Social Work/Sociology 263 Ethical Practice in the Helping Professions
Fall 2020
Learning via Zoom: Wednesdays, 9:30am – 10:45am
Learning in Canvas, ongoing

Instructor: Margaret Kubek (she, her, hers), MSW, MS
Individual Time for Students: Virtual on Zoom, Thursday 10am – noon or by appointment
Phone: 920-309-3281 (personal cell number)
Email: my preference is through the Canvas platform but mkubek@uwsp.edu also works

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.

Sheafor, B.W, Horejsi, C. R. (2015). *Techniques and guidelines for social work practice* (10th ed.). Boston: Pearson.

***Additional required readings**: 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.

Additional multi-media and mini-lectures will be posted to Canvas.

Course Format
This course will be a blend of live, coordinated meetings (synchronous on Wednesdays at 9:30am) and asynchronous (on demand lectures and materials posted to Canvas). This course is about knowledge building, as well as skill building. This course will consist of lecture, discussion, and activities directed at helping you absorb the knowledge, values, and skills essential for effective social work practice. Every week, you will be assigned to small groups in Zoom to analyze and apply critical thinking to a case study that will be a focus of class discussions.

In lieu of the in person classes we were schedule to have on Mondays, at the beginning of each week, I will post a lecture in Canvas Modules with course concepts and multi-media materials.

Information about Canvas
Canvas is the UWSP Learning Management System (LMS). Materials for this course are posted to Canvas; this is also the place where you will submit assighments. Follow this link for the login page for Canvas, student guides, and an orientation training for students: https://www.uwsp.edu/canvas/Pages/default.aspx

Information about Zoom
Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:
https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx

To enter our Zoom class sessions, you'll navigate to the Canvas page, select our course, then scroll down to Zoom. You'll then select the appropriate date.

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 and ethical foundation 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. Analyze and synthesize relevant literature demonstrating evidence of critical thinking.
8. Present an analysis of an ethical dilemma in writing.

Course Requirements

#		Points
1.	Professionalism	30 points
2.	In Class short essays (14 total)	140 points
2.	Ethics Comparison Paper	30 points
3.	Personal Values Reflection	30 points
6.	Podcast Reflection	30 points
4.	Mandated Reporter Training	10 points
4.	Informed Consent and Confidentiality Paper	40 points
5.	Ethical Use of Social Media Pamphlet	40 points
7.	Case Study Analysis	50 points
Total:		400 points

Grading Scale

		Percent
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 VIRTUAL CLASSROOM EXPECTATIONS

Zoom Attendance Expectations

♦ Students are expected to **attend Zoom class sessions on Wednesday mornings** 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 class is structured.

♦ Our Wednesday meeting will be highly interactive. I may lecture for about 5-10 minutes at the beginning of the session, 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. As such, please do your best to attend our Zoom class

♦ But…times are challenging and uncertain due to COVID; if you are unable to attend a Zoom session, I will provide an alternate assignment for you to complete along with the expectation that you will watch the recorded Zoom session. I will not deduct points from your final grade if you are unable to attend a Zoom session.

Workload Expectation

The blended live and on demand format will provide a slightly different experience than if we were in-person for the entire semester. We will use our time on Wednesday mornings to discuss concepts, case studies, and ethical dilemmas in small groups. The time that you are not in the virtual classroom should be spent engaging with the lecture I post in Canvas, reading, and completing assignments. Compared to a traditional classroom experience, a blended live and on demand class requires greater self-motivation and discipline.

Late papers / missed exams

Students are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE.** Requesting an extension does not automatically mean that you will receive one. Late assignments can be turned in for partial credit. 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!

Communication

Our communication in this class will occur virtually through Canvas, email, Zoom, or cell. If you need to contact me about a private matter, you can send me an email. I typically respond to emails within 24 hours (except on weekends); if you send me an email and do not hear back from me within 48 hours, please re-send

your email. If you would like to chat in Zoom or via text message, you may send me an email or text to set that up. However, if your question is related to a more general matter, consider asking it in one of the pinned discussions on Canvas (one for assignments, one for clarification of concepts / ideas); you are encouraged to answer each other's questions as this will benefit everyone.

My goal is to provide feedback for the shorter papers and assignments within 72 hours of the due date. It may take me a little longer to provide feedback for the informed consent, case study, and pamphlet.

I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

What is "Individual Time for Students?"
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 Zoom office hours for this semester are Thursdays from 10am to noon, but I can meet at other times as well.

Questions About Concepts or Assignments
In Canvas, you will notice two pinned discussions. One is for any questions about the concepts, topics, or ideas presented in the textbook or mini-lectures I post to the discussion board each week. If you do not understand a concept or would like more materials to deepen your understanding of a concept, please post your request. The other pinned discussion is for questions about assignments.

Please consider using these two discussion boards, as opposed to emailing me directly. Your classmates might benefit from your question and the answer I, or a classmate, provides.

Zoom Civility and Respect for Diversity
To have meaningful, rich, and substantive dialogue in the weekly discussions in Zoom, 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 want to make this virtual classroom a safe place to practice this kind of risk taking. Students 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 to be displayed 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 online 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 virtual classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the online classroom. An awareness of maintaining confidentiality is of utmost importance in the social work profession.

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.

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

*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator and/or law enforcement.

Special Needs

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 (09/02 to 09/06)
TOPIC: Introductions and Course Overview (Competency 1)
Read: Rothman, Chap. 1; Codes of Ethics for National Organization for Human Services, National Association of Social Workers, American Psychological Association
Engage: Attend Zoom virtual classroom session on Wednesday, September 2nd at 9:30am
Complete: In class essay (Information sheet)

Week 2 (09/07 to 09/13)
TOPIC: Introduction to Professional Skills and Ethics (Competency 1)
Read: Sheafor and Horejsi, Chap. 1
Engage: Attend Zoom virtual classroom session on Wednesday, September 9th at 9:30am
Complete: In class essay on reading assignment for week 2

Week 3 (09/14 to 09/20)
TOPIC: Merging Person and Profession (Competency 1)
Read: Sheafor & Horejsi, Chap. 2
Engage: Attend Zoom virtual classroom session on Wednesday, September 16th at 9:30am
Complete:
- Ethics Comparison Paper Due Sunday, September 20th at 11:59pm
- In class essay on reading assignment for week 3

Week 4 (09/21 to 09/27)
TOPIC: Values and Helping Relationships and Ethical Theory (Competency 1)
Read: Rothman, Chap. 4; Sheafor and Horejsi, Chap. 3 & 6
Engage: Attend Zoom virtual classroom session on Wednesday, September 23rd at 9:30am
Complete: In class essay on reading assignment for week 4

Week 5 (09/28 to to 10/04)
TOPIC: Professional Responsibilities, Guiding Principles, and Ethical Decision Making (Competency 1)
Read: Rothman, Chap. 2; Sheafor and Horejsi, Chap. 5
Engage: Attend Zoom virtual classroom session on Wednesday, September 30th at 9:30am
Complete:
- Personal Values Reflection Paper Due Sunday, October 4th at 11:59pm
- In class essay on reading assignment for week 5

Week 6 (10/05 to 10/11)

TOPIC: Ethical Decision-Making Models and Resources (Competency 1)
Read: Rothman, Chap. 3; Ethical Decision Making Meets the Real World of Field Work in the New Social Worker Magazine, https://www.socialworker.com/feature-articles/ethics-articles/Ethical_Decision_Making_Meets_the_Real_World_of_Field_Work/
Engage: Attend Zoom virtual classroom session on Wednesday, October 7th at 9:30am
Complete: In class essay on reading assignment for week 6

Week 7 (10/12 to 10/18) <mark>No Zoom Class on October 14th</mark>
TOPIC: Managing Boundaries and Dual Relationships (Competency 1)
Read: Ward & Mama, Chap. 12 (pdf file in Canvas)
Engage: In lieu of virtual class, watch the film or documentary (to be determined)
Complete: Submit reflection essay about the film in Canvas by Sunday, October 18th at 11:59pm

Week 8 (10/19 to 10/25)
TOPIC: Informed Consent and Maintaining Confidentiality (Competency 1)
Read: Sheafor & Horejsi, Chap 10; Dhooper, & Badger, Chap. 8 (pdf file in Canvas)
Engage: Attend Zoom virtual classroom session on Wednesday, October 21st at 9:30am
Complete:
- Podcast assignment "Hidden Brain- You 2.0: Tunnel Vision" due October 25th at 11:59pm;
- In class essay on reading assignment for week 8

Week 9 (10/26 to 11/01)
TOPIC: Duty to Warn and Mandated Reporting (Competency 1)
Read: Sheafor & Horejsi, Chap. 11
Engage: Attend Zoom virtual classroom session on Wednesday, October 28th at 9:30am
Complete:
- Online mandated reporter training (10 pts): https://media.wcwpds.wisc.edu/mandatedreporter/Upload copy of certificate of completion. Due Sunday, November 1st at 11:59 pm
- In class essay on reading assignment for week 9

Week 10 (11/02 to 11/08)
TOPIC: Duty to Warn and Mandated Reporting (Competency 1)
Read: Royse, Dhooper, & Badger, Chap. 7 (pdf file in Canvas)
Engage: Attend Zoom virtual classroom session on Wednesday, November 4th at 9:30am
Complete:
- Informed Consent and Confidentiality Paper Due Sunday, November 8th at 11:59pm
- In class essay on reading assignment for week 10

Week 11 (11/09 to 11/15)
TOPIC: Ethical Use of Social Media (Competency 1)
Read: NASW Standards for Technology in Social Work Practice; Larkin p. 115-119 (pdf files in canvas); Sheafor & Horejsi, Chap. 9; Gasker p.456-466
Engage: Attend Zoom virtual classroom session on Wednesday, November 11th at 9:30am
Complete: In class essay on reading assignment for week 11

Week 12 (11/16 to 11/22)
TOPIC: Ethical Use of Social Media; Considering Options and Resolving Dilemmas (Competency 1)
Read: Rothman, Chap. 5
Engage: Attend Zoom virtual classroom session on Wednesday, November 18th at 9:30am
Complete:

- Ethical Use of Social Media pamphlet Due Sunday, November 22nd at 11:59pm
- In class essay on reading assignment for week 12

Week 13 (11/23 to 11/29)
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; (pdf files in Canvas)
Engage: Attend Zoom virtual classroom session on Wednesday, November 25th at 9:30am
Complete: In class essay on reading assignment for week 13

Week 14 (11/30 to 12/06)
TOPIC: Multicultural Perspectives; Guidelines for Working with Vulnerable Clients (Competency 1, 2, and 3)
Read: Sheafor and Horejsi, Chap. 15
Engage: Attend Zoom virtual classroom session on Wednesday, December 2nd at 9:30am
Complete:
- Case Study Analysis Paper Due Sunday, December 6th at 11:59pm;
- In class essay on reading assignment for week 14

Week 15 (12/07 to 12/13)
TOPIC: Professional Competence and Training; Self-care and burnout
Read: Sheafor & Horejsi, Chap. 16; Gasker, p 253-273 (pdf files in Canvas)
Engage: Attend Zoom virtual classroom session on Wednesday, December 9th at 9:30am
Complete: In class essay on reading assignment for week 15

HAPPY BREAK!

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
- I'm happy to provide support around APA style and writing format.

ASSIGNMENTS

Professionalism (30 points, Competency 1)
Ongoing.
You are expected to engage in the live and on demand learning activities fully prepared, engaged, and participatory. Readings and assignments are to be completed on time. The practice of professionalism in the virtual classroom provides a foundation for future social work practice.

Please see the following statements above for specific guidance around professionalism:
- Course Expectations
- Late Papers / Missed Assignments / Incompletes
- Workload Expectations
- Zoom Civility and Respect for Diversity
- Confidentiality

In Class Short Essays (14 total @ 10 points each = 140 points total)
Weekly at the beginning of Zoom sessions
At the beginning of our Zoom 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 virtual class time for this assignment. Our first class you'll take a brief amount of time to fill out an Information Sheet for me.

These will either be completed individually, or the essay will be constructed collaboratively in your small groups; we'll discuss during our first class.

A rubric for this assignment is posted in Canvas.

Ethics Comparison Assignment (30 points) Due: Sunday, September 20th at 11:59pm
Locate and review the following professional ethical standards:

• 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

Write a 3 to 4 page APA formatted paper including the following:
- Give a brief and concise summary for each of the codes of ethics. Please do not cut and paste text directly out of the codes. Summarize these codes in your own words.
- State the significant similarities and the differences between these various codes of ethics.
- What ethical guidelines and principles did you feel are most important in each of the codes?
- Which ethical principles align most closely with your own personal values? Are there are there ethical guidelines or principles that conflict with your own personal values? (Identify the specific professional standards)
- In what ways do you think personal and professional values can come into conflict in professional practice? How might you deal with conflicting values?

*Please use headings to organize your paper.

A rubric for this assignment is posted in Canvas.

Personal Values Reflection Journal (30 points) Due Sunday, October 4th at 11:59pm
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.
Compose a journal entry (2 to 4 pages) 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.

Podcast "One Pager" Reflection (30 points) Due on Sunday, October 25th at 11:59pm
Listen to **Hidden Brain: You 2.0: Tunnel Vision** and post a one-pager reflection on the stories presented in the discussion area in Canvas. You can find the link to this podcast in Canvas or here:
https://www.npr.org/2019/08/05/748207152/you-2-0-tunnel-vision

The one pager should include the following:
- What did you learn from the stories presented in the podcast?
- How can you incorporate some of these ideas into your own behavior as a student, citizen, and future professional?
- What are the central themes of the podcast?
- How do these themes relate to social welfare?

A rubric, template, and directions for the construction of a "one pager" are in Canvas.

Mandated Reporter Training (10 points) Due Sunday, November 1st at 11:59pm
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 3/31/20. Upon completion, submit the training certificate to Canvas.

Informed Consent & Confidentiality Paper (40 pts) Due: Sunday, November 8th at 11:59pm
For this assignment, please write a 3-4 page paper in APA format. **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.

Ethical Use of Social Media Pamphlet/Infographic Assignment (40 pts) Due: Sunday, November 22nd at 11:59pm

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.
- 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 (50 pts) Due: Sunday, December 6th at 11:59pm

You will be assigned a case study for analysis. Review the essay and write a 4 page essay addressing the following items:
Review your assigned case study and write a 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:

- 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.

A rubric for this assignment is posted in Canvas.

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.