

I. COURSE DESCRIPTION:

This course is designed to introduce CICE students to ethical decision-making approach, standards and values within the social services field. 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, the CICE student, with assistance from a Learning Specialist, will demonstrate the basic 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 and express the roles that values play in everyday practice.
- C) Demonstrate familiarity with and adherence to 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) Develop awareness of self in terms of values, beliefs, and experiences and understand impact upon relationships with others
- F) 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) Demonstrate ability to apply a systematic approach to solving ethical problems
- C) Engage in reflective practice and a beginning level of critical inquiry when examining self and ethical/professional challenges
- D) Describe the importance of using a consistent process for addressing ethical challenges.
- E) Establish working relationships that reflect professional values and ethics.
- F) Work collaboratively as a member of team and use consultative approach to facilitate a beginning level of critical thinking about ethical dilemmas
- G) Successfully analyze, evaluate and apply relevant information in ethical

decisions

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, spirituality, age, and sexual orientation.
 - G) Show respect for diverse opinions, values, belief systems
 - H) Communicate clearly and concisely in a manner that reflects effective communication and professionalism (both written and verbal)
4. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.

Potential Elements of the Performance:

- A) Identify the legislative framework that governs social service work.
- B) Identify and apply core professional standards of practice
- C) Establish working relationships consistent with professional standards
- D) Produce written documentation in accordance with professional standards and respects/maintains inherent dignity of people

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, use of social media, client rights, competence).
6. Professionalism (self- awareness/accountability/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 (available on line &/or OCSWSSW provides in UBS format)

2. Selected readings available from:
 - a) Journal of Social Work Values & Ethics.
<http://www.socialworker.com/jswve/> (selected readings as assigned by professor)
 - b) The New Social Worker Online.
<http://www.socialworker.com/home/index.php>
 - c) OCSWSSW Practice Notes/Practice Perspective Newsletters

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Mid-Term Exam	25%
2. Journal Summary/Critique	20%
3. Case study	20%
4. Final Exam	25%
5. Attendance, Participation & Professionalism	10%

Course Assignments: Due dates and additional instructions will be provided by professor in class.

Mid-term and final exams:

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

Journal Review/Critique: Grade: 20%

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

NOTE – The CICE Learning Specialist will assist with APA Formatting/Referencing.

**Case Study: In class
Grade: 20%**

Students will be expected to complete a case study applying the concepts learned. 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 & Professionalism:**Grade: 10 %**

Grades for participation and professionalism will be evaluated. Refer to page 7 of course outline.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.

VI. SPECIAL NOTES:

College Practice Statement: If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

Professor Approach: This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to release pertinent information to Student Services in order to promote and support student success and retention.

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.

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.

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.

Students must follow established and agreed upon classroom conduct along with the Sault College Student Code of Conduct. Students are expected to model in the classroom behaviour reflective of the profession.

Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Laptops are permitted if used for class-related matters. Students, who do not abide by this, will lose the laptop/phone privilege in class and/or be asked to leave the class.

Assignments/Tests:

All submissions must be in word processing format (#12 font) and adhere to APA guidelines unless otherwise indicated by professor.

Assignments submitted on time will be considered for grading. Late assignments will be subject to 10% per day deduction (including weekends). It is the student's responsibility to make arrangements in advance of due date and directly with the professor when circumstance may warrant an extension. Students are encouraged to discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.

Students are responsible to contact the professor directly and in advance of test date/time 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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**ALL EXPECTATIONS MET 10 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 8-9 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 80-90% of classes
- Consistently adheres to classroom guidelines and rules

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 5-6 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 lack 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 70 % of classes
- Has experienced some difficulty following expected classroom rules

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-4 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 &/or attends less than 70% of scheduled classes thus impacting ability to participate
- 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.)

CICE Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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.