### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Dept/Program</th>
<th>Course #</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Work</td>
<td>SW 410E</td>
<td>Ethics and the Helping Professions</td>
<td>Completion of 12 credits in social work or a related discipline, or consent of instructor</td>
</tr>
</tbody>
</table>

**Credits** 3

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Charlie Wellenstein</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-6153</td>
<td><a href="mailto:charles.wellenstein@umontana.edu">charles.wellenstein@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Ryan Tolleson Knee</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>David Forbes</td>
<td></td>
</tr>
</tbody>
</table>

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

The course analyses specific ethical dilemmas from personal, professional and policy perspectives. Also, the course focuses on ethical issues common to the helping professions and utilizes professional codes of ethics as guides to decision making, and the relationship between professional ethical issues, civic duty, and the development of social policy.

### IV. Criteria:

| Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm) |
| Course is open to all students. | Yes |
| With the exception of upper-division ethics courses, there is no more than one prerequisite. | Yes |
| Course is at least three credits. | Yes |

### V. Student Learning Goals:

| Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm) |
| Course is open to all students. | Yes |
Students will understand the intent and limits of the National Association of Social Workers Code of Ethics and other professional codes. Also, students are asked to develop critical thinking skills that require them to have a tolerance for a diversity of opinions, as well as viewing the Code as a living and breathing document rather than one that requires memorization.

These learning outcomes are accomplished by the following:
1. The students are assigned weekly readings related to a professional/ethical issue. For each reading, students are to develop a journal and critically analyze each reading.
2. Students are to choose an ethical dilemma that includes a related research paper and class presentation. This assignment requires students to utilize the professional literature and also interview professionals in the field.
3. For each class, students will conduct case analyses of ethical dilemmas that are common to the social work profession. These dilemmas include the areas of child welfare, aging, developmental disability, health, mental health, and juvenile justice. Students are asked to apply the relevant standards of the code for each case. The class will discuss the results of the analysis.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

---

**Social Work 410: Ethics and the Helping Professions**  
**Spring 2008**  
**3 credits**  
**Instructor:** Charlie Wellenstein  
**Rankin Hall #14**  
243-6153  
charles.wellenstein@umontana.edu  
**Office Hours:** Mondays 12 -1 or by appointment  

**Prerequisites:** Completion of 12 credits in Social Work or related discipline, or consent of instructor.
Course Goal: The goal of this course is to develop skills identifying and analyzing ethical dilemmas experienced by practitioners in the helping professionals and to develop skills exploring the public policy implications of those ethical dilemmas.

Learning Objectives:

Through class participation, completion of reading assignments and discussions with individuals impacted by the ethical dilemmas explored in class, students will:

1. Develop critical thinking skills analyzing, articulating and defending relevant dimensions of ethical decision-making.
2. Develop an understanding of and a tolerance for the diversity of opinions related to ethical decision-making.
3. Clarify personal ethical beliefs and the value choices related to these beliefs.
4. Identify ethical principles governing their professional field and the value choices implicit in these principles.
5. Identify current ethical dilemmas experienced by professional practitioners and the conflicts and complexities involved resolving these dilemmas.
6. Clarify ethical dimensions of various public policies which impact the activities of practitioners in the helping professions.
7. Explore the expectations and limits of personal and professional responsibility related to social action.
8. Develop personal and professional stances related to ethical issues in public policy and in professional activities.

Learning Process

1. Five approaches to learning will be emphasized in this course.
   a. Peer learning will be encouraged through structured class discussion.
   b. Students will identify and explore aspects of their own ethical beliefs through written assignments, comparing these beliefs to other ethical perspectives and applying these beliefs to current ethical dilemmas.
   c. Lecture presentations and assigned readings are designed to integrate written assignments and class discussion.
d. Students will have an opportunity to explain and discuss their ethical perspective in oral presentations.

2. Class time will be used to review and discuss ethical positions presented in readings and in written assignments, and the application of these positions to current issues.

3. Students will complete reading assignments as indicated and keep a journal critiquing each article. Readings should be completed by Wednesday of the week the readings are assigned.

4. The final few weeks of the semester, students will share their experience exploring a selected ethical dilemma through class presentations.

REQUIRED READING

Reading assignments are designed to focus attention on personal and professional ethical decision-making and to raise awareness of the public policy dimensions of these decisions.


Readings for Ethics and the Helping Professions. On reserve and ERES.

National Association of Social Workers, Code of Ethics of the National Association of Social Workers. Will be distributed in class

COURSE OUTLINE

Week #1 (January 23)

Introduction to class: review course content and assignments. Introduction of class members.

Clarify definition of ethics/morality. Begin developing criteria for evaluating ethical dilemmas. Identify current ethical issues.
Reading Assignment:
Strom-Gottfried, Chapter 1: On ethics and ethical behavior
Susan Manning, "The social worker as moral citizen: Ethics in action"
C. Pies, "Ethical dilemmas in HIV, disease"

**Thought Paper #1**, due January 25. Defining morality: What is an ethical person?
Ethics Diagnostic test (1-2 pages)

**Week #2** (January 30)

Exploring ethical theories and ethical principles, and developing a conceptual framework.

Reading Assignments:
Strom-Gottfried, Ch. 2, Ethical Decision Making
Reamer, “Ethical and legal standards in social work”
Belkin, “Parents blaming parents”
Video: "Controversial Koop." Personal ethics, professional responsibility and public policy.

**Thought Paper #2**, due, January 30. Where do your ethical principles come from and how have they changed over time? Who and what have been most influential in the development of these principles? What value choices are implicit in your ethical principles?

**Week #3** (February 6)

Self Determination

Reading Assignments:
Strom-Gottfried, Ch. 3: Self determination
Dumenz and Reamer: “Discussion the NASW Code of Ethics”
Jones: How can you distinguish a budding pedophile from a kid with real boundary problems?

**Week #4** (February 13)

Informed Consent

Reading Assignments:
Strom-Gottfried, Ch. 4: Informed Consent
Canada et. al., Ethical considerations about spirituality in social work
Video: When Kid's Get Life
Eliot; Guinea-Pigging, Healthy human subjects for drug testing trials are in demand. But is it a living?

**Week #5 (February 20)**

Conflict of Interests

**Reading Assignments:**
Strom-Gottfried, Chapter 5: Conflict of Interests
Gladwell, “Million dollar Murray”

**Week #6 (February 27)**

Professional Boundaries Ethical issues in professional practice.

**Reading Assignments:**
Strom-Gottfried, Ch. 6: Professional Boundaries
Margaret Rhodes, Ch. 4, "Influencing the client: whose values are promoted"

**Prep-paper #1, due (February 27)** Literature Review. Identify and briefly discuss the contents of three readings concerning an ethical issue you are considering for your final paper or three readings concerning different ethical issues of interest to you. Clearly identify the ethical dilemma(s) and the evidence presented in the readings that exemplifies the various positions on this dilemma. Where possible include readings that support different perspectives of the dilemma(s) you are considering. Use APA format to cite your references.

**Week #7 (March 5)**

Confidentiality.

**Reading Assignment:**
Strom- Gottfried, Ch. 7: Confidentiality
Milstein, “Confidentiality in direct social work practice”
Bergner, Death in the family

**Week #8 (March 12)**

Competence

**Reading Assignments:**
Strom-Gottfried, Ch. 8; Competence
Reamer, "Non-traditional and unorthodox interventions in social work"
Bergner, “The case of Marie and her sons”

**Week #9 (March 19)**
Professionalism

Reading Assignment:

Strom-Gottfried, Ch. 7: Professionalism

Thought Paper #3, due March 19. Interview with a professional. Details of interview. Will be discussed in class.

Week #10 Spring Break

Weeks #11 (April 2)

Non-discrimination and Cultural Competence
Reading Assignments:
Strom-Gottfried, Ch. 10: Non-discrimination and Cultural Competence
Dominus, “Life in the age of old, old age”
Video: “A Lion in the House”
Prep-Paper #2, due Thursday, April 2. Identify and briefly discuss three interviews on your selected ethical dilemma.

Week 12 (April 9)
Student presentations and discussion

Week #13 (April 16)
Sustaining Ethical Habits
Video: “A Lion in the House”
Reading Assignment:
Strom-Gottfried, Ch.11: Sustaining Ethical Habits
Groopman, “Should dying patients have access to experimental drugs?”

Week #14 (April 23)
Student Presentations

Final Paper due April 24

Week #15 (April 30)
Student presentations and discussion.
FINAL EXAM DUE Tuesday, MAY 6

ASSIGNMENTS AND GRADING

1. 60 pts. Attendance and participation. Each class session is worth four points (with four extra points for the instructor’s discretion). In order to receive credit for each class, you must be in on class on time and for the entire class period. Also, you must have completed the readings and actively participate in all class activities.

2. 50 pts. *Completion of 5 of the 7 critiques on assigned readings, critique only the articles in bold.* Critiques include a brief identification of the primary ideas/ethical issues raised in the reading and a more extensive critique and reflection of these ideas. *How does the Code of Ethics influence your thinking as well as principles discussed in class.* Please incorporate the other weekly assignments to form your opinions. One/two pages per entry. You are still required to read the readings that you do not choose for your written critiques.

3. 30 pts. *Completion of three short thought papers.* Papers will not be graded. Limit to two to four pages.

4. 80 pts. *Completion of two preparation papers approximately two to three pages (20 pts) and final ethics paper approximately six to eight pages (60 pts).* The final paper includes at least six written references and six interviews. Use APA format for reference citations.

5. 20 pts. Oral presentation on final paper.

6. 30 pts. Final exam.

Total 270

Points Earned

A = 251-270

A- = 243-250
B+ = 235-242
B = 224-234
B- = 216-223
C+ = 208-215
C = 197-207
C- = 189-206
D+ = 181-188
D = 170-180
D- = 162-169
F = 0-161

The following criteria are used for grading:
- Correct grammar, spelling, and punctuation
- Indication of thoughtfulness and critical reflection
- Good balance between thoroughness and expressing ideas concisely
- Well organized and clarity of thought
- Move beyond content to critical analysis and original ideas
- Integration of readings and course learnings

*ALL WRITTEN ASSIGNMENTS MUST BE TURNED IN ON DUE DATE TO RECEIVE FULL CREDIT. Late assignments will be deducted one-half grade for each day late.