# PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK

# FLORIDA ATLANTIC UNIVERSITY

# Summer 2019 [3 credits] Instructor: Dr. Allan Barsky

**Ethical Issues in Social Work Practice SOW 6296-001 CRN 12383**

Class meets June 14, 15, 16 & July 13, 14 Class Time: 9:15 am to 4:25 pm

Websites: [www.barsky.org](http://www.barsky.org), [www.fau.edu/ssw](http://www.fau.edu/ssw) Phone: 954.558.5535 (cell M-F, 9 to 5)

# CANVAS: <https://canvas.fau.edu> Office at Boca Raton Campus: SO 321Email: abarsky@fau.edu Office Hours: 1 hour before & after class, or by appointment

Classroom: GS 103

## MSW PROGRAM MISSION

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

## Course Syllabus

This course provides students with a comprehensive exploration of values and ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities.

## Relationship to Other Courses

Although values and ethical issues pervade all social work studies, this course is intended to provide students with an opportunity to study these issues in greater depth than may be provided in other courses. This course will provide students with a basic understanding of their ethical obligations as social workers, as well as a framework for analyzing and managing more complex ethical dilemmas that may arise in practice with individuals, families, groups, organizations, and communities.

## Learning Objectives:

Upon successful completion of this course, students will be able to:

* Reflect upon and clarify their personal and professional values.
* Identify the differences between beliefs, morals, ethics, values, laws, human rights, social responsibilities, and freedoms.
* Locate and interpret social work standards, ethical principles, agency policies, and public laws that are relevant to an array of social work practice situations.
* Present a comprehensive ethical analysis, orally and in writing.
* Identify and draw upon the help of supervisors, attorneys, professional associations, and other sources of assistance when faced challenging ethical issues.
* Apply critical thinking skills (making use of deontological, teleological, and virtue ethics) to assist with the resolution of ethical issues.
* Engage clients in a constructive discussion confidentiality, including the limits on these ethical principles.
* Maximize client rights to self-determination and informed consent, and attend to limits on these principles for involuntary clients, clients who are minors, and clients with impaired decision-making capacity.
* Evaluate the effectiveness of processes used to manage ethical issues, including the extent to which various laws, agency policies, and professional ethics were satisfied or abridged.

## Learning Activities

To master applied ethics, developing social workers need to engage in interactive styles of education. The instructor will explain the meanings of key concepts and provide various frameworks for the resolution of ethical issues. Students will participate in discussions, debates, and role-plays in order to apply these concepts to social work practice situations. The instructor will provide case examples drawn from all levels of social work practice. Students will make use of both theoretical and applied ethics literature.

## Required and Recommended Readings

The following required text is available for purchase at the campus bookstore:

* Barsky, A. E. (2019). *Ethics and values in social work: An integrative approach to a comprehensive curriculum* (2nd ed.)*.* New York: Oxford University Press. ISBN 9780195320954

Also, please bring a copy of the **NASW Code of Ethics** (**2018 edition**) to each of our classes. If you are an NASW member, then NASW should have sent you a copy. You can also download a copy from the NASW website ([www.naswdc.org](http://www.naswdc.org), under the left-most drop-down menu).

Please visit the **CANVAS website** for this course (<https://canvas.fau.edu>) for additional information and readings. Canvas uses the email addresses assigned to you by FAU. You can go into the Notifications tab in Canvas to send copies of notices to other email addresses (though I suggest that you use your FAU address). For assignments, the following **FAU library databases** may be particularly helpful: SocINDEX, Academic Search Complete, PsycInfo, PsycInfo, LegalTrac, and Lexis Uni (for law) [[www.fau.edu/library](http://www.fau.edu/library)].

## Course Schedule and Weekly Readings

In the weekly outline below, “Barsky” refers to chapters or parts from the “required textbook” for this course. Recommended readings are listed in the bibliography toward the end of this syllabus. Other **required** readings (if any) will be made available under Modules in CANVAS. **Due dates** for tests are listed at the end of the chart with the weekly schedule. For flashcards and games to practice key ethics terms, please see <https://quizlet.com/353340977/ethics-and-values-in-social-work-by-allan-barsky-flash-cards>

|  |  |  |  |
| --- | --- | --- | --- |
| Class No. | **Class Date** | Class Description | Readings |
| 1 | **June 14, 2019 – morning** | 1. Introductions
2. Course Outline/Overview
3. Waldo Role-play - Find the Ethical Issues (alternative: Cat Lady, Alexander Street Videos)
4. Definitional Framework: beliefs, values, ethics, laws, morals, human rights, social responsibilities, freedoms, ethical problem, ethical breach, ethical dilemma
5. Self-test
6. Remedies for Breaches: criminal, civil, professional, agency
 | Barsky, Part I – Foundations of Values and Ethics (pp.1-12)NASW Code of Ethics (2018 edition) [www.naswdc.org](http://www.naswdc.org)Prior to class, please complete the **Practice Test** on Part I, pages 1-11 (optional, but highly recommended to ensure you are familiar with online/Canvas tests and types of questions on future tests – see due dates for tests below) |
| 2 | **June 14 – Afternoon** | 1. Values – Mine, Yours, and Ours
2. Theory, Values and Ethics – Macro Perspectives
 | Barsky, Chapter 1 (pp.13-32) Barsky, Chapter 2 (pp.33-47) |
| 3 | **June 15 – Morning** | 1. Theory, Morals, and Ethics – Micro Perspectives
2. Practice, Values, and Ethics – Social Work with Individuals
 | Barsky, Chapter 3 (pp. 48-76)Barsky, Ch. 5 (pp. 104-135) |
| 4 | **June 15 - Afternoon** | * Advanced Values and Ethics – Framework for Managing Ethical Issues (determining breaches, responding to breaches, resolving ethical dilemmas)
 | Barsky, Part II (pp. 269-310) |
| 5 | **June 16 - Morning** | 1. Practice, Values, and Ethics – Social Work with Families
2. Practice, Values, and Ethics – Social Work with Groups
 | Barsky, Ch. 6 (pp. 136-150)Barsky, Ch. 7 (pp. 151-187) |
| 6 | **June 16 - Afternoon** | * Practice, Values, and Ethics – Social Work with Organizations
* Policy, Values, and Ethics
 | Barsky, Ch. 8 (pp. 188-213)Barsky, Ch. 10 (pp. 244-268) |
| 7 | **July 13 - Morning** | * Psychopathology, Mental Health, Values, and Ethics
* Student Presentations
 | Barsky, Ch. 13 (pp. 357-382)Student Handouts |
| 8 | **July 13 - Afternoon** | * Elders, Values, and Ethics
* Student Presentations
 | Barsky, Ch. 16 (pp. 434-463)[skim “Five Wishes” Website: <http://www.agingwithdignity.org/five-wishes.php> ]Student Handouts |
| 9 | **July 14 - Morning** | * Practice, Values, and Ethics – Social Work with Communities
* Student Presentations
 | Barsky, Ch. 9 (pp. 214-243)Student Handouts to be emailed 7 days in advance |
| 10 | **July 14 - Afternoon** | * Student Presentations
* Preparation for Group Paper
 | Additional readings to be announcedStudent Handouts to be emailed 7 days in advance |
| **DUE DATES – PLEASE MARK YOUR CALENDARS NOW, SO YOU DO NOT MISS ANY TESTS or the due date for the GROUP TERM PAPER:****Midterm tests** (on Canvas under “Assignments”) are due by 10 pm on the following dates:June 11 - Practice Test on Part I: Foundations of Values and Ethics (pages 1-12)June 20 – Test on Chapter 1: Values (pages 13-32)June 25 – Test on Chapter 5: Practice with Individuals (pages 105-135)July 1 – Test on Part II – Advanced Ethics and Values (pages 269-310)July 21– Test on Chapter 6: Practice with Families (pages 136-150)July 28 – Optional Make-Up Test on Chapter 16 – Elders (pages 434-463)*(All midterm tests may be completed at any time in advance of the due dates. Each test comprises 10 questions. The instructor will release the correct answers for each test on Canvas as soon as all students in the class have completed that particular test)***Group Term Paper is Due – August 4 at 10 pm** (Upload to Canvas under Assignments/Group Presentation) |

Dates and topics may be subject to changes to accommodate student interests and needs, as well as availability of guest speakers. Please check on CANVAS under “Assignments” or “Modules” for updates, as well as online assignments.

## Tests, Group Presentation, and Group Term Paper

The following three components are required parts of the course:

1. 4 Midterm Tests – On CANVAS Open Book 16%
(Each of the 4 tests is worth 4% for total of 16%)
2. Group Presentation 40%
3. Group Term Paper 44%

 100%

### MIDTERM TESTS

Students will take four required midterm tests based on the required readings from the Barsky text and the related classes. *These tests will be available online (on Canvas, under “Assignments”)*. Each test will include 10 multiple-choice questions. You will have 20 minutes to complete each test. The tests will include application questions, meaning that you will need to know how to apply the concepts to brief case situations and make critical distinctions when applying ethics concepts. *Please read the instructions for each test on CANVAS as you are reading and preparing for the test, so you will know which topics to focus upon*. One purpose of having these tests is to ensure that we all have the same baseline of knowledge about the ethical decision-making process. With this baseline knowledge, we will be able to engage in lively and critical discussion of ethical issues throughout the rest of the course, and in your final exam. Each test can be taken up until 10 p.m. on the due date listed above in the class schedule. The professor will post a practice test to help you prepare for the tests that count. The practice test is highly recommended (but optional) and does not count toward your final grade. The tests are open-book, meaning that you may use your notes or textbook, but you may not consult with or share answers with anyone else (as per the FAU Code of Academic Integrity - <http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>). Students will have an opportunity to do ONE make-up test (as listed on the week-by-week outline) in order to make up for any one of the prior tests (e.g., if the student missed a due date, was sick, had computer problems, or otherwise scored low on a prior test). Your grade for the make-up test will replace your grade for a missed test (if any) or your lowest score on the other tests if you completed all of them. If your lowest score is the one for the make-up test, then it will not be used to replace your other scores. The professor will release the answers to each test after all students have completed the test.

### GROUP PRESENTATION

**Description:** During the first and second classes, students will be asked to organize into groups of **3 to 5** members for the purpose of group presentations as scheduled in the class-by-class outline above. Each group will select a different case study and will be responsible for presentation of 45-60 minutes. You may use any of the cases on pages:

* **353-355 under exercise “3. Developing Policies”** [these cases relate to SW administration]
* **380-381 under exercise “5. Application”** [these cases relate to mental health]
* **402-404 under exercise “3. Managing Issues”** [these cases relate to child welfare]
* **457-459 under exercise “1. Analyze Elder Issues.”** [these cases relate to SW with elders]

The focus of the presentation is to identify the ethical issues raised by the case and present a critical analysis, including AT LEAST ONE PRIMARY ETHICAL DILEMMA or ISSUE that the group will analyze in its presentation. Groups may select among various forms for their presentation: traditional debate,a feminist-informed discussion, a dialogue, interest-based mediation, transformative mediation; professional review hearing, Socratic inquiry, a role play, simulation game, visualization, make-believe game, student-produced video, panel discussion, skit, or other experiential exercise. Students are encouraged to present an *outline of the presentation* to the professor and discuss their plans with him prior to their presentation in order to obtain advanced feedback and suggestions. **Seven days prior to a group’s presentation date, that group will distribute a three to five page “Handout”** to all students in the class, including: Title of the Presentation (case name, page, exercise number), Names of Group Members, Email Addresses of Group Members, Relevant Laws/Ethical Standards/Agency Policies, Identification of the Primary Ethical Issue (stage 1 of the Framework for Managing Ethical Issues), Summary of a Classical Ethicist’s Approach/Concepts (one paragraph), List of Sources that have been Consulted (3-8 sources); and at least two Questions for Class Discussion (email as an attachment to the whole class using the Inbox in Canvas). Please indicate any changes or additions that you are making to original case as presented in the course textbook (e.g., adding a different cultural perspective or additional characters).

**Evaluation of Presentation:** Grading will be based on the following criteria: Selection of relevant, scholarly readings (include at least one classical ethicist or social philosopher – e.g., Hobbes, Kant, Hegel, Rawls, Martha Nussbaum, Philippa Ruth Foot**,** Simone de Beauvoir, John Stuart Mill, Joseph Fletcher, Joseph Soleveitchik, Michael Slote, The Dalai Lama, Nozick, Confucius, Paulo Freire, or Lao Tzu – make sure you can show the relevance of this person’s theories/concepts to your case; if you cannot, then please select another ethicist); Preparation of Handout (described above); accurate identification of the “primary ethical issues/dilemma” raised by the case; connections between case and readings; critical analysis; reflectiveness; engagement of class; linkages to social work values from varied sources; creativity (in process); originality (of argument); and effective use of time. When you identify ethical or legal rules, ensure that you cite original sources, and quote the most relevant sections (do not use a shot-gun approach, for instance, identifying a broad range of rules in hopes that at least some will be on target). All members of a group will receive the same grade. If a group agrees to an alternative arrangement for grading, the group must submit this agreement in writing and signed by all the members prior to their presentation, subject to the approval of the professor.

**Equal Division of Responsibilities:** Please ensure that everyone contributes equally to the presentation, including organizing/planning, brainstorming ideas, researching, preparing the handout, critically thinking through the case, preparing PowerPoint or other audiovisual aids, and participating in the class presentation (you may divide responsibilities among group members, but ensure that there is approximately equal participation over the entire list of responsibilities). ***If a member of the group is not participating equally, then the group is responsible for letting the instructor know at least 7 days prior to the presentation.*** Please do not wait until just before the presentation is to be made. The instructor may ask that member to do a separate, individual assignment.

• Everyone in the group is expected to participate in the oral presentation.

• Please *do not read* your presentation notes or PowerPoint slides.

• If you have more than one ethical issue or question that you want the class to consider, make sure that you present the issues in a logical order (you may need to go through the analysis of each question separately).

• When you state an ethical issue (Stage 1 of the Framework for Managing Ethical Issues) make sure you provide some background facts, express the issue with an open-ended question that highlights the conflicting ethics/values/laws/policies/perspectives, and if there is some “unknown information” that it relevant to determining the ethical issue, describe what that type of information is.

• Come early to set up PowerPoint or any other audiovisual technology, and have back-up plans in case there are problems with any of the technology.

**Alternative Presentation:** An alternative presentation is an “Ethics Audit” (see pp. 338 to 344 and 352 to 353 of the textbook). If interested in conducting and presenting an ethics audit, please meet with the professor for further instructions.

### GROUP TERM PAPER

**Description:** The GROUP TERM PAPER is to be written by students in groups of 2 to 4. Each group must complete the following chart and submit it with their paper. All people in the group will receive the same grade, with the exception of a full grade reduction (A- to B-) for any student who does not do his or her fair share of the work.

**List Approximate Percentages Indicating Who did How Much of Each Task**

**(each row should add up to 100%)**

|  |  |  |  |
| --- | --- | --- | --- |
|  **Name of Group Member** | **1.**  | **2.**  | **3.**  |
| **Organizing how group will meet, complete tasks, etc.** | % | % | % |
| **Conducting literature search** | % | % | % |
| **Identifying ethical issues** | % | % | % |
| **Applying the framework for managing ethical issues** | % | % | % |
| **Writing introduction** | % | % | % |
| **Writing analysis** | % | % | % |
| **Writing conclusion** | % | % | % |
| **Preparing reference list** | % | % | % |
| **Proof-reading** | % | % | % |
| **Other: (specify)** | % | % | % |

Each individual or group will select ONE of two case situations provided by the professor in the final class (assume the cases are situated in Florida unless other locations are provided in the case). Your tasks for this written assignment are to identify ethical issues raised by the case and analyze them according to the "Framework for Managing Ethical Issues" from the course textbook. The analysis should include all six stages and at least two approaches to critical thinking. Papers should be 7 to 12 typed, double-spaced pages, and follow APA format for referencing (no abstract or running heads are required; see template provided on Canvas under Modules; see <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html> for APA formatting help). Submit papers on Canvas under Assignments/Group Presentation (saved as an MS Word document with a filename including *yourlastnames*-ETHICS.docx) by the due date listed in the week-by-week outline.

**Evaluation** will be based on the following criteria: selection of relevant readings (3 to 10, which may include the NASW Code and our course textbook); engagement of the reader; correct use of APA format for references; literary competence, accuracy of information from the literature and class; appropriate application of case facts to the 6 stages of the "Framework for Managing Ethical Issues;" originality of argument; linkages to social work perspectives; and the degree to which the conclusions are supported by critical thinking throughout the paper.

## Grading

Your Final Grade for this course will consist of the sum of the points earned in all examinations and assignments/presentations. Grades will be assigned as follows:

|  |  |
| --- | --- |
| 94 – 100% = A | 73 – 76% = C |
| 90 – 93% = A- | 70 – 72% = C- |
| 87 – 89% = B+ | 67 – 69% = D+ |
| 83 – 86% = B | 63 – 66% = D |
| 80 – 82% = B- | 60 – 62% = D- |
| 77 – 79% = C+ |  0 – 59% = F |

**Note:** To obtain a designated letter grade, one must reach the full percentage value for the lower limit of that grade.

## Academic Policies and Regulations

For the Academic Policies and Regulations in the Graduate Catalog see <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This website contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### CLASS ATTENDANCE

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education’s requirements for professional behavior, attendance for all classes is required. More than one unexcused absence (more than 3 hours), excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students must present a written excuse from a health care provider for excused absences due to illness or other documentation as requested by the instructor for excused absences (also, please propose and submit an appropriate make-up assignment for missed class time). If a student misses more than 6 hours of classes - whether or not there is a documented, excused absence – the student may receive a failing grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

## Bibliography

Association for Advancement of Social Work with Groups (2006). Standards for social work practice with groups. Retrieved <http://www.aaswg.org/standards-social-work-practice-with-groups>

Barsky, A. E. (n.d.). *Ethics alive* (regular column of ethics articles in a free-access online magazine). *The New Social Worker*. Available from <http://www.socialworker.com/feature-articles/ethics-articles>

Barsky, A. E. (2019). Technology in field education: Managing ethical issues. *Journal of Technology in Human Services*. doi:10.1080/15228835.2019.1578326

Barsky, A. E. (2018). Serious imminent harm to non-identifiable others: Updated exceptions to confidentiality. Journal of Baccalaureate Social Work, 23, 342-353. doi:10.18084/1084-7219.23.1.341

Barsky, A. E. (2017). *Conflict resolution for the helping professions*. New York: [Oxford University Press](http://www.oup.com/).

Barsky, A. E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services. 35*(1), 1-12.

Barsky, A. E. (2012). [*Clinicians in court: A guide to subpoenas, depositions, testifying, and everything else you need to know*](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/barsky.htm&dir=pp/law&cart_id=507849.16065). New York: [Guilford Press](http://www.guilford.com/).

Beauchamp, T. L., & Childress, J. F. (2012). *Principles of biomedical ethics* (6th ed.). New York: Oxford University Press.

Bentham, J. (1823). *An introduction to the principles of morals and legislation.* Retrieved from <http://www.laits.utexas.edu/poltheory/bentham/ipml/ipml.c01.html>.

Budziszewski, J. (2017). *Commentary on Thomas Aquinas’s virtue ethics.* Cambridge, UK: Cambridge University Press.

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10th ed.)*.* Belmont, CA: Cengage. (<http://www.cengage.com>)

Council on Social Work Education (2015). *Commission on accreditation: Handbook of accreditation standards and procedures* (6th Ed.). Alexandria, VA: Author. (available: <http://www.cswe.org>)

Family Educational Rights and Privacy Act of 1994, 20 U.S.C. Available: <http://www.usdoj.gov>.

Florida Administrative Code 64B4-9.001. Requirements for client records. Retrieved from <https://www.flrules.org/gateway/RuleNo.asp?ID=64B4-9.001>

Florida Statutes: [http://www.leg.state.fl.us/STATUTES](http://www.leg.state.fl.us/STATUTES/) (including Chapters 39 on Child Abuse, 397 on Substance Abuse, 491 on SW Licensure, and 744 on Guardianship)

Freedom of Information Act 5 USC 552. Available: <http://www.usdoj.gov/foia/04_3.html>.

Grady, C., Cummings, S., Rowbotham, M., McConnell, M., Ashley, E., & Kang, G., (2018). Informed consent. *New England Journal of Medicine*, *376*, 856-867.

Kant, I. (1979/Orig.1779). *Lectures on ethics.* Translated by L. Infield. London: Methuen.

Menikoff, J., Kaneshiro, J., & Pritchard, I. (2018). The Common Rule, updated. *New England Journal of Medicine, 376*(7), 613-615.

Mill, J. S. (1863). *Utilitarianism.* Retrieved from <http://utilitarianism.com/mi111.htm>.

Moyer, M., & Crews, C. (2016). *Applied ethics and decision making in mental health.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

National Association of Social Workers. (2018). Code of Ethics. Washington, DC: Author. Retrieved from <http://www.naswdc.org>

National Association of Social Workers, Council on Social Work Education, Association of Social Work Boards, & Clinical Social Work Association. (2017). *Practice standards on social work and technology.* Washington, DC: Author. Retrieved from <https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>

Pollock, J. (2014). *Ethical dilemmas and decisions in criminal justice*. Belmont, CA: [Cengage](http://www.cengage.com).

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

Reamer, F. G. (2018a). Ethical standards in social work: A review of the NASW Code of Ethics (3rd ed.). Washington, DC: NASW Press.

Reamer, F. J. (2018). Pursuing social work's mission: The philosophical foundations of social justice. *Journal of Social Work Values and Ethics*, *15*(1), 34-42. Retrieved from <http://jswve.org/download/15-1/15-1-Articles/34-Pursuing-SW-Mission-15-1-rev.pdf>

Papouli, E. (2018). Aristotle’s virtue ethics as a conceptual framework for the study and practice of social work in modern times in modern times. *European Journal of Social Work.* doi:[10.1080/13691457.2018.1461072](https://doi.org/10.1080/13691457.2018.1461072)

Saltzman, Ohman, & Furman, (2016). *Law in social work practice.* Belmont, CA: [Cengage](http://www.cengage.com/).

Smolinski, K. (2019). Legal and ethical aspects of care. In B. Sumser, M. Leimena, & T. Altilio, (Eds.). *Palliative care: A guide for health social workers*. New York: Oxford University Press.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most* (2nd ed.). New York: Penguin.

Tarasoff, II, 17 Cal 3d.425, 551 P 2d 334, 131 Cal.Rptr. 14, 1976, vacating Tarasoff I, 13 Cal. 3d 117, 529 P. 2d 553, 118 Cal.Rptr. 129, 1974.

Wrape, E. R., & McGinn, M. M. (2018). Clinical and ethical considerations for delivering couple and family therapy via telehealth. Journal of Marital and Family Therapy (Advance online publication). Retrieved from <http://dx.doi.org.ezproxy.fau.edu/10.1111/jmft.12319>

Wright, T. L. (2017). *Family guide to preventing elder abuse*. New York: Skyhorse.

Websites

American Society for Bioethics and Humanities: <http://www.asbh.org>

Association of Family and Conciliation Courts (Standards of practice for family mediators, parenting coordinators, and custody evaluators): <https://www.afccnet.org/Resource-Center/Practice-Guidelines-and-Standards>

Association for Practical and Professional Ethics: <https://appe-ethics.org>

Association for Specialists in Group Work (Group Work Standards): <http://www.asgw.org>

Center for the Study of Ethics in the Professions: <http://ethics.iit.edu/codes/coe.html>

Ethics and Malpractice: <http://www.kspope.com/ethics/malpractice.php>

Florida Bioethics Network - <http://www6.miami.edu/ethics/fbn/index.html>

Foundations of Critical Thinking: <http://www.criticalthinking.org>

Institute for Global Ethics: <http://www.globalethics.org>

*Journal of Law, Medicine, and Ethics:* https://aslme.org/Publications

*Journal of Moral Education:* https://www.amenetwork.org/jme

*Journal of Social Work Values and Ethics:* http://jswve.org

Moral Foundations: (includes questionnaires on morals that you can complete) <http://www.moralfoundations.org> or <http://faculty.virginia.edu/haidtlab/mft/index.php>; Jonathan Roach <http://www.righteousmind.com>

National Association of Social Workers: <http://www.naswdc.org> (including Ethics Tip Sheets, Ethical Standard of the Month, Professional Review Manual, and Social Work Ethics and Law Institute)

National Institutes of Health—Human Subjects Review Training: <http://ohsr.od.nih.gov/cbt/index.html>

Tuskegee University, National Center for Bioethics in Research and Health Care (including concerns specific to African Americans and other underserved people): <http://www.tuskegee.edu/bioethics>

World Values Survey Association, [www.worldvaluessurvey.org](http://www.worldvaluessurvey.org)

## Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.*

*Complete work in a timely fashion and according to directions provided.*

*Come to class prepared, with readings and other homework completed.*

1. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.*

*Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

1. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

1. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens*

*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*

*Take responsibility for the quality of completed tests and assignment.*

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

1. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other’s work properly.*

*Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed.*

*Accept and benefit from constructive feedback*

*Submission of Papers:**Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

1. **Diversity**: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*

*Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

1. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.*

*Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student’s participation in the program on the basis of professional non-suitability if the School’s faculty members determine that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

1. Academic cheating, lying, or plagiarism.
2. Behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### Policy on Use of Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Student Accessibility Services ([http://fau.edu/sas/)](http://fau.edu/sas/%29). When the instructor’s consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

**STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

**DISCRIMINATION OR HARASSMENT** – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance ( <https://www.fau.edu/eic> ). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

**RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

**ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

 Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

 Please advise the instructor at the beginning of the term if you require accommodations for *religious holidays*.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER**

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau,edu/counseling/

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and MSW policies at http://cdsi.fau.edu/ssw/current-students/msw