SWK410 Ethical Practice of Social Work  
Fall 2019

Instructor name: Susan Mair, MSW, RSW  
Contact information: (204) 223-1781 (cel.) Please text.  
Boothuc Email: susan_mair@boothuc.ca  
Duration: September 4, 2019 to December 3, 2019  
Delivery Mode: Online  
Credits: 3 credit hours  
Prerequisites: Registration in the final year of the Social Work program

Reading Week - October 14-18, 2019  
Voluntary Withdrawal Deadline: November 1, 2019  
Time Extension Application Deadline: November 22, 2019

Availability

Phone Appointments can be scheduled at mutually satisfactory to both the student and the instructor. If questions or concerns come up, students are encouraged to use email or text to connect with me. In case of emergency, please feel free to call me on my cel (204) 223-1781 prior to 8:00 p.m. I will respond to email within 24 hours except on weekends and holidays.

Syllabus Statement

This course provides students with the knowledge base required to identify ethical issues, the skills necessary to resolve ethical dilemmas, and the capacity to make ethical decisions when confronted with conflicting duties and choices that occur within the context of professional social work at all levels of practice.

Course Description

The course focuses on the foundations for ethical reasoning in practice. Students will interact with controversial case material, utilizing social work values, code of ethics, and philosophic ethics.
Social workers constantly face ethical issues and dilemmas requiring ethical decision making in all fields of social work practice. The course focuses on acquiring and practicing the skills of ethical decision-making, including values clarification, application of ethical theory, utilization of codes of ethics, and models of ethical analysis. Both clinical and macro aspects of social work are covered, with the goal of building competencies for meeting the contemporary challenges of practice. These concepts will be applied to case illustrations. Examples from the students own practicum experience will be examined. The unique ethical needs of vulnerable populations will be explored.

**Program Outcomes**

Social work program outcomes fall under the following categories:

<table>
<thead>
<tr>
<th>Social Work Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Identification as a professional social worker and use of self</td>
</tr>
<tr>
<td>2. Adherence to the Social Work Code of Ethics and Adoption of Social Work Values in Professional Practice</td>
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<tr>
<td>3. Professional practice skills with individuals, families, groups, communities and organizations, applying knowledge of human behaviour and the social environment</td>
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<tr>
<td>4. Identification of structural sources of oppression and inequity, and promotion of human rights and social justice at all client system levels</td>
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<tr>
<td>5. Employment of critical thinking in professional practice</td>
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<tr>
<td>6. Engage in research</td>
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<tr>
<td>7. Engage in policy analysis and development to advance social and economic well-being and deliver effective social work services</td>
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**Course Outcomes/ Program Outcomes & Assessment Methods**

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

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Program Outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Clarify personal and professional values and recognize their impact on decision making and professional behaviour.</td>
<td>1a, 1b, 2a, 2b, 2c</td>
<td>Values activity, Online Discussion</td>
</tr>
<tr>
<td>2. Analyze and apply the CASW Code of Ethics, Guidelines for Ethical Practice and MCSW Standards of Practice as they relate to ethical decision making.</td>
<td>2a, 2b, 2c, 5a, 5c</td>
<td>Online Discussion, peer review case study, mock ethics committee, major paper</td>
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<tr>
<td>3. Identify an ethical dilemma and be able to determine the difference between an ethical dilemma and legal issue.</td>
<td>2c, 5a, 5c, 5d, 7c, 7d</td>
<td>Online Discussion, Peer review case study</td>
</tr>
<tr>
<td>4. Apply contemporary and ethical foundation theories to ethical decision making.</td>
<td>5a, 5c, 6a</td>
<td>Peer review case study, Mock Ethics Committee</td>
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</tbody>
</table>
5. Discuss ethical issues that may arise in a variety of settings and organizational contexts.  
   5a, 5b, 5c, Online Discussion,

6. Recognize diversity and apply anti-discriminatory and anti-oppressive principles to ethical decision making.  
   2a, 4a, 4b, 4c, 5d Online Discussion, Mock Ethics Committee, Major Paper

7. Discuss the ethical obligations of the social work profession to vulnerable populations.  
   2a, 2b, 4b, 4c, 7c, 7d Online Discussion, Mock Ethics Committee

8. Analyze and synthesize relevant literature demonstrating evidence of critical thinking.  
   5a, 5b, 5c, 5d Peer Case Study, Mock Ethics Committee, Major Paper

9. Present an analysis of an ethical dilemma orally and in writing  
   5a, 5b, 5c, 5d, 6a, 7b, 7c Peer Case Study, Mock Ethics Committee

Course Format

The class format will be delivered in an online format. Each student will need to complete weekly readings, review power point slides and listen to a corresponding audio lecture. It is expected that students will also actively participate in weekly online discussion forums. Students should be prepared and ready to discuss the relevant issues. Your ability to participate in this way will be essential to a successful learning experience. Students will explore their personal values and identify how their personal values are different from social work professional values. The ability to ethically navigate these differences will be discussed.

Course Website

MyBoothOnline, the course website, is the medium for which the course will be administered and therefore integral to course learning since it contains all of the course material. This includes:

- Syllabus
- Course materials including course notes and/or power point presentation
- Audio Lecture
- Online Forums for class participation and interaction
- Handouts
- Assignment content and submission of assignments through course website
- Announcements and responses to questions regarding assignments

Students must have access to a computer. You are required to check your email and the MyBoothOnline course site regularly. Students are required to submit assignments in Microsoft Office format.

Confidentiality

Confidentiality is essential in this class. Sometimes class discussions could include case examples from the instructor’s experience or students’ practice experiences. In all instances, the presentation of case material will adhere to the Canadian Association of Social Workers’ Code of Ethics 2005 and Guidelines for Practice. This protects clients’ confidentiality by assuring that only non-identifying information will be presented and discussed. Confidentiality is important to create safety and trust and openness in sharing.
Required Textbooks

Textbooks may be purchased from Amazon.ca or directly from the publisher.

Other Required Materials


Course Assignments and Requirements

1) Participation: Weekly Discussion Forums Value: 35%

Each week students will be expected to complete all readings, review power point presentations and listen to the corresponding audio lecture. Concluding the audio lectures will be opportunities for students to reflect on a forum question or questions. Students will be instructed to formulate a written response and submit answers to an Online Forum to generate an in-class lecture feel and format, where students are more interactive and involved in the teaching process. Each week during the audio lecture students will be asked to answer questions and submit responses as part of an online discussion forum, each week commencing Week 1.

Students should be prepared to provide answers to all questions as well as choose at least 2 posts from other students and respond to each. Part of the evaluation is based on the quality of your answer and your response as this demonstrates the ability for each student to engage in an online discussion.

Guidelines for Forum Discussions

- Be clear and concise.
- Proof read for spelling and grammar.
- Back up your point (do not just say, “I agree”).
- Demonstrate critical thinking skills.
- Support your content by referring to research and literature.
- Refer to course readings and the lecture in your responses.
- Refer to current ethical issues in the news related to the topic for the discussion forum.
- Reference any information that is not your own (APA).
- Build on others responses to create threads.
- Share practicum experiences related to the topic to have meaningful conversation.
- Challenge and support one another.
- Be respectful of the viewpoints of others.

Format: Online Forum Posts

Due Dates: Weekly (commencing Week 1): First Post September 4th, 2019 (first day of class)

Students Initial Response: Wednesday by 12:00 noon Central time

Students Response: Sunday by 23:55 pm Central time

2) Values & Ethics Paper

Write a paper on the core social work values found in the CASW Code of Ethics. The paper should include the following:

a) Identify and explain the core values found within the CASW Code of Ethics.
b) Discuss how these values are similar to or may differ from your personal values.
c) Discuss your views about persons of a different gender, ethnicity, national origin, social class, religion, physical or mental ability, race, and sexual orientation.
d) Discuss how you will uphold professional values and apply anti-discriminatory and anti-oppressive principles in dealing with ethical dilemmas.

Mode of Presentation: Typewritten, 1” margins, 12 font double-spaced

Length: 3-4 pages

Submission: Include name (smith, b) and title of assignment, deposit in course drop box.

Due Date: Friday, September 27/19 by 8:00 a.m. Central time

3) Peer Review Case Study

Quality of Peer Review Feedback: 15%

Students will be assigned one case study during the course. Students are required to provide an individual written response to the case. This means students work independently analyzing the case. The analysis will begin by you identifying:

- the ethical issues relevant to the case
- the stakeholders
- Identifies alternative options and consequences
- Compares and evaluates the ethical argument
- Describe the decision you would make if you were the social worker handling the case

As you will learn in class, one of the challenges in ethical practice is determining which of potentially conflicting ethical principles best guide your decision making. If the case study you
are analyzing is of this nature it is expected that you will identify all of the possible ethical
decisions you could make, choose the one you think reflects the best ethical decision and justify
that decision. Your analysis must be supported by the literature.

Peer Review of Your Analysis

Your instructor will assign two of your classmates to do a peer review of your analysis; they will
provide written feedback that will be sent to you electronically. Students are required to send
their analysis to their peer reviewers as per the schedule below. You will then write a reflection
on the feedback you receive. This reflection will cover what you learned from the exercise and
especially what you learned from the feedback. If you agree with all or part of the feedback you
will indicate why, based on your understanding of the case material, the literature, and social
work ethics. If you disagree with all or part of the feedback you will indicate why you disagree,
again based on your understanding of the case material, the literature, and social work ethics.

At the end of the activity you will submit the following to me:

- A copy of your analysis (1000 words)
- A copy of the feedback received from each student (500 words)
- A copy of your reflection based on peer feedback (500 words)

Due Dates:

<table>
<thead>
<tr>
<th>Due to Peer Reviewer</th>
<th>Due Back from Peer Reviewer</th>
<th>Due to Professor</th>
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<tbody>
<tr>
<td>Friday Oct. 25 by 8:00 am Central Time</td>
<td>Friday Nov. 1 by 8:00 am Central time</td>
<td>Friday Nov. 8 by 8:00 am Central time</td>
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</table>

Students are required to submit their assignment according to the above schedule. Peer
reviewers who fail to provide written feedback by the scheduled time frame will be penalized
20%. Late assignments will not be accepted for this assignment and students who fail to
submit on time will automatically receive a 0 for the assignment. However, the assignment
must still be completed in order to receive a passing grade for the course.

Submission: Collate your analysis, feedback and reflection as one document. Submit via course
drop box.

Due Date to Professor: Friday Nov. 8, 2019 by 8:00 am Central time

Submission: Course Drop Box

4) Inside an Ethics Mock Committee Review Value 25%

The purpose of this assignment is to give students a good understanding how Ethics Committees
work. Students will be asked to explore the website “Inside The Ethics Committee” at
http://www.bbc.co.uk/programmes/b007xbtd and choose an episode/ case for review and
analysis. Episodes: https://www.bbc.co.uk/programmes/b007xbtd/episodes/player
Once the topic has been approved and students are to reflect on and submit the following:

- Brief overview of the case
- Present the issues in a logical order as you understand them
- Evaluate the process of the Ethics Committee including in your analysis
  - did they state the ethical issues with background facts,
  - did they express the issue with an open-ended stance that highlights the conflicting ethics/ values/ laws/ policies/ perspectives,
  - Evidence of critical thinking (evaluate ideas, situation from different perspectives, suspend judgment, question)
  - Application of theory, models of ethical decision making, and the CASW Code of Ethics and Guidelines for Practice
  - is some “unknown information” that is relevant to determining the ethical issue and describe what that type of information is.
  - Did you agree with the decision/ recommendations; did the committees argument to support decision

**Mode of Presentation:** Typewritten, 1” margins, 12 font double-spaced

**Length:** 5-7 pages

**Submission:** Include name and title of assignment, deposit in course drop box

**Due Date:** Friday Nov. 22, 2019 by 8:00 am Central time

5) **MAJOR PAPER: Ethical Dilemma: A Practicum Experience** Value: 30%

Purpose:

This assignment gives students the opportunity to reflect on an ethical dilemma from their practicum experience and apply course learning to a real situation experienced in your practicum setting. Resolution of the ethical dilemma will require you to draw upon literature, theory, models for resolving ethical dilemmas and the Code of Ethics. Students are required to use 10 scholarly resources published in the last five years. Furthermore, you are expected to refer to the course textbook, including page numbers for further support of your paper. Include the following sections in your paper.

1. Introduction
2. Describe the dilemma including a brief discussion of the background and history of the problem. Incorporate literature from scholarly sources related to the dilemma.
3. Describe personal, societal and professional values related to the dilemma.
4. What ethical standards are being challenged and in what way are they being challenged?
5. Identify and briefly summarize the theory and model you will use for resolving the dilemma.
6. Refer to the sections in the textbook, including page number, that you found most useful in helping you develop the resolution for your dilemma.
7. **Application** – this section should contain a thorough application of theory to the ethical dilemma. Make use of the Code of Ethics and models for ethical decision making as well. Demonstrate how your theory can resolve this dilemma.

8. **Conclusion** – Conclude by briefly acknowledging other possible solutions to the dilemma, but demonstrating why they would not be acceptable.

Length: 10-12 pages

Mode of Presentation: Typewritten, 1” margins, 12 font double-spaced

Submission: Include your last name & title of assignment. Submit through course drop box.

**Due Date:** Monday Dec. 2 by 8:00 pm Central Time

**Course Marks**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation: Weekly Forum</td>
<td>35%</td>
</tr>
<tr>
<td>Values Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Review Case Study</td>
<td>25%</td>
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<tr>
<td>Quality Peer Review Feedback</td>
<td>15%</td>
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<tr>
<td>Mock Ethics Committee</td>
<td>25%</td>
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<tr>
<td>Major Paper</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>150/3 x2 = 100%</strong></td>
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**Grading Scale**

Here is the interpretation of the letter grades as per the University College academic policies, and the percentage scores for this course that will normally correspond to those letter grades.

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<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td><strong>Exceptional Performance</strong> with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations; evidence of extensive knowledge base.</td>
<td>94-100%</td>
</tr>
<tr>
<td>A</td>
<td><strong>Excellent Performance</strong> with evidence of excellent original thinking, excellent organization, excellent capacity to analyze and synthesize; an excellent grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.</td>
<td>85-93%</td>
</tr>
<tr>
<td>B+</td>
<td><strong>Very Good Performance</strong> with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.</td>
<td>78-84%</td>
</tr>
<tr>
<td>B</td>
<td><strong>Good Performance</strong> with evidence of a good grasp of the subject matter; evidence of critical capacity, good analytical skills, a good understanding of the relevant issues under examination; evidence of good familiarity with the relevant literature.</td>
<td>70-77%</td>
</tr>
<tr>
<td>C+</td>
<td><strong>Satisfactory Performance</strong> with evidence of a satisfactory grasp of the subject matter; evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td><strong>Adequate Performance</strong> with evidence of an adequate grasp of the subject matter; some evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>60-64%</td>
</tr>
<tr>
<td>D</td>
<td><strong>Marginal Performance</strong> with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used.</td>
<td>50-59%</td>
</tr>
<tr>
<td>F</td>
<td><strong>Inadequate Performance</strong> with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.</td>
<td>0-49%</td>
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</tbody>
</table>

A grade of C+ is required to satisfy requirements for this course for all social work students.
Course Standards

Written Assignments

Effective written communication skills are essential to professional social work practice. All written assignments must be typed double-spaced with one inch margins on all sides and font size of 12. All pages must be numbered. The cover page does not count towards the required number of pages for the assignment. All assignments should include a title page i.e. name, title of project, and date submitted. Review your assignments for clarity, style, punctuation, grammar and spelling. Papers must be appropriately referenced using APA style 6th edition. All written assignments are submitted on-line via the course drop box as a Word document. Include your name and the assignment name when submitting your document on-line.

Academic Integrity

It is a serious offence to present a piece of work for course credit as one’s own if the work or a portion thereof was done by some other person (plagiarism). Actions of plagiarism harm both the student and the reputation of the University College. Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the University College, or other serious consequences. Plagiarism or cheating in a course in which a student is cross-registered with the University of Manitoba may lead to disciplinary action by the University according to its policies.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean.

The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student’s response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and University College President. The student has the right to appeal the decision of the Academic Dean (see Academic Appeals).
**Timely Submission of Assignments**

As the BSW program is a professional degree, we as BUC Social Work Faculty pledge to equip students with the tools necessary to succeed in professional practice. In professional practice social workers are required to manage multiple deadlines, meeting expectations of various supervisors and stakeholders, and ensuring the needs of clients are not put into jeopardy. As a student, development of time management skills and the ability to prioritize projects are an important step towards professional social work identity. To this end, ensure you review your syllabi and make a plan for assignment completion for all of your courses.

Assignments are due as scheduled in the course syllabus. In professional practice it sometimes happens that you will need to negotiate an extension of a deadline with your supervisor. Similarly, should you experience extenuating circumstances you are required to notify the instructor before the assignment is due. Again, in preparation for professional work where late or incomplete work will not only affect your performance review, but will jeopardize client well-being, late submissions will be penalized by 5% of the final grade each day, starting on the due date and including weekends (up to the value of the assignment). All assignments must be completed to receive a passing grade for the course. Assignments will not be graded (hence a failing grade of 0 assigned) beyond one week after the due date.

**Attendance Policy**

Class attendance is essential to the success of your professional preparation and understanding of course content. In an online course, attendance means reviewing each of the audio lectures contained in the powerpoint and participation in the weekly discussion forums. This means setting aside time on a weekly basis to complete the scheduled requirements.

Failure to listen to the audio lectures and participation in the discussion forums each week will have a negative impact on your final grade in the course.

**Professional Unsuitability**

The Department of Social Work may require any student to withdraw from the Social Work Program if deemed to be unsuitable in aptitude for the profession of social work. The Department recognizes there are professional competencies and conduct not measurable by academic achievement alone, therefore the Social Work Department reserves the right to ongoing monitoring and evaluation of students on their professional behaviour demonstrated both in and out of the classroom. Continuance in the program is outlined in the Continuance Policy.
Bibliography


<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One Week: Sept. 4 to 10</td>
<td><em>Introduction &amp; Course Overview: What is the rational for a social work ethics course?</em></td>
<td>Required: Dolgroff, R. Chapter 1</td>
</tr>
</tbody>
</table>
| Unit Two Week: Sept. 11 to 17 | *Values: Mine, Theirs & Ours* | Required: Dolgroff, R. Chapter 2  
http://www.jswearchives.com/content/view/113/67/  
http://www.jswearchives.com/content/view/69/54/ |
| Unit Three Week: Sept. 18 to 24 | *Recognizing Ethical Dilemmas*  
*Code of Ethics & Guidelines for Ethical Practice* | Required: CASW Code of Ethics & Guidelines for Practice  
http://ifsw.org/policies/statement-of-ethical-principles/  
http://www.mediafire.com/view/1rkn9o608b86ab0/spring2012.pdf  
http://www.jswearchives.com/content/view/66/54/  
| Unit Four Week: Sept. 25 to Oct. 1 | *Ethical Theory:* | Required: Dolgroff, R. Chapter 3                                         |
| Unit Five Week: | *Models for Ethical Decision Making* | Required: Dolgroff, R. Chapter 4  
Hartsell, B. 2006). *A model for ethical decision making. The context of* |

| Unit Six Oct. 9 to Oct. 13 | Professional Obligations & Duty to Clients | Required: Dolgroff, R. Chapter 5 & 6

| Oct. 14-18 | READING WEEK | No POSTS or READINGS Required

| Unit Seven Oct. 23-Oct. 29 | Limits of Professional Responsibility | Required: Dolgroff, R. Chapter 7

| Unit Eight Oct. 30 to Nov. 5 | Confidentiality, Informed Consent and Duty to Protect | Required: Dolgroff, R. Chapter 8

| Unit Nine Nov. 6 to Nov. 12 | Ethics Review Committees | Complete the following “listening’s” **BEFORE** listening to the audio lecture [http://www.bbc.co.uk/programmes/b007xbtd](http://www.bbc.co.uk/programmes/b007xbtd) [http://www.cbc.ca/video/news/audioplayer.html?clipid=2208372827](http://www.cbc.ca/video/news/audioplayer.html?clipid=2208372827)

| Unit Ten Nov. 13 to Nov. 19 | Social Justice: Ethical Responsibilities to Society, Colleagues and Employers | Required: Dolgroff, R. Chapter 9 and 10


| Unit Twelve | Regulation of the Social Work Profession & Standards of Practice Web-Tour of CASW, MCSW, IFSS Keeping our “Eyes on Ethics” | Required: Dolgroff, R. Chapter 13
[https://mcsw.ca/](https://mcsw.ca/) |