

SOCIAL WORK/SOCIOLOGY 263
Ethical Practice in the Helping Professions

Fall 2019
Monday and Wednesday, 9:30-10:45 AM
CCC 321

INSTRUCTOR

Jess Bowers

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OFFICE HOURS: Mondays and Wednesdays 11:00 AM – 12:30 PM; Tuesdays 9:30-11:00 AM; and by appointment.

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

| | | |
|-----|--|-------------------|
| 1. | Attendance and Participation | 30 points |
| 2. | Ethics Comparison Paper | 25 points |
| 3. | Personal Values Reflection | 15 points |
| 4. | Mandated Reporter Training | 10 points |
| 4. | Informed Consent and Confidentiality Paper | 20 points |
| 5. | Ethical Use of Social Media Pamphlet | 25 points |
| 6. | Podcast Reflection | 10 points |
| 7. | Case Study Analysis | 25 points |
| 9. | Exam 1 | 100 points |
| 10. | Exam 2/Final | <u>100 points</u> |
| | Total: | 360 points |

- ◆ Students are expected to **attend class** and **read all assignments** before attending 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.
- ◆ The exams may include multiple choice, true-false, short answer, and essay questions. Focus is on applying knowledge, skills, and values to situations.

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 |

WRITING ASSIGNMENTS

- ◆ Please write all assignments in APA format
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work 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 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 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 with its page number within your paper, as well as being included in your reference list at the end of the paper. If you do not do this, it is plagiarism.

DISABILITIES/SPECIAL NEEDS

If you have special needs that affect your participation in the course, please notify me. I will ensure that you have the necessary accommodations with instruction and/or examinations. You are encouraged to contact me as early in the semester as possible to discuss special needs.

You may also seek assistance at the Disability Services office, which is located in room 609 of the Learning Resource Center. More information about disability services is available at their website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.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. Laptop use and cell phone use, including texting, is forbidden during class. Points will be awarded for attendance and participation.
 - ◆ *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. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students, Troy Seppelt.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

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

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

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. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the Sun Dial. Notify instructor or emergency command personnel of any missing individuals.

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 (9/4/19)

TOPIC: Introductions and Course Overview; Introduction to Professional Skills and Ethics

Read: Rothman, Chap. 1; Sheafor and Horejsi, Chap. 1

Week 2 (9/9/19 & 9/11/19)

TOPIC: Merging Person and Profession

Read: *Sheafor & Horejsi, Chap. 2*

***Assignment: Ethics Comparison Paper Due Sunday, 9/15 at 5 PM**

Week 3 (9/16/19 & 9/18/19)

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

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

9/18: In class case study analysis

Week 4 (9/23/19 & 9/25/19)

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

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

9/25: In class case study analysis

Week 5 (9/30/19 & 10/2/19)

TOPIC: Ethical Decision-Making Models and Resources

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

10/2: In class case study analysis

***Assignment: Personal Values Reflection Paper Due Sunday, 10/6 at 5 PM**

Week 6 (10/7/19 & 10/9/19)

TOPIC: Managing Boundaries and Dual Relationships

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

10/9: In class case study analysis; exam review

Week 7 (10/14/19 & 10/16/19)

TOPIC: Informed Consent and Maintaining Confidentiality

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

***EXAM ONE on 10/16/19**

Week 8 (10/21/19 & 10/23/19)

TOPIC: *Duty to Warn and Mandated Reporting*

Read: *Sheafor & Horejsi, Chap. 11; Royse, Dhooper, & Badger, Chap. 7 (pdf file in Canvas)*

10/23: In class case study analysis

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

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

Print off certificate of completion. Due Monday, 10/28 at 9:30 AM

Week 9 (10/28/19 & 10/30/19)

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*

10/30: In class case study analysis

***Assignment: Informed Consent and Confidentiality Paper Due: Sunday, 11/3 at 5 PM**

Week 10 (11/4/19 & 11/6/19)

TOPIC: Considering Options and Resolving Dilemmas

Read: *Rothman, Chap. 5*

11/6: In class case study analysis

Week 11 (11/11/19 & 11/13/19)

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)

11/13: In class case study analysis

***Assignment: Ethical Use of Social Media pamphlet Due: Sunday, 11/17 at 5 PM**

Week 12 (11/18/19 & 11/20/19)

TOPIC: Guidelines for Working with Vulnerable Clients

Read: Sheafor and Horejsi, Chap. 15

11/20: In class case study analysis

Week 13 (11/25/19) No Class 11/27/19

TOPIC: Professional Competence and Training

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

***Assignment: Listen to "This American Life Podcast: I was just trying to help" episode 503, and post reflection in Canvas Due Sunday, 12/1 at 5 PM**

Week 14 (12/2/19 & 12/4/19)

TOPIC: Self-Care and Burnout; Ethical Behavior in the Workplace

Read: Larken, p. 77-85; Poulin, Mattis, & Witt, Chap. 4, Brohl, Chap. 2 (pdf files in Canvas);

***Assignment: Case Study Analysis Paper Due Sunday, 12/8 at 5 PM**

Week 15 (12/9/19 & 12/11/19)

TOPIC: Reflection and Course Wrap-up

In class exam review 12/11

Final Exam— 12/17/19 2:30-4:30 PM

EXAMS:

Students will complete two exams in the course of the semester. Exam one will be given in class during week seven on 10/16/19. Questions will be multiple choice, true-false, short answer, and essay. The second exam will be given in class during the scheduled final exam period on 12/17 at 2:30 PM. Each exam is worth 100 points.

Assignment Description:

Ethics Comparison Assignment (20 points) Due: Sun. 9/15/19 at 5 PM

Locate and review the following professional ethical standards:

• National Organization for Human Service (NOHS):

<https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

• National Association of Social Workers (NASW)

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

• American Psychological Association

<https://www.apa.org/ethics/code/>

You will write a 3-4-page APA formatted paper including the following:

• Give a brief and concise summary for each of the three codes of ethics.

- State the significant similarities and the differences between these various codes of ethics.
- What ethical guidelines and principles did you feel are most important in each of the codes?
- Which ethical principles align most closely with your own personal values? Are there any ethical guidelines or principles that conflict with your own personal values? (Identify the specific professional standards)
- In what ways do you think personal and professional values can come into conflict in professional practice? How might you deal with conflicting values?

Values Personal Reflection Paper (15 points) Due Sunday, 10/6/19 at 5 PM

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. Compile a journal entry (2-4 pages) with personal reflections that pertain to your own values and professional development. What impact would these differences have on the engagement process with your client? How might you prepare yourself to uphold ethical standards should you ever encounter a client in such circumstances?

Instructions:

- Write a 2-3-page journal entry in APA format that discusses relevant established ethical codes.
- Discuss and cite the textbook readings and established professional ethical standards to determine the best way to approach and respond to your client.
- This is an individual paper; however, you should reflect on our class discussions and incorporate ideas and considerations raised by your peers.

Mandated Reporter Training (10 points) Due Monday, 10/28 at 9:30 AM

Complete the following online mandated reporter training developed by the Wisconsin Department of Children and Families (10 pts): <https://media.wewpds.wisc.edu/mandatedreporter/>

Make a list of any remaining questions you have about mandated reporting.

Upon completion, print off the certificate of completion and bring to class. Due Monday, 10/28

Informed Consent & Confidentiality Paper (20 pts) Due: Sunday, 11/3/19 at 5 PM

For this assignment, please write a 3-4 page paper in APA format that will include the following:

Using your own words and personal interpretation, write a short description of the following concepts related to privacy of clients:

1. Health Insurance Portability and Accountability of Act (HIPAA)
2. Responsibility to maintain client confidentiality
3. Responsibility of obtaining Informed consent.
4. Exceptions to Maintaining Confidentiality
 - Be sure to cite established ethical codes and standards, as well as any other scholarly sources referenced

Next Answer the Following Question:

Describe responsibilities of a mandated reporter. In what ways might you experience conflict in maintaining the laws and policies related to privacy of clients with the responsibilities of mandated reporting?

Ethical Use of Social Media Pamphlet Assignment (25 pts) Due: Sunday, 11/17 at 5 PM

You are a human services professional working at a large non-profit agency that houses several programs that provide services to individuals and families in the community. The range of program services include legal advocacy, low-income housing, emergency assistance, and health outreach. Recently, there have been incidents of program staff interacting with clients on social media.

Concerns have been raised about the ability of program staff to maintain client privacy while simultaneously establishing and maintaining their professional and personal boundaries. You have been asked to develop a pamphlet 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 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.
- Use a publishing application, such as Microsoft Publisher to format your pamphlet.
- Be sure to cite established ethical codes and standards, as well as any other scholarly source.

Podcast Reflection (10 points) Due: Sunday, 12/1/19 at 5 PM

Please listen to the This American Life Podcast: “I was just trying to help” episode 503 and post a 2-3 paragraph reflection on the stories presented in the discussion area in Canvas. Please write in APA format. What did you learn from the stories presented in the podcast? How do the examples in the podcast relate to ethical practice? How can you incorporate some of these ideas into your own behavior as a student, citizen, and future professional?

Case Study Analysis Paper (25 pts) Due: Sunday, 12/8 at 5 PM

Students will be assigned a case study for analysis. Review the essay and write a 3-4 page essay addressing the following items:

1. Identify and briefly summarize the case you have been assigned to.
2. Identify the ethical issues raised in the case.
3. Discuss two core social work/human professional values that are evident and would guide your decision-making.
4. Explain in detail how you would apply each step of an ethical decision-making model if you were handling the case as a human services professional.
5. 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.
- 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.