

SOCIAL WORK/SOCIOLOGY 263
Ethical Practice in the Helping Professions

Spring 2022

Monday and Wednesday, 9:30-10:45 AM
Chemistry Biology Building (CBB) 135

INSTRUCTOR

Jess Bowers, MSW, CAPSW

Pronouns: She/her/hers

Office: SCI B339

Phone: 715-346-2444

Email: jbowers@uwsp.edu

OFFICE HOURS

Mon. & Wed. 11 AM- 12:30 PM and Thursday, 12:30-2:00 PM

Stop in my office: SCI B339 *mask required

Or join my virtual meeting room:

<https://wisconsin-edu.zoom.us/j/4178117493>

Meeting ID:417 811 7493

COURSE WEBSITE

We will be using the new Course Management System, **Canvas**. Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas.

RENTAL TEXT

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.

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.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (2015 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” below.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE OBJECTIVES

At the completion of the course, the student will:

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. Identify an ethical dilemma and be able to 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 building 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

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|----|--------------------------------------|-----------|
| 1. | Attendance and Participation | 30 points |
| 2. | Ethics Analysis Project | 50 points |
| 3. | Personal Values Reflection | 40 points |
| 4. | Mandated Reporter Training | 20 points |
| 5. | Ethical Use of Social Media Pamphlet | 40 points |
| 6. | Podcast Reflection | 20 points |

7.	Case Study Analysis	50 points
9.	Exam 1	50 points
10.	Exam 2/Final	<u>50 points</u>
		Total: 350 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

- ◆ Students are expected to **attend class** and **read all assignments** before the class for which they are assigned. It is imperative that you **attend every class session** due to the way the class is structured. If you miss class, you will not only impede your own learning, but also the learning of others.
- ◆ Students should be prepared to take part in discussion, experiential, and written assignments in class.
- ◆ Students should expect to spend time outside of class reading assigned text and preparing other assignments.

WRITING ASSIGNMENTS

- ◆ Please write all assignments in APA format
- ◆ Papers will be graded on accuracy, content, consideration of course principles, development of ideas, spelling, and grammar.
- ◆ 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.
- ◆ When outside sources are used, ALL references must be cited within the text and must appear in a reference list at the end of the paper in APA formatting.
- ◆ Students will lose points for assignments that are turned in late. No assignments will be accepted if they are turned in more than two weeks past their due date. If extensions are needed on assignments, this must be discussed with me prior to the due date.

ASSISTANCE WITH ASSIGNMENTS

I am happy to meet with you to discuss assignments. We can do this in person, by phone, or by e-mail. If you want to meet in person, you may stop in during office hours or we can set up another time that works for both of us.

LATE PAPERS/MISSED EXAMS/INCOMPLETES

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**. The same process is necessary to request an incomplete. Requesting an extension or incomplete 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.

PLAGIARISM

Plagiarism—using words or ideas of another person without citation—will result in a failing grade for the course and may lead to other disciplinary action. Any quotation, specific fact, or major idea taken from a book, article, or other source, must be cited within your paper and included in your reference list at the end of the paper. If you do not do this, it is plagiarism.

DISABILITIES/SPECIAL NEEDS

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>

CONFIDENTIALITY

Since personal information may be revealed during the course of this class, confidentiality is of utmost importance. We will be discussing case examples about real people and will be sharing personal information about ourselves. Students are expected to hold confidential any personal information shared in class. Members of the class may wish to make comments that they do not want repeated outside of the classroom. The class is expected to respect the confidentiality of their fellow students. Writing assignments will be viewed only by the instructor. Personal information will be held confidential by the instructor unless information shared implies a threat of harm to the student, another person, or reveals academic misconduct.

GROUND RULES FOR CLASS PARTICIPATION

- ◆ We are working to develop knowledge, skills, and values that are consistent with social work in this class. We all have misinformation, and sometimes prejudices, about groups of people. One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. In order to do this, we need to practice changing what we say after we have learned that we have misinformation. We need to practice not blaming people for their positions in life. We need to find accurate information about all people and actively work against myths and stereotypes that exist about people.
- ◆ Effective class discussions often involves some risk taking. I want to make this 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.
- ◆ Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. Students are asked to put laptops and cell phones away during class.
 - ◆ *If there is a specific reason why you need a laptop or phone during a particular class please see me to discuss this.

UWSP POLICIES:

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. 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.

<http://www.uwsp.edu/dos/Pages/default.aspx>

EMERGENCY PROCEDURES

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to a victim. In the event of a tornado warning, proceed to the lowest level interior room without window exposure. In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

RIGHTS AND RESPONSIBILITIES

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at

<http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>.

READING ASSIGNMENTS AND CLASS TOPICS FOR:

(please be aware that due dates and assignments may need to be changed. Students will be made aware of any changes to the course schedule as soon as possible.)

Week 1 (1/24/20 & 1/26/20)

TOPIC: Introductions and Course Overview

Read: Rothman, Chap. 1; Codes of Ethics for National Organization for Human Services, National Association of Social Workers, American Psychological Association

Assignment: Please review the first module: “Welcome: Getting started Ethics”

Week 2 (1/31/22 & 2/2/22)

TOPIC: Introduction to Professional Skills and Ethics

Read: Sheafor and Horejsi, Chap. 1

Class discussion about Ethics Analysis group projects. *Groups will be assigned in class.

Week 3 (2/7/22 & 2/9/22)

TOPIC: Merging Person and Profession

Read: Sheafor & Horejsi, Chap. 2

In class group work on Ethics Analysis assignment

***Assignment: Values Reflection Paper Due Sunday, 2/13/20 at midnight**

Week 4 (2/14/22 & 2/16/22)

TOPIC: Values and Helping Relationships and Ethical Theory (*Competency 1*)

Read: Rothman, Chap. 4; Sheafor and Horejsi, Chap. 3 & 6

In class group work on Ethics Analysis Assignment

Week 5 (2/21/22 & 2/23/22)

TOPIC: Professional Responsibilities, Guiding Principles, and Ethical Decision Making

Read: Rothman, Chap. 2; Sheafor and Horejsi, Chap. 5

***Assignment: Ethics Analysis Group Presentations**

***Assignment: Ethics Analysis Paper Due Sunday, 2/23 at midnight**

Week 6 (2/28/22 & 3/2/22)

TOPIC: Ethical Decision-Making Models and Resources

Read: Larkin, Chap. 7 (pdf file in Canvas); Rothman, Chap. 3

***Assignment: Ethics Analysis Group Presentations**

Week 7 (3/7/22 & 3/9/22)

TOPIC: Managing Boundaries and Dual Relationships

Read: Ward & Mama, Chap. 12 (pdf file in Canvas)

***Exam One Review on 3/9/22**

Week 8 (3/14/22 & 3/16/22)

TOPIC: Informed Consent and Maintaining Confidentiality

Read: Sheafor & Horejsi, Chap 10; Dhooper, & Badger, Chap. 8 (pdf file in Canvas)

EXAM ONE: Monday, 3/14/22 – online in CANVAS. Unlocks 9:30-10:45 AM

Spring Break: 3/21/22- 3/25/22

Week 9 (3/28/22 & 3/30/22)

TOPIC: Duty to Warn and Mandated Reporting

Read: Sheafor & Horejsi, Chap. 11

***Assignment: Complete the following online mandated reporter training (10 pts):**

<https://media.wcwpds.wisc.edu/mandatedreporter/>

Upload copy of certificate of completion. Due Sunday, 4/3 at midnight

Week 10 (4/4/22 & 4/6/22)

TOPIC: Duty to Warn and Mandated Reporting

Read: Royse, Dhooper, & Badger, Chap. 7 (pdf file in Canvas)

Week 11 (4/11/22 & 4/13/22)

TOPIC: Ethical Use of Social Media

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

***Assignment: Ethical Use of Social Media pamphlet Due: Sunday, 4/19 at midnight**

Week 12 (4/18/22 & 4/20/22)

TOPIC: Ethical Use of Social Media; Considering Options and Resolving Dilemmas

Guest Speaker: Katie Kirmse-Fuhrer, Northcentral Independent Living Program

Read: Rothman, Chap. 5

***Assignment: Podcast Reflection due 4/24 at midnight**

Week 13 (4/25/22 & 4/27/22)

TOPIC: Multicultural Perspectives and Diversity Issues

Read: Larken, Chap. 8; NASW Standards for Cultural Competence in Social Work Practice; Gasker p. 67-84; (pdf files in Canvas)

Week 14 (5/2/22 & 5/4/22)

TOPIC: Multicultural Perspectives; Guidelines for Working with Vulnerable Clients

Read: Sheafor and Horejsi, Chap. 15

4/30: In class case study analysis

***Assignment: Case Study Analysis Paper Due Sunday, 5/8 at midnight**

Week 15 (5/9/22 & 5/11/22)

TOPIC: Professional Competence and Training; Self-care and burnout

Read: Sheafor & Horejsi, Chap. 16; Gasker, p 253-273 (pdf files in Canvas)

Final Exam review in-class on 5/11/22

Final Exam— Tuesday, May 17th, 5-7 PM; online exam in Canvas

EXAMS:

Students will complete two exams in the course of the semester. Exam one will online in CANVAS and unlock at 9:30 AM on Monday, 3/14/22. Students will have 75 minutes to complete the exam, and the questions will be multiple choice, true-false, short answer, and essay. The second exam will be online and unlocked during our final exam time from 5-7 PM on Tuesday, May 17th. Each exam is worth 50 points.

ASSIGNMENT DESCRIPTION:

Ethics Analysis Group Project (50 points)

This project has two components: A group paper and a group presentation. Groups will be assigned during week two of the semester. The Group paper will be due week five of the semester and group presentations will take place week five and six.

Paper (30 points) Due Sunday, 2/27/22 at midnight

You will be placed into a group and assigned one of the codes of ethics listed below. 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.

1. 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.
2. What are the professional values of the profession?
3. What ethical guidelines and principles did your group feel are most important in each of the codes?
4. 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)
5. 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.

- 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/fo41cbdo-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/memborgroups/ethics/code_of_ethics.ashx
- National Association for Home Care and Hospice (NAHCC)
<https://www.nahc.org/about/code-of-ethics/>

Presentation (20 points)

Your group will present your group's work to the class during weeks five and six. Each presentation should be 10 minutes in length. 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:

1. Summarize (and be sure to cite) the code you were assigned to in your own words.
2. What are the professional values of the profession? Please describe them.
3. What ethical guidelines and principles did your group feel are most important in each of the codes?
4. 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)
5. 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 (40 points) Due Sunday, 2/13/20 by midnight

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.

Instructions:

1. Compose a journal entry (2-4 pages) with personal reflections that pertain to your own values and professional development. Answer the Following questions:
 - a. What impact would these differences have on the engagement process with your client?
 - b. How might you prepare yourself to uphold ethical standards should you ever encounter a client in such circumstances?
2. Discusses relevant established ethical codes.
3. 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) Due Sunday, 4/3/22 at midnight

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 4/4/22. Upon completion, submit the training certificate to Canvas.

Ethical Use of Social Media Pamphlet/Infographic Assignment (40 pts) Due: Sunday, 4/17/22 at midnight

Imagine 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.

Podcast Reflection (20 points)- due on 4/24/22 at midnight

Please listen to **Hidden Brain: Both Things Can Be True** and post a one-page reflection on the story presented in the podcast in the discussion area in Canvas. You can find the link to this podcast in Canvas and below. Please write in APA format. What did you learn from the main idea presented in the podcast? How can you incorporate some of these ideas into your own future career as a helping professional?

<https://hiddenbrain.org/podcast/both-things-can-be-true/>

Case Study Analysis Paper (50 pts) Due: Sunday, 5/8/22 at midnight

Students 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 using the framework above.**
- 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 and a reference page at the end of your paper.