



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit College of Public Programs Department School of Social Work
 Ethics in Social Services
 Subject SWU Number 306 Title NOTE: This is a new required course;
 Permanent number request in progress. Units: 3

Is this a cross-listed course? No
 If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description:
 This social justice informed course provides a framework for spiritually/culturally competent practice with diverse populations.

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SO/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cecilia Ayon Phone 602.496.1196

Mail code 3920 E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle M Carney Date: 9/8/2014



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Michelle D. Berny

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus and Assignments documents (2 files)
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
SWU	306	Ethics and Professionalism in Social Work	

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	<p>(Most of the following information is excerpted from pages 4 and 5 of the syllabus.) Exams (5 @ 30 points each = 150 points) You will take five online, open-book exams during the semester. Exams are located on the MyASU-Blackboard course site. The quizzes, 30 points each, will include multiple-choice, true-false, short answer, and/or matching items. You may not confer with any other person while taking the exams. Exams will be timed and you will lose points if you go over the time limit. These exams allow you to demonstrate your understanding of and ability to apply concepts from the texts, lectures, and other course materials. Please note that exams must be completed by the time/date on the Course Outline—they cannot be made up.</p> <p>Discussion Boards/Homework (4 @ 10 points each--see attached Assignments description for details) This course includes 4 content-oriented Discussions Boards (DBs). These discussions will allow you to think critically about the course materials. Each DB will include a Main Post of 150-200 words plus responses to 2 others' posts. Face-to-face classes will assign the discussion items as homework to be turned in at the beginning of the class session in which students will discuss their responses.</p>	See pages 4-5 of Syllabus marked C-1

	<p>Paper 1: Identifying and Evaluating Personal and Professional Values (65 points--see attached Assignments document for details) This paper allows you to clarify your personal values and knowledge related to social issues, learn about the values and positions of NASW on these issues, and think critically about ways in which one can follow the NASW Code of Ethics in situations that might challenge one's personal values, morals, or ethics.</p> <p>Paper 2: Controversial Issues (2 assignments: Part A worth 25 points and the Final Paper worth 100 points--see attached Assignments description for details) This assignment allows you to critically examine your own view and a view other than one you hold; to see that issues have multiple perspectives; and to apply an ethical decision-making model and the NASW Code of Ethics to understand a controversial issue. In the middle of the semester you will submit Part A of your Final Paper—Steps 1-3—so your instructor can provide feedback before you complete the Final Paper.</p>	
<p>2</p>	<p>For Paper 1 students will gather information about the National Association of Social Workers' (NASW's) positions on 5 social policies; consider/interpret the values underlying their positions and those of NASW; evaluate their own values and positions vis a vis those of the profession; and critically consider how they can act based on the values of the profession.</p> <p>For Paper 2, students will identify a controversial issue; gather evidence from peer-reviewed journal articles that support 2 different positions on the issue; consider the position(s) supported by the NASW Code of Ethics; use an ethical decision-making screen</p>	<p>See pages 4-5 of Syllabus marked C-2 and pages 1-3 and 8-9 of Assignments document marked C-2.</p>

	<p>to assess which position is most strongly supported by the values and Code of the profession; develop a logical argument supporting this position; think critically about learning opportunities related to the issue; and explore other degree programs for future helping professionals.</p> <p>The Discussion Boards, though not considered as assignments meeting the “substantial” [L] criteria, focus on thinking critically about how to apply the course content in the field and on learning others’ perspectives on applying the content.</p>	
<p>3</p>	<p>Papers 1 and 2 require “sustained in-depth engagement” and “critical inquiry and evaluation” as seen in the following excerpts from the Assignments document:</p> <p>Paper 1: Identifying and Evaluating Personal and Professional Values This paper allows you to clarify your personal values and knowledge related to social issues, learn about positions of NASW on these issues, and think critically about ways in which one might follow the NASW Code of Ethics in situations that might challenge one’s personal values.</p> <ol style="list-style-type: none"> 1. Complete the “Your Personal Policy Positions” inventory (see Assignments tab in Blackboard) to evaluate your personal position on and knowledge about policies in the list. (5 points) 2. For each position on the list, indicate which of the 6 values from the NASW Code of Ethics is/are relevant to the policy. (Note that more than one value may be relevant to a policy.) (10 points) 3. Review the policy statements on the course Blackboard (available under the Assignment Resources tab) to learn NASW’s positions on 5 of these policies that may represent a conflict between your own positions and those of NASW. (If you perceive that there are no 	<p>See pages 3 and 8-9 of the Assignments document marked C-3</p>

<p>conflicts between your own positions and those of NASW, then search for policy statements for issues for which you think the Code might suggest multiple possible positions.)</p> <p>4. For each of these 5 policies, write one sentence explaining NASW's position, including which of the Code's 6 values is/are relevant to the position. Paraphrase as much as possible, but if you use 3 or more words in a row from the policy statement or the Code of Ethics, be sure to use quotation marks and include the page number or paragraph number in parentheses. (5 points)</p> <p>5. Write a cogent, thoughtful 2-page paper about your personal values and positions in relation to the policy positions of NASW. This analysis will include 5 parts:</p> <p>a. How the positions in parts 1 and 4 compare on the 5 policies you discussed in Sections 3 and 4 above (8 points);</p> <p>b. Your thoughts about why specific discrepancies might exist between the positions in parts 1 and 4, including discussion of relevant personal values and the values in the Code of Ethics (10 points);</p> <p>c. What the implications for practice might be of the "match" between your values and the profession's values (as described in b above) (10 points);</p> <p>d. Your plan, in the context of professional practice, for following the NASW Code of Ethics in areas that involve value differences or conflicts you've identified (10 points); and</p> <p>e. What conclusions you can draw about your level of knowledge on the issues in the Inventory AND specific steps you will take to increase your knowledge in these areas (7 points).</p> <p>On the date specified in the Course Outline you will submit your 2-page paper with 2 addenda:</p>	
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	<p>1. Inventory form listing your personal positions, levels of knowledge, and the relevant values from the NASW Code of Ethics.</p> <p>2. Your 1-sentence descriptions of NASW Policy Statements (see item 4 above), including the names of the 5 NASW Policy Statements that you used. You do not need to use complete APA formatting of these references, but be sure to use quotation marks around the names of the policy statements.</p> <p>Paper 2: Controversial Issues (2 assignments--Part A and the Final Paper) This assignment allows you to critically examine your own view and a view other than one you hold; to see that issues have multiple perspectives; and to apply an ethical decision-making model and the NASW Code of Ethics to understand a controversial issue.</p> <p>Appropriate topics for this paper could include, but are not limited to second-parent adoption for same-sex couples, same-sex marriage, access of minors to abortion, bilingual education, drivers licenses for Dreamers, conversion therapy for adolescents, raising the federal minimum wage, voter ID laws, assisted suicide, whether 16- and 17-year olds should be charged as adults, a path to citizenship for undocumented immigrants, adding sexual orientation and gender identity as protected classes in anti-discrimination laws, increasing TANF benefits for single parents, polyamorous relationships/families, protections for adults engaged in sex work, dementia and sexual activity/consent, legalization of marijuana use for adults, and using harm-reduction to treat self-harm. If you select a different topic be sure to get the approval of the instructor before you begin your paper.</p>	
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	<p>Your Final Paper will comprise the following sections:</p> <p>Part A:</p> <p>1. Introduction (5 possible points for when you submit Part A: Steps 1-3 of paper; 10 possible points when you submit your Final Paper)</p> <p>In 1 paragraph introduce and summarize the issue. Begin this section in a way to spark the interest of the reader—use quotes, examples, stories, or other devices in your introduction. Discuss why this issue is controversial or problematic. What are key points in the issue? Define vocabulary describing the issues if needed. Discuss how and why this is a controversial issue in the community, the state, the nation, or in social service agencies.</p> <p>2. Arguments Section A (10 possible points when you submit Part A: Steps 1-3 of paper; 20 possible points when you submit your Final Paper)</p> <p>In 1 paragraph (about ½ a page) state two arguments for the position that you DO support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list.</p> <p>3. Arguments Section B (10 possible points when you submit Part A: Steps 1-3 of paper; 20 possible points when you submit your Final Paper)</p> <p>In 1 paragraph (about ½ a page), state two arguments for the position that you DO NOT support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list.</p> <p>Part B:</p> <p>4. Application of Dolgoff et al.'s Ethical Rules Screen (20 possible points for Final Paper)</p>	
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	<p>State which subsections of the NASW Code of Ethics support the positions in Section A and/or in Section B. Be sure to use APA formatting for your in-text citation of the Code of Ethics and include this source in your references list.</p> <p>5. Application of Dolgoff et al.'s Ethical Principles Screen (20 possible points for Final Paper) If the Code supports only one position, explain why the Ethical Principles Screen is not needed. If both positions are supported by subsections of the Code, according to Dolgoff et al.'s Ethical Principles Screen, which position is most consistent with social work values? Explain your reasoning. Be sure to use APA formatting for your in-text citation of the Ethical Principles Screen and include this source in your references list.</p> <p>6. Conclusion (20 possible points for Final Paper) Your conclusion will include three parts: Logical Argument: Argue for the position that you think is most supported by the NASW Code of Ethics (per steps 4 and 5). State the benefits of this position and why social workers should support this position. Learning Opportunities: Explain how social workers whose personal value systems do not support this position might develop the skills, attitudes, and knowledge needed to implement an intervention based on professional (rather than personal) values/positions related to this issue. Alternatives: Sometimes people will conclude that the code of ethics of a particular profession or organization is based on values that are not consistent with their personal values. In that situation, one option is to explore whether another profession offers a better "fit" for their values. In one sentence, describe a situation in which the Code clearly supports taking an action that some</p>	
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	<p>individuals would not consider consistent with their personal values. (As we'll discuss in class, the Code often can be interpreted to support a range of actions.)</p> <p>What are two possible majors that ASU students who are interested in the helping professions might consider enrolling in if they decide that their personal values are not consistent with those of the social work profession as stated in the NASW Code of Ethics?</p> <p>Part A Paper In the middle of the semester you will submit Part A of your Final Paper—Steps 1-3—so your instructor can provide feedback before you complete the Final Paper. You also will submit PDFs of the 2 peer-reviewed journal articles and other resources you may have used for this paper. You may earn up to 25 points for Part A; the above section indicates the number of points that are possible for each section. This Part A submission will be a maximum of 1.5 pages.</p>	
<p>4</p>	<p>Sequence Paper 1 is due in Week 6 of the course. The instructor will provide feedback/evaluation within 1 week so that students will have 1 week to use this feedback in completing Part A of Paper 2.</p> <p>Part A of Paper 2 is due in Week 8 of the course. The instructor will complete evaluation and provide feedback within 7-14 days, thus allowing students 7-14 days to use this feedback in completing the Final Paper, including revising Part A for the Final Paper.</p> <p>Also note that students will be encouraged to consult with the Writing Center as they prepare their papers.</p> <p>Feedback This course has not yet been taught so examples of previous feedback are not available.</p>	<p>See grading rubrics on pages 2, 5-6, 11-12, and 14-15 of the Assignments document marked C-4.</p>

	<p>Students will be given feedback on whether they have met the content requirements of the assignment, on their scholarly writing skills, and on their use of APA format throughout their papers using the Comments function in Word. In addition, they will be given feedback on a grading rubric that specifies the required content for each section. See the Assignments document for detailed rubrics for the Discussion Boards, Part A of the Final Paper, and the Final Paper.</p>	
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SWU 308: Ethics and Professionalism: Soc Wk

Catalog Description:

The course focuses on following the NASW *Code of Ethics* in making ethical decisions in social service settings.

**Arizona State University
School of Social Work**

Developed by: Lynn C. Holley, PhD, ACSW and Melissa Del-Colle, LMSW, PhD

I. Course SWU 306: Ethics and Professionalism in Social Work

II. Program Level Undergraduate

III. Course Requirement

Credit: 3 Credits

Required: Required for BSW and BASS

Prerequisites: ENG 102 or ENG 105; 100- or 200-level ethics course; one [L] course; SWU 291;
SWU 295

Co-requisites: SWU 311 and 312

IV. Course Description

The course focuses on following the NASW *Code of Ethics* in making ethical decisions in social service settings.

V. Rationale for the Course

The primary purposes of this course are to help students (1) develop a working vocabulary of ethical reasoning, (2) understand and be prepared to meet ethical and professional expectations in social service settings, and (3) engage in critical thinking and effective written communication. Values and ethics in the NASW *Code of Ethics* will be the primary focus, though students will be introduced to codes of ethics of other helping professions. The application of ethics and professionalism in this course will include a strong focus on understanding ethical and professional behaviors as they relate to diversity, oppression, and privilege related to race, ethnicity, social class, gender, gender expression, sexual orientation, disability, age, nationality, immigration status, and religion. It also requires students to assess their individual desire for and compatibility with professional social work practice.

VI. Course Competencies

Upon completion of the course, students will have demonstrated competencies in the following areas:

1. Attend to professional roles and boundaries (EP 2.1.1);
2. Demonstrate professional demeanor in behavior and communication (EP 2.1.1);
3. Use supervision and consultation (EP 2.1.1);
4. Recognize and manage personal values such that professional values guide practice (EP 2.1.2);
5. Make ethical decisions by applying principles derived from the NASW Code of Ethics (EP 2.1.2);
6. Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2);
7. Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2);
8. Apply critical thinking to inform and communicate professional judgments (EP 2.1.3);
9. Demonstrate effective written communication (EP 2.1.3);
10. Engage diversity and difference in practice (EP 2.1.4); and
11. Advance human rights and social and economic justice (EP 2.1.5).

VII. Course Units

Unit I: Introduction to Ethical Decision Making

Unit II: Scholarly Writing Skills

Unit III: Ethical Decision-Making in Professional Practice

Unit IV: Professional Behaviors and Competence

Unit V: Engaging in Ethical Practice

VIII. Key Course Concepts

Unit I: Introduction to Ethical Decision Making

values	law and ethics	NASW <i>Code of Ethics</i>
ethics	codes of professional ethics	personal vs. professional
morality	recognizing personal values	values
professional ethics		

Unit II: Scholarly Writing Skills

critical inquiry skills	APA format	paraphrasing skills
scholarly sources	plagiarism	clarity
peer-reviewed articles	organization	

Unit III: Ethical Decision-Making in Professional Practice

ethical issues vs. ethical dilemmas	discrimination	client self-determination
foundations for ethical decision-making	microaggression	compassion fatigue
contemporary approaches to ethical decision-making	oppression and privilege	secondary stress
personal, group, societal, and professional values	boundary issues	psychological indifference
decision-making tools	dual relationships	language/terminology
	sexual relationships	duty to protect
	touching	HIPAA and HITECH
	confidentiality	mandated reporting
	informed consent	

Unit IV: Professional Behaviors and Competence

self-care	continuing education	sexual harassment
assessing personal competence	seeking and using constructive criticism	workplace "etiquette"
impaired practitioners	online persona/social media	professional appearance
using mentoring opportunities	boundaries with colleagues and supervisors	professional communication
training and shadowing behaviors		

IX. ASU and Related Professional Policies

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity/policy>

Note regarding Academic Integrity: Be sure to note that committing plagiarism or other forms of academic dishonesty (e.g., submitting the same paper for two courses without explicit permission of the instructor) may lead to a grade of E for the course.

Student Code of Conduct:

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

Social work students are responsible for reviewing and complying with the National Association of Social Workers *Code of Ethics*:

<http://www.socialworkers.org/pubs/code/code.asp>

X. Accommodations for Students With Disabilities

If you are a student with a disability and have need of assistance or accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

XI. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement

Even as students, social workers and other helping professionals are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person or situation that it will allow for identification may include such variables as diagnosis,

race/ethnicity, gender, sexual orientation, place of residence, and the fact that s/he was named in news reports or other media.

XII. Required Textbooks and Readings

Dolgoff, R., Harrington, D., & Loewenberg, F. M. (2012). *Ethical decisions for social work practice* (9th ed.). Belmont, CA: Brooks/Cole.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional required readings available on Blackboard.

XIII. Course Schedule – Plan of Instruction

See attached Course Outline.

XIV. Evaluative Procedures

Assignments

The School of Social Work will apply for [L] status for this course. As an [L] course, SWU 3XX must meet the following criteria (see ASU – [L] Criteria at <https://provost.asu.edu/generalstudies/gsdasu>):

1. At least 50 percent of the grade in the course should depend upon writing assignments. . . .
2. The writing assignments should involve the gathering, interpretation, and evaluation of evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.
3. The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantify. Substantial writing assignments entail sustained in-depth engagement with the material. . . .
4. These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages of the writing process is especially welcomed.

Requirements:

Exams: 5 @ 30 pts. each	150
Paper 1: Identifying and Evaluating Personal and Professional Values	65
Discussion Boards/Homework*: 4 @ 10 points each	40
Paper 2: Controversial Issues	
Part A (Steps 1-3)	25
Final Paper	100
TOTAL POINTS POSSIBLE	380
*Instructors in face-to-face classes will modify DB/Homework point allocation to include Attendance/Participation points	

The points listed are maximum points possible. Simply completing an assignment or posting to the Discussion Board does not guarantee full points. In submitting an assignment, students agree that they have not submitted the assignment for credit in any other course.

Exams

You will take five online, open-book exams during the semester. Exams are located on the MyASU-Blackboard course site. The quizzes, 30 points each, will include multiple-choice, true-false, short answer, and/or matching items. You may not confer with any other person while taking the exams. Exams will be timed and you will lose points if you go over the time limit. These exams allow you to demonstrate your understanding of and ability to apply concepts from the texts, lectures, and other course materials. Please note that exams must be completed by the time/date on the Course Outline—they cannot be made up.

Discussion Boards/Homework (see attached Assignments description for details)

This course includes 4 content-oriented Discussions Boards (DBs). These discussions will allow you to think critically about the course materials. Each DB will include a Main Post of 150-200 words plus responses to 2 others' posts. Face-to-face classes will assign the discussion items as homework to be turned in at the beginning of the class session in which students will discuss their responses.

Paper 1: Identifying and Evaluating Personal and Professional Values (see attached Assignments document for details)

This paper allows you to clarify your personal values and knowledge related to social issues, learn about the values and positions of NASW on these issues, and think critically about ways in which one can follow the NASW *Code of Ethics* in situations that might challenge one's personal values, morals, or ethics.

Paper 2: Controversial Issues (see attached Assignments description for details)

This assignment allows you to critically examine your own view and a view other than one you hold; to see that issues have multiple perspectives; and to apply an ethical decision-making model and the NASW *Code of Ethics* to understand a controversial issue. In the middle of the semester you will submit Part A of your Final Paper—Steps 1-3—so your instructor can provide feedback before you complete the Final Paper.

Comment [L1]: C-1

Comment [L2]: C-2

Timeliness

Late work will not be accepted excepted unless you arrange an alternate due date with the instructor before the due date. If you are unable to submit an assignment on time due to excused absences related to religious observances/practices that are in accord with ACD 304-04, "Accommodation for Religious Practices" and excused absences related to university sanctioned events/activities that are in accord with ACD 304-02, "Missed Classes Due to University-Sanctioned Activities," please inform the instructor in advance to arrange for an alternate due date.

ASU Writing Centers

The Writing Centers at ASU offer assistance in person and online to any ASU student for any written assignment, from research papers to scholarship applications, from proposals to sections of theses and applied projects. Writing assistance is available at any stage of the writing process: brainstorming, drafting, and revising.

Get help with:

- Choosing a topic
- Brainstorming

- Researching
- Clarifying a thesis
- Organization of ideas
- Paragraphs, grammar, citation styles, and more

Go to <https://studentsuccess.asu.edu/writingcenters> for phone numbers and additional information.

Grading Scale

The following grading scale will be used:

- 94%-100% = A
- 89%-93% = B
- 83%-88% = C
- 72%-82% = D
- Below 72% = E

Meaning of Grades

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go well above and beyond the basic expectations for the course.

A B grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all course assignments and demonstrates (at the very least) a strong grasp of the material.

A C grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or an E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

XV. Other Expectations

Students are expected to:

1. Email the instructor or TA with questions or other information.
 - a. Please use your @asu.edu email to communicate with the instructor
 - b. Please include in your subject line SWU 3XX to avoid the spam filter.
2. Read all class assignments and reference them in course discussions.
3. Participate actively on the Discussion Board or in-class discussions.
4. Submit assignments on time.
5. Demonstrate honesty and integrity as an ASU student and future social work or related discipline professional.
6. Know and comply with ASU policies and for social work students the *NASW Code of Ethics*.
7. Understand and avoid plagiarism:

- a. Students are expected to ensure that all written assignments are in their own words excepted where otherwise cited.
- b. All direct quotes must appear either in quotation marks or indented, and must include the source, year of publication, and page number(s). This is true even if you are quoting only a 3- or 4-word phrase.
- c. Material that you paraphrase from other authors must also include the author/source and year of publication.
- d. See the APA manual and the following website regarding plagiarism: <http://www.ucalgary.ca/~hexham/study/plag.html>
- e. See the the APA manual and the following site for ways to cite a source: <http://owl.english.purdue.edu/owl/resource/560/01>
- f. Noncompliance with these requirements constitutes plagiarism and is grounds for a failing grade on the assignment and the course, referral to the SSW Academic Standards Committee, and/or dismissal from the Social Work Program (for social work students) and ASU.

Students also are strongly encouraged to discuss with the instructor ways in which the course may be improved to enhance your learning or provide more advanced content.

Face-to-face sections:

Attendance and Active Participation in Class

This course is based on the premise that understanding and grappling with values and ethical issues begins with self-reflection and includes learning from one another as we each bring our experiences, knowledge, and analyses to mutual learning and reflection. Such learning recognizes that the constructive participation of all students is both a right and a responsibility. In addition, in order to be effective professionals, each of us must develop skills in speaking effectively in both small and large groups. We thus will work together to create a space that is safe for diverse perspectives to be voiced, heard, and critiqued.

Class participation will be evaluated by (1) evidence of reading the required materials, (2) the extent to which critical questions and comments are raised in class, (3) evidence of reflecting on one's own and others' ideas, (4) class attendance—including being on time and staying until class ends, and (5) evidence of ability to relate course materials to multiple situations and issues. The instructor may utilize multiple methods for evaluating students' class participation, including asking students to submit written summaries and critiques of the week's readings, asking students to post comments on Blackboard, and/or administering quizzes related to the readings.

Due to the participatory nature of this course, attendance is mandatory. Points will not be deducted for missing two class sessions, but two points will be deducted from your final grade for each additional class missed. You may make up one absence by preparing a 1-2 page paper addressing the content missed due to your absence. To do so, you must speak with the instructor within 1 week of your absence about the content for this paper and submit it within 2 weeks of your absence. (This option is not available for the first class session or if the class included guest speakers or student presentations.) Except under extenuating circumstances, four absences from class will result in being dropped from the class roster. If you know in advance that you cannot attend a given class, please notify the instructor and make arrangements to obtain notes and handouts from a classmate.

The instructor will do her/his part to start and end classes on time. Points will not be deducted for arriving late to or leaving early from two classes, but 1/4 point will be deducted from your class participation grade for each additional late arrival/early departure. (A student will be considered late if class has begun.)

Online sections:

Students and the online class process:

- The class is taught on Blackboard. You must have an ASURITE ID and password. You may use Blackboard only for academic reasons. Violations are subject to consequences for your coursework and are subject to University sanctions.
- Students are expected to interact with fellow students and the instructor in a respectful manner in all communication, both verbal and electronic.
- If you think you notice an error in the course Blackboard (for example, an exam is not open when it should be, there are inconsistent dates, etc.) please email the instructor as soon as possible so it can be investigated and corrected.
- Technical issues: The instructor cannot solve technical problems with your computer, software, or internet. Instead, contact My ASU Service Center. For immediate assistance call 1-855-278-5080. You also can visit the My ASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online.
- You are responsible for all technical problems EXCEPT if Blackboard freezes during an exam or if you experience other problems while taking an exam (for example, Blackboard will not let you type in an essay). For the latter, contact the instructor by email.
- I strongly recommend you do not use Internet Explorer as your Browser. Instead, use Firefox, Chrome, or another browser.
- When taking an exam, I strongly recommend using a wired connection to avoid loss of connectivity. It is very dangerous to take an exam on an unsecured wireless connection, like in a coffee shop as the connections are unstable and vary in speed.

Instructor Responsibilities

It is the responsibility of the instructor to

- Be well-prepared for each class session.
- Be available to students for questions and comments about the course. The instructor will respond to student emails/phone calls within 2 working/business days unless students are notified of a longer turnaround time. Usually responses will be provided in less than one day.
- Provide constructive feedback as needed on student assignments
- Provide a class that is intellectually and personally challenging and safe for discussing and critiquing controversial issues and ideas.

**SWU 306: Ethics and Professionalism in Social Work
COURSE OUTLINE**

(Dues dates, readings, and other activities are suggestions)

UNIT 1: Introduction to Ethical Decision Making

Week 1: Ethical Choices in the Helping Professions

Topics:

values, ethics, morality, professional ethics, law and ethics, codes of professional ethics, recognizing personal values

Reading:

Dolgoff et al., Chapters 1 and 2

Assignments:

1. Discussion Board 1: Introductions
2. Complete Part 1 of Paper 1: Values Inventory for Policy Advocacy (adapted from pp. 111-112 of Congress et al.) (will be submitted to Instructor with Paper 1)

Week 2: National Association of Social Worker's Code of Ethics

Topics:

history of the NASW *Code of Ethics*; history of social workers' oppressive behaviors; six core values of social work; personal vs. professional values; professional ethics; *Code of Ethics* as rules for behavior

Reading:

NASW *Code of Ethics*

Assignments:

1. Exam 1: Text Chapters 1 and 2, NASW *Code of Ethics*, other materials from weeks 1 and 2
2. Complete Part 2 of Paper 1: NASW Policy Positions (will be submitted to Instructor with Paper 1)

UNIT 2: Scholarly Writing

Week 3: Scholarly Writing

Topics:

importance of written communication skills, organization, clarity, paraphrasing, plagiarism, peer-reviewed articles, APA formatting

Reading:

APA manual, Chapters 3, 4, and 5

Writing resources on Blackboard

Assignments:

1. Exam 2 on Chapters 3, 4, and 5 of APA manual and references formatting
2. Develop draft of Paper 1 and meet (in person or online) with the Writing Center to get feedback (recommended)

UNIT 3: Ethical Decision-Making in Professional Practice

Week 4: Guidelines for Ethical Decision Making: The Decision-Making Process and Tools

Topics:

foundations for ethical decision-making; contemporary approaches to ethical decision-making; personal, group, societal, and professional values

Reading:

Text: Chapter 3

Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. *International Social Work, 50*(1), 11-26.

Assignment:

1. Discussion Board 2: Comparing Professional Codes
2. Email Instructor with your proposed topic for Paper 2

Week 5: Ethical Decision Making: Tools and Contexts**Topics:**

decision-making tools, discrimination, microaggression, oppression, privilege

Reading:

Text: Chapter 4

Rothman (2011) "Application of the Decision-Making Process and Structure for Case Review" (see Blackboard)

Assignment:

Work on Paper 1 due next week.

Week 6: Ethical Decision Making: Client Rights and Professional Expertise**Topics:**

client self-determination; negotiating values of self, clients, agency, peers, and supervisors

Reading:

Text: Chapters 5 & 6

Assignment:

Paper 1: Identifying and Evaluating Personal and Professional Values

Week 7: Ethical Decision Making: Professional Relationships—Values, Limits, Dilemmas**Topics:**

dual relationships, sexual relationships, touching, compassion fatigue, secondary stress, psychological indifference, language and terminology

Reading:

Text: Chapter 7

Bushfield & Zorita's Ethical Case Scenario

Assignment:

None

Week 8: Ethical Decision Making: Confidentiality, Informed Consent, and Duty to Protect**Topics:**

confidentiality, informed consent, duty to protect, HIPAA, HITECH, mandated reporting (not solely in workplace)

Reading:

Text: Chapter 8

Links to state and/or federal statutes related to confidentiality and mandated reporting

“Accidental” confidentiality disclosures (from Roeder in Congress et al.)

Assignment:

1. Part A: Steps 1-3 of Paper 2 due to Instructor

Week 9: Ethical Decision Making: Specific Populations

Topics:

ethical issues and dilemmas in specific practice situations (IPV, elder abuse, end-of-life decisions, people living with HIV/AIDS, diagnoses related to race/ethnicity and social class)

Reading:

Text: Chapter 11

Assignment:

Exam 3: Materials from weeks 4-9

Week 10: Ethical Decision Making: Specific Populations

Topics:

identifying ethical questions, ethical dilemmas, and boundary issues

Reading:

Piff, P.K., Stancato, D.M., Côté, S., Mendoza-Denton, R., Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences of the United States*, 109, 4086-4091.

“Social Work Situation Exercise,” Congress et al. (102)

Assignment:

Discussion Board 4: Working with Older Adults

UNIT IV: Professional Behaviors and Competence

Week 11: Professional Behaviors: Personal Care and Professionalism

Topics:

self-care for physical and mental health, assessing personal competence, impaired practitioners

Reading:

Blog: www.socialworktech.com

Policy/Issue Statement from

NASW: <https://www.socialworkers.org/nasw/memberlink/2009/supportfiles/ProfessionalSelf-Care.pdf>

Policy and Definition Statement from

NASW: <http://www.socialworkers.org/da/da2008/finalvoting/documents/Professional%20Impairment%20-%202nd%20Round%20Final%20-%20Clean.pdf>

Personal Essay: http://www.socialworker.com/feature-articles/field-placement/What_I_Wish_I_Had_Known%3A_Burnout_and_Self-Care_in_Our_Social_Work_Profession/

Complete the self-assessment of competence located

here: http://www.acsw.ab.ca/pdfs/saf_2006.pdf

“Finding your passion” College of NJ Division of Social & Behavioral Sciences (2010)

Assignment:

1. Final Paper due to Instructor

Week 12: Professional Behaviors: Professional Knowledge and Skill Building

Topics:

training, shadowing, mentoring, continuing education

Reading:

Text: Chapter 12

AZ Board of Behavioral Health Social Work Supervision

Rules: http://azbbhe.us/sps_pdfs/SW%20supv.pdf

AZ Board of Behavioral Health Licensing Statute:

<http://azbbhe.us/pdfs/statute 2010.pdf>

Assignment:

None

Week 13: Professional Behaviors: Supervision, Colleagues, and the Workplace

Topics:

professional appearance, professional communication, seeking and using constructive criticism, online persona/social media, maintaining boundaries with colleagues and supervisors, sexual harassment, workplace “etiquette”

Reading:

Text: Chapters 9 and 10

Scenarios on workplace behavior

Assignment:

1. Use Google, ask.com, or another search engine to search for yourself. What information is available about you? If a client (a child, adolescent, young adult, middle adult, or elder) were googling you—as her/his social worker—for the first time, would you be okay with what s/he saw online? Why or why not? What if a potential employer googled you? (This assignment will not be turned in.)
2. Exam 4: materials from weeks 10-13.

UNIT V: Engaging in Ethical Practice

Week 14: Ethical Practice Dilemmas: Real Life

Topic:

ethical decision-making in practice situations

Reading:

Bullock, K. (2011) The influence of culture on end-of-life decision making. *Journal of Social Work in End-Of-Life & Palliative Care*, 7(1), 83-98.

Topic 3 Congress et al. (p. 141)

“Scenario 1” Congress et al. (p. 130)

Assignment:

None

Week 15: Ethical Practice Dilemmas: Real Life

Topic:

ethical decision-making related to practice settings

Reading:

Valentine, S., Godkin, L., Fleishman, G. M., & Kidwell, R. (2011). Corporate ethical values, group creativity, job satisfaction, and turnover intention: The impact of work context on work response. *Journal of Business Ethics, 98*, 358-372.

Assignment:

1. Discussion Board 5: Where do you draw the line?

Week 16: Taking Responsibility for Applying Ethical and Professional Standards

Core concept: maintaining and regulating the social work profession

Reading:

Text: Chapter 13

Creating a self-care plan (Congress et al., p. 142)

Assignment:

1. Exam 5 on materials from weeks 14-16.

SWU 306: Ethics and Professionalism in Social Work

SUGGESTED DISCUSSION BOARDS AND PAPERS

Discussion Boards

This course includes 4 content-oriented Discussions Boards (DBs). These discussions will allow you to think critically about and apply the course content in professional situations. Each DB will include a Main Post of 150-200 words plus responses to 2 others' posts.

The following 4 DBs are recommended:

DB 1: Introductions (adapted from Duncan-Daston, p. 5 in Congress et al., 2009)

Ask students to introduce themselves by responding to the following questions:

1. Tell us one thing you hope to learn in this course.
2. What is your image of a morally good person?
3. What is your idea of an ethical social services professional?
4. How is a morally good person similar to an ethical social services professional?

DB 2: Comparing Professional Codes (adapted from Dolgoff et al., 2012)

Select a code listed on page 20 of the Dolgoff et al. text and read it carefully. Describe one theme included in this code that is not in the NASW *Code of Ethics* AND one theme in the NASW Code of Ethics that is not in the code you selected from the Dolgoff et al. text. What values underlie these two themes?

DB 3: Working with Older Adults (adapted from "Communication With Older Clients: Developing Self-Awareness," CSWE Gero-Ed Center, nd)

Select a scenario from the document in this week's folder. Be sure to select one that no more than 2 other students in your group have selected. On the DB respond to the following questions:

1. Which scenario did you select?
2. What are your values and beliefs about this situation?
3. What has influenced the development of these values and beliefs (e.g. your family, education, religion, recent experience)?
4. How might your values and beliefs affect your response to the situation and the individual(s) involved?
5. Thinking critically, what would you do?

DB 4: Where do you draw the line? (adapted from McDonald, pp. 117-120 in Congress et al.)

Fill out the "Where Do You Draw the Line on Professional Ethics" form (available in this week's folder). Select any 1 of these situations that you would like to talk with others about as long as no one else has yet created a thread for this situation. Then:

1. Create a new thread for this situation, including information in the subject line to let others know which situation you'll be posting about. For example, the subject line for the first situation might read "Meet client in bar." Tell us (1) how you responded to the item and your reason for responding as you did and (2) what questions you have for others about this situation.

2. Respond to 2 others' posts. In your responses, be sure to (1) let your group know how you responded to that situation on the form and (2) whether reading others' posts is leading you to reconsider your original response.

Comment [L1]: C-2

The following rubric will be used for evaluating your Discussion Board posts:

Comment [L2]: C-4

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Comments	0 Points No responses to others.	1 Point Cursory responses to others (for example, "I agree with you.")	2 Points Thoughtful responses to others, raising questions and/or furthering the discussion.
Writing Quality	0 Points Many errors in grammar, spelling, punctuation, and/or APA style or sentence structure (e.g., run-on sentences).	1 Point Responses contain a few errors in grammar, spelling, punctuation, and/or APA style or sentence structure (e.g., run-on sentences) or lacks conciseness (e.g., main post is over 200 words).	2 Points Responses use correct grammar, spelling, punctuation, APA style, and sentence structure and are clear and concise (i.e., not over 200 words in length).
Main post	0-2 Points Post is less than 150 words and/or does not answer the question.	4 Points Provides an example with a minimal discussion of its meaning, does not refer to course material.	6 Points Thoughtful post of at least 150 words, providing a clear description of the example and relating it to course material.

Paper 1: Identifying and Evaluating Personal and Professional Values

This paper allows you to clarify your personal values and knowledge related to social issues, learn about positions of NASW on these issues, and think critically about ways in which one might follow the NASW *Code of Ethics* in situations that might challenge one's personal values.

1. Complete the "Your Personal Policy Positions" inventory (see Assignments tab in Blackboard) to evaluate your personal position on and knowledge about policies in the list. (5 points)
2. For each position on the list, indicate which of the 6 values from the NASW *Code of Ethics* is/are relevant to the policy. (Note that more than one value may be relevant to a policy.) (10 points)
3. Review the policy statements on the course Blackboard (available under the Assignment Resources tab) to learn NASW's positions on 5 of these policies that may represent a conflict between your own positions and those of NASW. (If you perceive that there are no conflicts between your own positions and those of NASW, then search for policy statements for issues for which you think the *Code* might suggest multiple possible positions.)
4. For each of these 5 policies, write one sentence explaining NASW's position, including which of the *Code's* 6 values is/are relevant to the position. Paraphrase as much as possible, but if you use 3 or more words in a row from the policy statement or the *Code of Ethics*, be sure to use quotation marks and include the page number or paragraph number in parentheses. (5 points)
5. Write a cogent, thoughtful 2-page paper about your personal values and positions in relation to the policy positions of NASW. This analysis will include 5 parts:
 - a. How the positions in parts 1 and 4 compare on the 5 policies you discussed in Sections 3 and 4 above (8 points);
 - b. Your thoughts about why specific discrepancies might exist between the positions in parts 1 and 4, including discussion of relevant personal values and the values in the *Code of Ethics* (10 points);
 - c. What the implications for practice might be of the "match" between your values and the profession's values (as described in b above) (10 points);
 - d. Your plan, in the context of professional practice, for following the NASW *Code of Ethics* in areas that involve value differences or conflicts you've identified (10 points); and
 - e. What conclusions you can draw about your level of knowledge on the issues in the Inventory AND specific steps you will take to increase your knowledge in these areas (7 points).

On the date specified in the Course Outline you will submit your 2-page paper with 2 addenda:

1. Inventory form listing your personal positions, levels of knowledge, and the relevant values from the NASW *Code of Ethics*.
2. Your 1-sentence descriptions of NASW Policy Statements (see item 4 above), including the names of the 5 NASW Policy Statements that you used. You do not need to use complete APA formatting of these references, but be sure to use quotation marks around the names of the policy statements.

Comment [L3]: C-2, C-3

Scholarly Writing/Use of APA Format

Scholarly writing and use of APA format are required for the 2-page paper portion of this assignment. I strongly recommend that all students make an appointment with the ASU Writing Center (available online, by phone, and in person) as you develop this first paper in order to benefit from their ideas about writing and the writing process. Be sure to focus on the following areas:

Scholarly Writing. Sometimes scholarly writing requires use of 3rd-person style, but other times 1st-person style is appropriate. First-person style (I, my, me) should be used throughout this paper. Be sure to pay attention to: organization, grammar, punctuation (including correct punctuation for possessives), spelling (including correct spelling without punctuation for plurals), sentence structure (e.g., avoid incomplete sentences and run-on sentences), clarity (i.e., avoid awkward and unclear wording), support (e.g., citation) is provided for assertions, paraphrasing (when you refer to portions of the *Code* and the Policy Statements), and avoiding extensive use of quotations. For this paper you will lose .2 point for each scholarly writing error.

Avoiding plagiarism is a significant aspect of scholarly (or any!) writing. To avoid plagiarism, if you use three or more words in a row from a Policy Statement, the *Code of Ethics*, the text, or any other source then you must use quotation marks and provide complete citation information—typically the citation requires the author(s), date, and page/paragraph number. To present quotes of 3 or more words without placing these quotes in quotation marks will be considered plagiarism.

When you paraphrase from another source you also must provide a citation—typically the author(s) and date. As with using quotes without quotation marks, to not do so will be considered plagiarism. (APA has specific guidelines for both in-text citations and references page citations—see below.)

APA Format: You will follow APA formatting requirements including use of a title page and section headings for the Paper portion of this assignment, but no abstract is needed. Because you will refer to the *Code of Ethics* in your Paper, you will include a reference page listing this source. You do not need to include the NASW Policy Statements sources in your references list unless you cite them in your Paper.

You will use 1st-level section headings for this paper; refer to section 3.03 of the APA manual or visit the Writing Center if you have questions about APA formatting of section headings.

For this paper you will lose .2 point for each APA error. Be sure to pay attention to: content and format of title page (see page 41 of APA manual for an example), format and placement of title on first page of body of paper (see page 42 of APA manual for an example), format of page numbering, use of 1-inch margins, use and format of section headings (see section 3.03 of APA manual), content and format of page headers, paragraph format, left-justification, double-spacing with no extra spaces between paragraphs, in-text citation of the *Code of Ethics* (see sections 6.11-6.21 of APA manual

and the course Blackboard), references page (see sections 7.01 and 7.02 and pages 49-51 of the APA manual; also see the Course Blackboard); and use of Times New Roman 12-point font.

Length

Meeting length requirements is a very important skill to develop! To encourage you to develop this skill, points will be deducted for going over the 2-page limit. (The page limit does not include your title page or references page.) For this Paper, the following number of points will be deducted for going over the 2-page limit:

1-2 lines but less than half a page over the limit: -2.5 points

1/2 page to 1 page over the limit: -5 points

more than 1 page but less than 1 and 1/2 pages over the limit: -7.5 points

etc.

Timeliness

Timely submission of reports, case summaries, and other documents is a critical expectation of professionals. For example, a report might be due at 5:00 p.m. on a certain date; if the report is not submitted until 5:01 p.m. then it may not be available for judges or others who need it in making life-changing decisions. For this assignment, late submissions will be penalized 10 points for the first 24 hours that they are late. After 24 hours, this paper will not be accepted.

Note: This assignment was adapted from Harris Rome, pp. 111-113 in Congress, Black, and Strom-Gottfried's (2009) *Teaching Social Work Values and Ethics: A Curriculum Resource* (2nd ed.), published by CSWE Press.

Paper 1 Evaluation Rubric

Comment [L4]: C-4

	Points Earned
Step 1. Complete the "Your Personal Policy Positions" to evaluate your personal position on and knowledge about policies in the list. Comments:	/5
Step 2. For each position on the list, indicate which of the 6 values from the NASW Code of Ethics is/are relevant to the policy. (Note that more than one value may be relevant to a policy.) Comments:	/10
Step 4. For each of these 5 policies, write one sentence explaining NASW's position, including which of the Code's 6 values is/are relevant to the position. Paraphrase as much as possible, but if you use 3 or more words in a row from the policy statement or the Code of Ethics, be sure to use quotation marks and include the page number or paragraph number in parentheses. Comments:	/5

<p>Paper: You will earn full points for each of the 5 sections of this paper if all required information is thoughtfully and clearly presented. See the comments below for areas that could be strengthened.</p>	
<p>Section a: Based on your personal inventory and on the evidence you gathered in Step 4, you offer a thoughtful description of how the positions in Step 1 compare on the 5 policies you considered in Step 4 Comments:</p>	/8
<p>Section b: You present thoughtful insights about why specific discrepancies might exist between the positions in Steps 1 and 4, including an logical interpretation of ways in which personal and professional values may influence policy positions Comments:</p>	/10
<p>Section c: You present a cogent and realistic critical analysis of what the implications for practice might be of the “match” between your values and the profession’s values (as described in b above) Comments:</p>	/10
<p>Section d: You offer a concrete plan, based on the analysis in previous sections of this paper, for following the <i>NASW Code of Ethics</i> in areas that involve value differences or conflicts you’ve identified. Comments:</p>	/10
<p>Section e: Your conclusions about your level of knowledge on the issues in the Inventory are logical and the specific steps you will take to increase your knowledge in these areas are useful and creative. Comments:</p>	/7
<p>Scholarly writing: First-person style (I, my, me), organization, grammar, punctuation (including correct punctuation for possessives), spelling (including correct spelling without punctuation for plurals), sentence structure (e.g., avoid incomplete sentences and run-on sentences), clarity (i.e., avoid awkward and unclear wording), support (e.g., citation) is provided for assertions, paraphrasing (when you refer to portions of the <i>Code</i> and the Policy Statements), and avoiding extensive use of quotations. Comments:</p>	Minus .2 point for each error noted in the Comments on your paper

<p>APA format: content and format of title page (see page 41 of APA manual for an example), format and placement of title on first page of body of paper (see page 42 of APA manual for an example), format of page numbering, use of 1-inch margins, use and format of section headings (see section 3.03 of APA manual), content and format of page headers, paragraph format, left-justification, double-spacing with no extra spaces between paragraphs, in-text citation of the <i>Code of Ethics</i> (see sections 6.11-6.21 of APA manual and the course Blackboard), references page (see sections 7.01 and 7.02 and pages 49-51 of the APA manual; also see the Course Blackboard); and use of Times New Roman 12-point font.</p> <p>Comments:</p>	<p>Minus .2 point for each error noted in the Comments on your paper</p>
<p>Length: the following number of points will be deducted for going over the 2-page limit:</p> <p>1-2 lines but less than half a page over the limit: -2.5 points</p> <p>1/2 page to 1 page over the limit: -5 points</p> <p>more than 1 page but less than 1 and 1/2 pages over the limit: -7.5 points</p> <p>etc.</p> <p>Comments:</p>	
<p>Timeliness: Late submissions will be penalized 10 points for the first 24 hours that they are late. After 24 hours, this paper will not be accepted.</p> <p>Comments:</p>	

Paper 2: Controversial Issues (2 assignments--Part A and the Final Paper)

This assignment allows you to critically examine your own view and a view other than one you hold; to see that issues have multiple perspectives; and to apply an ethical decision-making model and the NASW *Code of Ethics* to understand a controversial issue.

Appropriate topics for this paper could include, but are not limited to second-parent adoption for same-sex couples, same-sex marriage, access of minors to abortion, bilingual education, drivers licenses for Dreamers, conversion therapy for adolescents, raising the federal minimum wage, voter ID laws, assisted suicide, whether 16- and 17-year olds should be charged as adults, a path to citizenship for undocumented immigrants, adding sexual orientation and gender identity as protected classes in anti-discrimination laws, increasing TANF benefits for single parents, polyamorous relationships/families, protections for adults engaged in sex work, dementia and sexual activity/consent, legalization of marijuana use for adults, and using harm-reduction to treat self-harm. If you select a different topic be sure to get the approval of the instructor before you begin your paper.

Your Final Paper will comprise the following sections:

Part A:

1. **Introduction** (5 possible points for when you submit Part A: Steps 1-3 of paper; 10 possible points when you submit your Final Paper)
In 1 paragraph introduce and summarize the issue. Begin this section in a way to spark the interest of the reader—use quotes, examples, stories, or other devices in your introduction. Discuss why this issue is controversial or problematic. What are key points in the issue? Define vocabulary describing the issues if needed. Discuss how and why this is a controversial issue in the community, the state, the nation, or in social service agencies.
2. **Arguments Section A** (10 possible points when you submit Part A: Steps 1-3 of paper; 20 possible points when you submit your Final Paper)
In 1 paragraph (about ½ a page) state two arguments for the position that you **DO** support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list.
3. **Arguments Section B** (10 possible points when you submit Part A: Steps 1-3 of paper; 20 possible points when you submit your Final Paper)
In 1 paragraph (about ½ a page), state two arguments for the position that you **DO NOT** support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list.

Part B:

4. **Application of Dolgoff et al.'s Ethical Rules Screen** (20 possible points for Final Paper)
State which subsections of the NASW *Code of Ethics* support the positions in Section A and/or in Section B. Be sure to use APA formatting for your in-text citation of the *Code of Ethics* and include this source in your references list.

5. Application of Dolgoff et al.'s Ethical Principles Screen (20 possible points for Final Paper)

If the *Code* supports only one position, explain why the Ethical Principles Screen is not needed. If both positions are supported by subsections of the *Code*, according to Dolgoff et al.'s Ethical Principles Screen, which position is most consistent with social work values? Explain your reasoning. Be sure to use APA formatting for your in-text citation of the Ethical Principles Screen and include this source in your references list.

6. Conclusion (20 possible points for Final Paper)

Your conclusion will include three parts:

Logical Argument: Argue for the position that you think is most supported by the *NASW Code of Ethics* (per steps 4 and 5). State the benefits of this position and why social workers should support this position.

Learning Opportunities: Explain how social workers whose personal value systems do not support this position might develop the skills, attitudes, and knowledge needed to implement an intervention based on professional (rather than personal) values/positions related to this issue.

Alternatives: Sometimes people will conclude that the code of ethics of a particular profession or organization is based on values that are not consistent with their personal values. In that situation, one option is to explore whether another profession offers a better "fit" for their values. In one sentence, describe a situation related to your controversial issue in which the *Code* clearly supports taking an action that some individuals would not consider consistent with their personal values. (As we'll discuss in class, the *Code* often can be interpreted to support a range of actions.) What are two possible majors that ASU students who are interested in the helping professions might consider enrolling in if they decide that their personal values are not consistent with those of the social work profession as stated in the *NASW Code of Ethics*?

Comment [L5]: C-2, C-3

Part A Paper

In the middle of the semester you will submit Part A of your Final Paper—Steps 1-3—so your instructor can provide feedback before you complete the Final Paper. You also will submit PDFs of the 2 peer-reviewed journal articles and other resources you may have used for this paper. You may earn up to 25 points for Part A; the above section indicates the number of points that are possible for each section. This Part A submission will be a maximum of 1.5 pages.

Scholarly Writing and APA Formatting of Part A

Your Part A paper should be "polished" as if it were a Final Paper. You will follow expectations of scholarly writing and APA guidelines.

Scholarly Writing. Use third-person style for sections 1-3 of this Paper. You do not need to create an abstract, introduction, or conclusion for Part A. (Note that the first section serves as your introduction.) Be sure to pay attention to: organization, grammar, punctuation (including correct punctuation for possessives), spelling (including correct spelling without punctuation for plurals), sentence structure (e.g., avoid incomplete sentences and run-on sentences), clarity (i.e., avoid awkward and unclear wording), support (e.g., citation) is provided for assertions, paraphrasing, and avoiding extensive use of quotations. For this paper you will lose .1 point for each scholarly writing error.

(On the Final Paper you will lose a full point for each error, so be sure to use the instructor's feedback on this paper to improve your writing quality on the Final Paper.)

As stated above, avoiding plagiarism is a significant aspect of scholarly (or any!) writing. To avoid plagiarism, if you use three or more words in a row from an article, the *Code of Ethics*, the text, or any other source then you must use quotation marks and provide complete citation information—typically the citation requires the author(s), date, and page/paragraph number. To present quotes of 3 or more words without placing these quotes in quotation marks will be considered plagiarism.

When you paraphrase from another source you also must provide a citation—typically the author(s) and date. As with using quotes without quotation marks, to not do so will be considered plagiarism. (APA has specific guidelines for both in-text citations and references page citations—see below.)

APA Format. You will follow APA formatting requirements, including use of a title page, section headings, in-text citations, and a references page, but no abstract is needed. It is up to you whether you use only 1st-level section headings or both 1st- and 2nd-level section headings; refer to section 3.03 of the APA manual or visit the Writing Center if you have questions about APA formatting of section headings.

For your Part A submission you will lose .1 point for each APA error. (On the Final Paper you will lose 1 point for each error, so be sure to use the instructor's feedback on this paper to improve your use of APA format for the Final Paper.) Be sure to pay attention to: content and format of title page (see page 41 of APA manual for an example), format and placement of title on first page of body of paper (see page 42 of APA manual for an example), format of page numbering, use of 1-inch margins, use and format of section headings (see section 3.03 of APA manual), content and format of page headers, paragraph format, left-justification, double-spacing with no extra spaces between paragraphs, in-text citation of references (see sections 6.11-6.21 of APA manual and the course Blackboard), references page (see sections 7.01 and 7.02 and pages 49-51 of the APA manual; also see the Course Blackboard); and use of Times New Roman 12-point font.

Length

Meeting length requirements is a very important skill to develop! To encourage you to develop this skill, points will be deducted for going over the 1.5-page limit. (The page limit does not include your title page or references page.) For this Part A portion of the Final Paper, following number of points will be deducted for going over the 1.5-page limit:

1-2 lines but less than half a page over the limit: -2.5 points

½ page to 1 page over the limit: -5 points

more than 1 page but less than 1 and ½ pages over the limit: -7.5 points
etc.

Timeliness

As described above, timely submission of reports, case summaries, and other documents is a critical expectation of professionals. In keeping with this professional expectation late submissions will be penalized 10% of the grade (-2.5 points) for the first 24 hours that they are late. After 24 hours, this paper will not be accepted.

Part A Paper Evaluation Rubric

Comment [L6]: C-4

You will earn full points for each of the 3 sections of this paper if all required information is thoughtfully and clearly presented. See the comments below for areas that could be strengthened.	Points Earned
<p><u>Introduction:</u> In 1 paragraph introduce and summarize the issue. Begin this section in a way to spark the interest of the reader—use a quote, example, story, or other device. Discuss why this issue is controversial or problematic. What are key points in the issue? Define vocabulary describing the issues if needed. Discuss how and why this is a controversial issue in the community, the state, the nation, or in social service agencies.</p> <p>Comments:</p>	/5
<p><u>Arguments Section A:</u> In 1 paragraph (about ½ a page) state <u>two</u> arguments <u>for</u> the position that you DO support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list.</p> <p>Comments:</p>	/10
<p><u>Arguments Section B:</u></p> <p>In 1 paragraph (about ½ a page), state two arguments for the position that you DO NOT support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list.</p> <p>Comments:</p>	/10
<p><u>Scholarly Writing.</u> Use third-person style for sections 1-3 of this Paper. You do not need to create an abstract, introduction, or conclusion for Part A. (Note that the first section serves as your introduction.) Be sure to pay attention to: organization, grammar, punctuation (including correct punctuation for possessives), spelling (including correct spelling without punctuation for plurals), sentence structure (e.g., avoid incomplete sentences and run-on sentences), clarity (i.e., avoid awkward and unclear wording), support (e.g., citation) is provided for assertions, paraphrasing, and avoiding extensive use of quotations.</p> <p>Comments:</p>	For this paper you will lose .1 point for each scholarly writing error.

<p>APA Formatting. APA guidelines are followed in the following areas: content and format of title page (see page 41 of APA manual for an example), format and placement of title on first page of body of paper (see page 42 of APA manual for an example), format of page numbering, use of 1-inch margins, use and format of section headings (see section 3.03 of APA manual), content and format of page headers, paragraph format, left-justification, double-spacing with no extra spaces between paragraphs, in-text citation of references (see sections 6.11-6.21 of APA manual and the course Blackboard), references page (see sections 7.01 and 7.02 and pages 49-51 of the APA manual; also see the Course Blackboard); and use of Times New Roman 12-point font.</p> <p>Comments:</p>	<p>For this paper you will lose .1 point for each APA formatting error.</p>
<p>Length: The following number of points will be deducted for going over the 1.5-page limit: 1-2 lines but less than half a page over the limit: -2.5 points ½ page to 1 page over the limit: -5 points more than 1 page but less than 1 and ½ pages over the limit: -7.5 points etc.</p> <p>Comments:</p>	
<p>Timeliness: Late submissions will be penalized 2.5 points for the first 24 hours that they are late. After 24 hours, this paper will not be accepted.</p> <p>Comments:</p>	

Final Paper

You may earn up to 100 points for your Final Paper. The above section indicates the number of points that are possible for each section. This paper will be 3.5-4 pages long; the maximum length is 4 pages. (Note: If you have selected different or additional peer-reviewed journal articles or other sources since you submitted Part A, you will submit PDFs of these additional documents when you submit your Final Paper.)

Scholarly Writing and APA Formatting of Final Paper

You will have received instructor feedback on your Identifying and Evaluating Personal and Professional Values Paper and Part A of this paper before submitting your Final Paper. With this feedback you will be able to submit a truly “polished” paper. Below are reminders of aspects of scholarly writing and APA format that you will need to follow.

Scholarly Writing. Use third-person style for sections 1-5 of this Paper. You may use either third-person or first person (I, my, me) for section 6, depending on your preferred

style. You do not need to create an abstract, introduction, or conclusion for Part A. (Note that the first section serves as your introduction and section 6 serves as your conclusion.) Be sure to pay attention to: organization, grammar, punctuation (including correct punctuation for possessives), spelling (including correct spelling without punctuation for plurals), sentence structure (e.g., avoid incomplete sentences and run-on sentences), clarity (i.e., avoid awkward and unclear wording), support (e.g., citation) is provided for assertions, paraphrasing, and avoiding extensive use of quotations. For this Final Paper you will lose 1 point for each scholarly writing error.

Be sure to review the information above regarding avoiding plagiarism and proper citations for quotes and paraphrased content.

APA Format. You will follow APA formatting requirements, including use of a title page, section headings, in-text citations, and a references page, but no abstract is needed. It is up to you whether you use only 1st-level section headings or both 1st- and 2nd-level section headings; refer to section 3.03 of the APA manual or visit the Writing Center if you have questions about APA formatting of section headings.

For this Final Paper you will lose 1 point for each APA error. Be sure to pay attention to: content and format of title page (see page 41 of APA manual for an example), format and placement of title on first page of body of paper (see page 42 of APA manual for an example), format of page numbering, use of 1-inch margins, use and format of section headings (see section 3.03 of APA manual), content and format of page headers, paragraph format, left-justification, double-spacing with no extra spaces between paragraphs, in-text citation of references (see sections 6.11-6.21 of APA manual and the course Blackboard), references page (see sections 7.01 and 7.02 and pages 49-51 of the APA manual; also see the Course Blackboard); and use of Times New Roman 12-point font.

Length

Meeting length requirements is a very important skill to develop! To encourage you to develop this skill, points will be deducted for going over the 4-page limit. (The page limit does not include your title page or references page.) For the Final Paper, the following number of points will be deducted for going over the 4-page limit:

1-2 lines but less than half a page over the limit: -5 points

½ page to 1 page over the limit: -10 points

more than 1 page but less than 1 and ½ pages over the limit: -15 points

etc.

Timeliness

As described above, timely submission of other documents is a critical expectation of professionals. In keeping with this professional expectation late submissions will be penalized 10% of the grade (-10 points) for the first 24 hours that they are late. After 24 hours, this paper will not be accepted.

This assignment was adapted from Holliman, pp. 135-136 in Congress et al. (2009).

Final Paper Evaluation Rubric

Comment [L7]: C-4

	Points Earned
You will earn full points for each of the 3 sections of this paper if all required information is thoughtfully and clearly presented. See the comments below for areas that could be strengthened.	
Part A	
1. Introduction: In 1 paragraph introduce and summarize the issue. Begin this section in a way to spark the interest of the reader—use a quote, example, story, or other device. Discuss why this issue is controversial or problematic. What are key points in the issue? Define vocabulary describing the issues if needed. Discuss how and why this is a controversial issue in the community, the state, the nation, or in social service agencies. Comments:	/5
2. Arguments Section A: In 1 paragraph (about ½ a page) state <u>two</u> arguments <u>for</u> the position that you DO support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list. Comments:	/10
3. Arguments Section B: In 1 paragraph (about ½ a page), state two arguments for the position that you DO NOT support. Use information from at least one peer-reviewed journal article to support this position. Be objective. Be sure to use APA formatting for your in-text citation of your source(s) and include it(them) in your references list. Comments:	/10
Part B	
4. Application of Dolgoff et al.'s Ethical Rules Screen: State which subsections of the NASW <i>Code of Ethics</i> support the positions in Section A and/or in Section B. Be sure to use APA formatting for your in-text citation of the <i>Code of Ethics</i> and include this source in your references list. Comments:	/20
5. Application of Dolgoff et al.'s Ethical Principles Screen If the <i>Code</i> supports only one position, explain why the Ethical Principles Screen is not needed. If both positions are supported by subsections of the <i>Code</i> , according to Dolgoff et al.'s Ethical Principles Screen, which position is	/20

<p>most consistent with social work values? Explain your reasoning. Be sure to use APA formatting for your in-text citation of the Ethical Principles Screen and include this source in your references list.</p> <p>Comments:</p>	
<p>6. <u>Conclusion:</u> Your conclusion will include three parts:</p> <p><u>Logical Argument:</u> Argue for the position that you think is most supported by the NASW <i>Code of Ethics</i> (per steps 4 and 5). State the benefits of this position and why social workers should support this position.</p> <p><u>Learning Opportunities:</u> Explain how social workers whose personal value systems do not support this position might develop the skills, attitudes, and knowledge needed to implement an intervention based on professional (rather than personal) values/positions related to this issue.</p> <p><u>Alternatives:</u> Sometimes people will conclude that the code of ethics of a particular profession or organization is based on values that are not consistent with their personal values. In that situation, one option is to explore whether another profession offers a better “fit” for their values. In one sentence, describe a situation related to your controversial issue in which the <i>Code</i> clearly supports taking an action that some individuals would not consider consistent with their personal values. (As we’ll discuss in class, the <i>Code</i> often can be interpreted to support a range of actions.) What are two possible majors that ASU students who are interested in the helping professions might consider enrolling in if they decide that their personal values are not consistent with those of the social work profession as stated in the NASW <i>Code of Ethics</i>?</p> <p>Comments:</p>	/20
<p><u>Scholarly Writing.</u> Use third-person style for sections 1-3 of this Paper. You do not need to create an abstract, introduction, or conclusion for Part A. (Note that the first section serves as your introduction.) Be sure to pay attention to: organization, grammar, punctuation (including correct punctuation for possessives), spelling (including correct spelling without punctuation for plurals), sentence structure (e.g., avoid incomplete sentences and run-on sentences), clarity (i.e., avoid awkward and unclear wording), support (e.g., citation) is provided for assertions, paraphrasing, and avoiding extensive use of quotations.</p> <p>Comments:</p>	<p>For this paper you will lose 1 point for each scholarly writing error.</p>
<p><u>APA Formatting.</u> APA guidelines are followed in the following areas: content and format of title page (see page 41 of APA manual for an example), format and placement of title on first page of body of paper (see page 42 of APA manual for an example), format of page numbering, use of 1-inch margins, use and format of section headings (see section 3.03 of APA manual), content and format of page headers, paragraph format, left-justification, double-spacing</p>	<p>For this paper you will lose 1 point for each APA formatting error.</p>

<p>with no extra spaces between paragraphs, in-text citation of references (see sections 6.11-6.21 of APA manual and the course Blackboard), references page (see sections 7.01 and 7.02 and pages 49-51 of the APA manual; also see the Course Blackboard); and use of Times New Roman 12-point font.</p> <p>Comments:</p>	
<p><u>Length</u>: The following number of points will be deducted for going over the 4-page limit:</p> <p>1-2 lines but less than half a page over the limit: -5 points</p> <p>½ page to 1 page over the limit: -10 points</p> <p>more than 1 page but less than 1 and ½ pages over the limit: -15 points</p> <p>etc.</p> <p>Comments:</p>	
<p><u>Timeliness</u>: Late submissions will be penalized 10 points for the first 24 hours that they are late. After 24 hours, this paper will not be accepted.</p> <p>Comments:</p>	

Brooks/Cole Empowerment Series and the Council on Social Work Education's Educational Policy and Accreditation Standards

The Council on Social Work Education's Educational Policy and Accreditation Standards requires all social work students to develop ten competencies and recommends teaching and assessing 41 related practice behaviors, listed as Educational Policy (EP) 2.11 – 2.1.10m below. “Helping Hands” icons in this text, “Competency Notes” sections at the end of each chapter, and mental *Practice Behaviors Workbook* connect class work to these important

Practices and Practice Behaviors

Identify as a professional social worker and conduct oneself accordingly:

Facilitate for client access to the services of social work practice
Engage in personal reflection and self-correction to assure continual professional development

Identify and to professional roles and boundaries
Demonstrate professional demeanor in behavior, appearance, and communication
Engage in career-long learning
Seek supervision and consultation

Apply social work ethical principles to guide professional practice:

Recognize and manage personal values in a way that allows professional values to guide practice

Apply ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
Acknowledge ambiguity in resolving ethical conflicts
Employ strategies of ethical reasoning to arrive at principled decisions

Apply critical thinking to inform and communicate professional judgments:

Analyze, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
Apply diverse models of assessment, prevention, intervention, and evaluation
Employ strategies effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Engage diversity and difference in practice:

Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
Engage in sufficient self-awareness to eliminate the influence of personal biases and assumptions in working with diverse groups
Engage in and communicate their understanding of the importance of difference in shaping life experiences
Engage themselves as learners and engage those with whom they work as informants

continued on inside back cover

ETHICAL DECISIONS FOR SOCIAL WORK PRACTICE



Brooks/Cole Empowerment Series

NINTH EDITION

Ralph Dolgoff

University of Maryland, Baltimore

Donna Harrington

University of Maryland, Baltimore

Frank M. Loewenberg

Bar-Ilan University



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Week 1: Ethical Choices in the Helping Professions

Dolgoff et al., Chapters 1 and 2

Week 2: National Association of Social Worker's Code of Ethics

NASW *Code of Ethics*

UNIT 2: Scholarly Writing

Week 3: Scholarly Writing

APA manual, Chapters 3, 4, and 5

Writing resources on Blackboard

UNIT 3: Ethical Decision-Making in Professional Practice

Week 4: Guidelines for Ethical Decision Making: The Decision-Making Process and Tools

Text: Chapter 3

Healy, L. M. (2007). Universalism and cultural relativism in social work ethics.

International Social Work, 50(1), 11-26.

Week 5: Ethical Decision Making: Tools and Contexts

Text: Chapter 4

Rothman (2011) "Application of the Decision-Making Process and Structure for Case Review" (see Blackboard)

Week 6: Ethical Decision Making: Client Rights and Professional Expertise

Text: Chapters 5 & 6

Week 7: Ethical Decision Making: Professional Relationships—Values, Limits, Dilemmas

Text: Chapter 7

Bushfield & Zorita's Ethical Case Scenario from Bushfield, A. Y., & Zorita, P. M.-B. (2009). Personalism and dual relationships: Case Scenario. In E. P. Congress, P. N. Black, & K. Strom-Gottfried (Eds.) *Teaching social work values and ethics: A curriculum resource* (2nd ed.). Alexandria, VA: CSWE Press.

Week 8: Ethical Decision Making: Confidentiality, Informed Consent, and Duty to Protect

Text: Chapter 8

Links to state and/or federal statutes related to confidentiality and mandated reporting
"Accidental" confidentiality disclosures from Roeder, K. R. (2009). Honoring our social work values, ethics, and boundaries—BSW course. In Congress et al.

Week 9: Ethical Decision Making: Specific Populations

Text: Chapter 11

Week 10: Ethical Decision Making: Specific Populations

Piff, P.K., Stancato, D.M., Côté, S., Mendoza-Denton, R., Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences of the United States*, 109, 4086-4091.

UNIT IV: Professional Behaviors and Competence

Week 11: Professional Behaviors: Personal Care and Professionalism

Blog: www.socialworktech.com

Policy/Issue Statement from

NASW: <https://www.socialworkers.org/nasw/memberlink/2009/supportfiles/ProfessionalSelf-Care.pdf>

Policy and Definition Statement from

NASW: <http://www.socialworkers.org/da/da2008/finalvoting/documents/Professional%20Impairment%20-%202nd%20Round%20Final%20-%20Clean.pdf>

Personal Essay: http://www.socialworker.com/feature-articles/field-placement/What_I_Wish_I_Had_Known%3A_Burnout_and_Self-Care_in_Our_Social_Work_Profession/

Complete the self-assessment of competence located

here: http://www.acsw.ab.ca/pdfs/saf_2006.pdf

“Finding your passion” College of NJ Division of Social & Behavioral Sciences (2010)

Week 12: Professional Behaviors: Professional Knowledge and Skill Building

Text: Chapter 12

AZ Board of Behavioral Health Social Work Supervision

Rules: http://azbbhe.us/sps_pdfs/SW%20supv.pdf

AZ Board of Behavioral Health Licensing Statute:

http://azbbhe.us/pdfs/statute_2010.pdf

Week 13: Professional Behaviors: Supervision, Colleagues, and the Workplace

Text: Chapters 9 and 10

UNIT V: Engaging in Ethical Practice

Week 14: Ethical Practice Dilemmas: Real Life

Bullock, K. (2011) The influence of culture on end-of-life decision making. *Journal of Social Work in End-Of-Life & Palliative Care*, 7(1), 83-98.

Topic 3 from Holliman, D. (2009). Controversial issues assignments. In Congress et al.

“Scenario 1” from Horvath, V. (2009). National Association of Social Workers’ Code of Ethics “Treasure Hunt.” In Congress et al.

Week 15: Ethical Practice Dilemmas: Real Life

Valentine, S., Godkin, L., Fleishman, G. M., & Kidwell, R. (2011). Corporate ethical values, group creativity, job satisfaction, and turnover intention: The impact of work context on work response. *Journal of Business Ethics*, 98, 358-372.

Week 16: Taking Responsibility for Applying Ethical and Professional Standards

Text: Chapter 13