheet)

Week 3 (September 13 – September 19)

TOPIC: Introduction to Professional Skills and Ethics; Ethical Theory (Competency 1)

Read: Rothman, Chapters 1 and 2; Sheafor & Horejsi, Chapter 1; [What Is an Ethical Dilemma?; Social Work](#)

Podcast: [Interview With Allan Barsky on Social Work Values and Ethics](#)

Complete: In class essay on reading assignment for week 3

Week 4 (September 20 – September 26)

TOPIC: Merging Person and Profession & Values and Helping Relationships (Competency 1)

Read: Rothman, Chapters 3 and 4; Sheafor & Horejsi, Chapter 2; [Ethics Alive! Using Ethics Consultation: What, Why, When, Who, and How](#)

Complete:

- In class essay on reading assignment for week 4
- Personal Values Reflection Essay due Sunday, September 26th at 11:59pm

Week 5 (September 27 – October 3)

TOPIC: Professional Responsibilities and Ethical Decision Making (Competency 1)

Read: Rothman, Chapter 5; [Ethical Exceptions for Social Workers in Light of the COVID-19 Pandemic and Physical Distancing](#)

Complete: In class essay on reading assignment for week 5

Week 6 (October 4 – October 10)

TOPIC: Ethical Decision-Making Models and Resources (Competency 1)

Read: Larkin, Chapter 7; [Eye on Ethics](#)

Complete:

- Ethics Analysis Discussion – In class on Monday and Wednesday
- In class essay on reading assignment for week 6
- Ethics Analysis Paper due Sunday, October 10th at 11:59pm

Week 7 (October 11 – October 17)

TOPIC: Managing Boundaries and Dual Relationships (Competency 1)

Read: Rothman, Chapter 6; Ward & Mama, Chap. 12; [Ethics Alive! Social Work With Client Friends and Family: Avoiding Collateral Damage](#); [Ethics Alive - Gifts From Clients: The Good, the Bad, and the Ethically Ugly](#)

Complete: In class essay on reading assignment for week 7

Week 8 (October 18 – October 24)

TOPIC: Informed Consent and Maintaining Confidentiality; Ethical Responsibilities to Colleagues (Competency 1)

Read: Rothman, Chapter 7; Royse, Dhooper, & Badger, Chap. 8; [Ethics Alive! Boundaries in a Small Community - Where Everybody Knows Your Name*](#); [Ethics Alive! When Medical Marijuana Is Both “Legal” and “Prohibited”](#)

Complete: In class essay on reading assignment for week 8

Week 9 (October 25 – October 31)

TOPIC: Duty to Warn and Mandated Reporting; Ethical Responsibilities to the Practice Setting (Competency 1)

Read: Rothman, Chapter 8; Royse, Dhooper, & Badger, Chap. 7; [Duty to Warn, Duty to Protect](#)

Complete:

- In class essay on reading assignment for week 9
- Informed consent and confidentiality discussion – In class on Wednesday
- Informed Consent and Confidentiality Essay due Sunday, October 31st at 11:59pm

Week 10 (November 1 – November 7)

TOPIC: Ethical Responsibilities as Professionals

Read: Rothman, Chapter 9; [Ethics Alive! To Record or Not To Record: The Ethics of Documentation](#); [Ethics Alive! When You Have Ethical Concerns: Initiating NASW's Professional Review Process](#)

Complete: In class essay on reading assignment for week 10

Week 11 (November 8 – November 14)

NO CLASS ON MONDAY, NOVEMBER 8TH

In lieu of class, complete online mandated reporter training,

<https://media.wcwpds.wisc.edu/mandatedreporter/> Upload copy of certificate of completion. Due Sunday, November 8th by 11:59pm

WEDNESDAY'S TOPIC: Ethical Responsibilities to the Profession

Read: Rothman, Chapter 10; [Ethics Alive! The Challenge of "Tainted" Donations](#); [Freedom To Discriminate and the Professional Obligation of Social Workers](#)

Complete: In class essay on reading assignment for week 11

Week 12 (November 15 – November 21)

TOPIC: Ethical Use of Social Media (Competency 1)

Read: [NASW Standards for Technology in Social Work Practice](#); Larkin p. 114-118; Gasker p.456-466; [Ethics Alive! A Text in the Night](#)

Complete:

- In class essay on reading assignment for week 12
- Ethical Use Pamphlet / Infographic – In class discussion on Monday and Wednesday
- Ethical Use of Social Media Pamphlet/Infographic Due Wednesday, November 17th at 10:45am

Week 13 (November 22 – November 28)

TOPIC: Multicultural Perspectives and Diversity Issues (Competency 1 and 2)

Read: Larken, Chap. 8; NASW Standards for Cultural Competence in Social Work Practice; Gasker p. 67-84; [Ethics Alive! Cultural Competence, Awareness, Sensitivity, Humility, and Responsiveness: What's the Difference?](#); [Self-care and Cultural Humility in the 2021 NASW Code of Ethics: Interview with Allan Barsky, MSW Ph.D.](#)

Complete: In class essay on reading assignment for week 13

Week 14 (November 29 – December 5)

TOPIC: Guidelines for Working with Vulnerable Clients (Competency 1, 2, and 3)

Read: Rothman, Chapter 11; [Do Involuntary Clients Have a Right to Self-Determination?](#); [Ethics Alive! Respect in Social Work Advocacy](#)

Complete: In class essay on reading assignment for week 14

Week 15 (December 6 – December 12)

TOPIC: Professional Competence and Training; Self-compassion

Read: Gasker, p 253-273; Larken, 77-85; [Ethics Alive: Special Report on the 2021 Revisions to the NASW Code of Ethics](#); [Being Conscientious: Ethics of Impairment and Self Care](#); [Ethics Alive! Whoops! Practice Errors and the Ethics of Follow-Up](#); [Ethical Decision Making Meets the Real World of Field Work](#)

Complete:

- In class essay on reading assignment for week 15
- Case study paper due December 12th

HAPPY BREAK!

ASSIGNMENTS

Attendance & Participation (210 points)

Ongoing.

You are expected to engage in the lecture, learning activities, and discussions fully prepared and participatory. Readings and assignments are to be completed on time. The practice of professionalism in the classroom provides a foundation for future social work and helping professional practice. See below for the specific components of participation and attendance:

- **Attendance (70 points, Competency 1)**
- **In Class Questions (140 points, Competencies 1-9)**

At the beginning of our class on Wednesdays, you will write a brief reflection essay based upon the week's readings and multi-media (if assigned). I will provide a writing prompt; we'll take about 10 minutes of class time for this assignment. Our first class you'll take a brief amount of time to fill out an Information Sheet for me.

Personal Values Reflection Essay (30 points)

Due Sunday, September 26th at 11:59pm

Identify one situation involving a client where you would find it difficult to provide helping services without imposing your own beliefs and values. Examples may include: counseling a parent of young children who is addicted to methamphetamines, assisting a person with an extensive criminal history with suitable housing options, supporting a terminally ill patient through end-of-life decisions, etc.

Compose a journal entry with personal reflections that pertain to your own values and professional development. What impact would these differences have on the engagement process with your client? How might you prepare yourself to uphold ethical standards should you ever encounter a client in such circumstances?

Instructions:

- Write a 2-3-page journal entry in APA format (Times New Roman, 12 point font; one inch margins; double spaced) that discusses relevant established ethical codes.
- Discuss and cite the textbook readings and established professional ethical standards to determine the best way to approach and respond to your client.
- This is an individual paper; however, you should reflect on our class discussions and incorporate ideas and considerations raised by your peers.

A rubric for this assignment is posted in Canvas.

Group Project: Code of Ethics Analysis (70 points)

- National Organization for Human Service (NOHS):
<https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>
- National Association of Social Workers (NASW)
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- American Psychological Association (APA)
<https://www.apa.org/ethics/code/>
- American Nurses Association (ANA)
<https://nurse.org/education/nursing-code-of-ethics/>
- American Counseling Association
<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- American Public Health Association (APHA)
https://www.apha.org/-/media/files/pdf/membergroups/ethics/code_of_ethics.ashx
- National Association for Home Care and Hospice (NAHCC)
<https://www.nahc.org/about/code-of-ethics/>

- *If the code of ethics for your prospective profession is not listed here, please discuss with me as you may want to use it for this assignment*

A. Ethics Analysis Paper (40 points)

Due Sunday, October 10th at 11:59pm

You will be placed into a group of 4-5 students and assigned one of the codes of ethics listed above. Each individual in the group will write a 3-4 page Analysis Paper that answers the questions below. Please use headings for each question area covered in the paper.

- Write a summary for the code you were assigned. Please do not cut and paste text directly out of the code. Summarize (and be sure to cite) the code in your own words.
- What are the professional values of the profession?
- What ethical guidelines and principles do you think / feel are most important in each of the codes?
- Which ethical principles of the code likely align most closely with personal values? Are there ethical guidelines or principles that could conflict with personal values? (Identify specific professional standards)
- Please identify professional titles or jobs associated with professionals utilizing the code of ethics you are examining – for example, The National Association of Pretrial Services Agencies code of ethics may cover professionals working in District Attorney’s Offices, social workers/social service providers in jails, private or non-profits serving people on bond, etc.

B. Ethics Analysis - In Class Discussion on Wednesday, October 6th (30 points)

Each individual in the group will share findings in the small group. You may present as minimally (simply speaking to your small group) or as organized (PowerPoint) as you prefer.

You discussion will include:

- A summary of the code you were assigned.
- What are the professional values of the profession? Please describe them.
- What ethical guidelines and principles do you think or feel are most important in the code?
- Which ethical principles of the code likely align most closely with personal values? Are there ethical guidelines or principles that could conflict with personal values? (Identify specific professional standards)
- Please identify professional titles or jobs associated with professionals utilizing the code of ethics you examined – for example, The National Association of Pretrial Services Agencies code of ethics may cover professionals working in District Attorney’s Offices, social workers/social service providers in jails, private or non-profits serving people on bond, etc.

Group Project: Informed Consent & Confidentiality Essay (30 pts)

Due Sun, October 31st at 11:59pm

IN CLASS PROJECT

For this assignment, your group will write a 3-4 page essay in APA format. You will work together during class to complete this paper. Each individual will write a section of the paper and share with your group members.

Please use headings to organize this paper.

Using your own words and personal interpretation, write a short description of the following concepts related to privacy of clients:

1. Health Insurance Portability and Accountability of Act (HIPAA)
2. Responsibility to maintain client confidentiality
3. Responsibility of obtaining Informed consent.
4. Exceptions to Maintaining Confidentiality

- Be sure to cite established ethical codes and standards, as well as any other scholarly sources referenced

Next Answer the Following Question:

Describe responsibilities of a mandated reporter. In what ways might you experience conflict in maintaining the laws and policies related to privacy of clients with the responsibilities of mandated reporting?

A rubric for this assignment is posted in Canvas.

Mandated Reporter Training (10 points)

Due Monday, November 8th at 11:59pm

This assignment will be completed in lieu of class on Monday, November 8th.

Complete the following online mandated reporter training developed by the Wisconsin Department of Children and Families (10 pts): <https://media.wcwpds.wisc.edu/mandatedreporter/>

Make a list of any remaining questions you have about mandated reporting to bring to class on Wednesday, November 10th.

Group Project: Ethical Use of Social Media Pamphlet/Infographic Assignment (50 pts)

Due Wed, Nov 17th at 10:45am

IN CLASS PROJECT

Imagine you are a human services professional working in an agency that serves a diverse client population. Recently, there are have been incidents of program staff interacting with clients on social media. Concerns have been raised about the ability of program staff to maintain client privacy while simultaneously managing professional and personal boundaries. You have been asked to develop a pamphlet or infographic outlining social media guidelines that focuses on effectively preparing new staff for the ethical behavior in the use of social media. Be creative!

- Create a two-sided pamphlet or an infographic using material from course readings, ethical standards and other scholarly sources that would help new employees understand how to use social media appropriately in their professional roles.
- For a pamphlet use a publishing application, such as Microsoft Publisher to format your pamphlet. For an infographic, use a template found in PowerPoint or another source such as Canva.
- Maximize the space available and use relevant graphics.
- Be sure to cite established ethical codes and standards, as well as any other scholarly source.

A rubric for this assignment is posted in Canvas.

Case Study Analysis Paper (100 pts)

Due Sunday, December 12th at 11:59pm

Review your assigned case study and write a minimum 4-page essay addressing the following items:

1. Identify the primary ethical issue
2. Phrase as an ethical dilemma
3. Identify the information you need to gather to make an informed decision
4. Discuss options and how you would resolve the dilemma.
5. Explain in detail how you would apply each step of an ethical decision-making model if you were handling the case as a helping professional.
6. Summarize how you would address the ethical issues in the case.

Instructions:

- Please use headings to organize your paper.

- The paper must be formatted correctly using APA style. Remember, all scholarly sources and ethical standards used in your paper must be paraphrased and included in an in-text citation.

A rubric for this assignment is posted in Canvas.

Guidelines for Writing Assignments

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html
- ◆ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I'm happy to provide support around APA style and writing format.

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.