SOC 303: Ethical Practice in the Helping Professions
3 credits
Spring 2023
Monday & Wednesday, 8 AM to 8:50 AM, Friday in Zoom
UWSP at Wausau, Room 240
UWSP at Marshfield, Room 468

Instructor: Kate Kipp, MSSW, APSW

Office: 85-C, South Hall, in Wausau
                B-343 SCI, in Stevens Point

Office Hours: Mondays, in Wausau: 9:30 AM to 1:30 PM
                Tuesdays in Stevens Point: 9:30 AM to 1:30 PM
                Other days & evenings by appointment in Zoom.

Email: kkipp@uwsp.edu

Course Pre-Requisites: Sociology 101.

Required Text:
Barsky, A. (2022). *Essential Ethics for Social Work Practice*. New York: Oxford.

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 contentious 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.

CSWE Competency		Demonstrated behaviors for competent practice include:	Assessment for Competency	
Competency 1	Demonstrate ethical and professional behavior.	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.	Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15	Personal Value Paper Code of Ethic Project Ethics Everywhere Mandated Reporter Case Study Use of Social & Tech in Workplace
Competency 2	Advance human rights and social, racial, economic, and environmental justice.	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Week 13 Week 14	Ethics Everywhere Mandated Reporter Case Study
Competency 3	Engage anti-racism, diversity, equity, and inclusion in practice (ADEI).	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	Week 13 Week 14	Case Study Mandated Reporter Ethics Everywhere
Competency 4	Engage in practice-informed research, and research-informed practice.	a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		
Competency 5	Engage in policy practice.	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Week 8 Week 9 Week 10 Week 11 Week 12	Case Study Mandated Reporter Ethics Everywhere
Competency 6	Engage with individuals, families, groups, organizations, and communities.	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15	Case Study

Competency 7	Assess individuals, families, groups, organizations, and communities.	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14	Ethics Everywhere
Competency 8	Intervene with families, groups, organizations, and communities.	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Week 13 Week 14	
Competency 9	Evaluate practice with individuals, families, groups, organizations, and communities.	a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities		

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 AND 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

Attendance and Participation	150 points
Ethics Analysis Project	50 points
Personal Values Reflection	20 points
Mandated Reporter Training	10 points

Ethical Use of Social Media Presentation	50 points
Case Study Analysis	100 points
Ethics, Ethics, Everywhere	10 points
Exam I	100 points
Exam II	100 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 for the missed class.
Students who arrive to class late will receive partial attendance points.

RECORDING AND SHARING RECORDED CLASS CONTENT
Lecture materials and recordings for SOC 303 are protected intellectual property of 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 six 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.

Exams
There are two exams in this course. Each 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

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 date and time that it is due. The instructor will check the Dropbox to determine that if work was submitted the required due date/time. The instructor will NOT grade late work that is submitted to Canvas unless an alternate due date has been negotiated. Students are responsible to contact the instructor to negotiate 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.

Emails 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. Classroom Values
<u>In addition to the values of our great university</u>: Community Engagement, Critical Thinking, Diversity & Inclusivity, Lifelong Learning, Professional Preparation, Research & Scholarly/Creative Activity, Student-Centered Environment, and Sustainable Management of Natural Resources,

<u>and of the social work profession</u>: Dignity & Worth of the Person, Service, Competence, Integrity, Social Justice, and Importance of Human Relationships,

<u>our classroom will also foster</u>: Growth mindset, Resourcefulness, Ownership, and Curiosity.

V. Course Outline

Week 1 01/23/2023	This week we will discuss: Introductions and Course Overview Introduction to Professional Skills and Ethics ***Read:*** *Barsky, Chap. 1*
Week 2 01/30/2023	This week we will discuss: Merging Person and Profession ***Read:*** Groups will be formed for the Code of Ethics Analysis <u>Group work time will be allotted.</u>
Week 3 02/06/2023	This week we will discuss: Values and Helping Relationships and Ethical Theory **Assignment: Values Personal Reflection Paper Due 02/17/2023 at 11:59 PM.** ***Read:***
Week 4 02/13/2023	This week we will discuss: Professional Responsibilities, Guiding Principles, and Ethical Decision Making ***Read:*** <u>Group work time will be allotted.</u>

Week 5 02/20/2023	This week we will discuss: Ethical Decision-Making Models and Resources ***Read:***
Week 6 02/27/2023	This week we will discuss: **Group Ethics Analysis Presentations (Wednesday)** **Group Ethics Analysis Paper Due** Managing Boundaries and Dual Relationships ***Read:*** *Barsky, Chapter 8*
Week 7 **03/06/2023**	**Exam prep & Wrap Up** **EXAM I on 3/08/2023**
Week 8 03/13/2023	This week we will discuss: Informed Consent and Maintaining Confidentiality ***Read:*** *Barsky, Chapter 5*
Week 9 03/27/2023	This week we will discuss: Duty to Warn and Mandated Reporting ***Read:*** *Read: Barsky, Chapter 5.* **Assignment: Mandated Reporter Training. Due 3/31/2023 at 11:59 PM.**
Week 10 04/03/2023	This week we will discuss: Duty to Warn and Mandated Reporting ***Read:*** Groups will be created for Ethical Use of Social Media presentation. <u>Group work time will be allotted.</u>
Week 11 04/10/2023	This week we will discuss: Ethical Use of Social Media ***Read:*** *NASW Standards for Technology in Social Work Practice;*
Week 12 04/17/2023	This week we will discuss: Ethical Use of Social Media; Considering Options and Resolving Dilemmas <u>Group work time will be allotted.</u>

Week 13 04/24/2023	This week we will discuss: Multicultural Perspectives, Inclusivity, Diversity Guest Speaker from MILC, Inc. *Read:* Barsky, Chapter 7
Week 14 05/01/2023	This week we will discuss: Professional Competence and Training; Self-care and burnout *Read:* Group work time will be allotted.
Week 15 05/08/2023	**Ethical Use of Social Media Group Presentations**
Final Exam	**Exam II** Case Study Analysis due.

VI. Course Projects

Group Project: Code of Ethics Analysis (50 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 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 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. <u>As a group, each participant must share in the responsibility of presenting. Again, your group must cover:</u>

• Write a summary for the code you were assigned.

• 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 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/or 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 Presentation (50 points)

Imagine you are a human services professional working in an agency, and you have been asked to develop a PowerPoint presentation outlining technology or social media guidelines that focuses on preparing staff for the ethical behavior with the use of technology or 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, agency phone use at work, outside of work). 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 during the final week 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:

Please address the following components:

Part I: Professional Self

1. How did you prepare for the interview?
2. How did you thoughtfully engage and interact with the human service professional?
3. Provide a redacted email chain and/or verbatim of the phone conversation.
4. At the conclusion of the interview, how would you assess your professional behavior? What went well? What would you do differently next time?

Part II: Case Study

1. Provide a synopsis of the case study.
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. 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.

Ethics, Ethics, Everywhere (10 points as complete/incomplete)

You will be assigned a class period (either Monday or Wednesday) to provide a recent ethical concern discussed locally, regionally, state-wide, nationally, or internationally.

After attendance is taken, I will ask for the day's presenters to share the ethical dilemma they selected. You will open your microphone, provide a synopsis of the ethical dilemma, and state the ethical dilemma, as you define it. Your presentation should only last a few minutes.

In Canvas, please upload the link to the dilemma and your "versus" statement.

If you were to earn seven or more points, you will be graded as "complete." If you were to earn 6 or less points, you will be graded as "incomplete."