

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>1-31-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by			Date
Department Chair <u><i>Heather Johnson, PhD, ncsu</i></u>			<u>1/20/2022</u>
College Curriculum Chair <u><i>Precious Skinner-Osei, PhD, MSW</i></u>			<u>1/20/2022</u>
College Dean <u><i>Melys Luna</i></u>			<u>1/20/22</u>
UUPC Chair <u><i>Elynn Williams</i></u>			<u>1-31-22</u>
Undergraduate Studies Dean <u><i>Daniel Meeroff</i></u>			<u>1-31-22</u>
UFS President _____			_____
Provost _____			_____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY**

Intersession Spring 2023 [3 credits]

Instructor: Dr. Allan Barsky

Ethical Issues in Social Work Practice

SOW 4290-002 CRN 21610

Class meets Dec. 20, 21, 21, 23 (2021) and January 7 (2022). Class Time: 9:15 AM to 4:25 PM

Websites: www.barsky.org, www.fau.edu/ssw

Phone: 954.558.5535 (cell M-F, 9 to 5)

CANVAS: <https://canvas.fau.edu>

Office at Boca Raton Campus: SO 321

Email: abarsky@fau.edu

Office Hours: 1 hour before & after class, or by appointment

Classroom: SO 111

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

BSW Program Mission

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

Course Description

This course provides students with a comprehensive exploration of values and ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities.

Relationship to Other Courses

Although values and ethical issues pervade all social work studies, this course is intended to provide students with an opportunity to study these issues in greater depth than may be provided in other courses. This course will provide students with a basic understanding of their ethical obligations as social workers, as well as a framework for analyzing and managing more complex ethical dilemmas that may arise in practice with individuals, families, groups, organizations, and communities.

Learning Objectives:

The [Council on Social Work Education's](#) Educational Policy and Accreditation Standards (2015) identify 9 core competencies for social work programs. The following educational objectives

draw from these 9 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 9 core competencies). Upon successful completion of this course, students will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Reflect upon and clarify their personal and professional values.
- Identify the differences between beliefs, morals, ethics, values, laws, human rights, social responsibilities, and freedoms.
- Locate and interpret social work standards, ethical principles, agency policies, and public laws that are relevant to an array of social work practice situations.
- Present a comprehensive ethical analysis, orally and in writing.
- Identify and draw upon the help of supervisors, attorneys, professional associations, and other sources of assistance when faced challenging ethical issues.
- Apply critical thinking skills (making use of deontological, teleological, and virtue ethics) to assist with the resolution of ethical issues.
- Engage clients in a constructive discussion informed consent, confidentiality, and conflicts of interest, including the limits on these ethical principles.

Competency 2: Engage Diversity and Difference in Practice

- Demonstrate respect to clients from diverse backgrounds, including involuntary clients, clients who are minors, and clients with impaired decision-making capacity due to disabilities or other conditions.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Advocate for human rights and social, economic, and environmental justice by applying ethical theories, including deontology, teleology, egalitarianism, libertarianism, and restorative justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Develop provisions in research proposals that attend to ethical principles including informed consent, confidentiality, and social justice.

Competency 5: Engage in Policy Practice

- Assess agency and social policies in relation to core social work values, including social justice, respect for the dignity and worth of all people, human relationships, competence, service, and integrity.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply the ethical principles of client self-determination, informed consent, and confidentiality during the engagement process with clients.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Assess the capacity of clients to provide informed consent.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Maintain appropriate boundaries with clients.
- Develop strategies for dealing with clients at risk of doing harm to themselves or others.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Evaluate the effectiveness of processes used to manage ethical issues, including the extent to which various laws, agency policies, and professional ethics were satisfied or abridged.

Learning Activities

To master applied ethics, developing social workers need to engage in interactive styles of education. The instructor will explain the meanings of key concepts and provide various frameworks for the resolution of ethical issues. Students will participate in discussions, debates, and role-plays in order to apply these concepts to social work practice situations. The instructor will provide case examples drawn from all levels of social work practice. Students will make use of both theoretical and applied ethics literature.

Required and Recommended Readings

The following required text is available for purchase at the campus bookstore or from online book vendors:

- Barsky, A. E. (2019). *Ethics and values in social work: An integrative approach to a comprehensive curriculum* (2nd ed.). Oxford University Press. ISBN 9780195320954

Alternatively, you may access this textbook as an eBook for FREE on the FAU library at: https://fau-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01FALSC_FAU:FAU&search_scope=MyInstitution&tab=LibraryCatalog&docid=alma991000712817906568 (you may need to log onto the FAU server if you are not on campus)

Please bring a copy of the **NASW Code of Ethics (2021 edition)** to each of our classes or have access via computer at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

Please visit the **CANVAS website** for this course (<https://canvas.fau.edu>) for additional information and readings. For assignments, the following **FAU library databases** may be particularly helpful: SocINDEX, Academic Search Complete, PsycInfo, LegalTrac, and Lexis Uni (for law) [www.fau.edu/library].

Course Schedule and Weekly Readings

In the weekly outline below, “Barsky” refers to chapters or parts from the “required textbook” for this course. Recommended readings are listed in the bibliography toward the end of this syllabus. Other **required** readings (if any) will be made available under Modules in CANVAS. **Due dates** for tests are listed at the end of the chart with the weekly schedule. For flashcards and games to practice key ethics terms, please see <https://quizlet.com/353340977/ethics-and-values-in-social-work-by-allan-barsky-flash-cards>

Class No.	Class Date	Class Description	Readings
1	December 20, 2021 – morning (in-person or Zoom – to access Zoom, open Canvas, go to our course, and click on Zoom; please make sure you have a quiet, private place and a good internet connection)	<ul style="list-style-type: none"> • Introductions • Course Outline/Overview • Waldo Role-play - Find the Ethical Issues (alternative: Cat Lady, Alexander Street Videos) • Definitional Framework: beliefs, values, ethics, laws, morals, human rights, social responsibilities, freedoms, ethical problem, ethical breach, ethical dilemma • Self-test • Remedies for Breaches: criminal, civil, professional, agency 	<p>Barsky, Part I – Foundations of Values and Ethics (pp.1-12)</p> <p>NASW Code of Ethics (2021 edition) www.naswdc.org</p> <p>Barsky’s Ethics Videos: https://video-alexanderstreet-com.ezproxy.fau.edu/watch/ethics-and-values-in-social-work-client-centered-processes-for-managing-ethical-concerns</p> <p>DUE December 19 at 10 PM: Please complete the Practice Test on Part I, pages 1-12 (recommended to ensure you are familiar with online/Canvas tests and types of questions on future tests – see due dates for tests below)</p>
2	December 20 – Afternoon (in-person or Zoom)	<ul style="list-style-type: none"> • Values – Mine, Yours, and Ours • Theory, Values and Ethics – Macro Perspectives 	<p>Barsky, Chapter 1 (pp.13-32)</p> <p>Barsky, Chapter 2 (pp.33-47)</p>
3	December 21 – Morning (in-person or Zoom)	<ul style="list-style-type: none"> • Theory, Morals, and Ethics – Micro Perspectives • Practice, Values, and Ethics – Social Work with Individuals 	<p>Barsky, Chapter 3 (pp. 48-76)</p> <p>Barsky, Ch. 5 (pp. 104-135)</p>
4	December 22 – Afternoon (in-person or Zoom)	<ul style="list-style-type: none"> • Advanced Values and Ethics – Framework for Managing Ethical Issues 	<p>Barsky, Part II (pp. 269-310)</p>

		(determining breaches, responding to breaches, resolving ethical dilemmas)	
5	December 23 – Morning (in-person or Zoom)	<ul style="list-style-type: none"> • Practice, Values, and Ethics – Social Work with Families • Practice, Values, and Ethics – Social Work with Groups • Preparation Time for Group Presentations 	<p>Barsky, Ch. 6 (pp. 136-150)</p> <p>Barsky, Ch. 7 (pp. 151-187)</p>
6	December 23 – Afternoon (in-person or Zoom)	<ul style="list-style-type: none"> • Practice, Values, and Ethics – Social Work with Organizations • Policy, Values, and Ethics • 	<p>Barsky, Ch. 8 (pp. 188-213)</p> <p>Barsky, Ch. 10 (pp. 244-268)</p>
7	December 23 – Morning (in-person or Zoom)	<ul style="list-style-type: none"> • Psychopathology, Mental Health, Values, and Ethics • Student Presentations 	<p>Barsky, Ch. 13 (pp. 357-382)</p> <p>Student Handouts</p>
8	December 24 – Afternoon (in-person or Zoom)	<ul style="list-style-type: none"> • Elders, Values, and Ethics • Student Presentations • Preparation Time for Group Term Paper or Final Exam 	<p>Barsky, Ch. 16 (pp. 434-463)</p> <p>[skim “Five Wishes”</p> <p>Website: http://www.agingwithdignity.org/five-wishes.php]</p> <p>Student Handouts</p>
9	January 7 – Morning (Zoom only)	<ul style="list-style-type: none"> • Practice, Values, and Ethics – Social Work with Communities • Student Presentations 	<p>Barsky, Ch. 9 (pp. 214-243)</p> <p>Student Handouts to be emailed 7 days in advance</p>
10	January 7 – Afternoon (Zoom only)	<ul style="list-style-type: none"> • Student Presentations • Final Exam (for students who do not write a term paper) 	<p>Additional readings to be announced</p> <p>Student Handouts to be emailed 7 days in advance</p>

DUE DATES – PLEASE MARK YOUR CALENDARS NOW, SO YOU DO NOT MISS ANY TESTS or the due date for the GROUP TERM PAPER:

Midterm tests (on Canvas under “Assignments”) are due by **10 PM** on the following dates:
 December 19 - Practice Test on Part I: Foundations of Values and Ethics (pages 1-12)
 December 26 – Test on Chapter 1: Values (pages 13-32)
 December 29 – Test on Chapter 5: Practice with Individuals (pages 105-135)
 January 2 – Test on Part II – Advanced Ethics and Values (pages 269-310)
 January 4– Test on Chapter 6: Practice with Families (pages 136-150)
 January 6 – Optional Make-Up Test on Chapter 16 – Elders (pages 434-463)

(All midterm tests may be completed at any time in advance of the due dates. Each test comprises 10 questions. The instructor will release the correct answers for each test on Canvas as soon as all students in the class have completed that particular test)

Group Term Paper is Due – January 16 at 10 PM (Upload to Canvas under Assignments/Group Presentation; if you complete the in-class final exam, you do not need to complete the Group Term Paper)

Dates and topics may be subject to changes to accommodate student interests and needs, as well as availability of guest speakers. Please check on CANVAS under “Assignments” or “Modules” for updates, as well as online assignments.

Tests, Group Presentation, and Group Term Paper

The following three components are required parts of the course:

1.	4 Midterm Tests – On CANVAS Open Book (Each of the 4 tests is worth 4% for total of 16%)	16%
2.	Group Presentation	40%
3.	Final Exam or Group Term Paper	<u>44%</u>
		100%

MIDTERM TESTS

Students will take four required midterm tests based on the required readings from the Barsky text and the related classes. *These tests will be available online (on Canvas, under “Assignments”).* Each test will include 10 multiple-choice questions. You will have 20 minutes to complete each test. The tests will include application questions, meaning that you will need to know how to apply the concepts to brief case situations and make critical distinctions when applying ethics concepts. *Please read the instructions for each test on CANVAS as you are reading and preparing for the test, so you will know which topics to focus upon.* One purpose of having these tests is to ensure that we all have the same baseline of knowledge about the ethical decision-making process. With this baseline knowledge, we will be able to engage in lively and critical discussion of ethical issues throughout the rest of the course, and in your final exam. Each test can be taken up until 10 p.m. on the due date listed above in the class schedule. The professor will post a practice test to help you prepare for the tests that count. The practice test is highly recommended (but optional) and does not count toward your final grade. The tests are open-book, meaning that you may use your notes or textbook, but you may not consult with or share answers with anyone else (as per the FAU Code of Integrity - http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf). Students will have an opportunity to do ONE make-up test (as listed on the week-by-week outline) in order to make up for any one of the prior tests (e.g., if the student missed a due date, was sick, had computer problems, or otherwise scored low on a prior test). Your grade for the make-up test will replace your grade for a missed test (if any) or your lowest score on the other tests if you completed all of them. If your lowest score is the one for the make-up test, then it will not be used to replace your other scores. The professor will release the answers to each test after all students have completed the test.

GROUP PRESENTATION

Description: During the first class, students will be asked to organize into groups of **3 to 5** members for the purpose of group presentations as scheduled in the class-by-class outline above.

Each group will select a different case study and will be responsible for presentation of 45-60 minutes. You may use any of the cases on pages:

- **353-355 under exercise “3. Developing Policies”** [these cases relate to SW administration]
- **380-381 under exercise “5. Application”** [these cases relate to mental health]
- **402-404 under exercise “3. Managing Issues”** [these cases relate to child welfare]
- **457-459 under exercise “1. Analyze Elder Issues.”** [these cases relate to SW with elders]

The focus of the presentation is to identify the ethical issues raised by the case and present a critical analysis, including AT LEAST ONE PRIMARY ETHICAL DILEMMA or ISSUE that the group will analyze in its presentation. Groups may select among various forms for their presentation: traditional debate, a feminist-informed discussion, a dialogue, interest-based mediation, transformative mediation; professional review hearing, Socratic inquiry, a role play, simulation game, visualization, make-believe game, student-produced video, panel discussion, skit, or other experiential exercise. Students are encouraged to present an *outline of the presentation* to the professor and discuss their plans with him **prior** to their presentation in order to obtain advanced feedback and suggestions. **At least 3 days prior to a group’s presentation date, that group will distribute a three to five page “Handout”** to all students in the class, including: Title of the Presentation (case name, page, exercise number), Names of Group Members, Email Addresses of Group Members, Relevant Laws/Ethical Standards/Agency Policies, Identification of the Primary Ethical Issue (stage 1 of the Framework for Managing Ethical Issues), Summary of a Classical Ethicist’s Approach/Concepts (one paragraph), List of Sources that have been Consulted (3-8 sources); and at least two Questions for Class Discussion (email as an attachment to the whole class using the Inbox in Canvas). Please indicate any changes or additions that you are making to original case as presented in the course textbook (e.g., adding a different cultural perspective or additional characters).

Evaluation of Presentation: Grading will be based on the following criteria: Selection of relevant, scholarly readings (include at least one classical ethicist or social philosopher – e.g., Hobbes, Kant, Hegel, Rawls, Martha Nussbaum, Philippa Ruth Foot, Simone de Beauvoir, John Stuart Mill, Joseph Fletcher, Joseph Soleveitchik, Michael Slote, The Dalai Lama, Nozick, Confucius, Paulo Freire, or Lao Tzu – make sure you can show the relevance of this person’s theories/concepts to your case; if you cannot, then please select another ethicist); Preparation of Handout (described above); accurate identification of the “primary ethical issues/dilemma” raised by the case; connections between case and readings; critical analysis; reflectiveness; engagement of class; linkages to social work values from varied sources; creativity (in process); originality (of argument); and effective use of time. When you identify ethical or legal rules, ensure that you cite original sources, and quote the most relevant sections (do not use a shot-gun approach, for instance, identifying a broad range of rules in hopes that at least some will be on target). All members of a group will receive the same grade. If a group agrees to an alternative arrangement for grading, the group must submit this agreement in writing and signed by all the members prior to their presentation, subject to the approval of the professor.

Equal Division of Responsibilities: Please ensure that everyone contributes equally to the presentation, including organizing/planning, brainstorming ideas, researching, preparing the handout, critically thinking through the case, preparing PowerPoint or other audiovisual aids, and participating in the class presentation (you may divide responsibilities among group members, but ensure that there is approximately equal participation over the entire list of responsibilities).

If a member of the group is not participating equally, then the group is responsible for letting the instructor know at least 7 days prior to the presentation. Please do not wait until just before the presentation is to be made. The instructor may ask that member to do a separate, individual assignment.

- Everyone in the group is expected to participate in the oral presentation.
- Please *do not read* your presentation notes or PowerPoint slides.
- **If you have more than one ethical issue or question that you want the class to consider, make sure that you present the issues in a logical order (you may need to go through the analysis of each question separately).**
- When you state an ethical issue (Stage 1 of the Framework for Managing Ethical Issues) make sure you provide some background facts, express the issue with an open-ended question that highlights the conflicting ethics/values/laws/policies/perspectives, and if there is some “unknown information” that is relevant to determining the ethical issue, describe what that type of information is.
- Come early to set up PowerPoint or any other audiovisual technology, and have back-up plans in case there are problems with any of the technology.

Alternative Presentation: An alternative presentation is an “Ethics Audit” (see pp. 338 to 344 and 352 to 353 of the textbook). If interested in conducting and presenting an ethics audit, please meet with the professor for further instructions.

GROUP TERM PAPER

(students may complete EITHER the term paper or the final exam, but not both)

Description: The GROUP TERM PAPER is to be written by students in groups of 2 to 4. Each group must complete the following chart and submit it with their paper. All people in the group will receive the same grade, with the exception of a full grade reduction (A- to B-) for any student who does not do his or her fair share of the work.

List Approximate Percentages Indicating Who did How Much of Each Task

(each row should add up to 100%)

Name of Group Member	1.	2.	3.
Organizing how group will meet, complete tasks, etc.	%	%	%
Conducting literature search	%	%	%
Identifying ethical issues	%	%	%
Applying the framework for	%	%	%

managing ethical issues			
Writing introduction	%	%	%
Writing analysis	%	%	%
Writing conclusion	%	%	%
Preparing reference list	%	%	%
Proof-reading	%	%	%
Other: (specify)	%	%	%

Each individual or group will select ONE of two case situations provided by the professor in the final class (assume the cases are situated in Florida unless other locations are provided in the case). Your tasks for this written assignment are to identify ethical issues raised by the case and analyze them according to the "Framework for Managing Ethical Issues" from the course textbook. The analysis should include all six stages and at least two approaches to critical thinking. Papers should be 7 to 12 typed, double-spaced pages, and follow APA format for referencing (no abstract or running heads are required; see template provided on Canvas under Modules; see https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html for APA formatting help). Submit papers on Canvas under Assignments/Group Presentation (saved as an MS Word document with a filename including *yourlastnames-ETHICS.docx*) by the due date listed in the week-by-week outline.

Evaluation will be based on the following criteria: selection of relevant readings (3 to 10, which may include the NASW Code and our course textbook); engagement of the reader; correct use of APA format for references; literary competence, accuracy of information from the literature and class; appropriate application of case facts to the 6 stages of the "Framework for Managing Ethical Issues;" originality of argument; linkages to social work perspectives; and the degree to which the conclusions are supported by critical thinking throughout the paper.

FINAL EXAM

(students may complete EITHER the term paper or the final exam, but not both)

Description: The final exam will be held during the afternoon of the final class. It is a 90-minute, open-book, short essay and short answer exam focusing on application of concepts learned throughout the course. You will be provided with case situations and you will be asked to analyze the scenarios according to the concepts and processes learned throughout the course. You will have 90 minutes to complete the exam. The exam will be submitted on CANVAS.

Evaluation of the exam will be based on the following criteria:

- Accurate application of ethics concepts and the NASW Code of Ethics,
- Clear and concise responses, and
- Use of critical thinking to analyze the situations.

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- Florida Statutes: <http://www.leg.state.fl.us/STATUTES> (including Chapters 39 on Child Abuse, 397 on Substance Abuse, 491 on SW Licensure, and 744 on Guardianship)

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American Society for Bioethics and Humanities: <http://www.asbh.org>

Association of Family and Conciliation Courts (Standards of practice for family mediators, parenting coordinators, and custody evaluators): <https://www.afccnet.org/Resource-Center/Practice-Guidelines-and-Standards>

Association for Practical and Professional Ethics: <https://appe-ethics.org>

Association for Specialists in Group Work (Group Work Standards): <http://www.asgw.org>

Center for the Study of Ethics in the Professions: <http://ethics.iit.edu/codes/coe.html>

Ethics and Malpractice: <http://www.kspope.com/ethics/malpractice.php>

Florida Bioethics Network - <http://www6.miami.edu/ethics/fbn/index.html>

Foundations of Critical Thinking: <http://www.criticalthinking.org>

Institute for Global Ethics: <http://www.globlethics.org>

Journal of Law, Medicine, and Ethics: <https://aslme.org/Publications>

Journal of Moral Education: <https://www.amenetwork.org/jme>

Journal of Social Work Values and Ethics: <http://jswve.org>

Moral Foundations: (includes questionnaires on morals that you can complete) <http://www.moralfoundations.org> or <http://faculty.virginia.edu/haidtlab/mft/index.php>; Jonathan Roach <http://www.righteousmind.com>

National Association of Social Workers: <http://www.naswdc.org> (including Ethics Tip Sheets, Ethical Standard of the Month, Professional Review Manual, and Social Work Ethics and Law Institute)

National Institutes of Health—Human Subjects Review Training: <http://ohsr.od.nih.gov/cbt/index.html>

Tuskegee University, National Center for Bioethics in Research and Health Care (including concerns specific to African Americans and other underserved people): <http://www.tuskegee.edu/bioethics>

World Values Survey Association, www.worldvaluessurvey.org