

# COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a. Submitted by the College of: <u>Social Work</u>		Today's Date: <u>1/25/11</u>			
b. Department/Division: <u>Social Work</u>					
c. Is there a change in "ownership" of the course? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>					
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)					
e. Contact Person Name: <u>Karen Badger</u>		Email: <u>karen.badger@uky.edu</u>		Phone: <u>7-2350</u>	
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval OR <input checked="" type="checkbox"/> Specific Term <sup>2</sup> : <u>Fall 2011</u>					
<b>2. Designation and Description of Proposed Course.</b>					
a. Current Prefix and Number: <u>SW 435</u>		Proposed Prefix & Number: <u>SW 435</u>			
b. Full Title: <u>Foundations of Professional Ethics in Social Work</u>		Proposed Title: <u>Foundations of Professional Ethics in Social Work</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>Foundations of Professional Ethics in SW</u>					
c. Proposed Transcript Title (if full title is more than 40 characters): _____					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	<u>2</u> Lecture	_____ Laboratory <sup>5</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency

**Comment [OSC1]:** Excerpt from SR 3.3.0.G.2  
**Definition.** A request may be considered a minor change if it meets one of the following criteria:  
 a. change in number within the same hundred series<sup>6</sup>;  
 b. editorial change in the course title or description which does not imply change in content or emphasis;  
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;  
 e. correction of typographical errors.  
<sup>6</sup>...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.*  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

# COURSE CHANGE FORM

_____ Seminar	_____ Studio	_____ Other – Please explain: _____
Proposed: <b>3</b> Lecture	_____ Laboratory	_____ Recitation
_____ Clinical	_____ Colloquium	_____ Practicum
_____ Seminar	_____ Studio	_____ Other – Please explain: _____
<b>f. Current Grading System:</b>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
<b>g. Current number of credit hours:</b>	<u>2</u>	Proposed number of credit hours: <u>3</u>
<b>h. Currently, is this course repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours:	_____	
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i. Current Course Description for Bulletin:</b>	<u>This course introduces students to the fundamentals of ethical decision making in generalist professional social work practice. The major philosophical formulations that underlie ethics and relevant concepts derived from these formulations are highlighted as is the development of ethical reasoning and decision-making skills in dealing with moral problems and dilemmas that arise in entry-level social work practice.</u>	
Proposed Course Description for Bulletin:	<u>No changes proposed</u>	
<b>j. Current Prerequisites, if any:</b>	<u>Open to social work majors, SW 300, SW 420</u>	
Proposed Prerequisites, if any:	<u>Open to social work majors, SW 300, SW 421</u>	
<b>k. Current Distance Learning(DL) Status:</b>	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l. Current Supplementary Teaching Component, if any:</b>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
<b>3. Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If YES, explain and offer brief rationale:		

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

# COURSE CHANGE FORM

No changes to course objectives: Content has been increased due to the increase in credit hours. The course has been expanded to include additional content and more application of material and concepts in class related to program competencies and course learning outcomes. The change is supported by the program's shift to a competency based model and the need for students to have the opportunity to develop proficiency in application of material and to demonstrate acquired competencies. The current course of 2 credits does not provide adequate time for opportunities of application and in-depth exploration of required material!

## 5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES  NO

If YES, identify the depts. and/or pgms: \_\_\_\_\_

b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program? YES  NO

If YES<sup>7</sup>, list the program(s) here:

Social Work Majors would need to complete a 3 hour vs. 2 hour ethics course. This does not add additional hours to the total 120 hour BASW program due to the upcoming Gen Ed Revision.

## 6. Information to be Placed on Syllabus.

a.  Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>7</sup> In order to change a program, a program change form must also be submitted.

# COURSE CHANGE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: SW 435

Proposal Contact Person Name: Karen Badger

Phone: 7-2350



Email:

Karen.badger@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum Committee	1/19/11	Michele Tindall 17-2483/mstindall@uky.edu	
Faculty	1/24/11	James Ike Adams 17-6654/j.p.adams@uky.edu	
Dean	1/25/11	James Ike Adams 17-6654 j.p.adams@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council	2/1/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=gill@uky.edu, c=US Date: 2011.02.04 09:56:29 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**University of Kentucky**  
College of Social Work

**Course Syllabus**  
**SW 435-001**

**Spring Semester 2011**

**Foundations of Professional Ethics in Social Work (3 credit hours)**

Karen Badger, Ph. D.

Office hours: By appointment, Thursdays 2:30-4:00

*(Preferred contact: email)*

Classroom: TBA

Class: TBA

POT 625

[kbadger@uky.edu](mailto:kbadger@uky.edu)

Office: 859-257-2350

**Course Description**

This course introduces students to the fundamentals of ethical decision making in generalist professional social work practice. The major philosophical formulations that underlie ethics and relevant concepts derived from these formulations are highlighted as is the development of ethical reasoning and decision-making skills in dealing with moral problems and dilemmas that arise in entry-level social work practice.

**Prerequisites**

Open to Social Work Majors: SW 300, SW 421

**Course Objectives**

This course will:

1. Examine the role of ethics in the professions, particularly social work, and the social workers' professional ethical responsibilities. (2.1.1; 2.1.2).
2. Examine the major philosophical traditions and theories that underlie ethics in all professions to develop ethical reasoning and learn ethical reasoning and decision-making through case application of resolution strategies (2.1.2; 2.1.3; 2.1.7; 2.1.10).
3. Examine the role of values, morals, ideals and rules in ethical problem identification and resolution (2.1.2).
4. Explore personal values to identify potential conflicts between professional and personal value-sets and learn strategies that allows for professional values to guide practice (2.1.1; 2.1.2).
5. Enhance and apply students' self-awareness to explore personal biases and values to manage their influence on practice with diverse groups and develop appreciation of difference in shaping life experiences (2.1.1; 2.1.3; 2.1.4).

6. Examine the Code of Ethics and its utilization in Social Work in guiding practice and ethical decision-making in social work (2.1.3; 2.1.2).
7. Investigate basic concepts derived from important philosophical formulations and apply them to social work practice to assist with analysis and resolution of ethical dilemmas (2.1.2; 2.1.3; 2.1.5; 2.1.10).
8. Examine the social worker's professional role and legal duties in fulfilling ethical responsibilities in practice (2.1.1; 2.1.2; 2.1.9).
9. Demonstrate, develop, and apply skills to effectively use various sources of knowledge and oral and written communication to articulate a reasoned and organized resolution of an ethical dilemma grounded in a decision-making framework (2.1.1; 2.1.3; 2.1.6; 2.1.9).

**Practice Behaviors (Learning Outcomes):**

By the end of this class, students are expected to build towards or acquire the competencies to:

**Primary Practice Behaviors:**

1. Practice personal reflection and self-correction to assure continual professional development (2.1.1.2)
2. Identify and practice within professional roles and boundaries. Attend to the legal obligations and professional responsibilities in ethical decision making in areas such as confidentiality, duty to warn or report, professional roles and boundaries and their application to practice behavior. (2.1.1.3)
3. Recognize and manage personal values so professional values guide practice. (2.1.2.1)
4. Make ethical decisions by applying standards of the NASW and other social work Codes of Ethics. (2.1.2.2)
5. Tolerate the uncertainty and ambiguity that accompanies resolving ethical conflicts. (2.1.2.3)
6. Apply strategies of ethical reasoning to dilemmas that arise in generalist casework to arrive at principled decisions. (2.1.2.4)
7. Recognize personal biases and values to manage their influence in working with diverse groups. (2.1.4.1)
8. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7.1)
9. Critique and apply knowledge to understand person and environment (2.1.7.2)



10. Help clients resolve problems (2.1.10I3)

**Secondary Practice Behaviors:**

1. Demonstrate a commitment to engage in career long learning (2.1.1.5)
2. Recognize and communicate their understanding of the importance of difference (diversity) in the shaping of an individual's life experiences (2.1.4.3)
3. Understand the forms and mechanisms of oppression and discrimination (2.1.5.1)

**Means Practice Behaviors:**

1. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1.4).
2. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. (2.1.3.1)
3. Effectively use oral and written communication in professional settings to articulate a reasoned and principled resolution of an ethical dilemma grounded in a decision-making framework. (2.1.3.3)
4. Use research evidence to inform practice (2.1.6.2)
5. Continuously discover, appraise, and attend to contextual changes that impact ethical issues and ethical decision-making in practice (2.1.9.1)

**Required text and readings:**

Gert, B., Culver, C. M., & Clouser, K. D. (2006). *Bioethics: A systematic approach* (2nd ed.). New York: Oxford University Press.

Course pack of book chapters and articles listed in syllabus. Available at the UK bookstores.

This course relies on students reading the journal articles as assigned throughout the semester. Readings are due under the date they are listed in the course calendar.

<b>Undergraduate Grading Scale</b>	<b>Grade Components</b>	
A = 90-100	Class participation (ungraded assignments):	10%
B = 80-89	Quizzes /in-class assignments	13%
C = 70-79	Two essay papers (10/20):	30%
D = 60 -69	Exam	15%
E = < 59	Final exam	20%
	Self-reflection Papers (2)	12%

### **Mid-term Grades**

Mid-term grade will be provided to students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term excluding credit for class participation.

### **Disability Statement**

Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the Disability Resource Center at 859-257-2754 to discuss accommodations necessary to ensure his/her full participation in this course.

### **Course Components**

- 1. Active class participation:** Students are expected to be present for class and to be prepared to actively participate. The class participation grade is not only based on attendance, but also is based on active contributions to class discussions and activities (through completing assignments, completing in-class work (both individual and group), blackboard activities, and assigned reading prior to class). **Students need to be sure to sign in each class and check blackboard regularly for announcements and discussion threads.** Arriving late for class or leaving early will affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructors. Ungraded assignments will be used in class throughout the semester and will count towards your class participation. See previous information about class participation expectations for more guidelines. *(10% of final grade)*
- 2. Quizzes:** Short quizzes and in-class assignments will be administered throughout the semester. Quizzes and assignments may or may not be announced. Only students who miss class for a reason that constitutes an excused absence (see the Student's Rights and Responsibilities Handbook) will be provided an opportunity to make up a quiz or in-class assignment given on the day of an absence from class (verification of excused absence is required) *(total 13% of final grade)*
- 3. Signature Assignments One and Two: Case Application Essay Papers:** Students will complete two essay papers. For each essay students will be provided a case vignette for which students will identify an ethical problem, and discuss a central concept relevant to the case that bears upon ethical decision making in social work practice or apply ethical philosophies or decision making strategies to resolve the dilemma. Students will be provided specific instructions for each essay. \*\* The second paper will be uploaded to the Blackboard system for program assessment purposes. *(total 30% of final grade)*
- 4. Two exams:** Two exams will be given in the semester that will allow students to demonstrate their understanding of primary ethical concepts and issues related to ethical philosophy and social work practice as well as provide an opportunity for application of class material to the decision-making process to resolve ethical dilemmas. General study guides will be provided for each exam. *(35% of final grade)*
- 5. Signature Assignment Three: Self-reflection:** One class assignment will include a self-analysis of values, beliefs, and assumptions related to the moral decision-making process.



This activity will provide the opportunity for students to recognize the interface of personal dynamics with moral concepts and issues associated with and important to ethical decision-making and practice. (12% of final grade)

### Course Calendar

(Readings may be changed according to class need)

Date	Class Topics	Reading is to be done PRIOR to class and is listed on the date due	Assignments Due/Class Activities
<b>Week 1</b>			
Class One	<p>Course Introduction; Exploring Ethical Decision Making and Values</p> <p>Syllabus review</p> <p>Professional vs. personal values</p>	<p>Reading: The moral of Babies: New York Times: <a href="http://www.nytimes.com/2010/05/09/magazine/09babies-t.html">http://www.nytimes.com/2010/05/09/magazine/09babies-t.html</a></p>	<p>Ethics Decision-making exercise: Alzheimer's study</p> <p><b>** Self-reflection Part One Assignment distributed</b></p>
<b>Week Two</b>			
Class One	The Role of Ethics and Values in the Profession	<p>NASW Code of Ethics (1999). Available at <a href="http://www.socialworkers.org/pubs/code/code.asp">http://www.socialworkers.org/pubs/code/code.asp</a></p> <p>Freud, S., &amp; Krug, S. (2002). Beyond the Code of Ethics, Part I: Complexities of Ethical Decision Making in Social Work Practice. <i>Families in Society: The Journal of Contemporary Human Services</i>, 83(5/6), 474-482.</p>	<p>** Munson study guide questions provided</p> <p>** NASW ethics in-class assignment distribute</p>
Class Two	The Role of Ethics and Values in professional decision-making	Abramson, M. (1996). Reflections on knowing oneself ethically: Toward a working framework for social work practice. <i>Families in Society</i> , 77 (4), 195-201.	<p>Ethics Board Simulation In-class exercise: Application of the Code of Ethics</p> <p><b>Due: Self-reflection Part One Assignment</b></p>
<b>Week Three</b>			
Class One and	Ethical Decision-	Munson, R. (1988). Intervention	Case study: Application

Two	making: Major Philosophical Frameworks	and reflection: Basic issues in medical ethics. Wadsworth: Belmont, CA. (3 <sup>rd</sup> edition) (In course pack)	**Bring completed study questions
<b>Week Four</b>			
Class One	Application of Moral Philosophy in Practice	Reamer, F. G., Siegel, D.H.(2007). Ethical issues in open adoption: Implications for practice. <i>Families in Society: The Journal of Contemporary Social Services</i> , 88 (1), 11-17.	Group Discussion and Case application
Class Two	Ethics and Values: Search for Clarity	Tenbrunsel, A. Messick, D.(2004) Ethical fading: The role of self deception in unethical behavior. <i>Social Justice Research</i> , 17, 223-236.	Discussion and in-class exercise  Blackboard posting activity after class
<b>Week Five</b>			
Class One and Two	Ethical Reasoning Strategy: Common Morality	Gert, B. (1988). Morality versus slogans. Lecture posted on Blackboard: READ BEFORE BOOK CHAPTER  Gert, B. (2006). Bioethics: A systematic approach. NY, NY: Oxford University Press. Chapter Two (Morality).	Case Application: Small group exercise  <b>** Essay Assignment One Distributed*** (Class Two)</b>
<b>Week Six</b>			
Class One	Systematic Problem Solving of Ethical Dilemmas	Gert, B. (2006). Bioethics: A systematic approach. NY, NY: Oxford University Press. Chapter Three (Moral Disagreement).	Lecture and Discussion
Class Two			Small Group Case Application
<b>Week Seven</b>			
Class One	Ethical decision-making process decision-making Process Analysis- "Twelve Angry Men"	Film Viewing	<b>**Essay Assignment One Due electronic submission***</b>
Class Two		Mattison, M. (2000). Ethical	<b>In-class Analysis/Reflection</b>

		decision making: The person in the process. <i>Social Work, 45(3)</i> , 201-212. <i>(revisited)</i>	<b>Assignment and Discussion</b>
<b>Week Eight</b>			
Class One	Accounting for Similarities and Diversity	Gert, B. (2006). <i>Bioethics: A systematic approach</i> . NY, NY: Oxford University Press. Chapter Four (Particular Moral Rules and Special Duties).  Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. (2007). <i>International Social Work, 50</i> (1), 11-26.	Discussion- Individual value exercise
Class Two	Cultural Competence in Practice- Ethical Obligations	NASW Standards for Cultural Competence in Social Work Practice: <a href="http://www.socialworkers.org/sections/credentials/cultural_comp.asp">http://www.socialworkers.org/sections/credentials/cultural_comp.asp</a>	<b>Class exercise:</b> Values Exercise and Application of the NASW standards for CC in SWP (posted to blackboard after class)  Mid-term study guide
<b>Week Nine</b>			
Class One		Review for Mid-term	
Class Two		Mid-term Exam  *** Mid-term grades provided to undergraduate students**	
<b>**CLASSES Eleven- Fifteen: BE SURE TO BRING IAFS and NASW CODE OF ETHICS**</b>			
<b>Week Ten</b>			
Class One	Practice Issue: Informed Consent	Gert, B. (2006). <i>Bioethics: A systematic approach</i> . NY, NY: Oxford University Press. Pp 220-234.	Lecture and Discussion
Class Two	Practice Issue: Competence:	Linzer, N. (2004). An ethical dilemma in elder abuse. <i>Journal of Advanced Nursing, 28</i> (2), 165-173.	Discussion and Case Application  Blackboard posting activity after class

			<b>** Self-reflection Part Two Assignment distributed</b>
<b>Week Eleven</b>			
Class One	Practice Issue: Paternalism and Self-determination	Sasson, S. (2000). Beneficence vs. respect for autonomy: A dilemma in social work practice. <i>Journal of Gerontological Social Work</i> , 33(1), 5-16.  Gert, B. (2006). Bioethics: A systematic approach. NY, NY: Oxford University Press. Pp 237-254.	<b>Blackboard discussion of Sasson article prior to class</b>  <b>*** Self-reflection Part Two Assignment Due***</b>  <b>*** Essay Two Assignment Distributed***</b>
Class Two	Practice Issue: Paternalism and Self-determination (con't)	Linzer, N. (2002). An ethical dilemma in home care. <i>Journal of Gerontological Social Work</i> , 37(2), 23- 39.	Discussion and Small Group Case Application
<b>Week Twelve</b>			
Class One	Professional behavior: Boundaries and responsibilities	Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. <i>Social Work</i> , 48, 1, 121- 133.  Bring the "Laws and regulations relating to the practice of social work" Available at: <a href="http://finance.ky.gov/bsw">http://finance.ky.gov/bsw</a>	Discussion and case application
Class Two	Professional behavior: Boundaries and responsibilities (con't)	Walker, R., & Clark, J.J. (1999). Heading off boundary problems: Clinical supervision as risk management. <i>Psychiatric Services</i> , 50, 1435-1439. Available at: <a href="http://psychservices.psychiatryonline.org/cgi/content/full/50/11/">http://psychservices.psychiatryonline.org/cgi/content/full/50/11/</a>	Discussion and small group case application  Blackboard discussion activity after class

		1435	
<b>Week Thirteen</b>			
Class One	Practice Issue: Confidentiality	Lens, V. (2000) Protecting the confidentiality of the therapeutic relationship: Jaffe vs. Redmond. <i>Social Work</i> , 45(3), 273-276.  Reamer, F. (2005). Update on confidentiality issues in practice with children: Ethics risk management. <i>Children &amp; Schools</i> , 27(2), 117-120.	Discussion, lecture, and small group activities
Class Two	Practice Issue: Duty to Protect/Warn	Tarasoff ruling: <a href="http://www.4lawschool.com/torts/tarasoff.shtml">http://www.4lawschool.com/torts/tarasoff.shtml</a> <a href="http://biotech.law.lsu.edu/cases/privacy/tarasoff.htm">http://biotech.law.lsu.edu/cases/privacy/tarasoff.htm</a> (court filing)	<b>Essay Two Due</b>  Large class discussion and case application  ** preparation for self-reflection in-class assignment for next week Study guide passed out for final exam
<b>Week Fourteen</b>			
Class One	***DEAD WEEK *** Documentation- other special issues	Reamer, F. (2005). Documentation in social work: Evolving ethical and risk-management standards. <i>Social Work</i> , 50(4), 3, 325-334.	Lecture, discussion, and class activity
Class Two	Ethical Dilemmas: Managing Value Conflicts and Employing Resolution Strategies  Preparation for Final Course Review- Course evaluations	Revisit the articles: Tenbrunsel, A. Messick, D. (2004) Ethical fading: The role of self deception in unethical behavior. <i>Social Justice Research</i> , 17, 223-236.  Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. <i>Social Work</i> , 48, 1, 121-133.	<b>Self-reflection assignment and small group discussion:</b> "Strategies to use to help me employ professional values vs. personal values when facing value conflicts in practice" <i>(This assignment will be completed in class but will</i>

		<p>Walker, R., &amp; Clark, J.J. (1999). Heading off boundary problems: Clinical supervision as risk management. <i>Psychiatric Services, 50</i>, 1435-1439. Available at: <a href="http://psychservices.psychiatryonline.org/cgi/content/full/50/11/1435">http://psychservices.psychiatryonline.org/cgi/content/full/50/11/1435</a></p> <p>Mattison, M. (2000). Ethical decision making: The person in the process. <i>Social Work, 45</i>(3), 201-212.</p>	<p><i>require reflection on your part prior to class- you should bring notes you have made on this issue throughout the semester and what you have reflected on regarding this topic in preparation for preparing a strategy)</i></p> <p>Course review</p>
<b>Week Fifteen</b>			
Final Exam		To be announced	

### Course Policies

#### **Class Format**

Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.

#### **Participation and Attendance**

Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. **You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class.** (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 10% of the final course grade. In order to receive full credit for class participation, students must attend all classes and remain active participants in the learning process throughout the class time frame.

#### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.



Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdrawal from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

### **Submission of Assignments**

Papers need to be formatted according to **APA publication guidelines (6<sup>th</sup> edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

**All assignments are due at the beginning of class on the stated due date in the course calendar.** Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy) **Late assignments will be penalized 5 points each day late unless otherwise arranged with the professor.**

### **Make-up Opportunities**

Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss quizzes or other graded projects because of arriving late to a class with an unexcused absence will not be able to make up that quiz or graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

### **Academic Integrity Statement**

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be

found at the following website: <http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

**A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.**

### **Classroom Behavior, Decorum, and Civility**

Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that

include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

To limit distractions in the classroom:

**\*\*\* Turn all cell phones to vibrate. Turn off all other electronic devices and store them during class. \*\*\***

**\*\*\*Lap tops are permitted in class only for note-taking and other required activities. If used during class for other purposes (such as email, surfing the internet, etc) you will be asked to put your laptop away and leave it at home or stored during future classes.\*\*\***

Students are expected to actively participate in the class discussions by:

- ★ Coming to class having completed assigned readings and prepared to discuss them
- ★ Demonstrating an active interest in the topic being discussed by verbal and nonverbal behaviors
- ★ Taking part in the class discussion vs. engaging in side conversation with those around you
- ★ Demonstrating a commitment to share thoughts and feelings with other students
- ★ Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- ★ Sharing relevant information from one's knowledge base or life experiences with classmates
- ★ Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

### **Professional Preparation**

As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;
- Identify and practice within professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.