I. COURSE PURPOSE

There is an increasing concern about the ethical quality of professional life, evidenced in the growing interest in professional ethics; the revisions of the NASW Code of Ethics (2008); the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Ethics and Principles (2004); in national and international debates on policy issues, such as immigration, the economy, health care, discrimination, end of life care and global issues; and in the ethical issues that shape the direct practitioners ability to engage, assess, and intervene with individuals, families, groups, organizations, and communities. These include attention to informed consent, boundary issues, confidentiality, and self-determination.

The purpose of this course is to help students become more effective in identifying and dealing with the increasingly complex ethical questions in professional social work practice. Because of the multi-focused nature of social work practice, this course addresses the ethical issues in direct practice as well as social policy, managerial, and programmatic issues which confront social workers in various settings. Advances in technology and social networking, an environment of economic constraints, shifting social policies, changing organizational structures (managed care and practice in for-profit settings), and cultural diversity are creating complex moral issues that require special ethical competencies. Since direct practice is profoundly influenced by social and organizational policies, direct service workers need ethical sensitivity and knowledge to engage these issues; while managers, community developers, and policy practitioners need insight into micro level concerns in order to provide adequate leadership in these areas. That is, all social work practitioners have ethical responsibility and accountability not only for direct practice but also for influencing policies that affect direct client service. Increased emphasis on service outcomes, evidence-based practice as well as the use of social networking and information technology raises questions about the moral implications of the means selected to achieve targeted ends. The
emergence of ethics review processes as a tool for risk management in both for-profit and non-profit settings affirms the need for the profession to engage in ethics risk management at all levels of practice.

Class sessions are designed to increase student awareness of their personal value systems with respect to the ethical dimensions of policy, organizational, and practice issues. It provides ethical tools needed to translate ethical principles, including philosophical worldviews, contemporary social justice perspectives and human rights principles into social work practice behaviors. A model for ethical decision making, comprised of basic components for ethical reflection and analysis of conflict situations, is provided. Competency in ethical decision making is needed to deal with rapidly shifting social needs and practice requirements which call for social workers who are creative, self-directed and technically and ethically competent in professional practice yet able to tolerate ambiguity in resolving ethical conflicts. Case studies, class dialogue and debate, and analysis of student experiences in the field of social work will be utilized.
II. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by *grey*.

1. Professional Identity:
*Identify as a professional social worker & conduct oneself accordingly.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
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</tr>
<tr>
<td>1.2 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.</td>
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</tbody>
</table>

2. Ethical Practice
*Apply social work ethical principles to guide advanced practice.*

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<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
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</tr>
<tr>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with</td>
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</table>
competing professional standards for ethical social work practice.

2.3 Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.

interact with competing professional standards for ethical social work practice.

2.3 Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.

3. Critical Thinking
Apply critical thinking to inform and communicate professional judgments.

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<tr>
<th>Practice Behaviors</th>
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<th>Social Change</th>
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<tbody>
<tr>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
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</tr>
<tr>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
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</table>

4. Diversity in Practice
Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.

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<th>Practice Behaviors</th>
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<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
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</tbody>
</table>
5. Human Rights & Justice

Advance human rights through understanding how social and economic justice factors impact practice

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<tbody>
<tr>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
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</tr>
<tr>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
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6. Research Based Practice

Engage in research-informed practice and practice-informed research

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<tr>
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<tbody>
<tr>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
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</tbody>
</table>
7. Human Behavior
Apply knowledge of human behavior and the social environment

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<tr>
<th>Practice Behaviors</th>
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<th>Combined</th>
<th>Social Change</th>
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</table>
| 7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice. | 7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice. | 7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice. |}

8. Policy Practice
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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<tr>
<th>Practice Behaviors</th>
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<th>Combined</th>
<th>Social Change</th>
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</thead>
</table>
| 8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services. | 8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services. | 8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services. |}

9. Practice Contexts
Respond to contexts that shape advanced social work practice.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.1 Social workers assess the current political, economic, social, and cultural</td>
<td>9.1 Social workers assess the current political, economic, social, and cultural</td>
<td>9.1 Social workers assess the current political, economic, social, and cultural</td>
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</tbody>
</table>
climate as it affects the most vulnerable members of society.

9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.

10. Engage, Assess, Intervene, Evaluate

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td>Engagement: Social workers:</td>
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<tr>
<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
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<tr>
<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
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<tr>
<td>• 10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
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<tr>
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</tr>
<tr>
<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
<td></td>
<td>10.1.1 Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
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<tr>
<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
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<tr>
<td>• 10.1.4 Effectively use interpersonal skills to establish collaboration between multiple stakeholders</td>
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Revised 1/6/2016 lmm,kmbs
involved in enhancing organizational, community, and social well-being.

<table>
<thead>
<tr>
<th>Assessment: Social workers:</th>
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<th>Assessment: Social workers:</th>
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<tbody>
<tr>
<td>10.2.1 Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.</td>
<td>10.2.1 Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.</td>
<td>10.2.1 Assess organizations, communities, and policy environments using relevant theories and models.</td>
</tr>
<tr>
<td>10.2.2 Use differential diagnostic processes.</td>
<td>10.2.2 Use differential diagnostic processes.</td>
<td>10.2.3 Assess organizations, communities, and policy environments using relevant theories and models.</td>
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</tbody>
</table>

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<tr>
<th>Intervention: Social workers:</th>
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<th>Intervention: Social workers:</th>
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<tbody>
<tr>
<td>10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
<td>10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
<td>10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
</tr>
<tr>
<td>10.3.2 Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</td>
<td>10.3.2 Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</td>
<td>10.3.2 Use appropriate and collaborative interventions to affect organizational, community, and societal change.</td>
</tr>
<tr>
<td>10.3.3 Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
<td>10.3.3 Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
<td>10.3.3 Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
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</tbody>
</table>
- 10.3.4 Use appropriate and collaborative interventions to affect organizational, community, and societal change.

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<tr>
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<tbody>
<tr>
<td>10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
<td>10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
<td>10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
</tr>
<tr>
<td>10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
<td>10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
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</tr>
</tbody>
</table>
III. FURTHER EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. distinguish between the inter-related concepts of moral values, ethical principles, ethical theory, and ethical standards;

2. identify and clarify their own personal ethical orientation, biases, and values as well as the process through which one’s ethical choices are made;

3. utilize ethical theories drawn from professional ethics, organizational ethics, social ethics, multi-cultural and trans-temporal ethics, and bioethics in reaching and justifying ethical positions in social work practice;

4. identify the uses and limitations of the Codes of Ethics with respect to ethical dilemmas involving clients, practitioners, professionals, and society.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings: Required texts may be purchased at the CUA bookstore and can be accessed through the Mullen Library. Periodical readings can be accessed through the Electronic Journal Title Finder and the Electronic Journal Collections located on the WEB.


B. Recommended Readings: Use selectively based on Concentration and topical interest.


C. **Other Recommended Resources and Media:**

**JOURNALS**
- Ethics
- Ethics and Behavior
- Hastings Center Report
- Journal of Social Work Values and Ethics
- Kennedy Institute of Ethics Journal
- Professional Business Ethics
- The Journal of Medicine and Philosophy
- The Journal of Religion and Spirituality: Social Thought
- Journal of Religious Ethics

**WEBSITES**
- University of San Diego, Ethics Matters
  [http://ethics.sandiego.edu/](http://ethics.sandiego.edu/)
- Kenan Institute for Ethics, Duke University
  [http://kenan.ethics.duke.edu/](http://kenan.ethics.duke.edu/)
- Ethics Resource Library--Free
  [www.ethicshare.org](http://www.ethicshare.org)

D. **Course Assignments:** Assignments should be related to your concentration and field of practice. All assignments should be completed using the APA Style.

**Assignment #1: Ethical Dilemma**
**DUE:** Class 4
Describe the practice situation and the ethical dilemma that will be the focus of the paper. Sections 1 and 2 on the paper guideline.

**Assignment #2: MID-TERM PAPER**
**DUE:** Class 9
Describe the background information, including literature, values, standards, ethical theories and perspectives. Sections 3, 4, and 5 on the paper guideline.

**Assignment #3: FINAL COMPLETED PAPER**
**DUE:** Class 14
Sections 1 through 5 of the Ethical Model Paper are corrected, edited, and/or revised based on mid-semester feedback and sections 6 through 8 of the paper are completed. The entire paper is submitted. Suggested length: 12 to 15 printed pages. The completed Ethical Model Paper may be submitted as one of the student’s Scholarly Papers required for graduation. The completed paper should include no fewer than 12 to 15 references.

**N.B.** A reference list using APA Style should be included in the preliminary paper as well as the final assignment.

**Class Participation:** Class sessions will be set into learning modules which will include lecture-discussion, group discussion, and experiential content drawn from student field experiences, case materials, class presentations, and role plays. Each participant is asked to share relevant knowledge, experience, and ideas. Students are encouraged to draw
upon their experience and that of others in the field and to think creatively in terms of current problems and future directions.

**Class Presentation:** Students will participate in planning the class presentations—particularly the experiential component, with the instructor. This process allows for meaningful student participation and class content that has specific relevance to the group’s learning needs. Small groups of students will select a class session of interest to them. The group should meet with the instructor at least one week in advance of their presentation to structure the content of the session they will facilitate. Student facilitation will be considered an essential part of class participation. A sign-up sheet will be posted for this purpose.

**Learning Contract:** The student’s goals for the course will be discussed and formulated in a brief written statement (See Learning Contract Form attached). The direction for the semester will be set within the framework of the learning needs of the students and course curriculum. It should be submitted to the instructor by the second class session.

E. **Grading Policy:** The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation/Session Facilitation</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #1: Ethical Dilemma</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #2: Midterm Paper</td>
<td>30%</td>
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<tr>
<td>Assignment #3: Final Paper</td>
<td>30%</td>
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</tbody>
</table>

F. **Attendance and Participation**

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. The use of laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.
4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

G. Course and Instructor Evaluation:

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. CLASS EXPECTATIONS

Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

Academic Honesty:

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

Accommodations:

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
# CLASS SCHEDULE

## JANUARY 12, 2017

<table>
<thead>
<tr>
<th>Class</th>
<th>COURSE OVERVIEW AND PLANNING</th>
</tr>
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</table>
| 1     | Overview of the course and planning  
|       | State of the art in social work ethics  
|       | The social context and the ethical imperative  
|       | General ethics, social ethics, organizational ethics, and social work ethics  

### Required Readings


### Recommended Readings


## JANUARY 19, 2017

<table>
<thead>
<tr>
<th>Class</th>
<th>THE ROLE OF VALUES IN THE TRANSACTIONAL RELATIONSHIP BETWEEN THE WORKER AND THE CLIENT SYSTEM</th>
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</thead>
</table>
| 2     | Values and ethical principles differentiated  
|       | Value typologies; Value exercise  
|       | Framing ethical dilemmas: conflicts of values, rights, responsibilities  
|       | Examining a social work ethical dilemma  

### Required Readings:


### Recommended Readings


Revised 12/16/16 skj
JANUARY 26, 2017

Class WORLD VIEWS AND SOCIAL WORK ETHICS
3 Orientation to the person and the universe
Western perspectives
Consequentialist and Principle-based approaches
Virtue Ethics
Eastern perspectives
Introduction to Multi-cultural and trans-temporal ethics

Required Readings


Visit: U. of San Diego, Ethics Matters—http://ethics.sandiego.edu

FEBRUARY 2, 2017

Class CODES OF ETHICS AND PROFESSIONALISM
4 The professionalization of social work
The significance of codes of ethics and essential components
NASW Social Work Code of Ethics (Revised 2008): purpose and limitations
The International Code of Social Work Ethics
http://www.ifsw.org/f38000032.html
Malpractice issues
NASW adjudication process

Required Readings


NASW Adjudication Process can be found on the WEB at: http://www.socialworkers.org/pubs/code/procedures.pdf


FEBRUARY 9, 2017
Class 5
A PROCESS MODEL FOR ETHICAL DECISION MAKING
Rationale for a model for ethical decision making
Phases in the Process of ethical decision making
Justification of an Ethical Decision
Discussion of the process used in the Applewhite & Joseph article

Required Readings:


Recommended Readings


FEBRUARY 16, 2017
Class 6
SOCIAL ETHICS: Global Issues and Human Rights
Human rights and the global community
Competing theories of social justice
Poverty and other economic and social issues

Required Readings


Revised 12/16/16 skj


**FEBRUARY 23, 2017**

Class **ORGANIZATIONAL CONTEXT OF SOCIAL WORK: PRACTICE AND ETHICAL CONSIDERATIONS**

Organizational context of agency- institutional practice Bureaucratic- professional systems' tensions
Ethical considerations of policy practice, managerial ethics, and programmatic responsibility and accountability
Malpractice and risk management

**Required Readings**


**Recommended Readings:**


**ETHICS REVIEW PROCESSES IN ORGANIZATIONS**

Ethical issues in multi-disciplinary settings
Ethical processes: case consultation, policy formulation, education
**Required Reading**


**COMPASSION FATIGUE AND BURNOUT: ETHICAL CONSIDERATIONS OF THE RESPONSIBILITY OF THE SOCIAL WORKER TO SELF AND OF THE AGENCY/ORGANIZATION TO SOCIAL WORKERS**

Compassion fatigue and burnout defined; sources of burnout: multiple roles and organizational pressures
Ethical responsibility for supports: personal and programmatic to prevent and/or intervene in staff burnout

**Required Reading:**

NASW Policy Statement on Self Care

**MARCH 2, 2017**

**Class 8**

**THE DIRECT SERVICE SITUATION: BALANCING ETHICAL RESPONSIBILITIES: THE CLIENT SYSTEM AND THE AGENCY**

Worker competency and ethical consideration for responsible practice
Dual Relationships, boundary blurring, and boundary violations

**Required Readings:**


**Select at least two readings from the references below.**

**DUAL RELATIONSHIPS/BOUNDARY ISSUES**


MARCH 9, 2017 SPRING BREAK

MARCH 16, 2017

Class 9 THEORIES OF MORAL DEVELOPMENT AND PRACTICE APPROACHES

- Kohlberg's and Gilligan's theories of moral development
- Selected practice models and related ethical issues
- The ethics of power and manipulation
- Case illustrations and group discussions

**Required Readings**


**PRACTICE SITUATIONS**

- Managed care
- Private and public agencies: Ethical issues around policies and procedures
- Ethical issues around practice models

**Select at least two readings from the references below.**


Revised 12/16/16 skj


**SELF-DETERMINATION**

Select at least two readings from the references below.


**INFORMED CONSENT**

Select at least two readings from the references below.


Revised 12/16/16 skj


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MARCH 23, 2017
Class 10

**ETHICAL RESPONSIBILITIES OF THE SOCIAL WORKER TO THIRD PARTIES**
Responsibility to significant others in the client's social environment
Third party liability: Agency and practitioner considerations
Consideration of specific ethical conflicts in responsibilities to third parties—protective service, marriage counseling, etc.
The doctrine of informed consent and implications for social work

**REPORTING RESPONSIBILITIES AND THE DUTY TO WARN**

**Required Readings:**


**CONFIDENTIALITY**
The right to privacy and the principle of confidentiality: The ethics of secrets
Student case situations

**Required Reading**


**Select at least two readings from the references below.**


Revised 12/16/16 skj


**THE ETHICS OF SUPERVISION**
Ethical issues in supervisory practice
Worker and supervisory responsibility
The principles of direct and vicarious liability

**Required Reading**


**PRIVATE PRACTICE MANAGED CARE**
Private practice defined
Ethical issues identified and clarified
Private practice versus agency-based practice
Managed care issues

**Required Reading**


**MARCH 30, 2017**

**Class 11**

**CULTURE, RELIGION, AND SOCIETY: MACRO AND MICRO ETHICAL ISSUES**
Multicultural and trans-temporal ethics
Religion/spirituality and social work practice in social policy, organizational, and clinical social work contexts
Functional and dysfunctional aspects of religion in practice
Ethical issues related to faith-based communities
**Required Reading**

NASW Standards for Cultural Competence. See NASW Website


*Ethics and Behavior, 12* (2), 143-157.

**APRIL 6, 2017**
**Class 12**

THE RIGHTS OF CHILDREN

Human Rights
Children’s rights: Well-being vs. autonomy
Considerations of the limits and boundaries of the rights of children
Child welfare policy issues, such as transracial issues, family preservation, family rights vs. best interests of the child

**Required Readings**


**APRIL 13, 2017**
EASTER BREAK

**APRIL 20, 2017**
**Class 13**

CONSULTATION

Revised 12/16/16 skj
Overview of life and death issues
Life sustaining technology at the beginning and later stages of life
Issues related to suicide, AIDS, and genetics

**Required Readings**

Beauchamp, T. L., & Childress, J. F. (2009). Chapter 4, Respect for autonomy (pp. 99-148); Chapter 5, Nonmaleficence (pp. 149-196); Chapter 6, Beneficence (pp. 197-239).


GUIDELINES FOR THE ETHICAL MODEL PAPER

(Papers presented in this format may be submitted as one of the Scholarly Paper requirements for graduation.)

Focus: The objective of this assignment is to provide a framework through which you can demonstrate your ability to utilize a process for structuring, defining, and making ethical decisions in social work. This model can be applied to an ethical dilemma at the macro, organizational, or direct practice levels. An important emphasis in the paper is on the methodology, that is, how you arrived at your ethical choice--the ethical solution to the issue/problem selected. This includes logical analysis, self-awareness, and clarity of the reflective process. Each step is essential to the process, builds on the previous step, and moves toward a solution and implementation plan. The justification, or set of reasons/arguments for the ethical position taken, should be clearly stated.

The Ethical Model Paper is submitted in three parts: Ethical Dilemma, The Preliminary Ethical Model Paper, and the Final Ethical Model Paper as follows:

a) The Ethical Dilemma is the first part of the paper. It describes the professional practice issue and clarifies the ethical dilemma that is being processed. It is submitted at Class 4 and covers sections 1 and 2. Suggested page length is 2 pages.
b) The Midterm Paper is submitted mid-semester at the beginning of the particular class session specified by the Instructor. It covers sections 3 through 5 of the Guidelines presented below and includes a reference list. Suggested page length should be approximately six to eight text pages using APA style. Students receive written feedback from the Instructor on the quality of the Preliminary Paper.
c) The Final Ethical Model Paper integrates any needed modifications, revisions, or additions to the preliminary work and goes on to complete sections 6 through 8 of the Guidelines. The complete paper is submitted at the end of the semester at the beginning of the class session specified by the Instructor. Suggested page length is 12 to 15 text pages and reference list.

Outline of the Paper

1. The paper should begin a) with a brief introduction to the ethical issue that will be processed, b) a brief statement of the purpose of the paper, and c) an overview of what will be covered. (Use subheadings throughout the paper.)

2. Practice Situation and the Related Ethical Issues

This section should include: a) a brief description of the practice setting in which your dilemma is embedded. Briefly explain the purpose, sponsorship, and mission of the organization or the specific department/service related to your dilemma. b) Clearly identify the specific situation you have chosen to process. It may be a direct practice case, an organizational policy or a social policy dilemma. Explain all relevant facts of the ethical dilemma. And, c) explicitly state the central ethical dilemma(s) involved.
That is, frame the dilemma in terms of a conflict of values, rights, or responsibilities. In complex dilemmas, you may also choose to briefly discuss any related ethical issues.

The practice situation should be related to your area of concentration. It may be one of direct practice, program management/development, or social policy related to your concentration. In other words, the ethical issue may be related to any of the contexts OR systems in which a social worker carries professional responsibility.

Focusing the dilemma - Ethical dilemmas, like all dilemmas, present the decision-maker with competing perspectives which are of proportional or similar worth. The choice that needs to be made is between two or more alternative goods or the avoidance of alternative harms. If the claims of one side are much stronger than the claims of the other side of the dilemma, it is not a true dilemma because the choice is then clear. In order to focus the situation, you need to state the dilemma you are processing in ethical terms. This means, in terms of a conflict of values, a conflict of rights, or a conflict of responsibilities; for example, children's rights to privacy/confidentiality vs. parents rights to know, OR the responsibility of the organization to provide services consistent with its mission vs. the responsibility of the organization to engage in practices of fiscal restraint, OR worker's responsibility to the client vs. responsibility to the employing agency. This formulation, then, is the central focus of the ethical dilemma you are processing.

ETHICAL DILEMMA PAPER SHOULD BE COMPLETED THIS FAR

3. **Background: Research or Literature Directly Related to Your Ethical Dilemma**

You need to present a careful literature search that examines both sides of your issue from a theoretical, empirical, and ethical perspective, as appropriate. This review should include a thorough, objective discussion of the ethical dimensions of the situation, pro and con. Consider the interrelationships of variables that influence the situation, the ethical principles/perspectives involved, any legal aspects of the dilemma, and the multiple causes and related ethical issues involved. Focus should be on the issues, not on the affect around the issues, unless this is referred to objectively as an issue. In addition to library research, it is often useful to consult your agency policy manual, talk with workers in agencies similar to yours, explore community resources, and talk with your supervisor and agency director. This can provide you with some guidance as to current practice and your agency's experience with the dilemma you are processing.

4. **Clearly identify the values and salient ethical theories and principles** surfaced in your literature review and professional experience search, including professional social work values/principles against which to consider possible solutions. This is essential because ethical decisions are made from values and the related principles that are drawn from them. Specific values, such as freedom may support one or both sides of your dilemma, but may be applied differently depending on the principles that are drawn from them, such as client self-determination or the principles of the least restrictive environment. The values/principles section of your model paper should include the following:

Revised 12/16/16 skj
a) Begin with a discussion of the general values derived from society, such as freedom, well-being, privacy, etc., and point out how these are related to your issue.

b) If possible, consider the specific values of your client/client system as they relate to the situation.

c) Consider the ethical theories and principles against which to judge the possible options or solutions that may arise, such as the greatest good for the greatest number or the lesser of two evils.

d) Discuss the legal and regulatory mandates that should be considered, including any relevant agency policies.

e) Now, consider how the particular standards of the Social Work Code of Ethics apply to this situation? Cite the specific Standard(s) that are relevant, such as Section III, B, and discuss the alternative and sometimes conflicting considerations raised by reflection on various Standards in the code of ethics.

f) Based on the above information, develop a single values hierarchy relevant to the ethical dilemma you are processing. (This is not a further review of literature, but your summarization and prioritization of the explicit and implicit values/principles noted in your background research and consultation on the situation). This values hierarchy will become an essential touchstone by which you will evaluate the possible courses of action you surface in the next ethical decision making step.

5. **Clearly identify and consider your own personal values and initial ethical stance.**

What is your own value/ethical stance at this point in the ethical reflection process? What biases may spring from your current point of view? Attempt to clarify and objectify the situation as much as possible.

Are you aware, at this point, of any personal biases or preferences you hold or have became aware of during the course of this process that may interfere with reaching a well thought-out course of action? Are your aware of the basis for this bias, if any? (You do not have to discuss personal reasons for any bias; the concern here is on your own self-awareness).

**MIDTERM PAPER SHOULD BE COMPLETED THIS FAR**

*Be sure to include references for your work.*
6. **Identification and Evaluation of Ethical Options or Ethical Choices**
   Consider the range of ethical options or ethical alternatives/ courses of action available to you and their possible consequences. This portion of the process synthesizes the various dimensions of the dilemma presented in #1 with the research presented in #2, and with the values and principles identified in #3. In other words, you need to:
   a) Identify and elaborate the possible alternative solutions that apply directly to the problem situation you have posed. The possible courses of action might stem directly from one or the other side of your dilemma; or your process of reflection may present you with mediating courses of action that combine values/principles from both sides of the dilemma. Be realistic about the alternatives you consider.
   b) Evaluate each potential solution using components from the model and your values hierarchy to ethically justify. Consider how the various values and ethical principles you have identified in #3 would be maximized or minimized in each alternative. Consider the possible consequences that could occur as a result of each possible course of action.

7. **Your Ethical Position**
   After completing the above process, you must make a choice of action to resolve the dilemma and present your justification for the ethical position you have taken.
   a) State which action alternative you have chosen to resolve the ethical dilemma. It should be explicit and clearly stated.
   b) Provide justification for your position; that is, present the philosophical reasons or theoretical arguments for your position. Your argument should show how you arrived (in logical sequence) at your conclusion. What were the specific values and set of criteria that guided your judgment and action decision. Which ethical principles are most applicable to your position and which ethical theory(ies) support your chosen course of action.

8. **Implementation Plan**
   a) Discuss how your decision can best be implemented. What interpersonal skills, relationships, and sensitivity to all parties must be considered?
   b) Careful ethics risk management requires that you carefully document the process by which the decision has been formulated and implemented. Which ethics risk management provisions are most appropriate for the setting you described?

*The paper will be graded on the quality of the content including its organization, comprehensiveness, and explicit use of ethical theory and principles as well as on the clarity and the conciseness of the writing, and the inclusiveness of documentation and reference list.*

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LEARNING GOALS

Purpose:

A very brief statement of the following information will help the instructor to understand your practice background, your professional interests, and your learning expectations for this course. It is due to the instructor by the second class session.

1. Name ____________________________
   Address ____________________________
   ____________________________
   Telephone: (home) ________ (cell) (field) ________ ________
   e-Mail: ____________________________ (please print clearly)

2. Concentration:

3. Field Placement Experience:

   Foundation Placement (please include the types of practice experience you have had)

   Concentration Placement (please include the types of practice experience you have had)

4. Learning Goals (Briefly discuss your areas of interest in relation to this course, your specific learning goals, and your expectations of the course)

5. Learning Style (Provide an indication of your learning style, the ways you seem to learn best.)

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