SOC 263/SW 263: Ethical Practice in the Helping Professions
3 credits
Spring 2021
Tuesday & Thursday 2 PM to 3:15 PM
Collaborate Ultra, UWSP

Instructor: Kate Kipp, MSSW, APSW

Office: 456 in CCC in Stevens Point <u>and</u> 85-C, South Hall, in Wausau

Office Hours: Mondays in Wausau: 10 AM to 3 PM
Wednesdays in Stevens Point: 10 AM to 3 PM
Evenings, Wednesdays & Fridays in Wausau <u>or</u> Stevens Point or phone, by appointment

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Virtually in Microsoft Teams, Teams link:
https://teams.microsoft.com/l/meetup-join/19%3a4c4f7be8699240d9877c37ba74f27260%40thread.tacv2/1603300199820?context=%7b%22Tid%22%3a%22209c4bad-df14-4172-87df-060f84f01a11%22%2c%22Oid%22%3a%22ab9da26f-c193-404e-8576-f51e8053e154%22%7d

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Email: kkipp@uwsp.edu

Final Exam: in Canvas and will be due by 11:59 PM ON TUESDAY, MAY 18, 2021.

Course Pre-Requisites: Sociology 101.

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

<u>**Additional required readings**</u>: available on our CANVAS course website.
Chapters and Excerpts from the following texts will also be required:
Brohl, K. (2013). *Social service workplace bullying: A betrayal of good intentions.* Chicago, Lyceum Books, Inc.
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.
Poulin, J., Matis, S. & Witt, H. (2019). *The social work field placement: A competency-based approach.* New York: Springer.
Royse, D. Dhooper, S. S. & Badger, K. (2018). *Field instruction: a guide for social work students* (7th ed.) Long Grove, Il: Waveland Press, Inc.
Ward. K. & Mama R. S. (2010) *Breaking out of the box: Adventure-based field instruction* (2nd ed.). Chicago: Lyceum Books, Inc.

NASW Code of Ethics
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Community (including Student) Rights & Responsibilities Website:
https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description

The course focuses on the foundations for ethical reasoning in practice. Students will interact with controversial case material, utilizing social work values, code of ethics and philosophic ethics.

Social workers and other helping professionals constantly face ethical issues and dilemmas requiring ethical decision making in all fields of human service practice. The 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.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competence and behaviors we will address as a class are in the table below. The table below does NOT contain all CWSW practice behaviors, only those applicable to our coursework.

Competencies Addressed	Practice Behaviors Addressed	Content Area(s)
Competency 1: Demonstrate Ethical and Professional Behavior	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and • use technology ethically and appropriately to facilitate practice outcomes.	Week(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Project (s): A, B, D, E, MR
Competency 2: Engage Diversity and Difference in Practice	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Week(s): 2, 4, 5, 14 Project (s): B
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.	Week(s): 5,7 Project (s):
Competency 4: Engage in Practice-informed Research and Research-informed Practice	• Use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.	Week(s): 6 Project (s):

Competency 5: Engage in Policy Practice	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; and • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Week(s): 8, 9, 10 Project (s): D, E
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Week(s): 3, 4, 5, 7 Project (s):
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Week(s): 3, 4, 5, 7 Project (s): E
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	Week(s): 3, 4, 5, 7 Project (s): E
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	• Select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Week(s): 8, 9, 10 Project (s): E
Project A: Ethics Comparison Paper Project E: Case Study Analysis Project B: Personal Values Reflection Paper MR: Mandated Reporter Training Project D: Ethical Use of Social Media Presentation		
Source: Council on Social Work Education https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx		

III. Course Content

COURSE OBJECTIVES

At the completion of the course, the student will:
1. Clarify personal, professional values and recognize the 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. Identify an ethical dilemma and determine the difference between an ethical dilemma and legal issue.
4. Apply contemporary and ethical foundation theories to ethical decision making.
5. Discuss ethical issues that may arise in a variety of settings and organizational contexts.
6. Recognize diversity and apply anti-discriminatory and anti-oppressive principles to ethical decision making.
7. Discuss the ethical obligations of the social work profession to vulnerable populations.
8. Analyze and synthesize relevant literature demonstrating evidence of critical thinking.
9. Present an analysis of an ethical dilemma in writing.

CLASS FORMAT

This course is about knowledge as well as skill building. This course will consist of lecture, discussion, and activities directed at helping the student absorb the knowledge, values, and skills essential for effective social work practice. Every week, students will be assigned to small groups to analyze and apply critical thinking to a case study that will be a focus of class discussions.

COURSE REQUIREMENTS

1.	Attendance and Participation	140 points
2.	Ethics Analysis Project	50 points
3.	Personal Values Reflection	20 points
4.	Mandated Reporter Training	20 points
5.	Ethical Use of Social Media Presentation	50 points
7.	Case Study Analysis	100 points
9.	Exam I	100 points
10.	Exam II	100 points
		Total: 580 points

Attendance & Participation:
Students are expected to attend all days the class is scheduled to meet. The instructor will take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

For any unexcused absence, a student will not receive attendance points (20 points) for the missed class. Students who arrive to class late will receive partial attendance points.

For students unable to attend the class in the Virtual Classroom, recorded lectures will be posted. You must notify the instructor that you intend to watch the lecture, complete the in-class group activities, **and** write a two-page summary paper. **The summary paper must be uploaded no later than one week after the date of the class missed**. Canvas will have a drop box titled, Summary Papers. Each summary paper is worth 20 points which is the equivalent of in person attendance points. Please review the additional instructions in the Summary Papers' Canvas drop box!

RECORDING AND SHARING RECORDED CLASS CONTENT
Lecture materials and recordings for SOC/SW 263 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Assignments:
There are five graded assignments, and two exams. The purpose of the assignments and presentations is to think critically, apply learning and experiences, and develop professional communication skills. All written assignments must be submitted via Canvas.

Final Exam
There will be a final exam. The final exam is open book, open notes. You may use any resource available to you except for using another student's help.

Grading Scale:

A	=	94-100	significantly above requirements
A-	=	91-93	
B+	=	88-90	
B	=	84-87	above basic requirements
B-	=	81-83	
C+	=	78-80	
C	=	74-77	meets basic requirements
C-	=	71-73	
D+	=	68-70	
D	=	60-67	below requirements
F	=	59 and below	No credit

Course Assignments:
- Work will be graded on the depth of the content, consideration of social work principles, development of ideas, spelling, and grammar.
- Professional language will be used.
- All references must appear in a reference list at the end of the paper. APA style must be used to cite within paper.
- Assignments are due on time.

Ground Rules for Class Participation:
We will foster a learning atmosphere where each person is valued and is safe to communicate freely. We will communicate in a constructive and thoughtful manner which is free of harassment and threat. We will commit to work through conflicts should any occur, without blame or intimidation. We will set additional rules and expectations as a class.

IV. Course Policies

Support for Students Requiring ADA Accommodations
UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center:
https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx

Assignment Policy for Late Papers and Incompletes:
Students are expected to complete course work by the <u>date and time</u> that it is due. The instructor will check the Dropbox to determine that if work was submitted the required due date/time. <u>The instructor will NOT grade late work that is submitted to Canvas unless an alternate due date has been negotiated.</u> Students are responsible to contact the instructor to <u>negotiate</u> an alternate date. The instructor will determine if an alternate due date is appropriate. Students who send an email seeking an extension for an assignment due the same day are unlikely to receive an extension.

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

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
Students will utilize professional writing skills when communicating with the instructor 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. The instructor will not check emails after 4:30 PM on weekdays or during the weekend.

Confidentiality:
We will respect the stories, concerns, comments, and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom. Our classroom is a safe place for learning, inquiring, and expression.

V. Course Outline

Week 1 01/25/2021	This week we will discuss: Introductions and Course Overview Introduction to Professional Skills and Ethics *Read: Rothman, Chap. 1* Codes of Ethics for National Organization for Human Services, National Association of Social Workers, American Psychological Association
Week 2 02/01/2021	This week we will discuss: Merging Person and Profession *Read: Rothman, Chap. 1* Codes of Ethics for National Organization for Human Services, National Association of Social Workers, American Psychological Association Group work time will be allotted.
Week 3 02/08/2021	This week we will discuss: Values and Helping Relationships and Ethical Theory **Assignment: Values Personal Reflection Paper Due 02/07/2021 at 11:59 PM.** *Read: Rothman, Chap. 4* **.**
Week 4 02/15/2021	This week we will discuss: Professional Responsibilities, Guiding Principles, and Ethical Decision Making *Read: Rothman, Chap. 2* Group work time will be allotted.
Week 5 02/22/2021	This week we will discuss: Ethical Decision-Making Models and Resources Prep for Exam I *Read: Larkin, Chap. 7 (pdf file in Canvas); Rothman, Chap. 3* **Assignment: Group Ethics Analysis Paper. Due 2/21/2021 at 11:59 PM.**
Week 6 03/01/2021	This week we will discuss: **Group Ethics Analysis Presentations** Managing Boundaries and Dual Relationships *Read: Ward & Mama, Chap. 12 (pdf file in Canvas)*
Week 7 **03/08/2021**	**Exam prep & Wrap Up** **EXAM I on 3/11/2021**

Week 8 03/15/2021	This week we will discuss: Informed Consent and Maintaining Confidentiality *Read: Dhooper, & Badger, Chap. 8 (pdf file in Canvas)* **Assignment: Mandated Reporter Training. Due 3/28/2021 at 11:59 PM.**
Week 9 03/29/2021	This week we will discuss: Duty to Warn and Mandated Reporting *Read: Read: Sheafor & Horejsi, Chap. 11 (pdf file in Canvas)*
Week 10 04/05/2021	This week we will discuss: Duty to Warn and Mandated Reporting *Read: Royse, Dhooper, & Badger, Chap. 7 (pdf file in Canvas)* Groups will be created for Ethical Use of Social Media presentation. Group work time will be allotted.
Week 11 04/12/2021	This week we will discuss: Ethical Use of Social Media *Read: NASW Standards for Technology in Social Work Practice; Larkin p. 115-119 (pdf files in canvas); Gasker p.456-466*
Week 12 04/19/2021	This week we will discuss: Ethical Use of Social Media; Considering Options and Resolving Dilemmas *Read: Rothman, Chap. 5* Group work time will be allotted.
Week 13 04/26/2021	This week we will discuss: Multicultural Perspectives, Inclusivity, Diversity *Read:* Larken, Chap. 8; NASW Standards for Cultural Competence in Social Work Practice; Gasker p. 67-84; (pdf files in Canvas),
Week 14 05/03/2020	This week we will discuss: Professional Competence and Training; Self-care and burnout *Read:* Gasker, p 253-273 (pdf files in Canvas)
Week 15 05/10/2020	**Ethical Use of Social Media Group Presentations** **Wrap Up & Exam II prep**
Final Exam	Exam II and Case Study Analysis due.

VI. Course Projects

<u>Group Project: Code of Ethics Analysis (50 points)</u>

• 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 School Counselor Association (ASCA)
https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf

• 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/

Paper (30 points)
You will be placed into a group and assigned <u>one</u> of the codes of ethics listed above. As a group, you will write and submit a 3-4 page 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 did your group feel are most important in each of the codes?

• Which ethical principles of the code likely align most closely with personal values? Are there 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 your group was assigned – 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.

Presentation (20 points)
Your group will present your group's work to the class. You may present as minimally (simply speaking to the class) or as organized (PowerPoint) as your group prefers. As a group, each participant must share in the responsibility of presenting. Again, your group must cover:

• 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? Please describe them.

• What ethical guidelines and principles did your group feel are most important in each of the codes?

• Which ethical principles of the code likely align most closely with personal values? Are there 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 your group was assigned – 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.

Values Personal Reflection Paper (20 points)

Identify one situation involving a client where you would find it difficult to provide human 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.

Write a reflection paper 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 reflection paper in APA format 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.

Mandated Reporter Training (20 points)

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

Upon completion, submit the training certificate to Canvas.

Group Project: Ethical Use of Social Media PowerPoint (50 points)

Imagine you are a human services professional working in an agency and you have been asked to develop a PowerPoint presentation outlining social media guidelines that focuses on preparing staff for the ethical

behavior in the use of social media. Your scope may be broad or specific (such as client-practitioner social media interactions, or practitioner social media activity on public (or private) sites). Be creative!

- Create a PowerPoint using material from course readings, ethical standards and other scholarly sources.
- Maximize the space available and use relevant graphics.
- Be sure to cite established ethical codes and standards, as well as any other scholarly source.

I will create groups of 3 to 4 students. Students will then work together to create the PowerPoint. Students will present on the final synchronous night of class.

The PowerPoint presentation should contain slides to educate a new worker without any knowledge of ethical use of social media in the workplace. The presentation should be 10 minutes long. All group members will be required to present information during the in-class presentation. You will receive time in class to meet as a group and work on the presentation. You may need to work outside of class.

Case Study Analysis (100 points)

The purpose of the project is to integrate the concepts and ideas learned in the classroom setting to analyze an ethical dilemma. The Case Study Analysis Project should be completed incrementally from the first week of class to the close of the semester. Your instructor will provide connections between class content and the Case Study Analysis throughout the semester. You are encouraged to start working on the project from the first week of the semester to ensure you have time to craft a well-organized, critical, and thorough ethical analysis. You are encouraged to utilize your instructor for feedback or guidance.

Students will identify a current situation for ethical analysis. Students may utilize a situation from current events **or** interview a current social service practitioner to learn of an ethical dilemma the practitioner encountered through the course of work.* Students are strongly encouraged to work with the instructor to ensure the case study is appropriate and relevant to utilize for the project.

Please address the following components:

1. Provide a clear synopsis of the case study. Include <u>all</u> relevant information needed to understand the ethical issue.
2. Identify the primary ethical issue
3. Phrase as an ethical dilemma
4. Identify the information you need to gather to make an informed decision
5. Discuss options and how you would resolve the dilemma.
6. 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.
7. Summarize how you would address the ethical issues in the case.

- Your paper should be three to four pages long.
- Write your paper in APA format, not including the title and reference pages, which are required. **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.