

## Course Information

---



Ethics/Soc Wk Professional

SW 2750-001

Fall 2025

## Course Section Information

---

Days:

Time:

Campus:

Classroom:

## Course Description

---

Course examination of complex ethical aspects faced by social workers in professional practice. Useful techniques and tools will be introduced to develop ethically appropriate professional behavior. Includes discussion of the NASW Code of Ethics as well as the Ethical Principles promoted by global organizations that seek to promote international cooperation among social workers and their professional associations.

Prerequisite: SW 2715 and SW 2720 (may be taken concurrently)

Semester: Fall & Spring

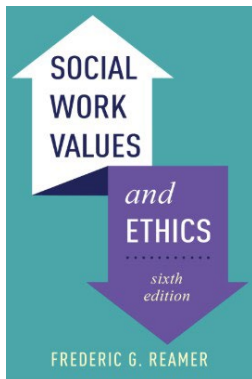
## Course Prerequisites/Co-requisites

---

Prerequisite: SW 2715 and SW 2720 (may be taken concurrently)

## Textbooks, Readings, and Course Materials

---



Authors: Frederic C. Reamer  
Publication Date: 2024  
Title: Social Work Values and Ethics  
Edition: 6th  
Publisher: Columbia University Press

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

---

- Students will be able to demonstrate substantive knowledge and critical skills in evaluation of the National Association of Social Work (NASW) Code of Ethics; the Ethical Principles of the International Association of Schools of Social Work and the International Federation of Social Workers (IASSW and IFSW) juxtaposed against ethical dilemmas relative to social work practice.
- Students will employ principles of professional and effective communication both written and oral regarding the profession's professional values, ethical code, relevant principles (both national and global) and legal requirements for ethical practice.
- Students will identify and evaluate unprofessional and unethical behaviors/situations that would be in violation of the profession's code of conduct potentially resulting in sanctions, limitations in practice and/or removal of licensure.
- Students will critique numerous ethical dilemmas employing ethical decision-making tools and models hence, develop the abilities and skills to effectively navigate through ethical issues faced in professional practice.

## Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	<a href="#">ATTENDANCE: Participation &amp; Engagement</a>	Assignment	100
	<a href="#">Movie/TV recommendations for Social Work Ethics in Media Analysis Assignments</a>	Discussion	0
	<a href="#">Roll Call Attendance</a>	Assignment	100
8/30/25	<a href="#">ASSIGNMENT: Intro to Ethics Podcast Review</a>	Assignment	20
8/30/25	<a href="#">Syllabus Quiz</a>	Quiz	7
8/31/25	<a href="#">(Post by 5/29) Recorded Student Intro</a>	Discussion	5
9/6/25	<a href="#">ASSIGNMENT: Values Clarification Assignment and In-class Discussion</a>	Assignment	50
9/13/25	<a href="#">ASSIGNMENT: Initial Ethics Assessment</a>	Assignment	25
9/13/25	<a href="#">Module 1 Reading _ Notes and Reflection</a>	Assignment	20
9/20/25	<a href="#">ASSIGNMENT: Social Work Ethics in Media Analysis Assignment #1</a>	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
9/27/25	<a href="#">Module 2 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
9/27/25	<a href="#">Module 2 Reading Notes and Reflection</a>	Assignment	20
10/4/25	<a href="#">ASSIGNMENT: "Choose Your Own Ethics Adventure"</a>	Assignment	100
10/11/25	<a href="#">Module 3 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
10/11/25	<a href="#">Module 3 Reading Notes and Reflection</a>	Assignment	20
10/18/25	<a href="#">(GROUP) MIDTERM: Evaluative Analysis Assignment</a>	Assignment	100
10/25/25	<a href="#">Module 4 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
10/25/25	<a href="#">Module 4 Reading Notes and Reflection</a>	Assignment	20
11/1/25	<a href="#">ASSIGNMENT: Social Work Ethics in Media Analysis Assignment #2</a>	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
11/8/25	<a href="#">Module 5 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
11/8/25	<a href="#">Module 5 Reading Notes and Reflection</a>	Assignment	20
11/22/25	<a href="#">(GROUP) Discussion Board Presentation Submission</a>	Assignment	100
11/22/25	<a href="#">Module 6 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
11/22/25	<a href="#">Module 6 Reading Notes and Reflection</a>	Assignment	20
12/6/25	<a href="#">Module 7 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
12/6/25	<a href="#">Module 7 Reading Notes and Reflection</a>	Assignment	20
12/18/25	<a href="#">EXTRA CREDIT: Course Evaluation</a>	Assignment	10
12/18/25	<a href="#">EXTRA CREDIT: Cultural Competence Opportunities</a>	Assignment	0

## Coursework & Assignment Descriptions

Attendance: Because this course meets the practice core requirements for the Behavioral Health Technician Training Certificate, students are expected to attend each class period and actively engage with online course activities and assignments. Attendance will be taken at the beginning of each class.

- Absences: Students are permitted three (3) absences throughout the semester without penalty. Upon incurring a fourth absence, the student may make up the absence by attending another upper-division social work class or continuing education unit (CEU) with instructor approval. Beyond 4 absences, if the student is using this to qualify for the BHT Certificate, the student must retake the class to receive credit towards the BHT certification. For all students, any absences beyond the 3 will result in an automatic two percent (2%) decrease to the overall grade.
- Tardiness/Leaving Early: Students who are more than 20 minutes late will receive half an absence. Students who are more than 30 minutes late will receive a full absence. For early departures, students should discuss extenuating circumstances with the professor; however, please note that leaving more than 20 minutes early will count as half an absence. Half absences count toward your total absence count (e.g., two half absences equal one full absence).

Module Application Assignments: There will be application assignments throughout the semester that correspond to modules covering essential areas of social work ethics. Application assignments are designed to expose students to core ethical concepts, decision-making processes, and professional skills relating to ethical practice in social work. Through thought-provoking questions and scenarios assigned to each topic, students will reflect upon ethical dilemmas and professional challenges to generate development of skills and knowledge in moral reasoning, self-awareness, critical analysis of ethical conflicts, and informed evaluation of professional conduct. These assignments bridge theoretical understanding of the NASW Code of Ethics with practical application in real-world social work contexts. Reference Canvas for details.

Module Reading Notes and Reflection: Students will complete a biweekly module reading notes and reflection assignment. These will be completed in Canvas and are due Saturdays by 11:59pm. These assignments replace traditional module quizzes and consist of two parts: (1) one page of notes (maximum) from the module's assigned readings using whatever format best supports student learning, and (2) a 1-2 paragraph reflection on how the material challenges, confirms, or complicates their understanding of

ethical practice in social work. Students should demonstrate genuine engagement with the material and critical thinking about ethical frameworks rather than "correct" interpretations. Handwritten notes are acceptable, only if clearly legible (illegible assignments will receive no credit.) Each assignment is worth twenty (20) points and will be evaluated on completeness, demonstration of careful reading, and thoughtful reflection and growth. Reference Canvas for details.

Discussion Board Format – (GROUP) Module Presentation: Groups will be assigned one module during the semester to complete an 8-10 minute recorded virtual presentation on an assigned class module using Microsoft PowerPoint (6-8 slides, not including title and resource pages). Presentations must be uploaded to YouTube with the link posted to the assigned Discussion Board, may include up to 2 minutes of combined media (video, music, etc.), and require all group members to participate for credit. Groups will read, analyze, and present the most important information from their assigned module readings and additionally complete an ethical dilemma case study. Students will present ethical frameworks, decision-making models, and professional guidelines, engaging their peers in discussions about complex ethical dilemmas. Groups will apply these frameworks to a realistic case study they may experience in social work and BHT settings, demonstrating how to effectively use the NASW Code of Ethics in real-world scenarios. This process will help students enhance their ethical reasoning skills in preparation for professional social work practice. Students will submit PPT slides (PDF version) and the Ethical Framework they utilized. Reference Canvas for complete details.

All non-presenting students will view the recorded presentation and provide written constructive feedback from the perspective of a social work case manager, including one current resource (article, evidence-based video, or podcast from the last five years) related to the content.

Social Work Ethics in Media Analysis Assignments #1 & #2: Students will complete two separate ethics analysis papers examining the professional conduct of mental health professionals portrayed in contemporary film or television through the lens of the NASW Code of Ethics. Each assignment requires students to select different media of their choosing (totaling approximately 2 hours of viewing time) featuring a mental health professional as a central character, which must be watched during the current semester. Students will analyze specific ethical scenarios, apply relevant NASW Code sections with direct citations, and propose alternative approaches that align with professional standards. Each paper includes media selection and synopsis, detailed ethical analysis of

professional conduct, and comprehensive reflection on how media portrayals influence public perception of social work. These assignments develop critical thinking skills essential for ethical practice while bridging theoretical knowledge with practical application. Students must use different movies or television series for each assignment. Each paper is worth 100 points. Reference Canvas for detailed instructions and grading rubric.

(GROUP) MIDTERM Evaluative Analysis Assignment: This midterm examination is an applied learning experience that combines group discussion and ethical analysis in professional social work practice. Students will engage in collaborative dialogue to examine a complex case study, applying Cooper's (2007) Ethical Decision-Making Model and the NASW Code of Ethics to real-world scenarios. Through structured group discussions, students will explore ethical dilemmas, challenge assumptions, share diverse perspectives, and collectively develop reasoned solutions. The interactive nature of this assessment allows students to learn from their peers while developing critical thinking and ethical reasoning skills essential for social work practice. Working together, groups will produce a written analysis that demonstrates their ability to identify ethical challenges, evaluate alternatives, analyze consequences, and justify their recommended course of action based on professional standards and values. Reference Canvas.

*Choose Your Own Ethics Adventure* Assignment: In this assignment students will select from ten creative options to demonstrate their understanding and application of social work ethics principles. This assignment will generate skills in ethical decision-making, critical analysis of moral dilemmas, and creative communication of complex concepts to diverse audiences. Students choose ONE adventure that matches their learning style while meeting rigorous academic standards. All options must address integration of NASW Code of Ethics principles, analysis of ethical dilemmas with multiple stakeholder perspectives, application of ethical decision-making frameworks to real-world scenarios, and a 500-word critical reflection connecting the project to professional development. Creative options include video production, organizational audits, art installations, app design, historical investigations, and other formats that allow students to showcase their strengths while exploring ethical complexity beyond traditional papers and presentations. All submissions require bibliography with minimum 5 sources, explanation of creative choices, and professional presentation quality. See Canvas for complete assignment details and grading rubric.



Ethics Final Exam: Students will complete a comprehensive final exam administered at the testing center which will be closed-book and closed-note. The exam focuses on conceptual understanding of ethical principles and their application to social work practice rather than rote memorization of facts. The exam consists of five parts: multiple choice, short answer, true/false, matching, and one essay question. Students will demonstrate their understanding of NASW Code of Ethics principles, ethical decision-making frameworks, and application of social work values to complex practice scenarios. A comprehensive study guide will be provided prior to the exam, and a final exam review session will be held during the last portion of the semester. Total exam value is 150 points. Reference Canvas for study materials and testing center policies.

## Grading Scale

---

Grading Scale:

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

## Engagement Plan

---

### Staying Connected

I regularly post interactive announcements that include opportunities for class discussion, relevant mental health resources, and occasional extra credit. These announcements often highlight current developments in social work practice and behavioral health. Enable your Canvas announcement notifications to ensure you don't miss these valuable opportunities!

### Availability & Response Times

I welcome the opportunity to meet with you to discuss course content, assignments, or your professional development!

- Canvas Messages: As your primary method to contact me, *I prioritize Canvas Inbox messages* and aim to respond within two business days (48 hours).
- Assignment Feedback: You can expect detailed feedback on major assignments within 7 days of the submission deadline, including constructive suggestions for professional development.
- Office Hours: Thursdays: 9am-9:50am in AAB 237-F. Also available by request - we will find a time that works for your schedule (Zoom appointments are great for this!)

### Professional Communication Practice

1. Use Canvas Inbox as your primary method of contact - this mirrors professional documentation practices you'll use in the field.
2. Check announcements bi-weekly for class updates, field-relevant opportunities, and community resource sharing.
3. Ensure your Canvas notifications are enabled for announcements.
4. Practice professional email etiquette as preparation for agency communication.
5. Reach out early if you need clarification on assignments or content - this models the consultation process in social work practice.

I am committed to maintaining open lines of communication and supporting your development as emerging behavioral health professionals. While you may reach me through other channels, messages through Canvas Inbox will receive priority attention, allowing me to provide the most timely and thorough support for your learning journey.

Remember: Building strong communication skills now will serve you well in your future role as a behavioral health professional where clear, timely, and professional communication is essential.

### How to Navigate to Canvas

---

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## How to Succeed in the Course

---

Success in this course mirrors the qualities needed in the behavioral health field - professionalism, reliability, empathy, and ethical conduct. Your classroom experience serves as a foundation for your future career in mental health services. To excel in this course and prepare for your professional journey, I invite you to consider the following:

### Attendance and Engagement

- Attend all classes, as you're allowed only a certain number of absences before grade penalties apply (see above)
- Store away electronic devices and actively participate in discussions and activities
- Take thorough notes and engage meaningfully with the material and in-class discussion
- Approach sensitive topics and discussions with respect and professionalism

### Academic Excellence

- Submit assignments on time to avoid the daily 5% late penalty
- Maintain academic integrity and avoid plagiarism
- Follow proper APA 7th Edition formatting for written assignments
- Utilize the Student Writing and Reading Center for writing support when needed

### Group Work and Collaboration

- Contribute meaningfully to group presentations and projects
- Practice professional communication in group settings
- Prepare thoroughly for your life skills group facilitation assignment
- Approach the case management assessment project with attention to detail

### Professional Development

- Treat the classroom as a professional environment

- Respect diverse opinions and perspectives
- Be mindful of microaggressions and maintain inclusive language
- Communicate professionally with the instructor through Canvas messaging

### Support and Resources

- Reach out to the instructor when facing challenges
- Access campus resources like tutoring and counseling services when needed
- Utilize Canvas support for technical issues
- Plan ahead for assignments and manage time effectively

Remember that this course serves as preparation for working in the mental health field. The habits, knowledge, and professional conduct you develop here will serve as the foundation for your future career in behavioral health services.

## Additional Class Policies

---

Electronics Policy: The use of laptops, cellphones, or other electronic devices are not allowed during class unless an ADA letter of accommodation has been provided. It is distracting and disrespectful to text or instant message, hold side conversations with peers, or be on your computers during class.

Therefore:

1. Electronics must be stored away, or attendance points will be deducted for the day. Homework for other courses is not to be done during our class time.
2. Engagement Expectation: Instructor expects that during class, students are attentive, engaged, taking notes, and fully participating in discussion and class activities.

1. Exception to the Rule = Group Work: Electronic devices may be used during class when required for group activities. The instructor will indicate when device use is permitted.
2. Emergencies: If it is an emergency, and you need to use your cell phone to text or call someone, please leave the classroom to do so.

Opinions: All opinions are valid, including those that may express criticism or differ from your own. While perspectives may vary, it is important to respect the views of others and engage in disagreements professionally and respectfully. Often, we can learn from those whose opinions differ from our own, as it broadens our understanding and encourages critical thinking. Please speak as if a member of any group—whether race, ethnicity, religion, gender, sexual orientation, or any other identity—is present in the room with us. This ensures that we foster an environment of empathy, understanding, and respect for all perspectives. Let's create a space where diverse opinions can be shared openly, fostering a constructive and inclusive learning environment.

Gender Pronoun and Name Preferences: Class rosters are provided to the instructor with your legal name. I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance changing your pronouns to Canvas please see <http://www.slcc.edu/lgbtq/pronouns.aspx>.

Microaggressions: These are comments or actions that subtly, and often unintentionally express attitudes that are prejudicial towards marginalized groups. The key part is they usually happen casually, frequently, and often without any harm intended. Let's all be mindful of our words, and recognize the power of remarks, questions, or actions that are painful because they have to do with a person's membership in a group that is often discriminated against or subject to stereotypes. These types of comments that can be filled with generalizations, put-downs to another person or group, or questions that are unkind or stereotypical create a very uncomfortable learning environment.

Course Schedule: Dates and deadlines are maintained and updated regularly in Canvas.

Course Changes: The instructor reserves the right to modify the syllabus and will communicate any changes to students in a timely manner.

## Institutional Policies

---

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Learning Support and Tutoring Services

---

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Advising and Counseling Support Services

---

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

---

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

# Ethics/Soc Wk Professional

SW - 2750 001