

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Ethics and Professional Growth

CODE NO. : SSW206 **SEMESTER:** 3

PROGRAM: Social Services Worker

AUTHOR: Leanne Murray, MSW, RSW

DATE: Sept/2001 **PREVIOUS OUTLINE DATED:**

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

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For additional information, please contact Judi Maundrell, Dean

School of Health and Human Services

(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course is designed to assist students in developing an informed ethical conscience by introducing them to ethical theory, decision-making and standards within the social services field. The course will help students to clarify their values and attitudes and how these may influence ethical decision-making and practice. Ethical issues, which relate to a wide variety of concerns are examined. Students will review professional ethical codes and apply ethical models to various dilemmas within the practice. An ethical stance requires careful reflection, self-monitoring and self-awareness. Therefore, woven throughout the course is an emphasis on personal/professional awareness and development.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

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 the role that values play in everyday practice.
- C) Familiarization with the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice.
- D) Analyze 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, dual relationships, 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) Value the use of a consistent process for addressing ethical challenges.
- C) Establish working relationships that reflect professional values and ethics.
- D) Describe the dimensions of ethical decision-making.

3. Promote and develop “professional” self and an ethical stance.
Potential Elements of the Performance:
 - A) Maintain professional helping relationships, which 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 an ability to accept views/values different from their own, particularly with respect to gender, culture, ethnicity, age, and sexual orientation.

METHODOLOGY:

This course will consist of some lecture and considerable discussion with active participation from the students. Examples from the field, case vignettes and ethical situations will assist the learning.

III. TOPICS: Topics covered in class may include:

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. Ethical Decision-making models.
5. Ethical issues in the Social Services Field.
6. Professional Growth (self awareness and value clarification exercises, development of ethical stance).

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Corey, G., Corey, M., & Callanan, P. (1998). 5th Ed. Issues and Ethics in the Helping Professions. Scarborough: Nelson Thompson Learning

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Journal Article Summary	15%
2. Personal Reflection Paper	15%
3. Professional Disclosure Statement	15%
4. Mid-term exam	20%
5. Final exam	20%
6. Participation	15%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

Other Notes:

1. All written submissions must be in word processing format.
2. Students are expected to be familiar with and abide by the College's "Student Rights and Responsibilities" policies.
3. Late assignments or missed tests will be handled at the professor's discretion and only for substantial and substantiated reasons only. It is the student's responsibility to make arrangements directly with the professor.
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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

Course Assignments:

1. Journal Article Summary:

Research select and review one article on social work ethics. (Article must be current, within the last 5 years).

No more than ½ of submission is to be a summary. Your commentary can include your reactions and feelings to the material, how it relates to class discussions and readings, and the usefulness of the article to practice.

Length of Assignment: Minimum 3 pages, double-spaced, #12 font.

Due Date: Wednesday, October 10, 2001

2. Personal Reflection Paper:

This exercise is designed to assist students to become more aware of their personal values which are influenced by familial, cultural, social, religious, gender experiences. As a social services worker, it is critical to identify one's values and biases and how these may influence ethical decision-making.

Students will describe the primary influences upon their values (ie family, gender, culture, etc). Students will identify their core values and beliefs and acknowledge any biases. Following this, students will describe how these values are consistent/inconsistent with the professional value base. Identify and discuss any concerns, personal reflections or future areas for professional growth.

The paper will be treated with utmost confidentiality, sensitivity and respect.

Length of Assignment: Minimum 5 pages, double-spaced, #12 font

Due Date: Wednesday, October 3, 2001

3. Professional Disclosure Statement:

Students will prepare a professional disclosure statement to introduce themselves to clients. The purpose of this document is to ensure clients are aware of your background, approach, skills and other pertinent information. This tool can assist in ensuring adherence to ethical principles such as competence and informed consent.

The statement may include:

Background, education, experience

Supervisor's name, qualifications, nature of supervision

Therapeutic approach/philosophy/skills

Additional information that you believe is important to share with clients.

The statement should not exceed two pages (preferably one).

Due Date: Wednesday, November 21, 2001

4. Mid-term and final exams:

Exams will be completed in class. The professor in class will confirm dates. Exams will be based upon the assigned readings, classroom lectures and discussions. Additional instructions will be provided.