

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

**SOCIAL WORK VALUES AND ETHICS
SWK 6134**

COURSE DESCRIPTION

This course is intended to assist students at the advanced level of practice to assess their work with individuals, families, groups, and communities from an ethical perspective. While ethics is addressed in all areas of social work education, this course will provide the theory and framework for making sound ethical decision-making. The focus of this course begins with an overview of the values of social work practice, utilizing the NASW Code of Ethics as a framework. Students will become familiar with the challenges of negotiating value conflicts that emerge between the worker, professional standards, agency, and personal religious values versus professional values in the work environment.

The deontological, utilitarian, and moral theories will be the basis for ethical decision-making and justification models will be introduced through the use of concrete issues and cases, thus combining theoretical frameworks with practical analysis. Students will learn the difference between a value conflict and an ethical dilemma, how to apply theory, and a model for mediating ethical dilemmas in their work with individuals, families, and groups, in social policy, and in social welfare. The exploration of values and ethics reinforces the profession's commitment to its standards and codes of practice. It is an in-depth exploration of values introduced in first-year courses, such as Foundations of Social Work Practice, Human Behavior and the Social Environment, Cultural Diversity, and Social Welfare Organization.

I. COURSE COMPETENCIES

This course will help students achieve the following competencies:

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 of ethical decision-making and how to apply principles of critical thinking to those 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 also 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. Social workers: • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior.

MEASURE 1A - Recognize and manage personal values in a way that allows professional values to guide practice

MEASURE 1B – Make ethical decisions by applying standards of the NASW Code of Ethics

MEASURE 1C – Tolerate ambiguity in resolving ethical conflicts.

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. Social workers: • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

MEASURE 2B – Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

II. LEARNING OBJECTIVES

At the completion of the course, students will demonstrate knowledge and skill in:

- 1) Enhancing their self-discovery by confirming, confronting, and articulating their own values and philosophical beliefs.
- 2) Understanding the nature and function of values.
- 3) Discerning the values that underlie conflicts in practice and social policy.
- 4) Developing ways of dealing with the conflict between personal and professional values.
- 5) The role of religious and spiritual values in work with clients.
- 6) Understanding the connection between values and knowledge.
- 7) Understanding the connection between values and ethics.
- 8) Identifying and resolving ethical dilemmas in practice.
- 9) Discerning the differences between professional values and ethics and religious values and ethics.
- 10) Developing a philosophy of helping through the application of value and ethical models to professional practice.
- 11) Respecting differences with regard to each other's religious/ethnic values.

III. INSTRUCTIONAL METHODS

Learning will occur through a variety of methods and experiences, but mainly through a dialogical interchange of ideas, questions and answers. Students are encouraged to ask questions and seek answers to the challenging course material.

IV. COURSE EXPECTATIONS AND GRADING

Students will be expected to be on time and attend classes. Class participation will be included in the assessment of the final grade, though the largest portion will be on demonstration of the acquisition of knowledge through written assignments.

Assignment	Grade %	Due Date
Assignment #1: Knowledge/Values	10%	3 rd session
Assignment #2: Midterm	30%	8 th session
Assignment #3: Presentation	40%	9-14 Session
Completion of assigned readings, attendance, participation in class & Canvas assignments	20%	

Rubric for Participation, Attendance and Compartment

Class Participation	Contributes to class discussions by raising thoughtful questions,	Attends class regularly and	Attends class regularly but <i>rarely</i>	Attends class regularly but
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	analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives 8 points	<i>sometimes contributes</i> to the discussion in the aforementioned ways. 6 points	<i>contributes</i> to the discussion in the aforementioned ways. 4 points	<i>never contributes</i> to the discussion in the aforementioned ways. 2 points
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. 7 points	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. 5 points	Late to class semi-frequently; misses deadlines. 3 points	Late to class frequently misses deadlines 1 point
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. 5 points	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment 4 points	Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment 2 points	Consistent comportment concerns; is often disrespectful to peers and the learning environment 0 points

Required Texts

- Beauchamp, T.L. & Childress, J.F. (2019). *Principles of biomedical ethics*, (8th ed.). New York: Oxford University Press. ISBN-13: 978-0199924585
- Linzer, N. (1999) *Resolving Ethical Dilemmas in Social Work Practice*.
- Reamer, F.G. (2006). *Social work values and ethics*, (3rd ed.) New York: Columbia University Press. ISBN-13: 978-0231137898

Recommended Texts

- Levine, C. (2013). *Taking sides: Clashing views on bioethical issues*, (13th ed.) New York, NY: McGraw Hill. ISBN – 13: 978-0078050114
- Loewenberg, F.M., Dolgoff, R. & Harrington, D. (2000). *Ethical decisions for social work*

Note: All required readings are available on E-Reserves. The password to access these readings is wurzweiler

V. COURSE REQUIREMENTS

Assignment I – Due Session 3

Students will write a 2-3 page paper presenting an analysis of a practice situation that demonstrates the student's understanding of the importance of utilizing values and knowledge in practice appropriately to avoid dysfunctional outcomes. Each student will present a short synopsis of a case where knowledge was mistakenly used instead of values, or values were used instead of knowledge, and the possible dysfunctional outcome.

- Gordon, W. (1965) Knowledge and value: Their distinction and relationship in clarifying social work practice. *Social Work*, 10(3), 32-39.

Assignment II – Due Session 8

Students will select a value conflict from practice that occurred between the student and a colleague, agency, parent or supervisor that revolved around a client or group. Describe the conflict in detail. Utilizing Levy's Values Classification model, provide the details of each of the three classifications from each position. As this classification model is not meant to provide resolution, enter any resolution or solution that occurred since the conflict, and how you understand the conflict as a result of using this classification model. This model does not apply to conflicts between you and the client. Please refer to the NASW Code of Ethics where applicable and course readings. (CSWE Advanced Competencies: 2.1.1, 2.1.2)

ASSIGNMENT III – Due Final Session

Analysis of an ethical dilemma

This assignment measures:

Competency # 1: Demonstrate Ethical and Professional Behavior;

Measure #1B - Make ethical decisions by applying standards of the NASW Code of Ethics

Measure #1C - Tolerate ambiguity in resolving ethical conflicts.

Modality options for completing this assignment will be left to the discretion of your instructor. Three options may be discussed: (1) Written paper; (2) In-Class presentation; (3) Video presentation

ASSIGNMENT GUIDELINES

(1) WRITTEN PAPER

1. Briefly describe the agency without identifying it by name.
2. Provide a case in which the social worker is facing an ethical dilemma. Describe the specific conflict situation: What are the primary principles that are in conflict – detailing the two (or more) equally acceptable directions the case can go, guided by the two (or more) principles that take this case in one or the other direction. For example, you can't protect the (confidentiality) of a client while at the same time providing the name of the client if your supervisor demands this - and you feel you have a duty to the agency to comply (fidelity). At the end of this section, present the ethical dilemma in one or two sentences.
3. Provide a bio-psychosocial of the client (if an individual) – if a family, provide details about the family system. If a group, provide info about the history of the group, background of members, etc. If a community, provide details about the community and the individuals involved in the case. Include the history or genesis of the ethical dilemma and, values underlying the topic from the perspectives of society, the profession, religion, the agency, the client, and your own (include those which are applicable).
4. Utilizing Levy's Values Classification Model and Beauchamp & Childress's Ethical Justification Model, apply these to your case. Begin with a chart incorporating both models. Next, explain the entries in your chart in narrative form, providing an overview of each column by discussing the various viewpoints at play for each party.
5. Identify possible courses of action and the benefits/costs and possible outcomes of each.
6. Describe your decision/resolution and explain how and why you arrived at that decision.
7. Discuss how your personal values entered into the decision-making process.
8. Use APA style consistently. Proofread and use spell-check. Approximate length: 12 pages. Follow this outline accurately. Deviation will lead to a lower grade.

(2) IN-CLASS PRESENTATION

Pre-Presentation Handout

Outline for material to be handed out to the class one week prior to your presentation (about 1 page).

1. Briefly describe the agency without identifying it by name. (1 paragraph)
2. Provide an overview of the ethical dilemma (1 paragraph)
3. Provide a list of questions that you have about the case. (Class members will be responsible for sending me (via email), their responses to your questions.
4. Bibliography should include materials related to the case itself, not readings from the syllabus.

EXAMPLE

1. Briefly describe the agency without identifying it by name.

This social service agency, located in NYC, is a not-for-profit residential alcohol and drug abuse detoxification and rehabilitation treatment facility. The agency offers a variety of service for male and female adults 18 years of age and older, and also offers an array of outpatient level services, including gambling addiction treatment. This agency's facilities serve individuals and families who are seeking help for issues related to alcohol and/or other drug use or dependency. Treatment services are provided on an outpatient and intensive outpatient basis.

2. Provide an overview of the ethical dilemma (1 paragraph)

See Case 5.2 on p. 55 for an example.

3. Provide a list of questions that you have about the case. (Class members will be responsible for sending me (via email), their responses to your questions.

(1) Why would you, or why wouldn't you tell management?

(2) Telling and not telling each have credibility... what are the principles guiding each option?

(3) What are some of the repercussions of telling – and not telling?

(4) What might a deontologist do and why? What might a utilitarian do and why?

(5) What would you do?

4. Bibliography

You might include references related to substance abuse, residential treatment, ethical dilemmas in working with substance abuse.

VALUES AND ETHICS PRESENTATION GUIDELINES

- (1) **Overview of the agency:** population served, mission statement, history, role of social workers. Although the students will have receive this information in your outline, review it anyway. (3-5 minutes).
- (2) **Overview of case:** Provide background about the case, who are the parties involved, what are they like. Provide a bio-psychosocial of the client (if an individual) – if a family, provide details about the family system. If a group, provide info about the history of the group, background of members, etc. If a community, provide details about the community and the individuals involved in the case. (3-5 minutes).
- (3) **Specifics about the ethical dilemma.** Who, what, where, when, why and how. (3-5 minutes)
- (4) **Detail how this is an ethical dilemma** – what are the primary principles that are in conflict – detailing the two equally acceptable directions the case can go, guided by the two (or more) principles that take this case in one or the other direction. For example, you can't protect the (confidentiality) of a client while at the same time providing the name of the client if your supervisor demands this - and you feel you have a duty to the agency to comply (fidelity). (2-3 minutes)

- (5) **Use an interactive medium to present the case.** Either role play (preferred), debate, interdisciplinary meeting where different students present as a panel their positions based on their discipline (doctor, nurse, teacher, police officer, etc.), other medium (video, audio). (5-10 minutes)
- (6) **Review the questions asked in your pre-presentation handout about the case.** (5-8 minutes)
- (7) **The Chart:** This should be on the board before you begin your presentation. – a combination of Levy and Beauchamp. Take the class through various questions to fill in the chart. (eg. For PreferredConceptions, ask the class - how does the social worker view this client)? (8-10 minutes)
- (8) **Tell the class how this conflict was resolved** – or if it's ongoing, etc. (1 minute).

(3) VIDEO PRESENTATION

- (1) **Overview of the agency:** population served, mission statement, history, role of social workers. (3-5 minutes).
- (2) **Overview of case:** Provide background about the case, who are the parties involved, what are they like. Provide a bio-psychosocial of the client (if an individual) – if a family, provide details about the family system. If a group, provide info about the history of the group, background of members, etc. If a community, provide details about the community and the individuals involved in the case. (3-5 minutes).
- (3) **Specifics about the ethical dilemma.** Who, what, where, when, why and how. (3-5 minutes)
- (4) **Detail how this is an ethical dilemma** – what are the primary principles that are in conflict – detailing the two equally acceptable directions the case can go, guided by the two (or more) principles that take this case in one or the other direction. For example, you can't protect the (confidentiality) of a client while at the same time providing the name of the client if your supervisor demands this - and you feel you have a duty to the agency to comply (fidelity). (2-3 minutes)
- (5) **Use an interactive medium to present the case.** Present a role play of your case – engage either fellow students or others in acting out the details of the case; highlight the ethical decisions that are in conflict. 3-5 minutes
- (7) **The Chart: With your presentation video, include a chart which combines the Levy and Beauchamp/Childress models.** Discuss each column, highlighting the perspectives of each party to the conflict. (8-10 minutes)
- (8) **Tell the class how this conflict was resolved** – or if it's ongoing, etc. (1 minute).

GRADING RUBRIC FOR PAPERS

Competent (A= 94-100; A- = 90-93)	Developing Competence (B+ = 87-89; B= 83-86)	Emerging Competence (B-=80-82; C+ = 75-79)	Lacks Competence (C=70-74 F<74)
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Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.	The intro does not sufficiently identify the theme and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing.	The intro does not have a present and identifiable theme and does not guide the reader into the body of the paper. The conclusion is either missing or restates the intro paragraph verbatim.
Content & depth of analysis	Paper explores the topic in depth and demonstrates an understanding of social work principles and demonstrating the application of theory to practice.	Paper meets the parameters of the assignment but does not adequately demonstrate application of theory to practice.	Paper does not address some aspects of the assignment; and/or demonstrates a basic application of theory to practice skills.	Paper does not address the assignment and demonstrates a poor application of theory to practice.
Integration of literature & class discussions	Paper provides integration of professional literature & discussions.	Paper shows some integration of professional literature & discussions.	Paper shows little evidence of integration of professional literature & discussions.	Paper does not provide evidence integration of professional literature & discussions.
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous. Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.

VI. EVALUATION

Students are provided opportunity to evaluate master courses. An evaluation form pertaining to the course and instructor will be conducted on-line. Evaluation is ongoing and students are encouraged to

VII. OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

VIII. E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. The password is **wurzweiler**. The link for e-reserves is <https://library.yu.edu/er.php?b=c>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)\

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page:
2. Click on E-RES; you will be prompted for your [Off Campus Access Service login](#) and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

IX. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker www.dustball.com/cs/plagiarism.checker www.plagtracker.com
www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

X. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or

eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

XI. FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found **here**.
- Drug-Free University Policy can be found **here**.
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found **here**.
- The University's Computer Guidelines can be found **here**.

XII. COURSE SCHEDULE

*Indicates available on E-RES -

UNIT I: The Nature & Function of Values (Sessions 1-3)

Competency 1 & 2

Learning Themes

1. The nature of values
2. Definition of values
3. Values in contrast to preferences
4. The function of values
5. Knowledge and values

Readings:

Barsky, A.E. (2010). Ethics and values in social work: An integrated approach for a comprehensive curriculum. New York, NY: Oxford University Press. Pg. 12-30.

*Gordon, W. (1965) Knowledge and value: Their distinction and relationship in clarifying social work practice. *Social Work, 10*(3), 32-39.

* Linzer, N. (1999) *Resolving Ethical Dilemmas in Social Work Practice*. Boston: Allyn & Bacon.
ISBN-13: 978-0205290413 – **Chapter 1**

*Linzer, N. (1992). The role of values in determining agency policy. *Families in Society, 73*(9), 553-558.

Miller, V. J., & Lee, H (2020) Social work values in action during COVID-19, *Journal of Gerontological Social Work, 63*(6-7), 565-569, DOI: 10.1080/01634372.2020.1769792

Reamer, F.G. (2018). *Social work values and ethics*, (5th ed.) New York: Columbia University Press.

Chapter 1 & 2

UNIT II. Value Conflicts: (a) Between Social Worker and Client; (b) Between Personal & Professional (Session 4)

Competency 1 & 2

Learning Themes

1. Moving from the nature and function of values, this unit focuses on the nature of value conflicts between social worker and client.
2. Value conflicts and Cultural Competence

3. Honoring the client's values
4. The social worker as change agent
5. What is the social worker to do with personal values in the professional context?
6. Factors that influence personal values, with a particular emphasis on religion.
7. Dealing with personal values and ethics and their interface with professional values and ethics.

Readings:

- *Abramson, M. (1989). Autonomy vs. paternalistic beneficence: Practice strategies. *Social Casework*, 70, 101-105.
- *Abramson, M. (1985). The autonomy-paternalism dilemma in social work practice. *Social Casework*, 66(7), 387-393.
- Beauchamp, T.L. & Childress, J.F. (2019). *Principles of biomedical ethics*, (8th ed.). New York: Oxford University Press. **Chapter 4: Respect for autonomy & Chapter 6: Beneficence**
- Danzig, R. (1986) Religious values vs. professional values: Dichotomy or dialectic? *The Jewish Social Work Forum*, 22, 41-53.
- *Levy, C.S. (1972). Values and planned change. *Social Casework* 53(8), 488-493
- *Levy, C. (1976) Personal vs. professional values: The practitioner's dilemma. *Clinical Social Work Journal*, 4 (2), 110-120.
- Osmo, R.; Landau, R.. (2003). Religious and secular belief systems in social work: A survey of Israeli social work professionals. *Families in Society*, 84(3), 359-366.
- Reamer, F. (1982) Conflicts of professional duty in social work. *Social Casework*, 63(10), 579-585.
- Sweifach, J. (2011) Conscientious objection in social work: Rights vs. responsibilities. *Journal of Social Work Values and Ethics*, 8(2), 1-14.

Suggested Readings:

- Arnold, R.M. & Lidz, C.W (2008). Is informed consent still central to medical ethics? YES. In Carol Levine (Ed.). (2008) *Taking Sides: Clashing views on bioethical issues* (12th Ed). CT: McGraw Hill/Dushkin
- O'Neill, O. (2008). Is informed consent still central to medical ethics? NO. In Carol Levine (Ed.). (2008) *Taking Sides: Clashing views on bioethical issues* (12th Ed). CT: McGraw Hill/Dushkin
- Should truth-telling depend on the patient's culture? Yes: Blackhall, Frank, Murphy, & Michel; No: Kuczewski & McCrudden in Levine, C. (2010) *Taking Sides: Clashing views on bioethical issues* (13th Ed).
- Walker, R., & Staton, M. (2000). Multiculturalism in social work ethics. *Journal of Social Work Education*, 36, 449-462.

**UNIT III. The Value Base of Social Work
(Sessions 5-7)**

Competency 1 & 2
Learning Themes

1. Values Classification Model
2. Value conflicts and cultural competence
3. Applying theory to practice
4. NASW Code of Ethics as the Profession's orientation to practice

5. Professional identity
6. Interdisciplinary practice and social workers as resident guests

Readings:

Dane, B. O., & Simon, B. L. (1991). Resident guests: Social workers in host settings. *Social Work*, 36(3), 208-213.

*Levy, C. (1974) The value base of social work.

*Linzer, N. (1999) *Resolving Ethical Dilemmas in Social Work Practice*. Boston: Allyn & Bacon. ISBN-13: 978-0205290413 – **CHAPTER 2 & 3**

Mattison, M. (2000). The process of ethical decision-making: The person in the process. *Social Work*, 45(3), 201-212.

Moorhead, B., (2018). A landscape of intersecting discourses: Navigating professional identity as a newly qualified social worker. *Critical Social Work*, 19(2),

Toulmin, S. (1981). The tyranny of principles. *The Hastings Center Report*, 11(6), 31-39.

Unit IV. Ethics (Sessions 8-14).

Competency 1

Session #8

Learning Themes

1. The intersection of values and ethics
2. Nature of ethics
3. Sources of ethics
4. Identifying ethical dilemmas
5. Ethical Theories - deontology, utilitarianism.

Readings:

Beauchamp, T.L. & Childress, J.F. (2019). *Principles of biomedical ethics*, (8th ed.). New York: Oxford University Press. **Chapter 9 – Moral Theories**

Dolgoff, R., Loewenberg, F.M., & Harrington, D. (2008). *Ethical decisions for social work*, (8th ed.). New York, NY: Thomas Brooks/Cole. **CHAPTERS 3 & 4**

Linzer, N., (1999) *Resolving ethical dilemmas in social work practice*, **CHAPTER 4**

Reamer, F. (2021). The trolley problem and the nature of intention: Implications for social work ethics. *The Journal of Social Work Values and Ethics*, (18)2, 43-54.

Reamer, F.G. (2018). *Social work values and ethics*, (5th ed.) New York: Columbia University Press. , **CHAPTER 3**

Session #9

Learning Themes

1. The process of ethical decision-making
2. Ethical Justification models justification.

Beauchamp, T.L. & Childress, J.F. (2019). *Principles of biomedical ethics*, (8th ed.). New York: Oxford University Press. **Chapter 5: Non-Maleficence**

Sweifach, J., & Linzer, N. (2015). Practice & Ethics: Two sides of the same coin. *International Journal of Trauma Research & Practice*, 2(1), 20-30.

Session #10

Learning Themes

1. Understanding unique ethical issues with families, groups and organizations

Readings:

- Applewhite, L.W. & Joseph, M.V. (1994). Confidentiality: Issues in working with self-harming adolescents. *Child and Adolescent Social Work Journal*, 11(4), 279-294.
- Juujärvi, S., Kallunki, E., & Luostari, H. (2020). Ethical decision-making of social welfare workers in the transition of services: The Ethics of Care and Justice Perspectives, *Ethics and Social Welfare*, 14(1), 65-83, DOI: 10.1080/17496535.2019.1710546
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- Koenig, T.L.; Rinfrette, E.S.; Lutz, W.A. (Sept 2006). Female caregivers' reflections on ethical decision-making: The intersection of domestic violence and elder care. *Clinical Social Work Journal*, 34(3) 361-372.
- Reamer, F.G. (2018). *Social work values and ethics*, (5th ed.) New York: Columbia University Press.
- CHAPTER 4**
- Reamer, F (2021). Reflective equilibrium in social work ethics: An essential concept. *Journal of Social Work Values and Ethics*, (18)2. 43-54.
- Zygmund, M. & Boorhem, H. (1989) Ethical decision-making in family therapy. *Family process* 28(3), 269-280.

Suggested Reading:

- Savage, T. (2010). Is it ethical to use steroids and surgery to stunt disabled children's growth? NO. In Levine, C. (2010). *Taking sides: Clashing views on controversial bioethical issues* (13th ed.). Columbus, OH: McGraw-Hill/Dushkin.
- Shannon, S. (2010). Is it ethical to use steroids and surgery to stunt disabled children's growth? YES. In Levine, C. (2010). *Taking sides: Clashing views on controversial bioethical issues* (13th ed.). Columbus, OH: McGraw-Hill/Dushkin.

Sessions #11 & 12
Competency 1 & 2

Learning Themes

1. Understanding unique ethical issues in criminal justice and end-of-life

Readings:

- Beauchamp, T.L. & Childress, J.F. (2019). *Principles of biomedical ethics*, (8th ed.). New York: Oxford University Press. **Chapter 7: Justice**
- Callahan, J. (1994). The ethics of assisted suicide. *Health and Social Work*, 19, 237-244.
- Greenhouse, L. (1996, June 14). Justices recognize confidential privilege between therapist and patient. *The New York Times*. (<http://www.nytimes.com.96/14/6/front/scotus/privilege.html>)
- Mallen, M., Vogel, D., Rochlen, A., (2005) The practical aspects on online counseling: Ethics, training, technology, and competency. *Counseling psychologist*, 33, 776.
- Reamer, F.G. (2018). *Social work values and ethics*, (5th ed.) New York: Columbia University Press.
- CHAPTER 5**
- Sherhoff, M., (2000). Cyber-counseling for queer clients and clinicians. *Journal of Gay & Lesbian Social Services*, 11, 105–111.

Suggested Readings:

- Does Military necessity override medical ethics? Yes: Gross, M. No: Bloche, M.G. & Marks, J. in Levine, C.

(2010) Taking Sides: Clashing views on bioethical issues (13th Ed.)

Session #13-14

Competency 1

Learning Themes

1. Ethical issues in research
2. Ethical issues in Supervision & Administration

Readings:

Gillespie, D. (1995) Ethical issues in research. In R.L. Edwards (Ed.-in-Chief) *Encyclopedia of Social Work* (19th ed.) Washington, DC: NASW Press, 884-892.

Martin, J.I. (2000). Methodological and ethical issues in research on lesbians and gay men. *Social Work Research, 24*(1), 51-59.

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Suggested Reading:

In Levine, C. Taking sides: Clashing views in biomedical ethics: Should Prisoners be allowed to participate in research? Yes: Institute of Medicine Committee on Ethical consideration for Revisions to DHHS Regulations for Protection of Prisoners Involved in Research (2006) No: Talvi, S.J.A. "End of Medical Experimentation on Prisoners Now" (2006) in Levine, C. (2010) Taking Sides: Clashing views on bioethical issues (13th Ed.)

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