COURSE DESCRIPTION
In this course students will become familiar with the history of Social Work ethics and values. They will address relevant ethical theoretical frameworks. Emphasis will be placed on students embracing professional standards of practice, legal requirements, and self-awareness, regarding professional ethical behavior. Students will examine the ethical decision-making process.

COURSE GOALS
1. Students will develop an in-depth understanding of ethical issues and dilemmas that arise in various Social Work settings.
2. Students will be provided with opportunities to increase self-awareness, and to develop an awareness of the relationship of personal values vs. professional behavior.
3. Students will increase their ability to recognize ethical issues and apply ethical decision-making principles through enhanced use of critical thinking skills.
4. Students will recognize and embrace the role of diversity and social justice in understanding and addressing ethical dilemmas.
5. Students will understand and gain skill in utilizing ethical theory drawn from professional ethics, social ethics, organizational ethics, and multicultural ethics in reaching and justifying ethical positions in Social Work practice.
STUDENT LEARNING OUTCOMES

1. Students will define and discuss the major theoretical frameworks that influence Social Work values and ethics.
2. Students will analyze and discuss Social Work practice dilemmas and identify key issues confronting practitioners.
3. Students will analyze and discuss recent Social Work disciplinary actions.
4. Students will identify and explain the primary influences they have developed regarding their own personal values and ethics, paying close attention to any perceived variances in personal vs. professional values.
5. Students will thoroughly analyze and discuss ethical issues, principles, or dilemmas related to Social Work practice.
6. Students will demonstrate understanding of malpractice issues and apply appropriate courses of action to resolve dilemmas.
7. Students will formulate interventions based upon theoretical decision-making frameworks.

REQUIRED MATERIALS

1. Textbooks:


2. Internet access

   This course is delivered completely online. All instructional content and interaction for this course takes place online. Therefore, students must have consistent access to the Internet. Students are expected to have basic word processing skills, the ability to send and receive e-mail with attachments, the ability to search the internet, the ability to use online databases and academic search engines, and the ability to upload and download files.

3. E-mail account

http://ww2.doh.state.fl.us/finalordernet/Default.aspx


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

**SPECIAL TECHNOLOGY UTILIZED BY COURSE PARTICIPANTS**

All instructional content and interaction for this course takes place online. In addition to baseline word processing skills and sending/receiving email with attachments, participants will be expected to search the internet and upload / download files. In addition, one or more of the following plug-ins may be necessary to access the files in this course:

- **Adobe Acrobat Reader:**
  http://www.adobe.com/products/acrobat/readstep2.html

- **PowerPoint Viewer:**

- **Windows Media Player:**
  http://www.microsoft.com/windows/windowsmedia/download/

- **QuickTime Player:**
• Real Player:

http://www.real.com/realplayer/search

• Adobe Flash Player:

http://get.adobe.com/flashplayer
http://www.elluminate.com/Support/?id=62/

COURSE PROJECTS AND ASSIGNMENTS
1. Students must make weekly postings regarding discussion questions. Students must actively participate in discussions. Students must provide feedback in a professional, courteous manner.
2. Eleven (11) online quizzes. **Note: You will only be graded on your top 10 of 11 scores on the quizzes.
3. Autobiographical paper: Students must write a 5 – 7 page autobiographical reflection of the primary influences on their own personal values and ethics, including any perceived conflict in personal vs. professional values. This assignment requires effective utilization of reflection to explore feelings, concerns, and ethical dilemmas, as well as an assessment and observation of your own learning process and professional growth. Papers should be typed and double-spaced.
4. Ethical dilemmas paper: Students must formulate a 12 - 15 page paper (excluding references) that shows your ability to apply ethical theories for decision-making to a specific practice or population dilemma in Social Work. This paper should be a logical analysis of how you arrived at an ethical solution to a dilemma. You will need to define the professional practice issue and define the particular ethical dilemma. Also, describe the practice setting in which your dilemma occurred. If needed, explain the organization's mission and how it is related to your dilemma. Your dilemma may be related to any setting in which a Social
Worker carries professional responsibility. State any conflicts that may arise throughout the situation. For example, the Social Worker's responsibility to the client vs. the responsibility to the employing agency, etc. Also consider societal values and legal regulations.

Your paper should include your justification or argument for why you took a particular ethical position. Therefore, you should present literature that examines BOTH sides of your issue from a theoretical or ethical perspective. Consider and weigh the possible impact of each option on the client, the Social Worker, the organization, and others in the resolution of the dilemma.

Next, make a choice of action regarding the stated dilemma, and provide justification for that choice by using theoretical arguments. State which ethical theories you utilized to reach your decision. Then, discuss how your decision could be implemented.

Also think about how your personal biases might have surfaced throughout the dilemma. You do not have to mention these in the paper, but you should be aware of the basis of that bias, if any.

Citations should be in APA format. Papers should be submitted in Dropbox.

**SPECIAL NOTE: You may submit rough drafts of papers for instructor review and feedback no later than March 24, 2013, to manthony@uwf.edu.

5. Midterm examination
6. Final examination
**GRADING/EVALUATION**

**Special note from the instructor:** Although none of us are perfect, I am very conscientious of poor grammar, usage, and punctuation. Therefore, please proofread, proofread, proofread your assignments carefully before submitting them. Better yet, have someone else look over your work or submit it to the UWF Writing Lab for review. Master's level work is required throughout this course. Therefore, excessive errors could impact your final grade on an assignment.

Your final grade will consist of the sum of the points earned for your participation in the discussion sessions, quizzes, assignments, and exams.

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<thead>
<tr>
<th></th>
<th>Points</th>
<th>Calculation</th>
<th>Total</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10 pts</td>
<td>x10 = 100 pts</td>
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<tr>
<td>Midterm</td>
<td>30 pts</td>
<td>= 30 pts</td>
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<tr>
<td>Final</td>
<td>20 pts</td>
<td>= 30 pts</td>
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<tr>
<td>Discussions</td>
<td>10 pts</td>
<td>x12 = 120 pts</td>
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<tr>
<td>Autobiography</td>
<td>20 pts</td>
<td>= 20 pts</td>
<td></td>
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<tr>
<td>Dilemmas</td>
<td>30 pts</td>
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**TOTAL POSSIBLE POINTS = 330 pts**

Grades will be assigned as follows:

- **A** = 264 – 330 points
- **B** = 199 – 263 points
- **C** = 132 – 198 points
- **D** = 65 – 131 points
- **F** = 0 – 64 points

**PROFESSIONAL EXPECTATIONS**

The School of Social Work at the University of West Florida is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the Social Work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional Social Workers who consciously exhibit
the knowledge, values, and skills of the profession of Social Work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the Social Work program will be expected to exhibit the following ethical standards of behavior:

**Accountability:**

*Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided.*

**Respect:** Treat all peers, instructors and all those with whom you come in contact, with dignity and respect at all times.

*Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

**Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the discussion areas. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom*

**Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
*Seek out appropriate support when having difficulties to ensure success in completing course requirements.

*Take responsibility for the quality of completed tests and assignments.

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

**Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing others’ work properly.

*Do your own work and take credit only for your own work.

*Acknowledge areas where improvement is needed.

*Accept and benefit from constructive feedback.

**Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

*Exhibit a willingness to serve diverse groups of persons.

*Demonstrate an understanding of how values and culture interact.

**Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.
*Practice positive, constructive, respectful and professional communications skills

*Demonstrate empathy with peers and instructor

Social Justice: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

EXPECTATIONS FOR ACADEMIC CONDUCT: Plagiarism, National Association of Social Workers Code of Ethics and Student Code of Ethics

Students are expected to abide by the University of West Florida Plagiarism Policy. Those found plagiarizing the work of others will receive an F in the course and may be subject to suspension from the university. The Plagiarism Policy may be found at the following website:

http://uwf.edu/StudentAffairs/division/publications/PlagBroch.pdf

The NASW Code of Ethics will be followed. Students will especially honor client confidentiality when involved in agency based assignments. The NASW Code of Ethics is found at the following website:

https://www.socialworkers.org/pubs/code/default.asp

The University of West Florida Student Academic Conduct and Code of Ethics can be found at the following site:

http://nautical.uwf.edu/unitapp/publication/Pub.cfm?PubFormatID=759
ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS
Students with special needs regarding access and completion of exams and assignments should inform the professor the first week of class and make arrangements as necessary with Student Services and your professor. Information for students with special needs is available on page 14 from the Student Handbook at:
http://nautical.uwf.edu/unitapp/publication/Pub.cfm?PubFormatID=759

WEATHER EMERGENCY INFORMATION
In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site:
  http://uwfemergency.org/hurricaneprep.cfm
- Information about other
  http://uwfemergency.org/
LATE POLICY
Any assignments are due at the posted time. One letter grade per day will be deducted if the assignment is not submitted on time. Computer problems are not accepted as excuses for late work. The only cases to which this rule does not apply are those of (a) documentation by a health care professional of illness or death of an immediate family member, or (b) documentation by a health care professional of the student’s illness, including a statement that you are not able to take the examination within the allotted timeframe.

CALENDAR OF EVENTS FOR SPRING 2013

Week 1, Jan. 7 – 13, 2013
Course Introduction
Icebreaker
Syllabus review
Syllabus quiz

Week 2, Jan. 14 – 20, 2013
History and Evolution of Social Work Ethics
Readings and/or Videos
Discussion Board
Quiz

UWF HOLIDAY, Martin Luther King, Jr., Day, Jan. 21, 2013

Week 3, Jan. 22 – 27, 2013
Ethical Theories
Readings and/or Videos
Discussion Board
Autobiographical paper due
Week 4, Jan. 28 – Feb. 3, 2013
Ethical Theories, contd.
Readings and/or Videos
Discussion Board
Quiz

Week 5, Feb. 4 – 10, 2013
Framework for Dilemmas and Decision-Making
Readings and/or Videos
Discussion Board
Quiz

Week 6, Feb. 11 – 17, 2013
Framework for Dilemmas and Decision-Making, contd.
Readings and/or Video
Discussion Board
Quiz

Week 7, Feb. 18 – 24, 2013
Ethics in Direct Practice
Readings and/or Videos
Discussion Board
Quiz

Week 8, Feb. 25 – Mar. 3, 2013
Ethics in Direct Practice, contd.
Readings and/or Videos
Discussion Board
Quiz

Week 9, Mar. 4 – 10, 2013
MIDTERM EXAM

Week 10, Mar. 11 – 15, 2013
UWF SPRING BREAK
Week 11, Mar. 18 – 24, 2013
Ethics in Indirect Practice
Readings and/or Videos
Discussion Board
Quiz
Rough Drafts of Ethical Dilemma papers due to instructor’s email: manthony@uwf.edu

Week 12, Mar. 25 – 31, 2013
Ethics in Indirect Practice, contd.
Risk Management & Ethical Misconduct
Readings and/or Videos
Discussion Board
Quiz

Week 13, Apr. 1 – 7, 2013
Ethical Responsibilities to Clients
Readings and/or Videos
Discussion Board
Quiz

Week 14, Apr. 8 – 14, 2013
Ethical Responsibilities to Colleagues and in Direct Practice Settings
Readings and/or Videos
Discussion Board
Ethical Dilemma Paper due

Week 15, Apr. 15 – 21, 2013
Professional Ethical Responsibilities
Readings and/or Videos
Discussion Board
Quiz

Week 16, Apr. 22 – 28, 2013
FINAL EXAM