Angelo State University
Department of Social Work
SWK 4311-010: Social Work Diversity and Ethical Practice

Course Dates, Meeting Times, and Room Location
Fall Semester, 2019
Tuesdays and Thursdays, HHS 104
August 26th, 2019 through December 13th, 2019
11:00 a.m. to 12:15 p.m.

Instructor Contact Information
Christopher M. Shar, Ph.D., M.S.W., M.S.
Assistant Professor
Department of Social Work
Office Phone: (325) 486-6426
E-mail: christopher.shar@angelo.edu
Office: HHS Building, 2nd floor, 224R

Office Hours for Fall Semester of 2019
Tuesdays and Thursdays – 9:00 a.m. to 11:00 a.m. and 12:30 p.m. to 4:00 p.m.

Course Description
This course introduces the student to the application of ethical decision-making in social work practice, especially with diverse populations. Prerequisite: SWK 2307.

Course Introduction
This course is designed to increase the 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, theoretical approaches to social work ethics, and the decision-making process of ethics-related situations and circumstances.

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 inter-professional teams. Social workers recognize the importance of life-long 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.

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**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 professional 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 inter-professional 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, 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 Texts


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.). All students are expected to familiarize themselves with APA style and formatting guidelines and seek assistance from the instructor and the University Writing Center for reinforcement.

Testing-related Materials
Access to a computer with Mac or Windows operating system and a connected, functioning webcam: Students who do not have access to computers with the required operating system and/or a webcam may use computers on campus (e.g., in computer labs or the library).

High-speed Internet AND an Ethernet cable: To prevent disrupted Internet connectivity, it is HIGHLY RECOMMENDED that you use an Ethernet cable connected directly to the wireless router when taking exams. Wireless access sometimes loses its Internet connectivity. If your connection drops, you will be unable to complete the exam. You (not the technology) are responsible if you are unable to complete the exam in such circumstances.

RespondusMonitor and LockDown Browser Software: Quizzes and exams can only be accessed through the LockDown Browser and RespondusMonitor software which are free and available through the Blackboard Technology Support tab in the upper right-hand corner of the Blackboard homepage.

Students who have not used this software in prior ASU courses are advised to ensure familiarity and access prior to graded quizzes and exams by accessing the two practice quizzes that are available: a) one is a webcam test, and b) the other is a short 10 question practice quiz on ASU trivia. Neither of these count toward your grade in the course. The practice quizzes may be found with instructional videos and more information under the RespondusMonitor tab within the Blackboard list of course resources.

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If you encounter technical problems associated with accessing or while taking a test (e.g., webcam, browser, or Internet difficulties), you should first contact the IT department at (325) 942-2911. You should not count upon instructor intervention or immediate resolution of all technical issues, so all students are encouraged to avoid waiting until the deadline to complete any quizzes or exams.

Websites of Possible Interest Related to Organizational Codes of Ethics

American Public Health Association
https://www.apha.org/apha-communities/member-sections/ethics/resources

American Psychological Association
https://www.apa.org/ethics/code/

The Gerontological Society of America
https://www.geron.org/code-of-ethics

International Federation of Social Workers

The National Association of Social Workers
https://www.socialworkers.org/about/ethics/code-of-ethics

National Council on Family Relations’ Code of Ethics for Certified Family Life Educators
https://www.ncfr.org/cfle-certification/cfle-code-ethics

Grading Information

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

Point Values and Descriptions of Course Assignments and Graded Materials

Rubrics for grading can be found on the Blackboard course website.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Sessions</td>
<td>15%</td>
</tr>
<tr>
<td>Ethical Dilemma Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Examinations</td>
<td>30%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Professional Performance

Professional performance encompasses your demonstration of conducting yourself as a competent, mature individual who has a motivation to learn and a sense of dedication to studies. Class will begin at scheduled times and students are expected to be present and attentive for the duration of class. Relevant to attendance are participation in class activities, engagement in the class discussions about assigned materials, timeliness of assignment submission, and quality of completed assignments.

Students’ final grades will not be penalized for their first three absences. Each additional absence will result in a loss of 10 points from the final grade. Seven or more absences will result in a failing grade for the course regardless of performance and grades earned. 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. A student who intends to observe a religious

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holy day should make that intention known in writing to the instructor prior to the absence. Such absences will be excused. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information at www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of.

Recognizing that unforeseen and emergent situations occur, you are encouraged to notify the instructor immediately if you are concerned about the possibility of missing class during the semester. The instructor will work with students when emergencies happen, however, students should not wait until after they have missed assignment deadlines or a significant amount of class to notify the instructor.

**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 ethics and the profession of social work. Articles, Internet sites, YouTube videos, and/or other multimedia materials will be assigned for student consideration and reflection. Issues will then be discussed during class with a personal reflection paper due at the beginning of that class. Assigned topics and personal reflection papers will be reviewed in class and posted on the Blackboard course website. Papers will be graded as well as student participation during these discussions.

**Ethical Dilemma Assignments** 20%

There will be two ethical dilemma vignettes during the semester in which small groups will utilize course textbooks and any other materials they wish to present to the class. The groups will analyze an issue and make a decision based on textbook information, class discussions, and the group’s own personal analysis. The group will present the situation, how the situation was analyzed, what conclusion was reached, and why the group felt this was the (most) ethical decision. Students will have 15 to 20 minutes to present the vignette in any manner of their choice.

**PowerPoint Presentation** 25%

Small groups that have worked together throughout the semester on the ethical dilemma assignments will produce a final ethics-related presentation that would be suitable for conference or training exposition. Content from the textbook as well as at least five peer-reviewed journal articles must be incorporated into and utilized during the presentation. Each presentation should be no less than 45 minutes with an additional 15 minutes of question-and-answer/class participation.

**Examinations** 30%

There will be three double-attempt, timed examinations for this course. Each examination will be based on the textbook as well as any other class materials that have been assigned and/or used. You may not use notes, PowerPoint lecture slides, or other materials when taking the exam. RespondusMonitor and LockDown Browser software will be used to administer each examination.

**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. I will be much more amenable to working with individuals who are proactive and seek out assistance BEFORE problematic situations occur.
- Classroom attendance and participation is necessary and expected. This course requires all students to attend for discussion and participation. Students are responsible for understanding class attendance expectations, which is available in the Student Handbook (under Community Policies) on the Angelo State University website at https://www.angelo.edu/student-handbook/
- All students are expected to follow the National Association of Social Workers’ Code of Ethics found on the Internet at https://www.socialworkers.org/about/ethics/code-of-ethics.

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• Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding what constitutes academic misconduct its penalties, which are available on the Angelo State University website at https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php.

• Make-up examinations and acceptance of late work will be considered on a case-by-case basis and will only be allowed for university-approved and/or instructor-approved absences.

• Cell phones are not to be used during class. This means no texting or otherwise communicating on the phone during class time. If the use of these devices becomes distracting to the course instructor and/or students, the student using the device will be asked to leave the class for that day and will not receive credit for attendance that day.

Student Disability Services
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of services, program, or activities of the university or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs in the Houston Harte University Center, Room 112, or by contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodations requests is Ms. Dallas A. Swafford, Director of Student Disability Services.

Title IX
ASU is committed to the safety and security of all students. If you experience or someone you know experiences sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator, Michelle Nicole Boone, J.D., Director of Title IX Compliance at (325) 486-6357 or michelle.boone@angelo.edu.

Incomplete Grade Policy
It is ASU policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information at https://www.angelo.edu/content/files/14197-op-1011-grading-procedures.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. The Archer College of Health and Human Services adheres to the Statement of Academic Integrity found online in the student handbook at https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php.

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**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the student handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc. and presenting it as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without the use of quotation marks and a citation of the quotation’s source. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via computer software (such as TurnItIn). Resources to help you better understand this policy are available at the ASU Writing Center, located in the Porter Henderson Library, Room 324.

**Other General Policies Related to This Course**

All students are required to follow the policies and procedures presented in the following documents found online on the ASU website: The Angelo State University Student Handbook (at https://www.angelo.edu/student-handbook/) and the Angelo State University Catalog (at https://www.angelo.edu/catalogs/).

<table>
<thead>
<tr>
<th>Weeks of the Semester &amp; Dates of Classes</th>
<th>Class Themes and Homework Readings Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> 8/27</td>
<td>Course Introduction and Syllabus Review</td>
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<td>Due: Purchase books</td>
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<tr>
<td>8/29</td>
<td><strong>Introduction to Ethical Choices in Social Work</strong></td>
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<tr>
<td></td>
<td>Due: Read Chapter 1 in Dolgoff, Harrington, &amp; Loewenberg</td>
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<tr>
<td><strong>Week 2</strong> 9/3</td>
<td><strong>Introduction to Ethical Choices in Social Work</strong></td>
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<td>Due: Read Chapter 1 in Reamer</td>
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<tr>
<td>9/5</td>
<td><strong>Introduction to Ethical Choices in Social Work</strong></td>
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<tr>
<td></td>
<td>Due: Read Chapter 13 in Dolgoff, Harrington, &amp; Loewenberg</td>
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<tr>
<td><strong>Week 3</strong> 9/10</td>
<td><strong>The Impact of Social Work Values in Making Ethical Decisions</strong></td>
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<td>Due: Read Chapter 2 in Reamer The Impact of Social Work</td>
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<tr>
<td>9/12</td>
<td><strong>The Impact of Social Work Values in Making Ethical Decisions</strong></td>
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<tr>
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<td>Due: Read Chapter 2 in Dolgoff, Harrington, &amp; Loewenberg</td>
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<tr>
<td><strong>Week 4</strong> 9/17</td>
<td><strong>Guidelines and Frameworks for Ethical Decision-making in Social Work</strong></td>
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<td></td>
<td>Due: Read Chapter 2 in Reamer</td>
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<tr>
<td>9/19</td>
<td><strong>Guidelines and Frameworks for Ethical Decision-making in Social Work</strong></td>
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<tr>
<td></td>
<td>Due: Read Chapter 3 in Reamer</td>
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| **Week 5** | 9/24 | Guidelines and Frameworks for Ethical Decision-making in Social Work  
Due: Read Chapter 3 in Dolgoff, Harrington, & Loewenberg |
| | 9/26 | Guidelines and Frameworks for Ethical Decision-making in Social Work  
Due: Read Chapter 4 in Dolgoff, Harrington, & Loewenberg |
| | | EXAM ONE OPENS at 9:00 a.m. on 9/27 & CLOSES at 9:00 p.m. on 9/29 |
| **Week 6** | 10/1 | In-class Ethical Dilemma Lab #1  
Due: Nothing |
| | 10/3 | In-class Ethical Dilemma Presentations #1  
Due: Presentation (incl. PowerPoint and Notes emailed to Dr. Shar) |
| **Week 7** | 10/8 | Ethical Decision-making in Clinical Practice  
Due: Read Chapter 4 in Reamer (pp. 109-144) |
| | 10/10 | Ethical Decision-making in Clinical Practice  
Due: Read Chapter 4 in Reamer (pp. 145-169) |
| **Week 8** | 10/15 | Ethical Decision-making in Clinical Practice  
Due: Read Chapters 5 & 6 in Dolgoff, Harrington, & Loewenberg |
| | 10/17 | Ethical Decision-making in Clinical Practice  
Due: Read Chapter 6 in Reamer |
| **Week 9** | 10/22 | Ethical Decision-making in Clinical Practice  
Due: Read Chapter 7 in Dolgoff, Harrington, & Loewenberg |
| | 10/24 | Ethical Decision-making in Clinical Practice  
Due: Read Chapter 8 in Dolgoff, Harrington, & Loewenberg |
| | | EXAM TWO OPENS at 9:00 a.m. on 10/25 & CLOSES at 9:00 p.m. on 10/27 |
| **Week 10** | 10/29 | In-class Ethical Dilemma Lab #2  
Due: Nothing |
| | 10/31 | In-class Ethical Dilemma Presentations #2  
Due: Presentation (incl. PowerPoint and Notes emailed to Dr. Shar) |

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| **Week 11** 11/5                       | Mezzo- to Macro-scale Ethical Decision-making  
Due: Read Chapter 9 in Dolgoff, Harrington, & Loewenberg |
| 11/7                                    | Mezzo- to Macro-scale Ethical Decision-making  
Due: Read Chapter 10 in Dolgoff, Harrington, & Loewenberg |
| **Week 12** 11/12                      | Mezzo- to Macro-scale Ethical Decision-making  
Due: Read Chapter 11 in Dolgoff, Harrington, & Loewenberg |
| 11/14                                   | Mezzo- to Macro-scale Ethical Decision-making  
Due: Read Chapter 12 in Dolgoff, Harrington, & Loewenberg |
| **Week 13** 11/19                      | Mezzo- to Macro-scale Ethical Decision-making  
Due: Read Chapter 5 in Reamer |
| 11/21                                   | Future Directions?  
Due: Read Afterword in Reamer |
| **Week 14** 11/26                      | In-class Final Presentation Lab  
Due: Nothing |
| 11/28                                   | No Classes – Thanksgiving Holiday Break (11/27 – 12/1) |
| **Week 15** 12/3                       | Final Presentations |
| 12/5                                    | Final Presentations |
| **Finals Week** 12/9–13                 | EXAM THREE OPENS at 9:00 a.m. on 12/9 & CLOSES at 9:00 p.m. on 12/12 |

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