Course Dates, Time, and Location
Fall Semester, 2018 August 27, 2018 to December 14, 2018
Tuesdays and Thursdays 11:00 a.m. to 12:15 p.m.

Instructor Contact Information
Christopher M. Shar, MSW, Ph.D. (ABD) Office Phone: 325-486-6426
Clinical Instructor E-Mail: christopher.shar@angelo.edu
Department of Social Work HHS Building, Office 224R

Office Hours
Mondays, Wednesdays, and Fridays: 8:00 to 10:00 a.m. & 1:00 to 3:00 p.m.

Course Description
This course introduces the student to understanding and applying ethical decision-making with diverse populations.
Prerequisites: SWK 2307.

Course Introduction
This course is designed to increase student awareness, knowledge and understanding of issues related to the diverse populations served in generalist social work practice. Additional topics covered include a history of the evolution of ethics in social work, ethics theories, and the ethical decision-making process.

Student Learning Outcomes and Course Competencies: Social Work Knowledge, Values, and Skills

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Course Materials

Required Text

Recommended Text

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Other Testing-related Materials
✓ Access to a computer with either a Mac or Windows Operating System
✓ High speed Internet access
✓ Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don’t lose connection by wifi drop.)
✓ Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

Internet Resources of Possible Interest
✓ American Orthopsychiatric Association: http://www.amerortho.org/
✓ American Public Health Association: http://www.apha.org/
✓ American Society of Criminology: http://www.asc41.com/
✓ Gerontological Society of America: http://www.geron.org/
✓ National Association of Social Workers: http://www.naswdc.org/
✓ National Council on Family Relations: http://ncfr.org/
✓ School Social Work Association of America: http://www.sswaa.org/

Grading Information
Grading Scale

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
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<td>80 – 89</td>
<td>B</td>
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<td>C</td>
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<td>60 – 69</td>
<td>D</td>
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<td>59 or Below</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors
Rubrics will be provided in class and posted on Blackboard for all assignments in the upcoming weeks.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
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<tr>
<td>Discussion Sessions</td>
<td>15%</td>
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<tr>
<td>Ethical Dilemma Assignments</td>
<td>20%</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
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<tr>
<td>PowerPoint Presentation</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Professional Performance 10%
Relevant to attendance are: engaging in class activities (including frequency and quality), professional presentations, class discussions, and so forth. Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will begin and end at scheduled times. Students are to be present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

There is no grade penalty for the first 3 absences. This is not an invitation to miss class.
✓ Any additional absence will result in a loss of 10 points from your total grade.
✓ The 7th absence results in a failing grade for the course. Refer to ASU class attendance policy.
✓ Being more than 10 minutes late for class WILL count as an absence even if you participate in the remaining course time for that day.

Examinations 30%
There will be three (3) double-attempt, timed examinations (75 minutes) in this course. Each of these examinations will be worth 10% of your total course grade. Each of the exams will be administered via Blackboard using the Respondus Monitor and LockDown browser. You may not use notes, PowerPoint lectures, textbooks, or other materials to take the exam.

Discussion Sessions 15%
Students will prepare for and participate in weekly discussion sessions that will focus upon relevant course topics and/or current event issues that relate to the profession of social work. Articles, Internet sites, YouTube videos, and/or other multimedia will be assigned to consume for consideration and reflection. Issues will then be discussed during class with a personal reflection paper due during that class. Assigned topics and personal reflection paper details will be reviewed in class and posted on the Blackboard course page. Papers will be graded as will in-class participation in these discussions.

Ethical Dilemma Assignments 20%
There will be 3 ethical dilemma vignettes during the semester in which groups of students will utilize the content in the textbook as well as any additional outside material to present to the class. Students will have 20 – 30 minutes of class time to present the vignette in any manner of their choice.

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Your course project involves a PowerPoint presentation on a topic of your choice. This presentation will be made as an ethics-related presentation to other professional social workers. You must include content from the textbook as well as 5 peer-reviewed journal articles. You will record the presentation and upload it onto the Blackboard course page. Instructions will be provided and reviewed in class. Each presentation will be at least 15 minutes in length, but no longer than 25 minutes. Presentations must be cited and referenced as would a graded paper. Each student will watch and provide feedback to at least 5 other presentations.

Course Policies

✓ Please ask questions relevant to the course and utilize my office hours. I am here to help you and I want you to succeed.
✓ Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf.
✓ All students are expected to follow the National Association of Social Workers Code of Ethics.
✓ Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf.
✓ Make-up examinations will be considered on a case-by-case basis and will only be allowed for university approved absences.
✓ Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
✓ Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Testing via Respondus Monitor

Access to quizzes and exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor. Use of another electronic device is prohibited.

To assure accessibility, there are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz to become familiar with the technology associated with testing and improve the testing environment, if necessary. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course. Refer to ASU’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education.

If you have any technical problems associated with the test (i.e., webcam or browser difficulties) you should contact the IT Department at (325) 942-2911. You should not count upon immediate resolution of all technical issues, so all are encouraged to avoid waiting until the last minute for exam completion.

Some issues that may be resolved without contacting IT or other means of support, consider running through the following possibilities.

✓ Be sure NOT to mute your microphone. Audio must be on during the testing process.
✓ Be sure to have a light source next to your computer monitor. If your image is dark and difficult to see during the “Student Photo” step, add lighting near the computer. Respondus Monitor is checking your image to verify identification.

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 ✓ Be sure to frame your face and shoulders during the “Student Photo” step.
 ✓ Be sure to be seated in front of the webcam. When lying on your stomach or reclining on a bed while trying to take the exam may prevent the webcam from continuously capturing your image.
 ✓ It is HIGHLY RECOMMENDED to use an Ethernet cord to “hard wire” your computer to the Internet router to help ensure a strong and continuous connection with Blackboard while taking the exam.

Persons with Disabilities

Persons with disabilities warranting academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations PRIOR to their implementation. Students who think they may require accommodations are encouraged to make this request early in the semester so that appropriate arrangements can be made as soon as possible. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html.

Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1     | 8/28 Course Introduction and Syllabus Review  
             Purchase/Order Book  
             8/30 Introduction to Professional Ethics  
             Reading: Chapter 1 |
| Week 2     | 9/4 The Counselor as a Person and as a Professional  
             Reading: Chapter 2  
             9/6 Discussion and Vignette Prep |
| Week 3     | 9/11 Values and the Helping Relationship  
             Reading: Chapter 3  
             9/13 Ethical Dilemma Vignette # 1 |
| Week 4     | 9/18 Multicultural Perspectives and Diversity Issues  
             Reading: Chapter 4  
             9/20 Discussion |
| Week 5     | 9/25 Client Rights and Counselor Responsibilities  
             Reading: Chapter 5  
             9/27 Discussion and Exam Prep  
             EXAM 1 OPEN @ 5:00 P.M. TILL SUNDAY @ 11:59 P.M. |

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| Week 6 | 10/2 | Confidentiality: Ethical and Legal Issues; and Exam Review  
Reading: Chapter 6  
| 10/4 | *Discussion and Vignette Prep* |
| Week 7 | 10/9 | Managing Boundaries and Multiple Relationships  
Reading: Chapter 7  
| 10/11 | *Ethical Dilemma Vignette # 2* |
| Week 8 | 10/16 | Professional Competence and Training  
Reading: Chapter 8  
| 10/18 | *Discussion* |
| Week 9 | 10/23 | Ethical Issues in Supervision  
Reading: Chapter 9  
| 10/25 | *Discussion and Exam Prep*  
**EXAM 2 OPEN @ 5:00 P.M. TILL SUNDAY @ 11:59 P.M.* |
| Week 10 | 10/30 | Issues in Theory and Practice and Exam Review  
Reading: Chapter 10  
| 11/1 | *Discussion* |
| Week 11 | 11/6 | Ethical Issues in Couples and Family Therapy  
Reading: Chapter 11  
| 11/8 | *Ethical Dilemma Vignette # 3* |
| Week 12 | 11/13 | Ethical Issues in Group Work  
Reading: Chapter 12  
| 11/15 | *Discussion and Final Presentation Prep* |
| Week 13 | 11/19 | Community and Social Justice Perspectives  
Reading: Chapter 13  
| 11/23 | **THANKSGIVING BREAK** |
| Week 14 | 11/26 | *Discussion and Final Exam Prep* |
| 11/30 | *PowerPoint Presentations (2)* |
| Week 15 | 12/3 | *PowerPoint Presentations (2)*  
| 12/7 | *PowerPoint Presentations (1) and Last-Minute Questions* |
| Finals Week | | **EXAM 3 SCHEDULED TUESDAY 12/11 FROM 10:30 A.M. TO 12:30 P.M.** |

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