

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

**SOCIAL WORK VALUES AND ETHICS  
SWK 6134**

**FALL 2025**

**COURSE DESCRIPTION**

This course is designed to assist students at the advanced level of practice to assess their work with individuals, families, groups, and communities from an ethical perspective. This course will provide the theory and framework for 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. Prerequisite(s): SWK 6003, SWK 6004, SWK 6100, SWK 6133, SWK 6531, SWK 6532

**SOCIAL WORK COMPETENCIES** (click the link for a list of all nine competencies)

**SOCIAL WORK COMPETENCIES**

The Council of Social Work Education requires all accredited schools of social work to assess nine competencies. The rubric below evaluates the following competency using assignment #2 (Final Assignment).

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

**Measure 1A:** Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Competency Measure Rubric (Measured from Assignment #2):

Behavior Indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
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Uses the NASW Code of Ethics to guide ethical decision making and in ethical decision making models	Does not demonstrate any application of the NASW Code of Ethics to guide ethical decision making, or when employing ethical decision making models to resolve ethical dilemmas.	Demonstrates some ability in using the NASW Code of Ethics to guide ethical decision making, but does not apply the Code of Ethics when using ethical decision making models.	Demonstrates an ability to use the NASW Code of Ethics to guide ethical decision making and has an adequate ability in applying the Code of Ethics in ethical decision making models	Demonstrates a keen ability in applying the NASW Code of Ethics to guide ethical decision making and consistently uses the Code of Ethics as a primary source in ethical decision making models.
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The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address:  
<https://yeshiva.tk20.com/campustoolshighered/start.do>

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: <https://www.yu.edu/wurzweiler/msw/assessment>

## 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, including lecture, class discussion, discussion boards, presentations, class exercises, and video, but mainly through a dialogical interchange of ideas, questions and answers. Students are strongly encouraged to confront ideas which challenge them and their own belief systems; interact with, and learn from fellow students; and ask questions and seek answers to the challenging course material. This class includes 37.5 contact hours. Students will be in class live online with the professor for 2 hours each week for 14 weeks and will complete an additional 9.5 hours throughout the semester on four interactive written discussion board assignments with the professor and peers.

## 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 <sup>rd</sup> session

Assignment #2: Midterm	30%	8 <sup>th</sup> session
Assignment #3: Presentation	40%	9-14 Session
Completion of assigned readings, attendance, participation in class & Canvas assignments	20%	

### Rubric for Participation, Attendance and Comportment

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives  8 points	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.  6 points	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.  4 points	Attends class regularly but <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

- Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press. 978-0190678111
  - 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. (2018). *Social work values and ethics*, (5<sup>th</sup> ed.) New York: Columbia University Press.
- Do not purchase texts until speaking with the professor.**

### Recommended Texts

- Levine, C. (2013). Taking sides: Clashing views on bioethical issues, (13<sup>th</sup> 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 1A:** Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

**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**

# **WRITTEN PAPER**

### **(FINAL PAPER): An Ethical Dilemma - - 10-12 pages**

- (1) Introduce the topic in which you will be presenting your conflict situation. Include information about the practice setting, population served, etc.
- (2) Provide a case in which the social worker is facing an ethical dilemma. Describe the specific conflict situation. Refer to Case 7.3 in the Linzer book for an example about how to present the conflict.
- (3) Using the heading of Ethical Dilemma, discuss what makes this conflict an ethical dilemma for the social worker. See p. 77 & 78 of the Linzer book -paragraph 2 and beyond. Use this discussion as a guide for this section. At the end of this section, present the ethical dilemma in one or two sentences. Case 7.3, under 'discussion' first sentence provides guidance.
- (4) **Detail how this is an ethical dilemma specifying the principles in conflict** – what are the primary principles emanating from the NASW Code of Ethics that are in conflict – detailing the two equally acceptable directions the case can go, guided by two (or more) principles that take this case in one or

another direction. Draw from the following list of principles: Autonomy, Justice, Non-Maleficence, Beneficence, Paternalism, Fidelity, Veracity, Confidentiality

For example, your agency (John Doe Nursing Home) has a long waiting list before an individual can move in. Peter, the president of the board of the John Doe Board of Directors, who just donated \$ to build a new wing, wants his mother to move in. On the one hand, you have **Fidelity** to the client and agency (which benefits from Peter's generosity and service), and on the other hand, you have duty to follow a just and equitable policy that promotes fairness and **Justice**. **Do you say yes to Peter (Fidelity), or no (Justice)?**

### **Fidelity Vs. Justice**

- (5) 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).
- (6) 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.
- (7) Identify possible courses of action and the benefits/costs and possible outcomes of each.
- (8) Describe your decision/resolution and explain how and why you arrived at that decision. See the Resolution on p. 56.
- (9) Discuss how/if your personal values entered into the decision-making process.
- (10) Did you feel any moral traces? Describe. Review Robert Nozick's discussion of 'moral traces' and apply to your own feelings regarding this dilemma. Nozick is referenced in the Linzer book, and in numerous other publications (do a search for Nozick and moral traces). For more in-depth reading on the subject, see Nozick's book (Moral Complications and Moral Structures," Natural Law Forum, 1968, p. 1-50).
- (11) With the heading of Conclusion, summarize your paper, make reference to a reading or two, and point to the need for additional thinking and research.

Use APA style consistently. Proofread and use spell-check. Follow this outline accurately. Paper should be 10-12 pages long, double spaced, written according to APA style. Proofread and use spell and grammar check before submitting.

# **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 emanating from the NASW Code of Ethics that are in conflict – detailing the two equally acceptable directions the case can go, guided by two (or more) principles that take this case in one or another direction.

For example, a client who would like to self-determine their own course of action (**self determination** – NASW Ethical Standard 1.02) and yet lack full decision making capacity and surrogate decision makers (NASW Ethical Standard 1.14) requiring that the worker call on the principle of **paternalism** and make the decision for the client.

#### Self Determination Vs. Paternalism.

(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 Preferred Conceptions, 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).

## 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)  
**Detail how this is an ethical dilemma** – what are the primary principles emanating from the NASW Code of Ethics that are in conflict – detailing the two equally acceptable directions the case can go, guided by two (or more) principles that take this case in one or another direction.

For example, a client who would like to self-determine their own course of action (**self determination** – NASW Ethical Standard 1.02) and yet lack full decision making capacity and surrogate decision makers (NASW Ethical Standard 1.14) requiring that the worker call on the principle of **paternalism** and make the decision for the client. **Self Determination Vs. Paternalism.** (2-3 minutes)

- (4) **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
- (5) **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)
- (6) **Tell the class how this conflict was resolved** – or if it's ongoing, etc. (1 minute).

### GRADING RUBRIC FOR PAPERS

	<b>Competent</b> (A= 94-100; A- = 90-93)	<b>Developing Competence</b> (B+ = 87-89; B= 83-86)	<b>Emerging Competence</b> (B-=80-82; C+ = 75-79)	<b>Lacks Competence</b> (C=70-74 F<70)
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<b>Intro &amp; conclusion</b>	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.
<b>Content &amp; depth of analysis</b>	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.
<b>Integration of literature &amp; class discussions</b>	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.
<b>Organization &amp; Clarity</b>	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.
<b>Mechanics</b>	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 participate in the evaluation process.

**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/>

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services, [Wilfods@yu.edu](mailto:Wilfods@yu.edu), during the first week of class. All procedures, responsibilities and expectations will be reviewed during your appointment. The office is located in the Belz Building, suite 412. Once you have been approved for accommodations, please submit your accommodation letter and discuss any specifics with me to ensure the successful implementation of your accommodations.



## 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](http://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](mailto:gross@yu.edu) or [ereserves@yu.edu](mailto: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](mailto:gross@yu.edu) or [ereserves@yu.edu](mailto: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](http://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](http://www.grammarly.com/plagiarism_checker) [www.dustball.com/cs/plagiarism.checker](http://www.dustball.com/cs/plagiarism.checker) [www.plagtracker.com](http://www.plagtracker.com)  
[www.plagium.com/](http://www.plagium.com/)

[www.plagscan.com/seesources/](http://www.plagscan.com/seesources/)

[www.duplichecker.com/](http://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. INCOMPLETE POLICY**

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

## **XI. 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.

## **XII. 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**.

## **XIII. AI POLICY**

The objective of this protocol is to define clear guidelines for the appropriate use of Artificial Intelligence (AI) tools and platforms, such as ChatGPT at WSSW. These guidelines aim to preserve academic integrity, prevent plagiarism, and promote independent scholarly work while acknowledging the potential benefits of AI tools in enhancing research and learning. Though AI tools do offer some potential for enhancing the learning experience, these tools also present significant risks related to academic dishonesty, particularly plagiarism, and the undermining of critical thinking and originality in scholarly work. Students may use AI tools for the following purposes, provided these uses are in addition to their own creative efforts and they are not relying exclusively on AI.

- (1) **Research Assistance:** ChatGPT and other similar tools should not replace primary research and initial literature searches. Tools such as ProQuest, PubMed, and Google Scholar should first be consulted. Students may use other AI tools to supplement an initial search into a topic, but only after academic databases, libraries, or other reputable scholarly sources are used and referenced. All sources derived from AI should be carefully checked as they are frequently incorrect.

- (2) **Language Support:** AI can assist with language translation, grammar checks, and vocabulary. WSSW's Writing Consultants should be sought for any writing beyond these areas. Tools such as Grammarly may be used to assist in proofreading, but they should not be used in any way to generate ideas, arguments, or content for assignments.

The use of AI language models, such as ChatGPT, for the purposes listed above, are subject to strict adherence to certain conditions. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic growth.

The following actions are prohibited, and will be considered academic misconduct.

- (1) **Content Generation:** Students are prohibited from using AI platforms, including ChatGPT, to generate any content submitted as original work.
- (2) **Conceptualization and Analysis:** Students may not use AI tools to develop original arguments, ideas, analysis, hypotheses, conclusions, or to structure, summarize, paraphrase, or contextualize content for assignments. The cognitive work of creating ideas, forming arguments, and critically engaging with course material must be entirely the student's own effort.

If you are in need of assistance in these areas, we advise using the Writing Consultants. The use of AI language models, such as ChatGPT will be checked by your professor to ensure that your work is your own. Turnitin and other plagiarism detection tools will be used to verify the originality of your work. Any submission that includes this content presented as the student's own work constitutes plagiarism (see WSSW Policy Manual). More specifically, any content created that is not your own qualifies as academic misconduct and will be referred to the Student Review Committee for further action. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic and professional growth. If there are questions regarding the authenticity of your work, your professor will contact you.

#### **XIV. COURSE SCHEDULE**

\*Indicates available on E-RES -

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

##### Learning Themes

1. The nature of values
2. Definition of values
3. Values in contrast to preferences
4. The function of values
5. Knowledge vs values
6. Values in diverse populations

\*Discussion Board 1

##### **Readings:**

\*Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press. p. 1-13

\*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**

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*, (5<sup>th</sup> ed.) New York: Columbia University Press.

## **Chapter 1 & 2**

### **UNIT II. Value Conflicts: (a) Between Social Worker and Client; (b) Between Personal & Professional (Session 4-5)**

#### 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. Personal Values Assessment Activity: Dealing with personal values and ethics and their interface with professional values and ethics.

#### **Readings:**

Conmartin, E.B., & Gonzales-Prendes, A.A. (2011). Dissonance between personal and professional values: Resolution of an ethical dilemma. *Journal of Social Work Values and Ethics*, 8(2), 5-14.

Danzig, R. (1986) Religious values vs. professional values: Dichotomy or dialectic? *The Jewish Social Work Forum*, 22, 41-53.

Gelmez, Özge Sanem Özateş, Öngen, Çağıl, & Hatiboğlu, Burcu. (2019). Pathways from personal towards professional values: Structured small-group work with social work students. *Education as Change*, 23(1), 1-25

\*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.

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

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.

Ranz, R., (2021). Developing social work students' awareness of their spiritual/religious identity and integrating it into their professional identity: Evaluation of a pilot course. *The British Journal of Social Work*, 51(4) 1392-1407.

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 (12<sup>th</sup> 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 (12<sup>th</sup> 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 (13<sup>th</sup> 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)

### 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

### \*Discussion Board 2

## Readings:

- \*Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press. **Chapter 5 & 6**
- 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), 22-37.
- Smith, M., & Murray, F. (2021). An ethical framework for interprofessional social work education and practice with clients and professionals. *Journal of Human Services: Training, Research, and Practice*, 7(1). 21-31
- Toulmin, S. (1981). The tyranny of principles. *The Hastings Center Report*, 11(6), 31-39.
- Workers, N.A. (2022) *NASW Code of Ethics* (Guide to the Everyday Professional Conduct of Social Workers). NASW

## Unit IV. Ethics (Sessions 8-14).

## 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:**

\*Abramson, M. (1989). Autonomy vs. paternalistic beneficence: Practice strategies. *Social Casework*, 70, 101-105.

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.

\*Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press. **Chapter 1**

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; Chapter 9 – Moral Theories**

Cwikel, J., & Friedmann, E. (2020). E-therapy and social work practice: Benefits, barriers, and training. *International Social Work*, 63(6), 730–745. <https://doi.org/10.1177/0020872819847747>

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

Freddolino, P.P., Earle, M.J., & Hampson, R. (2022) Lessons from the field during a pandemic: students' views of ethics in e-therapy. *Social Work Education*. DOI: [10.1080/02615479.2022.2142550](https://doi.org/10.1080/02615479.2022.2142550)

Frewat-Nikowitz, S. (2018). The Many Faces of the Arab Woman. The APA Convention, 2008.

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

LaSala, M., & Goldblatt, E. (2019) A bioethics approach to social work practice with transgender clients. *Journal of Gay & Lesbian Social Services*, 31(4), 501-520.

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

Nittari, G., Khuman, R., Baldoni, S., Pallotta, G., Battineni, G., Sirignano, A., Amenta, F., & Ricci, G. (2020). Telemedicine practice: Review of the current ethical and legal challenges. *Telemedicine and e-Health*, 26, 1427-1437.

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*, (5<sup>th</sup> ed.) New York: Columbia University Press. , **CHAPTER 3.**

Walker, R. & Staton, M. (2000). Multiculturalism in social work ethics. *Journal of Social Work Education*, 36(3), 449-462.

Westwood, S. (2022). Religious-based negative attitudes toward LGBTQ people among healthcare, social care and social work students and professionals: A review of the international literature. *Health & Social Care in the Community*, 30(5).

## Session #9

### Learning Themes

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

### **\*Discussion Board 3**

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

Understanding unique ethical issues with families, groups and organizations

### **Readings:**

Argüello, T. M. (2022). LGBTQ+-affirmative practice in social work. In L. Rapp-McCall, K. Corcoran, & B. Roberts (Eds.), *Social workers' desk reference* (4<sup>th</sup> ed.), 77-83. Oxford University Press.

\*Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press. **Chapter 7-9**

Reamer, F.G. (2018). *Social work values and ethics*, (5<sup>th</sup> 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.

### **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

### Learning Themes

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

### **Readings:**

Antifaef, K. (2019). Social work practice with medical assistance in dying: A case study. *Health & Social Work*, 44(3), 185-192.

\*Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press. **Chapter 15 & 16**

Beauchamp, T.L. & Childress, J.F. (2019). *Principles of biomedical ethics*, (8th ed.). New York: Oxford University Press. **Chapter 7: Justice**

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>)

Rawls, J. (1957). Justice as fairness. *The Journal of Political Philosophy*, 54(22), 653-662.

Stewart, C. (2013). Resolving social work value conflict: Social justice as the primary organizing value for social work. *Journal of Religion and Spirituality in Social Work*, 32(2), 160-176.

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

Wakefield, J. C. (1988). Psychotherapy, distributive justice, and social work: I. Distributive justice as a conceptual framework for social work. *Social Service Review*, 62, 187-210.

#### 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* (13<sup>th</sup> Ed.)

### Session #13-14

#### Learning Themes

1. Ethical issues in research
2. Ethical issues in Supervision & Administration
3. Diversity, equity & inclusion in ethical decision making

#### **\*Discussion Board 4**

#### Readings:

\*Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press. **Chapter 4 & 11**

Bussey, S., Thompson, M., & Poliandro, E. (2021). Leading the charge in addressing racism and bias: implications for social work training and practice. *Social Work Education*, 41(3). 1-19. 10.1080/02615479.2021.1903414.

Harris, M. S. (2022). The significance of diversity, equity, and inclusion in social work leadership. In M. Wolmesjo (Ed.), *Social work: Perspectives on leadership and organization*. <https://doi.org/10.5772/intechopen.106608>

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

Rowan, D. (2018). Practice-informed research: Contemporary challenges and ethical decision-making. *Journal of Social Work Values & Ethics*, 15(2), 15-22.

Sweifach, J. (2015) A look behind the curtain at social work supervision in interprofessional practice settings: Critical themes and pressing practical challenges. *The European Journal of Social Work*, 22(1), 59-68.

Tajima, E. (2021). First, do no harm: From diversity and inclusion to equity and anti-racism in interpersonal



violence research and scholarship. *Journal of Interpersonal Violence*, 36(11-12).  
<https://doi.org/10.1177/08862605211012999>

### 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 (13<sup>th</sup> Ed.).

### Bibliography

Antifaef, K. (2019). Social work practice with medical assistance in dying: A case study. *Health & Social Work*, 44(3), 185-192.

Azzopardi, C., (2020). Cross-cultural social work: A critical approach to teaching and learning to work effectively across intersectional identities. *The British Journal of Social Work*, 50(2), 464-482.

Barsky, A. E. (2022, November). Ethics alive! Anti-woke laws and social work ethics. *The New Social Worker*. <https://www.socialworker.com/feature-articles/ethics-articles/anti-woke-laws-social-work-ethics>

Barsky, A. E. (2019). Ethics alive! Dialogues on gun violence: The role of social work values and principles. *The New Social Worker*, 26(2), 4-5. [http://www.socialworker.com/topics/allan\\_barsky](http://www.socialworker.com/topics/allan_barsky)

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

Congress, E. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1(1), 1-25.

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>)

Janebova, R. (2019). But don't tell anybody: The dilemma of confidentiality for the lone social worker in the context of child protective services. *International Social Work*, 62(1), 363-375.

Jordan S. P., Mehrotra G. R., & Fujikawa K. A. (2020). Mandating inclusion: Critical trans perspectives on domestic and sexual violence advocacy. *Violence Against Women*, 26(6-7), 531-554.

Juntunen, C., Crepeau-Hobson, F., Riva, M., Baker, J., Wan, S., Davis, C., Caballero, A (2023). Centering equity, diversity, and inclusion in ethical decision-making. *Professional Psychology Research & Practice*, 54(1), 17-27

Levy, C.S. (1976). *Social work ethics*. New York: Human Sciences Press.

Linzer, N. (1999). *Resolving ethical dilemmas in social work practice*. Boston: Allyn & Bacon.

Lutman-White, E., & Angouri, J. (2022). Marginal voices: Exploring presence and participation in interactions in child protection conferences. *Discourse & Society*, 33(3), 324-348.

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

- Mifsud, A., & Herlihy, B. (2022). Ethical standards for a post-COVID-19 world. *Journal of mental health counseling*, 44(1), 82-96.
- Miller, Y., & Kark, R. (2019). Her/his ethics? Managerial ethics in moral decision-making from a contextual, gendered, and relational perspective. *Sex Roles*, 80(3/4), 218-233
- Millstein, K. (2000). Confidentiality in direct social-work practice: Inevitable challenges and ethical dilemmas. *Families in Society*, 81(3), 270-282.
- National Association of Social Workers (NASW). (2021). *National Association of Social Workers Code of Ethics*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- National Association of Social Workers. (2015). Standards and indicators for cultural competence in social work practice. Washington, DC: Author.
- Reamer, F. (1993). *The philosophical foundations of social work*. New York: Columbia.
- Reamer, F. G. (1998). The evolution of social work ethics. *Social Work*, 43, 488-500.
- Reamer, F.G. (2018). *Social work values and ethics*, (5<sup>th</sup> ed.) New York: Columbia University Press.
- Reamer F. G. (2019). Essential ethics knowledge in social work. In S. M. Marson & R. E. McKinney (Eds), *The Routledge handbook of social work ethics and values* (pp. 468–479). Routledge.
- Reamer, F.G. (2021). The trolley problem and the nature of intention: Implications for social work ethics. *Social Work*, 45(4), 355-372.
- Scheyett, A. (2021). The responsibility of self-care in social work, *Social Work*, 66(4), 281–283, <https://doi.org/10.1093/sw/swab041>
- Strom-Gottfried, K. (2019). Ethics in health care. In S. Gehlert & T. Browne (Eds.), *Handbook of health social work* (3<sup>rd</sup> ed., pp. 39-70). John Wiley & Sons.
- Witkin, S. (2000). Ethics-r-us. *Social Work*, 45(3), 197-200.