

SWK-S 600 Ethics Applied Across Practice Settings (1 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXX

Course Description

Building upon the student's foundation of general social work ethics knowledge, this course seeks to integrate various models and frameworks into practice at micro, mezzo and macro settings. Emphasis will be placed on the need for a core framework to minimize extraneous impacts on the ethical decision making process, while understanding that frameworks tend to have inherent internal conflicts. A detailed self-analysis process, focused on personal moral development and expression, will be a focus of the course to ensure a full understanding of the self as it applies to personal ethical conflicts and those perceived in systems and others. The study of ethical frameworks and self will intersect as students are guided toward an understanding of how both individual and systemic influences must be considered in maintained ethical practice. Consideration will then be given to applying this knowledge in ethically monitoring, engaging and correcting systems and behaviors in practice settings.

Course Objectives

- S600-01** Identify the presence of ethical dilemmas in a variety of settings
- S600-02** Apply ethical decision making processes in seeking resolution to ethical dilemmas
- S600-03** Recognize the impact of one's own moral systems on ethical practice
- S600-04** Resolve conflicts between personal one's own moral systems and ethical practice
- S600-05** Facilitate resolution of conflicts between other's moral systems and ethical practice
- S600-06** Recognize the impact of mezzo and macro systems on ethical practice
- S600-07** Facilitate resolution of ethical conflicts at the mezzo and macro practice levels

Required Texts

American Medical Association (2001) *Principles of Medical Ethics. Code of Medical Ethics - Current Opinions, 2000–2001*. Chicago, IL: American Medical Association.

Online: [AMA Code of Ethics](#)

International Federation of Social Workers and International Association of Schools of Social Work (2004) *Ethics in Social Work: Statement of Principles*. Bern, Switzerland: IFSW

Online: [IFSW Ethics Principles](#)

National Association of Social Workers (2008). *Code of Ethics of the National Association of Social Workers*. Washington, DC: NASW

Online: [NASW Code of Ethics](#)

Since this is a 1 credit hour course focused on building interactive problem solving skills, reading is limited but these items are expected to be read in their entirety and will be utilized throughout the course and in the final examination

There will be some select articles required in addition to the above. These will be presented in class and will be few in number.

Course Content

The class will draw upon a wide range of content and instructional resources including: 1) lectures, 2) guest presentations, 3) written exercises and self-assessments, 4) class discussion.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1:

Dates:

Overview

- A. (
- B.

Readings

- 1.)
- 2.

Module 2:

Dates:

Overview

- A. x
- B. x

Assignments

Readings

- 1. x

Group Assignment

1. (

Individual Assignment

- 1.

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Class Participation
 - a. DUE:various
 - b. Final Grade Percentage:20%
2. Written Self-Assessments and reaction forms
 - a. DUE:date
 - b. Final Grade Percentage:10%
3. Self change Summary
 - a. DUE:date
 - b. Final Grade Percentage:30%
4. Final Exam
 - c. DUE:date
 - d. Final Grade Percentage:40%

Assignment Details

1. Class participation (20%)

Because the course is compressed into two days only, coming to class on-time, attending regularly, participating in class discussion, and conducting self in a professional manner will importantly affect your participation grade. Since much content is compressed in a short time blocks, regular attendance is especially important such that missing the equivalent of one-half day could significantly compromise your overall grade for the course. Interactive discussion is absolutely essentially to develop an understanding of applying ethical frameworks, and all students will be expected to participate to the highest extent possible.

2. Written self-assessments and reaction forms (10%)

A mix of self-assessments and written exercises/reaction forms will be integrated throughout the course. These are intended to broaden self-awareness and encourage your thinking about the frameworks and methods under consideration.

They do not require extensive time to complete and will be treated on a pass-fail basis such that each one completed will be factored in and averaged for grading purposes as “95”. Any not submitted would, of course, be factored in as a “0”.

Assessments and exercises forms will be distributed in class and, when completed, maintained in a file provided in class. Unless otherwise suggested all completed assessments and exercises should be put in your individual folder at the conclusion of each class session

3. Self analysis project (30%)

At the end of the first class you will be asked to complete a written self analysis as instructed during that class session. The project summary will be submitted in Canvas and will be due on 6/1 following the last class session. Guidelines for the summary will be provided in class.

4. Final exam (40%)

A final exam will be given during the week following course completion. It will be given in Canvas with the date to be announced at the time of the first class session. The exam will be objective in nature consisting of true-false questions. The exam will take into consideration readings, in-class handouts and power-points, along with class experiences.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional

program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F. (

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you **MUST** speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course



objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.