# General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

## Submission Information

| College/School | Department/School |
| --- | --- |
| Watts College of Public Service & Community Solutions (CPP) | School of Social Work (CSOCWORK) |

**Submission Type**

Mandatory Review

## ASU Request

**Is this request for a permanent course or a topic?**

Permanent Course

| Subject Code | Course Number | Units/Credit Hours |
| --- | --- | --- |
| SWU | 306 | 3 |

### Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

**Course Title**

Ethics in Social Services

**Course Catalog Description**

Focuses on following the NASW Code of Ethics in making ethical decisions in social service settings.

**Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)**

Prerequisite(s): ENG 102, 105, or 108 with C or better; PHI 101, PHI 105, or SWU 183; SWU 171 with C or better; SWU 291 with C or better; SWU 295 with C or better OR Community Advocacy and Social Policy BA major OR Visiting University Student

**Is this a crosslisted course?**

No

**Is this course offered by (shared with) another academic unit?**

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

## General Studies Gold Designation Request

### Requested Designation

Humanities, Arts and Design (HUAD)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[2024FallC-SWU306 I-McLoone.pdf](2024FallC-SWU306 I-McLoone.pdf)

Humanities, Arts and Design (HUAD)
The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

**Group 1:**
1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

**Group 2:**

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

Group 2

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

HUAD Learning Outcome 1 (Group 2): Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.

Paper 1: How we Decide: Students are asked to observe themselves throughout a typical day. They are asked to respond to the following questions related to cultural contexts, ethics, and decision making to begin analysis of ethical practices and processes in society. How do you make decisions? Were your decisions made individually or with a group? Did you rely on others in decision-making? How does culture (your personal culture, the dominant culture) influence your decisions? What social/cultural pressures did you experience in decision-making? How might these decisions be different in another cultural context? What did you learn about yourself from this exercise? How will this inform your professional role in social work? The rationale for this assignment is to analyze decision making as it relates to micro and macro systems. Students are assessed using a rubric for content completion, cogency of thought, and critical analysis/application of readings to the assignment.

HUAD Learning Outcome 2 (Group 2): Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.

Final Paper/Presentation: Students spend the semester focusing on one policy or situatuon in social work ethics (for example, death with dignity/end of life care, informed consent in social work, mandated treatment for mental health issues, etc.) Students are encouraged to choose a local issue. A thorough research paper is completed, including peer reviewed, academic sources, relevant laws/policies, and application of ethical theories and codes of ethics. Students are required to complete a rough draft/proposal for their final project. The rationale for this assignment is to develop research skills by locating quality sources, to interpret available data

about policies with ethical implications, and to coherently present an argument. The assessment of the rough draft is a rubric requiring multiple quality sources to craft an ethical stance coherently. Students choose an ethical stance in their final paper, which is assessed on a rubric for clarity, application of ethical theories/policies, and ability to self reflect.

HUAD Learning Outcome 3 (Group 2): Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Students complete '[black, white, or grey](#)' activity determining their opinions on a large list of ethical situations and including the values that are involved. Students are assessed on ability to identify values and information they lack to determine ethical decisions via weekly 'ticket out the door' assignment and/or an online discussion board. Students final paper includes application of the National Association of Social Workers Code of Ethics to their chosen ethical topic. They are assessed on successfully arguing their ethical position utilizing various ethical codes, laws, policies, and theories. Paper 1: How We Decide assesses students ability to identify their personal values and how they impact decision making as a central tenant of the paper and assessment. Their final paper requires them to complete self analysis on value conflicts with the National Association of Social Workers Code of Ethics, and to create a plan for how to resolve personal conflicts with social work values and biases.

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a HUAD learning outcome.

Explain the purpose of this class and its relevance to your future social work practice (1.1) [HUAD LO1; Group 2]

Discuss ethical challenges in social services [HUAD LO1; Group 2]

Differentiate between values, ethics, and morals [HUAD LO1; Group 2]

Identify your own personal values and ethics and those of the social work profession [HUAD LO2; Group 2]

Understand informed consent in documentation and as ethical foundation for practice

Define ethical issues specific to online activity [HUAD L03, Group 3]

Describe an ethical dilemma and appropriate action relating to professional relationships [HUAD LO2; Group 2]

Locate and define laws and policies specific to confidentiality and limitations [HUAD L03, Group 3]

Describe decision-making process in an ethical dilemma relating to confidentiality [HUAD LO1; Group 2]

Define requirements for licensure and oversight of social workers [HUAD L03, Group 3]

Examine and resolve an ethical dilemma utilizing an ethical decision-making process [HUAD LO1; Group 2]

Define your own theoretical perspective and ethical identity as a social worker [HUAD LO1; Group 2]

Identify opportunities for continued education specific to ethics [HUAD L03, Group 3]

Describe the ethical implications of writing in practice with focus on social justice [HUAD LO1; Group 2]

Discuss the role of religious and cultural beliefs in ethical decision making [HUAD LO2; Group 2]

Identify ethical standards for end of life care and the role of culture [HUAD L03, Group 3]

Identify ethical responsibilities relevant to self care across micro, mezzo, and macro levels[HUAD L03, Group 3]

Recall elements of ethical supervision and methods for reporting unethical practices [HUAD L03, Group 3]

Compare personal values to the social work professions value based policy statements[HUAD LO1; Group 2]

Explain HIV discrimination, unique ethical dilemmas, and locate resources [HUAD LO2; Group 2]

Identify the impact of oppression and bias in decision making, with specific focus on populations of the South West [HUAD LO1; Group 2]

Identify importance of informed consent in the historical context of oppression [HUAD LO2; Group 2]

Identify the symptoms and causes of unethical organizations in context of social justice [HUAD L03, Group 3]

Understand macro-level ethics and apply to a local community [HUAD LO2; Group 2]

# Form Submission - Proposer

Submitted for Approval | Proposer

Seancy Hawkeswood - September 12, 2024 at 3:24 PM (America/Phoenix)

# Department Approval

Approved

Chris Hiryak

Judy Krysik - September 12, 2024 at 3:35 PM (America/Phoenix)

# GSC Coordinator Review

Approved

Alicia Alfonso - September 13, 2024 at 6:04 PM (America/Phoenix)

Proposal to add syllabus data to CM currently at dean's designee level.

April Randall

# Assistant Vice Provost Review

Approved

Tamiko Azuma - September 15, 2024 at 6:14 PM (America/Phoenix)

Required components confirmed.

# Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 16, 2024 at 11:02 AM (America/Phoenix)

# Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - October 1, 2024 at 12:40 PM (America/Phoenix)

Revise and resubmit.

The wording of the learning outcomes needs to align more directly with the HUAD objectives/learning outcomes. We encourage the submitter to more clearly utilize the language and themes of HUAD designation.

Catherine Saucier

## General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

## Proposer Notification

Notification

Seancy Hawkeswood

## College Notification

Notification

Judy Krysik

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

William Terrill