DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

Ethical Issues in Social Work	
SWRK 433 and 433G (3 credit hours)	*Summer 2017*
Professor: Amy Cappiccie, PhD, LCSW	**Office: 210 Academic Complex**
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Phone: 270-745-3820	
Class Meeting Times/Dates: Online	

Course Description:
The practice of social work is filled with situations that contain value conflicts and ethical dilemmas. These include questions such as "Who is my client?" and are a huge part of the decisions of policy makers as they try to achieve the greatest good for the greatest number of people. This course is designed to provide students with a basic level of knowledge and understanding of the concepts and theories of professional social work ethics. This course is further designed to equip students with the ability to recognize and analyze ethical dilemmas common to social work. Models of ethical decision making are examined and applied to hypothetical dilemmas.

Required Text:
Dolgoff, R., Loewenberg, F.M., & Harrington, D. (2012). *Ethical decisions for social work practice, 9th ed.* Belmont, CA: Brooks/Cole, Cengage Learning. ISBN-13: 0-8400-3410-5

Rothman, J. C. (2013). *From the front lines: Student cases in social work ethics, 4th ed.* Boston, MA: Pearson. ISBN-13: 0-205-86641-7

MOVIE:
Sargent, J. (Producer). (1997). *Miss Evers' Boys.* [Motion Picture]. USA: Anasazi Productions.

MSW Mission Statement

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

Council on Social Work Education (CSWE) Definition of Specialized Practice and Required Core Competencies for MSW Education

The Council on Social Work Education defines Specialized Practice as the following:

Specialized practice builds upon generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization (EPAS, 2015, p. 12).

<u>**Learning Outcomes**</u>

Upon Successful completion of this course, students will be able to:

Knowledge
1. Identify an ethical dilemma in case scenarios and real life practice examples

Values
2. Apply the Social Work Code of Ethics to ethical dilemma examples

Skills
3. Analyze social work ethical dilemmas
4. Apply major theoretical models to case scenarios of ethical dilemmas
5. Differentiate possible choices in solving ethical dilemmas.
6. Demonstrate critical decision making solving a specific ethical dilemma.
7. (Graduate Students) Integrate and demonstrate two or more theoretical models to decide best plan of action for solving an ethical dilemma

Academic Support

Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the Writing Center website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Off Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the Extended Campus Library Support website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained with the MSW Handbook and the Code of Student Conduct at Western Kentucky University.

Professionalism:

The NASW Code of Ethics is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while

in the classroom or completing assignments pertaining to this course in accordance with the MSW *Student Handbook*, WKU *Student Code of Conduct* and the NASW *Code of Ethics.* Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media:

Privacy, confidentially, and professional boundaries must be examined as professional social workers, especially in the age of technology. Professional standards found in the NASW *Code of Ethics* must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited.   Academic dishonesty is prohibited by the MSW *Student Handbook*, the University *Code of Student Conduct* and is also counter to social work values and ethics included in the NASW *Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the WKU Student Handbook and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers.

APA:

Students are expected to use APA style (6th ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

Assignment Completion:

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of

15 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

Other

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

Course Outline

Week 1: May 15 – May 21, 2017
Topics: Ethical Choice in the Helping Professions, Values and Professional Ethics, Guidelines for Ethical Decision Making, Using Code of Ethics, The Decision Making Process, Ethical Theories

Review: Mediasites Lectures: 1) Cappiccie Syllabus Introduction and 2) Cappiccie Lecture on Making Ethical Decisions

Read: Dolgoff, Loewenberg, & Harrington (2012): Chapters 1 – 4
   Rothman (2013): Introduction, Chapters 1 – 3
   NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp)
   KRS and KAR
   (http://bsw.ky.gov/)

Due:
1) Blackboard 1A (Dual Relationships) OR Blackboard 1 B (KRS/KAR) on Assignment Drop Box Thursday, May 18th @ 11pm CST
2) Blackboard 2 (Position Paper) on Assignment Drop Box Sunday, May 21st @11pm

Week 2: May 22 – May 28, 2017

Topics: Confidentiality and Informed Consent, Client Rights and Professional Expertise, Value Neutrality and Imposing Values, Equality and Limited Resources, Ethics and the Law

Read   Dolgoff, Loewenberg, & Harrington (2012): Chapters 5-8
   Rothman (2013) Ch. 4
   NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp)

Review:

1) Choose and Watch Movie: Miss Evers' Boys (can find full movie on youtube) or The Immortal Life of Henrietta Lacks (HBO TV Movie, 2017)
2) Cappiccie Lecture on "Ethics and the Law"

Due:
1) **Blackboard 3 (Research Ethics) on Assignment Drop Box Thursday, May 25th @ 11pm CST**
2) **Blackboard 4A (HIPAA) OR 4B (Impaired Professionals) on Assignment Drop Box Sunday, May 28th @11pm CST**

Week 3: May 29- June 4, 2017

Topic: Client Rights and Professional Expertise, Value Neutrality and Imposing Values, Professional Relationships, Bureaucratic and Work Relationships, Responsibility of Professional Ethics

Read Dolgoff, Loewenberg, & Harrington (2012): Chapters 9-11 and 14

Due:
1) **EPortfolio on Blackboard Thursday, June 1st @ 11pm CST**
2) **Exam Thursday, June 1st @ 8am CST until Saturday, June 3rd @11pm CST**
3) **Case Presentation (Graduate Students Only) to Assignment Drop Box Sunday, June 4th @ 11pm CST**
4) **Professionalism Rubric, Sunday, June 4th @11pm CST**

Description of Course Assignments:

Professionalism Rubric (60 points)
Social workers traditionally serve the marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the classroom setting, online for this course, professionalism is defined as attendance, preparation, and appropriate behavior with the professor and peers in **all** communications relative to this course. In the classroom, the use of cell phones and other electronic devices is prohibited without prior permission of the professor.

Further, it is expected that each student completes all assignments and assigned readings in accordance with the course schedule. The instructional methods utilized in this course include lecture/discussion, role play, experiential exercises, and student presentations. Therefore, students are expected to participate **actively** in each class session, to come to class prepared to demonstrate and to discuss content of required course assignments, and to submit assignments on time. Each student should complete readings *prior* to the classroom experience and be prepared to *discuss, analyze, and critique* each reading. Please understand that in class you will

be developing and applying practice skills that are discussed in your texts and readings. This is an opportunity for you to practice before applying skills you learn in this class in the field. Thus, professionalism grades are also assessed on students' *active* participation in.

You must print them document, fill it out and scan back to me. Please post the scanned document in the appropriate folder on the assignment Drop box.

Blackboard Assignments (4 Assignments x 10 = 40 Points)

There will be 4 Blackboard Assignments. Students should respond to the question or topic posed with a short essay of 300-500 words. These assignments are to be electronically attached on the Assignment DropBox by the due date listed in the course outline. The Assignment Drop box can be found under the tab entitled "Weekly Information" and then on that particular week's folder. Only the instructor will comment and return these electronically. Please notice that on BB 1 and BB 4, you can choose between the two questions. Do not answer both as only one will be graded. Make sure to use BOTH in text APA citations and a full-text APA reference at the end of your written work for full credit consideration.

Each question will be assessed by the instructor according to the following criteria: (1) evidence of reading and comprehension of reading assignments, (2) originality of the postings that demonstrates critical thinking, (3) ability to critique and assess others' posts, and (5) on time submission and (6) proper use of APA citations. Postings are due by 11:00 p.m. CST. **Failure to meet the deadline will result in a 10% deduction for each day that assignment is late.**

Ethics Portfolio (150 Points)

Students are invited to become aware of the ethical issues, as well as the legal aspects, surrounding us in the world we live in every day. The portfolio is a compilation of ethics related material form a variety of sources (**Parts A, B, and C**).

You will post the separate sections under the appropriate tab (A, B, C) listed on BB. It will be easier to do in this format rather than having to learn how to use the actual portfolio section of BB. That means you may have to scan, attach or type in information and documents as needed (especially Part B). It will be helpful for you to have this printed out and scanned anyway for a quick reference guide for future use. If you provide links and it does not go to the information, then you will not get credit for that.

A) **Document A: Article Summaries (20 points x 3 = 60 points)** The following sources are suggested for Part A:
- Recent articles from professional newsletters/newspapers such as NASW news

- A collection of current articles from professional journals such as *Social Work, Journal of Global Social Work Practice,* and *Journal of Social Work Values and Ethics*
- Media such as state and national newspapers, newsmagazines, and news reports from radio and television. Print articles may be retrieved from the stations' web sites.

Three entries regarding these sources are suggested, and the sources should be recent (within the past six months). Each entry should summarize the article, describe the main position taken, and include the student's reaction and position on the ethical issue at hand. A full APA reference to the article needs to be included, and it is important to cite information appropriately within the entry as well.

B) Document B: Additionally, the portfolio must include the following **(40 points)** with appropriate information included:
- NASW Code of Ethics
- Social Work License Statutes (KAR and KRS)
- Summary of HIPAA Privacy Rule
- Statutes related to involuntary hospitalization
- Advanced Directives Procedures including copy of forms
- Sample Informed Consent Document
- Sample Patient's Rights Document
- Abuse and Neglect State Regulations as applied to Social Workers and other Professionals (both Children and Adults)

This information should be gathered from the state where the student plans to practice following graduation. For most, this will be Kentucky.

C) Also required is a **personal statement (50 points)** of ethics. This personal statement should present your own understanding of and reflection on selected values and principles from the NASW Code of Ethics. This should be 1-2 pages in length.

Final Exam (100 points)

Students will experience a final exam in this class. The exams will consist of 50 multiple choice questions. This exam will be taken via blackboard. The exam must be taken within the time listed in the syllabus or he/she will receive a zero for the exam. You may have two chances to take the exam. Remember though your score may go down. It will be the last score that will count in the grade book. In addition, you may use all of your class materials (books, readings, notes) to take the exam. With this being said, you only have 1 ½ hours to complete the exam so make sure to be familiar with the material before starting your exam. You must take this exam

between **Exam Thursday, June 1ˢᵗ @ 8am CST until Saturday, June 3ʳᵈ @11pm CST.** You must take each setting all in the same time. You will see one question at a time only rather than the whole test. This exam will deploy during the time period under the tab named "Exam" on blackboard.

Case Presentations (100 Points) GRADUATE STUDENTS ONLY

Following a discussion of models of ethical decision-making, students may choose a case for presentation from the Rothman text. You will prepare a class presentation with a power point presentation. You will tape your presentation using either mediasites or youtube (with a private link) and post on Blackboard.

> The presentation should include the following:
>
> - Case outline
> - Summary of research and related literature
> - Sharing the author's reflections, reasoning processes, and resolution
> - Suggestions for an improved resolution
> - Engaging fellow students in this presentation.
>
> The individual is invited to utilize creative and innovative techniques to present their ethical dilemmas and approaches.
>
> The power point presentation may be no more than 15 slides in length.   You will need in text citations (as appropriate) throughout the power point presentation. In addition, the last slide of your power point will need to have a full reference list. Make sure to cite Rothman (2012) for your cases. The video lecture may be no more than 15 minutes long. You will need to include a copy of your power point on the drop box.

Evaluation and Grading
Course grading is based on the following criteria:

Professionalism	60 Points
Blackboards (10 points x 4)	40 Points
E Portfolio	150 Points
Final Exam	100 Points
Total Undergraduate points:	**350 points**

Additional Graduate Student Work

Case Presentation   100 Points

Total Graduate Student Points   450 Points

Grades will be assigned based on the points the student receives versus (to include adjustment for attendance) the total points allotted for class. The following scale will be used to determine the accompanying letter grade:

90 – 100%   A
80 – 89%   B
70 – 79%   C
60 and below   F

Additional Resources:

Adams, R.E., Boscarino, J.A., & Figley, C.R. (2006). Compassion fatigue and psychological distress among social workers: A validations study. *American Journal of Orthopsychiatry, 76*(1), 103-108.

Agbayani-Siewert, P. (1994). Filipino American culture and family: Guidelines for practitioners. *Families in Society, 75,* 429-438.

Albert, R. (1986). *Law and social work practice.* New York: Springer Publishing.

Almason, L.K. (1997). Personal liability implications of the duty to warn are hard pills to swallow: From *Tarasoff* to *Hutchison v. Patel* and beyond. *Journal of Contemporary Health, Law and Policy, 13,* 471-496.

Andrews, A.B., & Patterson, E.G. (1995). Searching for solutions to alcohol and other drug abuse during pregnancy: Ethics, values, and constitutional principles. *Social Work, 40,* 55-64.

Antl, B.J., & Regehr, C. (2003). Beyond individual rights and freedoms: Metaethics in social work research. *Social Work, 40,* 135-144.

Ashton, V. (1999). Worker judgements of seriousness about and reporting of suspected child maltreatment. *Child Abuse and Neglect, 23*(6), 539-548.

Barksdale, C. (1989). Child abuse reporting: A clinical dilemma. *Smith College Studies in Social Work, 59,* 170-182.

Bergeron, L.R., & Gray, B. (2003). Ethical dilemmas of reporting suspected elder abuse. *Social Work, 48,* 96-105.

Berlin, S. (2005). The value of acceptance in social work direct practice: A historical and contemporary view. *Social Service Review, 79*(3), 482-510.

Beauchamp, T., & Childress, J. (2009). *Principles of biomedical ethics.* New York: Oxford University Press.

Bergeron, L.R. (1999). Decision-making and adult protective services workers: Identifying critical factors. *Journal of Elder Abuse & Neglect, 10*(3), 8/7-113.

Bisman, C. (2004). Social work values: The moral core of the profession. *British Journal of Social Work, 34,* 109-123.

Borys, D.S., & Pope, K.S. (1989). Dual relationships between therapist and client: A national study of psychologists, psychiatrists, and social workers. *Professional Psychology: Research and Practice, 20,* 283-293.

Callahan, J. (1994). The ethics of assisted suicide. *Health and Social Work, 19,* 237-244.

Canda, E.R., Nakashima, M., & Furman, L.D. (2004). Ethical considerations about spirituality in social work: Insights from a national qualitative survey. *Families in Society, 85*(1), 27-35.

Congress, E. (1999). *Social Work Values and Ethics: Identifying and resolving professional dilemmas*. Chicago: Nelson Hall.

Congress, E., & McAuliffe, D. (2006). Social work ethics: Professional codes in Australia and the United States. *International Social Work, 49*, 151-164.

Corey, G., Corey, M.S., & Callahan, P. (2003). *Issues and ethics in the helping professions (6th ed.).* Pacific Grove, CA: Brooks/Cole Thomson Learning Publishing Co.

Cottone, R.R., & Tarvydas, V.M. (2007). *Counseling ethics and decision making (3rd ed.).* Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Daley, M.R., & Doughty, M.O. (2006). Ethics complaints in social practice: A rural-urban comparison. *Journal of Social Work Values and Ethics, 3*(1).

Danis, F., & Lockhart, L. (2003). Domestic violence and social work education: What do we know, what do we need to know? *Journal of Social Work Education , 39*(2), 215-224.

Depoy, E., Hartman, A. &Haslett, D. (1999). Critical action research: A model for social work knowing. *Social Work, 44*(6): 560-569.

Desai, K. (2003). Ethical decision making within the bureaucratic context: A case study. *Child Management Journal, 4*(3), 122-128.

DiMarco, M., & Zoline, S.S. (2004). Duty to warn in the context of HIV/AIDS- related psychotherapy: Decision making among psychologists. *Counseling and Clinical Psychology, 1*(2), 68-85.

Dolgoff, R., & Skolnik, L. (1996). Ethical decision making in social work with groups: An empirical study. *Social Work with Groups, 19*(2), 49-65.

Durana, C. (1998). The use of touch in psychotherapy: Ethical and clinical guidelines. *Psychotherapy: Theory, Research, Practice, Training, 35*(2), 269-280.

Eisenstat, S.A., & Bancroft, L. (1999). Domestic Violence. *The New England Journal of Medicine, 341(12)* , 886-892.

Foley, R., Berns, D., Test, G., Bragg, H. L., & Schechter, S. (2000). *Guidelines for Public Child Welfare Agencies Serving Children and Families Experiencing Domestic Violence.* Washington , DC : American Public Human Services Association.

Fraser, M. (Ed.) (1997). *Risk And Resilience In Childhood: An Ecological Perspective* .Washington , DC : National Association of Social Workers.

Flynn, L. (1997). Social work students confront social justice issues through experiential learning. *Australian Social Work, 50*(4), 21-27.

Galambos, C. (1999). Resolving ethical conflicts in a managed health care environment. *Health & Social Work, 24*(3), 191-197.

Gambrill, E., & Pruger, R. (Eds.) (1997). *Controversial issues in social work ethics, values, and obligations.* Boston: Allyn & Bacon.

Geller, J.L. (1996). Mental health services of the future: Managed care, unmanaged care, mismanaged care. *Smith College Studies in Social Work, 66*, 223-239.

Goldstein, H. (1998). Education for ethical dilemmas in social work practice, *Families in Society: The Journal of Contemporary Human Services, 79*(3), 241-244.

Green, R. (2003). Social work in rural areas: A personal and professional challenge. *Australian Social Work, 56*, 209-219.

Green, A.D., & Kantambu, J.L. (2004). Whistle-blowing as a form of advocacy: Guidelines for the practitioner and organization. *Social Work, 49*(2), 219-230.

Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work, 49*(4), 595-604.

Husband, C. (1995). The morally active practitioner and the ethics of anti-racist social work. In R. Hugman & D. Smith (Eds.), *Ethical issues in social work* (pp. 84-103). London: Routledge.

Jaques, L.H., & Folen, R.A. (1998). Confidentiality and the military. In R.M. Anderson, Jr., T.L. Nardello, & H.V. Hall (Eds.), *Avoiding ethical misconduct in psychology specialty areas.* Springfield, IL: Charles C. Thomas Publishers.

Johner, R. (2006). Dual relationship legitimization and client self-determination. *Journal of Social Work Values and Ethics, 3*(1). Retrieved June 22, 2010 from http://www.socialworker.com/jswve/content/view/30/44/

Jones, S. & Zlotnik, J. (eds.) (1998). *Preparing Helping Professionals to Meet Community Needs; Generalizing from the Rural Experience.* Alexandria , VA : Council on Social Work Education.

Kanter, A.S. (1989). Homeless but not helpless: Legal issues in the care of homeless people with mental illness. *Journal of Social Issues, 45*(3), 91-104.

Kimmel, A. J. (1990). An overview of ethical problems in social research. In A. J. Kimmel, *Ethics and values in applied social research* (3rd Ed.)(pp. 7-25). Newbury Park, CA: SAGE Publications.

Lloyd, C., King, R., & Chenoweth, L. (2002). Social work, stress, and burnout: A review. *Journal of Mental Health, 11*(3), 255-265.

Lufman, V.H., Veltkamp, L.J., Clark, J.J., Lannacone, S., & Snooks, H. (2005). Practice guidelines for child custody evaluations for licensed clinical social workers. *Clinical Social Work Jounal, 33*, 327-357.

Macdonald, G. & Macdonald, K. (1995). Ethical issues in social work research. In R. Hugman & D. Smith (Eds.), *Ethical issues in social work* (pp. 46-64). London: Routledge.

McCarty, D., & Clancy, C. (2002). Telehealth: Implications for social work practice. *Social Work, 47*(2), 153-161.

McAuliffe, D. (1999). Clutching at Codes: Resources that influence social work decisions in cases of ethical conflict. *Professional Ethics: A Multidisciplinary Journal,* 17 (3/4), 9-24.

Meyers, C.J. (1997). Expanding *Tarasoff*: Protecting patients and the public by keeping subsequent caregivers informed. *The Journal of Psychiatry & Law,* Fall, 365-375.

Mishna, F., Antle, B.J., & Regehr, C. (2002). Social work with clients contemplating suicide: Complexity and ambiguity in the clinical, ethical, and legal considerations. *Clinical Social Work Journal, 30*(3), 265-280.

Murdock, V. (2005). Guided by ethics: Religion and spirituality. *Journal of Gernontological Social Work, 45*(1/2), 131-154.

National Association of Social Workers. (1995). A study cites most reported ethics breaches, *NASW News, 40*(4), 4.

National Association of Social Workers. (2008). *Code of Ethics.* Silver Springs, MD: Author.

Northen, H. (1998). Ethical dilemmas in social work with groups. *Social Work with Groups, 21*(1/2), 5-17.

Orovwuje, P.R. (2001). The business model and social work: A conundrum for social work practice. *Social Work in Health Care, 34*(1/2), 59-70.

Padilla, Y.C. (1997). Immigrant policy: Issues for social work practice. *Social Work, 42*, 595-606.

Reamer, F.G. (1998). The Evolution of Social Work Ethics, *Social Work, 4*3(6)*, 488*-500.

Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*(1), 121-133.

Rossiter, A., Prilleltensky, I. & Walsh-Bowers, R. (2000). A postmodern perspective on professional ethics', in B. Fawcett, et al (eds). *Practice and Research in Social Work*, pp. 83-103 Routledge, London and New York.

Rothman, J. (1989). Client self-determination: Untangling the knot. *Social Service Review, 63*(4), 598-612.

Santhiveeran, J. (2004). E-therapy: Scope, concerns, ethical standards, and feasibility. *Journal of Family Social Work, 8*(3), 37-45.

Sasson, S. (2000). Beneficence versus respect for autonomy: An ethical dilemma in social work practice. *Journal of Gerontological Social Work, 33*(1), 5-16.

Torczyner, J. (1991). Discretion, judgement, and informed consent: Ethical and practice issues in social action. *Social Work, 36*(2): 122-128.

OTHER:
The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

Blackboards for SWRK 433/433G: Ethical Issues in Social Work

Complete BB 1 A or B. Choose between 1A and 1B. DO NOT COMPLETE BOTH.

> **Blackboard 1 A:** Dewane (2010). Found at:
> http://www.socialworktoday.com/archive/012610p18.shtml
>
> In this article, Dewane presents a compelling overview re: dual relationships in social work practice. As a rural social work practitioner you will certainly face dilemmas such as this on a regular basis. Read this article, and Dolgoff, Harrington & Loewenberg (2012, p. 254-257). What do you think are the main points to remember when working with

clients? What are areas that you worry that you will struggle with? What is your plan for learning more about the difficult areas for you? Please cite specific NASW Code of Ethic's guidelines or relevant sections of your texts in your answer.

OR

Blackboard 1B: KRS and KAR: Kentucky has two legal codes regulating social work practice—KRS and KAR. These are available online, and they may be found at the website of Kentucky's regulatory Board of Social Work (http://bsw.ky.gov/). Review these two codes, and choose one section from each code to discuss. Describe the section's purpose, and relate how this will impact you as a licensed social worker in the state of KY. Do you find this section relevant to you as a social worker? Do you understand the section? Are there any additional sections that you would find beneficial?

Blackboard 2: Position Paper: Essays on ethical issues may be found in various professional journals and sources such as *The New Social Worker, Journal of Global Social Work Practice, Journal of Social Work Values and Ethics,* and *Social Work Today.* Select and review one essay/article from a social work journal. You must summarize the main points, and then clearly describe your position on the issue. Back up your resolution with research.

Blackboard 3: Research Ethics: Watch the movie *Miss Ever's Boys or The Immortal Life of Henreitta Lacks.* Both the Tuskegee Experiment and the use of Ms. Lack's genetic material are a shameful reminder of the necessity of strong research oversight. Often researchers and their assistants become swayed to the unethical when faced with the possible loss of funding or loss of research capabilities. Both movies also emphasize the racial prejudice of the time and how that impacted all involved parties. Provide your thoughts on the chosen movie.

Questions to Consider:
How were the experiment justified?
Do you think these issues would be the same or different today? Why or why not?
What would you do if you were in such a position?
How should you be influenced by the NASW Code, KY Law and Research Regulations?

Complete BB 4 A or B. Choose between 4A and 1B. DO NOT COMPLETE BOTH.

Blackboard 4A : HIPAA: Go to the website
http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html
Review the HIPAA security rule summary. Do the agencies you have familiarity with utilize the appropriate safeguards for protected health information? What are the weaknesses and strengths that you see within these agencies? What suggestions would you give to your agencies to improve their compliance with the security rule? What can

you personally do to insure that you are following this rule regardless of your agency's decisions in that regard?

OR

Blackboard 4B: Podcast on Impaired Professionals:
Found at: http://socialworkpodcast.blogspot.com/2009/04/social-workers-and-depression-interview.html#more

In this podcast, Mark Meier shares Information about his personal struggles with depression while practicing as a clinical social worker. Have you ever known a professional (possibly yourself) struggling with a mental health problem? What did you do (if anything) to assist that individual? After listening to this podcast, would you respond differently in the future? What types of programs are available in your placement or work setting to assist with impaired professionals?