

Syllabus
SOWK 308 Social Work Ethics,
(3 credits)

COURSE DESCRIPTION

This course introduces aspiring social workers to ethical decision-making by applying the standards of the NASW (National Association of Social Workers) Code of Ethics, models for ethical decision-making, ethical conduct of research, ethical use of technology, and relevant laws and regulations.

REQUIRED TEXTS & RESOURCES

Reamer, F. G. (2013). *[Social work values and ethics \(4th ed.\)](#)*. New York: Columbia University Press. ISBN-13: 978-0231161893. ISBN-10: 0231161891

NASW Code of Ethics:

https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzel%3d&portalid=0

Week 1: "What Matters Most in Life?" www.youtube.com/watch?v=Lg-wNxJ5XxY

Week 2: "Motivation to Find the Truth"

www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong

Week 3: "Ideas Worth Spreading"

www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm

Week 4: "Setting Boundaries with Clients" www.youtube.com/watch?v=pX9x_w8ME9s

Week 5: "Managing Personal Values" www.youtube.com/watch?v=c7wY5SDknAE

Week 6: "Global Citizenship"

https://www.ted.com/talks/gordon_brown_on_global_ethic_vs_national_interest

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.Point.edu/Bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started	Introduce Yourself Forum	Due Sunday
Week 1		
	What Are Values?	
	Reading: Chapter 1; PowerPoint: Chapter 1	N/A
	Video: "What Matters Most in Life?" www.youtube.com/watch?v=Lg-wNxJ5XxY	N/A
	Threaded Discussion: Code of Ethics	Due Week 1, Day 5
	Threaded Discussion: Biblical Considerations (1 Samuel 26:15-25)	Due Week 1, Day 5
	Assignment: Video Review/Application	Due Week 1, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 2		
	Moral Philosophy, Values, and Religion	
	Reading: Chapters 2, 3; PowerPoint Chapters 2, 3	N/A
	Video: "Motivation to Find the Truth" www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong	N/A
	Threaded Discussion: Code of Ethics	Due Week 2, Day 5
	Threaded Discussion: Biblical Considerations (Romans 12:4-11)	Due Week 2, Day 5
	Assignment: Video Review/Application	Due Week 2, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 3		
	Values, Politics, and Realism	
	Reading: Chapters 4, 5; PowerPoint Chapters 4, 5	N/A
	Video: "Ideas Worth Spreading" www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm	N/A
	Threaded Discussion: Code of Ethics	Due Week 3, Day 5
	Threaded Discussion: Biblical Considerations (Psalm 82:1-8)	Due Week 3, Day 5
	Assignment: Video Review/Application	Due Week 3, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 4		
	Professionalism and Power	
	Reading: Chapters 6, 7; PowerPoint Chapters 6, 7	N/A
	Video: "Setting Boundaries with Clients" www.youtube.com/watch?v=pX9x_w8ME9s	N/A

	Threaded Discussion: Code of Ethics	Due Week 4, Day 5
	Threaded Discussion: Biblical Considerations (Luke 22:25-30)	Due Week 4, Day 5
	Assignment: Video Review/Application	Due Week 4, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 5		
	Risk, Self-Determination, and Privacy	
	Reading: Chapters 8, 9; PowerPoint Chapter 8, 9	N/A
	Video: "Managing Personal Values" www.youtube.com/watch?v=c7wY5SDknAE	N/A
	Threaded Discussion: Code of Ethics	Due Week 5, Day 5
	Threaded Discussion: Biblical Considerations (Deuteronomy 30:15-16)	Due Week 5, Day 5
	Assignment: Video Review/Application	Due Week 5, Day 7
	Group: Final Paper (Paper/PPT): Continue Preparation	
Week 6		
	Ethics and Oppression	
	Reading: Chapters 10, 11; PowerPoint Chapter 10, 11	N/A
	Video: "Global Citizenship" https://www.ted.com/talks/gordon_brown_on_global_ethic_vs_national_interest	N/A
	Threaded Discussion: Code of Ethics	Due Week 6, Day 5
	Threaded Discussion: Biblical Considerations (Leviticus 19:18)	Due Week 6, Day 5
	Assignment: Video Review/Application	Due Week 6, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 7		
	Understanding the Dimensions of Diversity	
	Reading: Chapter 12; PowerPoint Chapter 12	N/A
	Threaded Discussion: Code of Ethics	Due Week 7, Day 5
	Threaded Discussion: Biblical Considerations (John 4:4-9)	Due Week 7, Day 5
	Final Group Project (Paper/PPT)	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Assignment: Video Review/Application (6 @ 50pts)	300
Threaded Discussion (14 @ 25pts)	350
Final Paper (Paper: 200pts/Narrated PPT: 150pts)	350
Total Points:	1005

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar. <http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Equip students with theoretical and philosophical foundations for generalist social work practice, including a legal, ethical, and theological framework for service.		Program Objective(s)
	Objective 1.1: Students will explain the difference between values and ethics.	1.5
	Objective 1.2: Students demonstrate a foundational working knowledge of models for ethical decision-making in social work, including the NASW (National Association of Social Workers) Code of Ethics.	1.5
	Objective 1.3: Students will show an understanding of different approaches to moral philosophy.	1.5
	Objective 1.4: Students will be able to describe the social worker's competing values (moral and religious) that conflict with ethical standards.	1.5
	Objective 1.5: Students will be able to define realism and its implication on social work ethics.	1.5
Goal 2: Students develop their personal philosophy of generalist social work practice, integrating faith and vocation.		
	Objective 2.1: Students will define professionalism and describe its implication on professional ethics.	1.5
	Objective 2.2: Students will be able to identify the ethical issues that come with the power of being a social worker.	1.5
	Objective 2.3: Students will identify ways to manage ethical challenges within social work.	1.5

	Objective 2.4: Students will identify the historical implications that religious beliefs have on social work values.	1.5
	Objective 2.5: Students will explain how theoretical models have challenged the use religious values and beliefs in the use of social work with populations.	1.5
Goal 3: Develop professional skills, attitudes, and behaviors essential for effective generalist social work practice.		
	Objective 3.1: Students will define and explain the key concepts of a person's rights to self-determination.	1.5, 2.9
	Objective 3.2: Students will explain the difference between and when to use privacy, confidentiality and sharing of information appropriately.	2.9
	Objective 3.3: Students consistently conduct themselves in a legal and ethical manner in accordance with Christian values, the NASW (National Association of Social Workers) Code of Ethics, and other standards appropriate for the context.	2.9
	Objective 3.4: Students will understand the different approaches to the philosophy of resources being allocated to diverse populations in social care delivery.	2.9
	Objective 3.5: Students will define diversity in the context of race, gender, class, religious beliefs, age, disabilities, and sexual orientation.	2.9
	Objective 3.6: Students will identify ways in which the social worker will respond legally and ethically to human rights violations and natural disasters using traditional and Christian values.	2.9

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or

she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class.

After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences. The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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