

Humboldt State University
Department of Social Work
Master of Social Work Program

Values & Ethics – The Philosophy of Social Work SW 500

Fall, 2009
Wednesdays, 11:00am-1:50pm
Harry Griffith Hall (HGH) 227

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Office Hours:
Tuesdays, 1:00pm-3:00pm
Thursdays, 1:00pm-3:00pm

Course Description

This seminar invites students to explore the values dimensions of social work as a field, a discipline, a profession, a practice, and a way of living. Ethical social work is presented as a way to engage with individuals, families, organizations, and communities in the performance of personal, cultural, and professional commitments to peace and social justice. Professional values of individual human worth and dignity are expanded to include interspecies and the environmental protection of the earth for future generations. Alternatives to western cultural values and practices are explored with a focus on the possibilities and limitations inherent in any system of values. Principles of ethical decision-making are incorporated by comparing, contrasting, and applying various codes of ethics to all levels of systems. Attention is focused on indigenous, rural, urban, and international areas of practice, policy development, and participatory research.

Prerequisite: Graduate admission and acceptance to the MSW program.

Course Objectives

After completion of the course students will be able to:

1. understand the history and philosophical roots of the social work profession.
2. incorporate an evolving ethic of practice based on personal and professional values.
3. recognize the challenge of ethical practice in the context of competing and complex value systems.
4. appreciate cultural pluralism and acknowledge the connection between power and privilege.

5. develop competent ethical decision-making skills for practice, policy and research.
6. gain confidence in confronting and analyzing ethical dilemmas, and in taking a stand and acting in these dilemmas.
7. realize the opportunities and challenges of technology in a global era.
8. apply the principles of peaceful, non-violent and socially-just conflict resolution.
9. develop an awareness and understanding of the value of self-reflection.

Course Format

This course will include lectures, in-class activities, and small/large group discussions.

Texts and Other Reading

Bibb, Wanda “Rose”. (1991/2003). *Rose’s Story*. Long Grove, IL: Waveland Press.

Dulwich Centre Publications. (1994). Accountability: New Directions for Working in Partnership. *Dulwich Centre Newsletter*, 2/3.

Finn, J. & Jacobson, M. (2007). *Just Practice: A Social Justice Approach to Social Work. Second Edition*. Peosta, IA: eddie bowers publishing.

National Association of Social Workers. (1999). *Code of Ethics*. Washington, D.C.: NASW Press.

All other readings are accessible through Moodle and can easily be located under the date on which the reading is due. You will need Adobe Acrobat Reader for many readings.

Moodle is also a place to engage in discussions with each other if that interests you. Feel free to post messages, ask questions, raise concerns, make announcements, etc., by clicking on “Announcements” or “General Thoughts and Reflections.” Participating in forum conversations is not required, but sure is a great way to extend what happens inside of class into larger contexts of your life.

Course Requirements

Your grade for this course is established by totaling your “units” for two written activities, one in class presentation, and your engagement with the class.

Written Activity 1: Reflections on Rose’s Story (20 “units”)

Please write a paper that reflects on the short book *Rose’s Story* in relation to issues of:

- complexity
- privilege
- power
- processes and outcomes of professional helping
- your personal connection with Rose’s story

Please limit your paper to no more than 3 pages. **Due October 7.**

In-Class Presentation: Conversations on Service Strategy Ethics (30 “units”)

You, along with some other folks from class, will facilitate a 45 minute conversation with the class about the ethical dimensions of a specific social work service strategy. The topics covered will include:

- Economic development
- Faith-based services
- Underground services
- Consumer models
- Block grants
- Categorical funding

Not to be confused with an actual service, a service *strategy* is more of a way of thinking about how social work services should be developed and delivered. There is no reading noted on your syllabus for the two weeks of class during which the presentations/ conversations will take place. This is because you will pick a couple items for your colleagues to read in advance to prepare for the facilitated conversation. More information about this activity will be offered in class. **These presentations/ conversations will take place in class on October 28 and November 4.**

Written Activity 2: Reflections on Power and Privilege (35 “units”)

Reflecting upon and responding to considerations of power and privilege is an ongoing, life-long process. As these issues are so much broader than our own individual lives, there is no way that we can hope to “resolve” them. We can, however, join with others and keep taking steps in thinking about and responding to these issues.

Towards the end of class you will be provided a series of questions to reflect on and respond to in relation to your own experience of power and privilege. You will need to have read the text on “Accountability” in order to write this up. **Due December 9.**

Engagement (15 “units”)

“Engagement” refers to how present you are during the time we spend together. It relates to attendance and punctuality, certainly, but even more it requires your critical reflection on the material, mindfulness of your own life experiences in relation to the life experiences of your comrades, your willingness to speak when it might be uncomfortable to do so, and the presence of mind to remain silent when it might allow for the creation of new possibilities for someone else.

Grading and Related Notes

Final grades for the course will be determined by the total number of “units” according to the following table:

95 – 100	= A	84 – 87	= B
92 – 94	= A-	80 – 83	= B-
88 – 91	= B+		

In the Humboldt State University MSW Program, students must receive a grade of B- or higher in order to satisfactorily progress in the graduate program. If you receive a grade below a B- you will be required to retake the course.

I prefer to have all written activities be *single-spaced*, with standard 12 point Times New Roman font, and standard margins (1” top and bottom, 1¼” left and right). This format saves paper and is easy for me to read. If you can do this, great. If not, so be it, but *account for this when you write your paper*. In the end, please concern yourself more with content than length... a little bit shorter or a little bit longer is just fine if that’s what it takes to convey your thoughts. Written activities can be emailed to me as attachments at swartz@humboldt.edu if you’d like. **If you email me a graded activity you should ask for a return receipt to make sure I’ve received whatever you sent.**

Unless you make alternate arrangements with me I will consider the lateness of your activity in generating the grade you receive for the activity. Late activities make things difficult for me as I have budgeted my time to address student work according to a specific schedule. If you submit something 30 minutes to 5 hours late your grade will be reduced 5%; 5 hours to 12 hours = 7.5%; 12 hours to 24 hours = 10%; 24 hours to 48 hours = 12.5%; 48 hours or more = 15% or more.

Citations

When you make reference in written documents to any ideas or “facts” that are not your own or “common knowledge” you’ve got to—I mean really got to—cite your sources. If you are not familiar with generally accepted approaches to citing sources, you can find some guidelines on the web, just search under “APA Guidelines.” I’ve also included a couple links on the Moodle site.

Email

While email sure is handy, it is not a good way to get a quick response from me, especially on evenings, in the middle of the night, on weekends, or holidays.

Please contact me as soon as you can to let me know if there are disability-related issues that may come up in the course of this class that I can accommodate. A link to the HSU Student Disability Resource Center is on Moodle. Folks there can be reached at (707)826-4678 or <http://www.humboldt.edu/~sdrc/>.

HSU Policies

You are expected to adhere to all of Humboldt State University's Policies, especially:

- Academic Honesty
- Nondiscrimination Policy
- Attendance and disruptive behavior
- Rights and Responsibilities for a Campus Community

These can be located at the beginning of your course catalog, on Moodle, and at <http://studentaffairs.humboldt.edu/judicial/>.

Emergency evacuation: Please review the evacuation plan for the classroom (posted on the orange signs), and review http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or <http://www.humboldt.edu/emergency>.

Add/Drop policy: Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. <http://www.humboldt.edu/~reg/regulations/schedadjust.html>.

Emergency evacuation: Please review the evacuation plan for the classroom (posted on the orange signs), and review http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or www.humboldt.edu/emergency.

<u>Date</u>	<u>Topics</u>	<u>Reading</u>
August 26	Introductions	
September 2	Contexts for Practice	<p>Students for a Democratic Society. (1962). <i>Port Huron Manifesto</i>.</p> <p>Rosenhan, D.L. (1973). On Being Sane in Insane Places. <i>Science</i>, 179(70), 250-258.</p> <p>Walters, H. (2006). 31 questions for Prophet Mark. <i>North Coast Journal</i>, January 5.</p> <p>Goldstein, H. (1990). Strength or pathology: Ethical and rhetorical contrasts in approaches to practice. <i>Families in Society</i>, 71, 267-275.</p> <p><i>Just Practice</i>, Chapter 1: Introduction</p>
September 9	Complexities, Paradoxes, Exceptions, & Contradictions	<p>Gergen, K. (2000). "Modernism and the Coming of Multiplicity." From <i>The Saturated Self: Dilemmas of Identity in Contemporary Life</i>. New York: Basic Books. 83-84.</p> <p>Swartz, R. (2007). Social Work Values in An Age of Complexity. <i>Journal of Social Work Values & Ethics</i>, 4(3).</p> <p>Sampson, E. (1988). The Debate on Individualism: Indigenous Psychologies of the Individual and Their Role in Personal and Societal Functioning, <i>American Psychologist</i>, 43(1), 15-22.</p> <p>Pratt, R. H. (1892). The Advantages of Mingling Indians and Whites. In <i>Proceedings of the National Conference of Charities and Correction</i>. Boston, MA: Geo. H. Ellis.</p>
September 16	<p>Mandated Reporting</p> <p>Self Disclosure and Use of Self</p> <p>Public and Private:</p> <ul style="list-style-type: none"> • Boundaries 	<p>Dietz, C. & Thompson, J. (2004). Rethinking Boundaries: Ethical Dilemmas in the Social Worker-Client Relationship. <i>Journal of Progressive Human Services</i>, 15(2), 1-24.</p> <p>Grealish, M. & Davis, S. (2004). Ethics & Professional Conduct: A Story About Perceptions and Boundaries. <i>The Wraparound Newsletter</i>, 2(2).</p> <p>Author unknown. (2004). Where are the Boundaries?:</p>

	<ul style="list-style-type: none"> • Confidentiality in a Postmodern Era (faxes, emails, copy machines, printers, cell phones, text messaging, oh my!) • Dual Relationships and Communitarianism 	<p>Issues for Facilitators and Other Staff to Resolve. <i>The Wraparound Newsletter</i>, 2(2).</p> <p>McGlone, M. (2004). It Depends.... <i>The Wraparound Newsletter</i>, 2(2).</p> <p>Hafter, D. & Smith, J. (2005). Ethics Column #2. <i>The Wraparound Newsletter</i>, 3(1).</p>
September 23	Codes of Ethics	<p><i>Just Practice</i>, Chapter 4: Values, Ethics, and Visions</p> <p>National Association of Social Workers. (1999). <i>Code of Ethics</i>. Washington, D.C.: NASW Press.</p> <p>Social Welfare Action Alliance. (2005). <i>What We Stand For</i>.</p> <p>National Association of Black Social Workers. (1971). <i>Code of Ethics</i>.</p> <p>International Federation of Social Workers. (2004). <i>Ethics in Social Work, Statement of Principles</i>.</p> <p>General Assembly of the United Nations. (1948). <i>Universal Declaration of Human Rights</i>.</p> <p>Witkin, S. (2000). Ethics-R-Us. <i>Social Work</i>, 45(3), 197-200.</p>
September 30	Modern Power Privilege	<p>Schnitzer, P.K. (1996). 'They Don't Come In!' Stories Told, Lessons Taught About Poor Families in Therapy. <i>American Journal of Orthopsychiatry</i>, 66(4), 572-582.</p> <p>Smith, A. (1994). For All Those Who Were Indian In A Former Life.</p> <p>White, M. (2002). Addressing Personal Failure. <i>The International Journal of Narrative Therapy and Community Work</i>, 2002, No.3.</p> <p>Wildman, S. & Davis, A. (1997). Making Systems of Privilege Visible. In <i>Critical White Studies: Looking Behind the Mirror</i>. Philadelphia, PA: Temple University Press. 314-319.</p> <p>Wise, T. (2008). Explaining White Privilege to the Deniers and the Haters.</p>

<p>October 7</p> <p>**Written Activity 1 Due: Reflections on Rose's Story**</p>	<p>Evidence</p> <p>Multiple Ways of Knowing</p>	<p>Singh, N. & Oswald, D. (2004). Evidence-Based Practice. Part I: General Methodology. <i>Journal of Child and Family Studies</i>, 13(2), 129-142.</p> <p>Cross, T., Friesen, B., & Maher, N. (2007). Successful Strategies for Improving the Lives of American Indian and Alaska Native Youth and Families. <i>Focal Point, Summer</i>, 10-13.</p> <p>Anthony, W., Rogers, E.S., & Farkas, M. (2003). Research on Evidence-Based Practices: Future Directions in an Era of Recovery. <i>Community Mental Health Journal</i>, 39(2), 101-114.</p> <p>Zapf, M. (1999). Barriers to the acceptance of indigenous knowledge. <i>Rural Social Work</i>, 5, 4-12.</p> <p>Whitt, L.A. (1998). Indigenous Peoples, Intellectual Property, & the New Imperial Science. <i>Oklahoma City Law Review</i>, 23, 211-259. <u>Only read sections I, II, and III</u></p> <p>Research and Training Center on Family Support and Children's Mental Health. (2006). Assessing Children's Mental Health: Validity across Cultural Groups. <i>Data Trends: #132, April</i>.</p>
<p>October 14</p>	<p>Social Justice and Social Welfare</p>	<p>Reisch, M. (2002). Defining Social Justice in a Socially Unjust World. <i>Families In Society</i>, 83(4), 343-354.</p> <p><i>Just Practice</i>, Chapter 2: Imagining Social Work and Social Justice</p> <p><i>Just Practice</i>, Chapter 3: Looking Back</p> <p>Reisch, M. (2008). From Melting Pot to Multiculturalism: The Impact of Racial and Ethnic Diversity on Social Work and Social Justice in the USA. <i>The British Journal of Social Work</i>, 38(4), 788-804.</p>
<p>October 21</p>	<p>The Medical Model</p> <p>The Strengths Perspective</p> <p>Decision-Making</p>	<p>Author unknown. (2003). Decoding mental illness. <i>Science</i>, 302(5653), 2039.</p> <p>National Institute on Mental Health. (2006). Aggression-related Gene Weakens Brain's Impulse Control Circuits. <i>NIH News, March 20</i>.</p> <p>Sawa, A. & Snyder, S.H. (2002). Schizophrenia: Diverse Approaches to a Complex Disease. <i>Science</i>, 296(5568), 692-695.</p>

		<p>Vedantam, S. (2005). Patients' Diversity Is Often Discounted. <i>Washington Post</i>, June 26. A01.</p> <p>Yellow Bird, P. (2002). <i>Wild Indians: Native Perspectives on the Hiawatha Asylum for Insane Indians</i>.</p> <p>Jackson, V. (2002). <i>In Our Own Voices: African American Stories of Oppression, Survival and Recovery in the Mental Health System</i>. Atlanta, GA.</p> <p>Cohen, M. (2002). Pushing the Boundaries in Empowerment-Oriented Social Work Practice. In O'Melia, M. & Miley, K.K. (Eds.). <i>Pathways to Power: Readings In Contextual Social Work Practice</i>. Boston, MA: Allyn and Bacon. 143-155.</p> <p>Australian Association of Social Workers. (1999). <i>Code of Ethics</i>. Only read pages 22-24</p>
October 28	**Conversations on Service Strategy Ethics**	TBA by each group
November 4	**Conversations on Service Strategy Ethics**	TBA by each group
November 11	No Class: Veteran's Day	
November 18	No Class: Faculty Furlough	
November 25	No Class: Harvest ("Thanksgiving") Break	
December 2	Values & Ethics in Practice	<p>Vedantam, S. (2005). Healers Prescribe Tribal Tradition. <i>Washington Post</i>, June 26. A11.</p> <p>Deegan, P. (1990). Spirit Breaking: When the Helping Professions Hurt. <i>Humanistic Psychologist</i>, 18(3), 301-313.</p>

		<p>Lock, A. (2003). <i>What are discursive therapies?</i>. Massey University School of Psychology.</p> <p>Madsen, W. (1999). What We See Is What We Get: Reexamining Our Assessment Process. In, <i>Collaborative Therapy with Multi-Stressed Families</i>. New York: Guilford. 45-84.</p>
<p>December 9</p> <p>**Written Activity 2 Due: Reflections on Power & Privilege**</p>	Transitions	<p><i>Just Practice</i>, Chapter 10: Just Futures</p> <p>Dulwich Centre Publications. (1994). Accountability: New Directions for Working in Partnership. <i>Dulwich Centre Newsletter</i>, 2/3.</p>