SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: Ethics & Professionalism

CODE NO. : SSW221   **SEMESTER:** Winter
MODIFIED CODE: SSW0221

PROGRAM: Social Services Worker Program

AUTHOR: Leanne Murray, MSW, RSW
MODIFIED BY: Marnie Bunting, Learning Specialist CICE Program

DATE: Jan. 2010   **PREVIOUS OUTLINE DATED:** Jan. 2009

APPROVED: "Angelique Lemay"   Feb. 2010

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          CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

HOURS/WEEK: 2

I.   COURSE DESCRIPTION:

This course is designed to introduce CICE students to ethical decision-making approach, standards and values within the social services field. CICE students will become familiar with the Social Work & Social Service Work Code of Ethics & Standards of Practice in order to make informed ethical decisions in their practice. An ethical stance requires careful reflection, self-monitoring and self-awareness. Therefore in this course there is an emphasis on personal/professional value awareness, development and self reflection.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course and with assistance of a Learning Specialist, the CICE student will demonstrate a basic skill level with reference to the following:

1.   Demonstrate an understanding of the values and ethics in social service practice.

       Potential Elements of the Performance:
          A) Define and describe basic ethical concepts and principles.
          B) Recognize and express the roles that values play in everyday practice.
          C) Become familiar with and adherence to the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice.
          D) Identify and describe how personal value systems may be a factor in developing collaborative relationships with others.
          E) Identify and understand key ethical guidelines such as confidentiality, competence, professional boundaries, multiple relationships and informed consent.

2.   Recognize and identify ethical dilemmas in practice and adhere to legal and ethical standards.

       Potential Elements of the Performance:
          A) Identify and apply a model of ethical decision-making to selected client and professional situations.
          B) Understand the importance of using a consistent process for addressing ethical challenges.
          C) Understand the importance of working relationships that reflect professional values and ethics.

3.   Promote and develop "professional" self and an ethical stance.

Potential Elements of the Performance:
A) Describe how professional helping relationships adhere to ethical and legal standards.
B) Solicit constructive feedback relating to one's own ethics, values, strengths and areas of growth.
C) Commit to ongoing personal and professional development.
D) Identify and explore own values and implications for practice.
E) Identify values, ethics and obligations of the profession.
F) Demonstrate ability to value views/values different from their own, particularly with respect to gender, culture, ethnicity, age, and sexual orientation.

III.   TOPICS:

1.   Introduction and overview on ethics.

2.   The Social Service Worker as a person and as a professional.

3.   Values and Social Work Principles/Code of Ethics.

4.   Models of Ethical Decision-making.

5.   Ethical issues in the Social Services Field (confidentiality, informed consent, boundaries, record-keeping, client rights, competence).

6.   Professional Growth (self awareness and value clarification and development of an ethical understanding and stance).

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Ontario College of Social Workers & Social Service Workers Code of Ethics &

Standards of Practice

2. Journal of Social Work Values & Ethics.
http://www.socialworker.com/jswve/ (selected readings as assigned by professor)

V.   **EVALUATION PROCESS/GRADING SYSTEM:**

1. Mid-Term Exam   25%
2. Journal Summary/Critique   20%
3. In-class case study   15%
4. Final Exam   25%
5. Attendance, Participation & Professionalism   15%

Course Assignments:

Mid-term and final exams:

Exams will be based upon the assigned readings, video presentations, classroom lectures and discussions. Additional instructions will be provided.

Mid-term Exam Date: In class week of March 2, 2010

Final Exam Date: In class week of April 26, 2010

Journal Review/Critique: In class week of February 1, 2010
Grade: 10%

CICE students will complete an essay about a relevant SSW ethical issue. CICE students will review one journal article/resource from credible social work research/literature on ethics. Additional instructions will be provided in class by professor.

In-class Case Study: In class week of March 15, 2010
Grade: 15%
CICE students will be expected to engage in a number of case studies applying the concepts learned. CICE students who are absent during in-class evaluation, will receive a grade of zero unless there is a substantial and substantiated reason for absence and the professor is notified in advance.

Participation & Attendance

Grades for participation will reflect attendance, punctuality and active participation in class. CICE students will be expected to actively contribute to class discussions and to participate in role-plays/demonstrations. Demonstrated growth in topic knowledge is expected. Refer to page 9 of course outline.

Grade: 15 %

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI.   SPECIAL NOTES:

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

<u>Prior Learning Assessment</u>**:**
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

<u>Disability Services</u>:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

<u>Communication:</u>
The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

<u>Plagiarism:</u>
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:
  (i)   issue a verbal reprimand,
  (ii)   make an assignment of a lower grade with explanation,
  (iii)   require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
  (iv)   make an automatic assignment of a failing grade,
  (v)   recommend to the Chair dismissal from the course with the assignment of a failing grade.
In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

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Other Notes:

1. All submissions must be in word processing format (#12 font, Arial preferred) and adhere to APA guidelines. *(NOTE – The Learning Specialist will assist with the APA formatting).*

2. Assignments completed with <u>significant</u> writing errors or non-compliance with APA standards will not be graded. At the professor's discretion, students may be provided one week to re-submit in accordance with the SSW program/professional writing requirements.

   Assignments submitted on time will be considered for grading. Late assignments will not be considered for grading unless there are **substantial and substantiated reasons**. It is the CICE student's responsibility to make arrangements <u>in advance of due date and directly with the professor</u>. Students are encouraged to discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.

3. Students are responsible to contact the professor directly and **immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor immediately requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances.

4. Students will be expected to come prepared to class to facilitate discussion and review of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, and ability to respect viewpoints different from their own. Final grade is at the discretion of the professor.

5. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class may not be permitted entry, and those who chronically arrive late will be asked to meet with the Professor as a first step. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.

6. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.

7. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time. Laptops are permitted if used for class-related matters. Students, who do not abide by this, will lose the laptop privilege in class.

8. The provisions of both the College Student Code of Conduct available at **http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20 Conduct.pdf** and the Social Service Worker Program Policies will apply at all times in this course.

9. Beverages are allowed in class on the condition that students' dispose of garbage and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed. Food is not permitted in class unless prescribed by a physician.

10. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment, or overall mark in the course, they must email the professor and request an appointment to discuss this issue. Students are expected to come prepared to the meeting with a written summary of their concerns, comments.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET   15 points
- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class
- ❑ Contributes in a very significant way to ongoing discussions, keeps focused
- ❑ Responds thoughtfully and respectfully to other students' comments
- ❑ Takes the risk of verbalizing questions, concerns, disagreements
- ❑ Demonstrates consistent, active, on-going involvement in all aspects of the course
- ❑ Demonstrates good level of self-understanding and commitment to personal and professional development
- ❑ Models sound and consistent professional behaviour and ethics
- ❑ Has attended all classes
- ❑ Abides by classroom guidelines and rules

MOST EXPECTATIONS MET   12-14 points
- ❑ Demonstrates good preparation for class, knows some of the material
- ❑ Is prepared with questions and insights from course material
- ❑ Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- ❑ Takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates consistent involvement in most aspects of course
- ❑ Demonstrates adequate level of self-understanding and commitment to personal and professional development
- ❑ Models good professional behaviour and consistent ethical stance
- ❑ Has attended 90% of classes
- ❑ Consistently adheres to classroom guidelines and rules

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 9-11 points

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates a level of self-understanding but may lacks evidence of commitment to personal and professional development
- ❑ Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- ❑ Beginning level of professional behaviour and ethical understanding evident
- ❑ Has attended less than 80 % of classes
- ❑ Has experienced some difficulty following expected classroom rules

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-8 points

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Displays behaviours/thoughts that are inconsistent with the standards of SSW/rules of class
- ❑ Limited ability to problem solve ethical challenges related to the profession
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)Frequent absence has impacted ability to participate

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CICE Modifications:
Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.