



Course Syllabus

SW 381OL-1

Ethical Considerations in Social Work Practice

Credit Hours: 3

Faculty Information

First Last, MSSW

Adjunct Professor of Social Work

Best way to reach me

The best way to reach me is through email

- email address

Response time

You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

The prerequisite required for this course is SW 280 or permission from the instructor.

Required Text & Other Materials

Lowenberg and Dolgoff, Ethical Decisions for Social Work Practice, 9th edition, Brooks/Cole Pub., 2012

Articles and videos as assigned.

Course Description

This course is designed to heighten students' sensitivity to the ethical aspects of social work practice, to aid them in developing a personal approach to such issues, and to help them consider the essential elements in ethical decision making in professional practice.

Ethical problems arise when people are dealing with other people. This course deals with typical problems that social workers are involved with daily. Concern for ethical conduct must be a part of one's practice, and should guide behavior. This course will not only provide the theory of ethical action, but also will teach the skill needed in problem solving ethical dilemmas.

Principal Instructional Techniques

Chat sessions will include lecture/discussion, activities, and problem-solving and analysis. Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular and constructive chat participation.

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

Student Learning Objectives

SLO 1: Become more aware of and sensitive to ethical issues in professional practice

SLO 2: Learn to recognize the principles involved in practice situations

SLO 3: Be able to apply ethical principles to professional activities

SLO 4: Be able to evaluate the ethical decisions they have made

SLO 5: Develop a greater understanding for the complexities of ethical decision making

Course Requirements

Participation

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussion, and giving RESPECTFUL feedback to others during class. Merely being present for the chat session will not ensure full credit for the attendance/participation grade. Above all, participation means demonstrating personal and professional engagement in the learning process. Please treat your attendance in this course as a matter of professional practice. Apply the same standards of behavior, communication, and courtesy about punctuality, attendance and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, attending agency meetings, etc. Punctual attendance for all chat sessions is expected. Regular attendance is expected in online chat sessions. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
Week	Research Paper	100
Weekly	Quizzes (15 pts each)	120
Weekly	Discussion Boards (15 pts each)	120
Weekly	Attendance (15 pts each)	120
Weekly	Demonstrated preparation for discussion of assigned material (5 pts each)	40

Completion of Assignments

All written assignments are to be typed, double-spaced, with 1" margins on all sides. Writing style, spelling, grammar, punctuation, etc. count towards the grade and are weighted heavily. Students are expected to plan ahead and have total responsibility for technical difficulties that may occur such as computer/word processing malfunctions, etc. All written assignments other than discussion boards are due by Wednesday (Midnight) each week, and are to be uploaded into the system. Assignments turned in **LATE** will result in **ONE LOWERED LETTER GRADE**.

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ from _____ (pm) to _____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Research Paper	<p>Students are to write an 8-10 page ethical application paper (this does not count the title or reference page). The paper should be submitted in APA format. It must include a minimum of 3 sources (other than the textbook). References must come from scholarly journals, professional literature, or scholarly electronic journals (no magazines or newspapers). Web sites are acceptable but should be used sparingly and must be cited properly. The paper should be double-spaced with Times New Roman 12 point font and 1-inch margins. Proper grammar, spelling, and sentence structure are required for the paper to be accepted.</p> <p>The paper is due no later than midnight for week 6 with no exception.</p> <p>Review the required formatting for the research assignment (Attached). The paper should be a summarization from your research. Do NOT use personal examples or opinions. NASW is a recommended source.</p>
Quizzes	<p>A quiz is to be completed and submitted by midnight the same day as the chat for each lesson. Make up quizzes will only be permitted under</p>

	extreme circumstances and arranged with the instructor. It is the student's responsibility to communicate with the instructor if emergencies arise which prevent completion of any assignment as scheduled. There is only one attempt at the quiz. Students cannot stop and return later to complete a quiz.
Discussion Boards	Every week the student will post a response to the weekly discussion board. Students will post no less than 300 words unless otherwise stated. Students will also be required to respond to a classmates posting using no less than 100 words unless otherwise stated.

Grading Scale

450 - 500 points = A

400 - 449 points = B

350 - 399 points = C

300 - 349 points = D

< 300 points = F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact in the [Office of Disability Services](#) at or to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to "recover" lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

The following links may be of assistance regarding the APA format:

<http://owl.english.purdue.edu/owl/section/2/10/>

<http://www.library.cornell.edu/resrch/citmanage/apa>

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.

- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any BSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course (with approval from BSW Program Director),
- c) refer you to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Week One:

Read:

- Chapter 1, Ethical Choices in the Helping Professions
 - Chapter 1 encompasses ethical choices in the helping professions. The authors want to convey the importance of social work students and professionals making sound ethical choices in the field of social work. They acknowledge that oftentimes decisions must be made on the spur of the moment, without the ability to consult with an expert. In this chapter, the reader is given several case examples, and begins to learn more about ethical problems and ethical dilemmas in social work practice. The authors emphasize the importance of teaching professional ethics, citing the NASW Code of Ethics, and seeking supervision. This chapter focuses on competing values of client and worker, dilemmas in value systems, competing loyalties, goal setting, and role conflict and role ambiguity. The chapter examines general ethics, professional ethics, and professional social work ethics; it also looks at the history of ethics, its roots and meanings along with a brief description of how ethics became so important within the social work profession. Finally, the chapter gives an orientation of the book and a pretest for the reader to complete which assess knowledge of social work ethics. At the end of the chapter, there are several exercises for the reader to practice ethical decision making as well as suggested additional readings and websites of interest. In this introductory chapter, the authors attempt to prepare the student for the

struggles one undertakes in considering matters of ethics. As a student, as a social worker, and as a human being, you will find that there are seldom easy answers. As you consider the examples provided by the authors in chapter one, think about the dilemmas presented and be prepared to discuss your ideas in the first online session. Review the NASW Code of Ethics before the first chat session.

- Take the pretest: How much do I know about social work ethics? (p. 18)

Visit:

- The Journal of Social Work Value and Ethics <http://jswve.org/>
- Association of Social Work Boards <http://www.aswb.org/>
- National Association of Social Workers Code of Ethics <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Write:

- Interview a social worker. Ask the social worker (BSW or MSW graduate) to describe his/her most recent use of the profession's Code of Ethics.
 - What was the dilemma?
 - What was his/her decision?
 - How did he/she decide what to do?
- Post to Discussion Board your findings of the interview **Due** _____. Respond to other's postings. Follow the discussion board rubric at the end of this syllabus.
- **Quiz Due** _____

Week Two:

Read:

- Chapter 2, Values and Professional Ethics
 - The text suggests that differences exist between values, ethics, morality and virtue. Think about these terms and decide your beliefs about the differences. The core values of the social work profession are outlined in the NASW Code of Ethics. As you read and think about these values, think also about the mission of Brescia University and the mission of the Brescia University social work program. How do these mission statements intersect with the core values of the profession? **Be prepared to discuss the intersections in chat session Week 2.** You will also note that the authors suggest ethics are derived from values. What do you think this means? Can you give an example of an ethical consideration that has been derived from a value? The Council on Social Work Education, our accrediting body, requires that students examine the ethics of the profession, including the student's own beliefs and values. As you complete the projects for this

course, you will consider your own belief system and examine the ways in which it fits (or conflicts) with that of the profession.

Write:

- Discussion Board: “Critical Thinking Exercises” (p.47)
 - Complete #1 & #4
- Post to Discussion Board **Due** _____. Follow the discussion board rubric at the end of this syllabus. Respond to other’s postings.
 - Interact with other students for both exercises.
- **Quiz Due** _____

Week Three:

Read:

- Chapter 3, Guidelines for Ethical Decision Making: Concepts, Approaches, and Values
 - Be well prepared for a thorough discussion of Serena Adam’s case. The remainder of this chapter contains a lot of very important information. Be sure you understand and can discuss ethical relativism, ethical absolutism, clinical pragmatism, and contemporary approaches ethical decision making.
- Chapter 4, Guidelines for Ethical Decision Making: The Decision Making Process and Tools
 - Decisions can be made using a step by step process in Social Work practice. Social workers, who “ethically” practice, will look at options in problem-solving, while always keeping in mind the values and ethics involved. A general decision making model and ethical assessment screen are used to clarify the ethical aspects in decision-making in social work practice. In the text, The General Decision Making Model and Ethical Rules Screen and Ethical Principles Screen should be reviewed and used in problem-solving. Rank ordering the principles or values of the profession are useful when two or more morals/values/standards are in conflict.

Write:

- Critical Thinking Exercise
 - Complete #2 (p. 69) and submit on Moodle course page before this weeks chat.
- Discussion Board
 - Complete #4 (p. 87)
 - Complete #5 (p. 70)
- Post to Discussion Board **Due** _____. Follow the discussion board rubric at the end of this syllabus. Respond to other’s postings.
 - Interact with other students for both exercises.

- Quiz Due _____

Week Four:

Read:

- Chapter 5, Client Rights and Professional Expertise
 - This chapter addresses the sometimes conflicting claims of professional expertise and client rights, such as self-determination. We will show how to use social work ethical principles to guide professional practice. We will provide several opportunities, through exemplars and questions, for you to work with the ethical decision making model presented in the previous chapter, which we hope you will use to apply critical thinking in order to inform and communicate professional judgments.
- Chapter 6, Value, Neutrality and Imposing Values
 - According to Dolgoff et al. (2009). “One of the traditional expectations of professional social workers is that they not impose their personal values on clients and that they suspend judgment about clients’ behavior and actions even when their own values or societal values demand a judgment. This quote captures the essence of the message put forth in chapter 6. The main focus of this chapter is to understand the differences between a therapist being value neutral in a therapeutic setting versus imposing their values into the setting and onto the client. Along with understanding the differences between the client’s values and the values of the worker, the authors take the time to explain that there are pros and cons to each value of behavior. This chapter stresses that value neutrality is a next so impossible demand to be placed on any social work practitioner. In reality what is most important is for the practitioner to acknowledge their value system and never allow it to be the sole determining factor in their decision making process.

Discuss:

- Think about you and your values. Think about the issue of value neutrality. Do you think it is possible for anyone, even a professional social worker, to be value neutral? Look carefully at example 6.1 in this chapter. What would you do as a social worker? The text suggests that some experts recommend that the social worker disclose his/her own values and beliefs at the first session in order to protect the client from the imposition of values from worker to client. What do you think? **We will discuss this in this week’s chat.**

Write:

- Discussion Board
 - Complete #2 (p. 116)

- Complete #3 (p. 104)
- Post to Discussion Board **Due** _____. Follow the discussion board rubric at the end of this syllabus. Respond to other's postings.
 - Interact with other students for both exercises.
- **Quiz Due** _____

Week Five:

Read:

- Chapter 7, The Professional Relationship: Limits, Dilemmas, and Problems
 - The professional relationship is paramount to the success of the therapeutic alliance and therapeutic process. However, the professional relationship must have limits and boundaries as do most relationships. Inherent in relationships are dilemmas and problems. The professional relationship is not an exception which becomes the focus of chapter 7. "Social work practice is based on the relationships between social workers and clients, and these relationships-in-turn- require trusts, an essential element". The authors spend a great deal of time discussing the limits of the professional relationship. They spend a tremendous amount of time on sexual-relations with client, non-sexual relations with clients, and touching. There is still debate among some practitioners who believe that sexual encounters with clients are ethical and warranted in specific instances. Other limits of the professional relationship addressed in this chapter are client interests versus workers' interests, truth telling a misrepresentation, along with practitioner impairment and psychological indifference or burnout. All areas addressed in this chapter have enormous potential to cause harm to the client, his or her environment, and society at large if the limits and guidelines set forth by the 1999 NASW Code of Ethics are not adhered to.

Visit:

- www.friedsocialworker.com

Write:

- Discussion Board
 - Post your findings from visiting the website
- Post to Discussion Board **Due** _____. Follow the discussion board rubric at the end of this syllabus. Respond to other's postings.
- **Research Paper Due** _____
- **Quiz Due** _____

Week 6:

Read:

- Chapter 8, Confidentiality, Informed Consent, and the Duty to Protect

- The main focus of chapter 8 is on the ethical principles of confidentiality and informed consent. The authors want to convey the imperativeness of keeping confidentiality and when it is appropriate to break such a confidence. The authors briefly review the history of a persons' right to privacy and how that Constitutional right is linked to confidentiality. There are many situations covered in this chapter in which confidentiality could be breached as there are limits to confidentiality. These situations consist of talking to other social workers about cases, discussing cases with colleagues from different professions, having access to medical records, providing information to insurance companies, third party payers, police, relatives, CPS, and clients who wish to read their medical records. This chapter briefly discusses HIPAA and its current status in social work. The second half of this chapter focuses on the importance of the ethical principle informed consent. The authors want to impress upon the reader that informed consent for treatment is imperative. The authors discuss in detail the three issues surrounding the informed consent process: 1) disclosure of information; 2) voluntariness, and 3) competency. The chapter concludes with the principle duty to warn; a principle that allows for breach of confidentiality. The authors stress in this section that social work practitioners should be aware of their state laws in regard to the duty to warn principle. The authors assert that in social work practice and in accordance with the 1999 NASW Code of Ethics, confidentiality is not absolute.

Visit:

- <https://www.socialworkers.org/About/Legal/HIPAA-Help> and www.hhs.gov/ocr/hipaa/
 - Be prepared to discuss your findings on HIPPA in chat this week.

Write:

- Discussion Board
 - Investigate the laws in your state concerning confidentiality, privileged communication, and duty to protect as they apply to licensed social workers. Post your findings to the Discussion Board.
- Post to Discussion Board **Due** _____. Follow the discussion board rubric at the end of this syllabus. Respond to other's postings.
- **Quiz Due** _____.

Week Seven:

Read:

- Chapter 9, Social Justice, Limited Resources and Advocacy

- In thinking about resources and the equal or unequal distribution of same, what items come to mind? Do you consider money a resource? What about time? Energy? Influence? The text questions the ethics of an equal distribution of resources. What do you think this means? Think about this issue as discussed in the text and be prepared for online discussion in Online chat Session 7. Discussion of equality must always at some point touch on issues of cultural diversity and the equality/inequality present in our society. The text suggests that racism is alive and well in American society and that social workers do not do enough to combat it. What do you think? As social workers, we are obligated professionally to work for social justice, to work for a more equal distribution of goods and services and to provide assistance to the poor, oppressed and disenfranchised. Advocacy comes naturally to this professional role. Chapter 9 is an extension of chapters of 5, 6 and 7, addressing client's rights but elaborating extensively on these rights to look at equality, inequality, limited resources and the call for social workers to advocate for the needs of their disenfranchised clients. The authors took the time to create five exemplars in this chapter to outline the inequality that occurs between practitioners and clients, time, resource allocation, racism, and inequality in agency policies. Many times social workers are unable to provide their time equally across cases. Some cases simply demand more time while others do not. Many services are not equally provided due to insurance companies, the client's willingness to participate, and agency policies. Often time's resources in certain areas are scarce or Congress re-appropriates funds to a different program. It becomes increasingly difficult in today's era of MNO's, racism, and strict agency policies for social work practitioners to advocate for the needs of their clients.

Write:

- Discussion Board
 - From the text: What would you do if you were the neighborhood worker in Shady Hill (Exemplar 9.7)?
 - What are the ethical problems this neighborhood faces?
 - How would you resolve them?
 - Do you think that the supervisor's comments are in accord with the Code of Ethics?
 - What are the supervisor's ethical dilemmas, and what would you do if you were the Agency Director?
- Post to Discussion Board **Due** _____. Follow the discussion board rubric at the end of this syllabus. Respond to other's postings.
- **Quiz Due** _____

Week Eight:

Read:

- Chapter 10, Organizational and Work Relationships
 - Bureaucratic and Work Relationships are focused on “ethical issues arising out of the relationship among social work colleagues and between social workers and their employers, agencies, supervisors, and administrators”. The authors point out that if a social worker discovers a colleague to have acted unethically there are many different options the worker can take. However, the worker needs to take the time to ask what he or she hopes to accomplish by reporting the act. The authors reiterate the issue of engaging in sexual behavior with clients, this time in relation to a colleague engaging in such practices. In this chapter, the authors focus on the responsibilities, roles, liabilities, ethic and obligations of supervisors and social work administration. Supervisors have an obligation to follow rules of supervision as set for by their state board of social work. If these obligations are not met, ethical dilemmas can occur and harm can come to supervisees, clients and the agency. The authors briefly address the standard of care principle and conclude the chapter with a discussion on advertisements and solicitations.
- Chapter 12, Changing World, Changing Dilemmas Wrap Up!
 - Social work practice is very difficult today than when it began many decades ago. There are more ethical dilemmas and new issues for social workers to face today. Our world is forever evolving as are its inhabitants. Chapter 12 is devoted to examining the evolution of these ethical dilemmas within the social work profession. The authors spend a great deal of time on the topics of domestic violence, technology in information systems and direct practice, genetics, as well as services related to evidence-based practice and research in a practice setting. The authors reintroduce issues addressed previously in the text such as, elder abuse, managed care, end-of-life issues, and HIV and family issues. The authors effectively demonstrate the capacity for ethical dilemmas to occur in these situations through the use of exemplars in almost every section.

Write:

- Discussion Board
 - Complete #1 (p. 193)
- Post to Discussion Board **Due** _____. Follow the discussion board rubric at the end of this syllabus. Respond to other’s postings.
- Take the mandatory evaluation
- **Quiz Due** _____

Outcomes Assessment

BU Educational Outcome #1

Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.

Student Learning Outcome	Methods of Assessment	Level of Assessment
SLO 4: Be able to evaluate the ethical decisions they have made SLO 5: Develop a greater understanding for the complexities of ethical decision making.	Research Paper	Review/Mastery

BU Educational Outcome #4

Brescia University graduates will understand and apply ethical standards in promoting justice and service to others.

Student Learning Outcome	Methods of Assessment	Level of Assessment
SLO 1: Become more aware of and sensitive to ethical issues in professional practice SLO 2: Learn to recognize the principles involved in practice situations	Research Paper	Review/Mastery
SLO 3: Be able to apply ethical principles to professional activities	Research Paper	Review/Mastery

Description of the Ethical Application Paper (Research Paper)

Following the format below, students are to write an 8-10 page ethical application paper (this does not count the title or reference page). The paper should follow be submitted in APA format.. It must include a minimum of 3 sources (other than the textbook). References must come from scholarly journals, professional literature, or scholarly electronic journals (no magazines or newspapers). Web sites are acceptable but should be used sparingly and must be

cited properly. The paper should be double-spaced with Times New Roman 12 point font and 1-inch margins. Proper grammar, spelling, and sentence structure are required for the paper to be accepted.

The paper is due week 6 with no exception.

The paper is worth a total of 100 points. Twenty points will be given for each of the main components listed below and twenty points will be given for proper APA citations, format, and writing style.

Format for the Paper

- I. The paper must focus on a selected topic from the list below as well as how it relates to an exemplar of your choosing from Appendix A in your textbook (p 278-292).
 - a. Social Justice and Social Work Practice
 - b. Personal vs. Professional Values
 - c. Client Rights vs. Societal Protection
 - d. Privacy and Confidentiality
 - e. Organizational Relationships

- II. Ethical Perspective
 - a. Choose one ethical perspective (starting on p. 56); briefly explain it.
 - b. Discuss your personal values that influenced your choice of perspective.
 - c. Based on the perspective you chose, rank-order the decision-making principles found on p. 69, #1, a - g.

- III. Apply the Ethical Rules Screen (p. 79) to the case
 - a. Identify the ethical issue(s)
 - b. Relevant sections of the NASW Code of Ethics.
 - i. Are there applicable laws?
 - ii. Is there professional literature that might provide guidance?

- IV. Apply the Ethical Principles Screen to the case (p. 80, use the ordering you chose)
 - a. Identify the relevant principles and discuss fully how they apply to the case.
 - b. Based upon your ordering of the principles, what decision would you make?
 - c. Discuss the three “final checks” from p. 86 (Impartiality, Generalization, and Justifiability).

Discussion Board GRADING RUBRIC

SW 381 - Discussion Board	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Makes timely posts. (pts deducted for lateness)	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
Timely responses to other students (pts deducted for lateness)	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
Knowledge	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
Analysis	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
Grammar & Spelling	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	