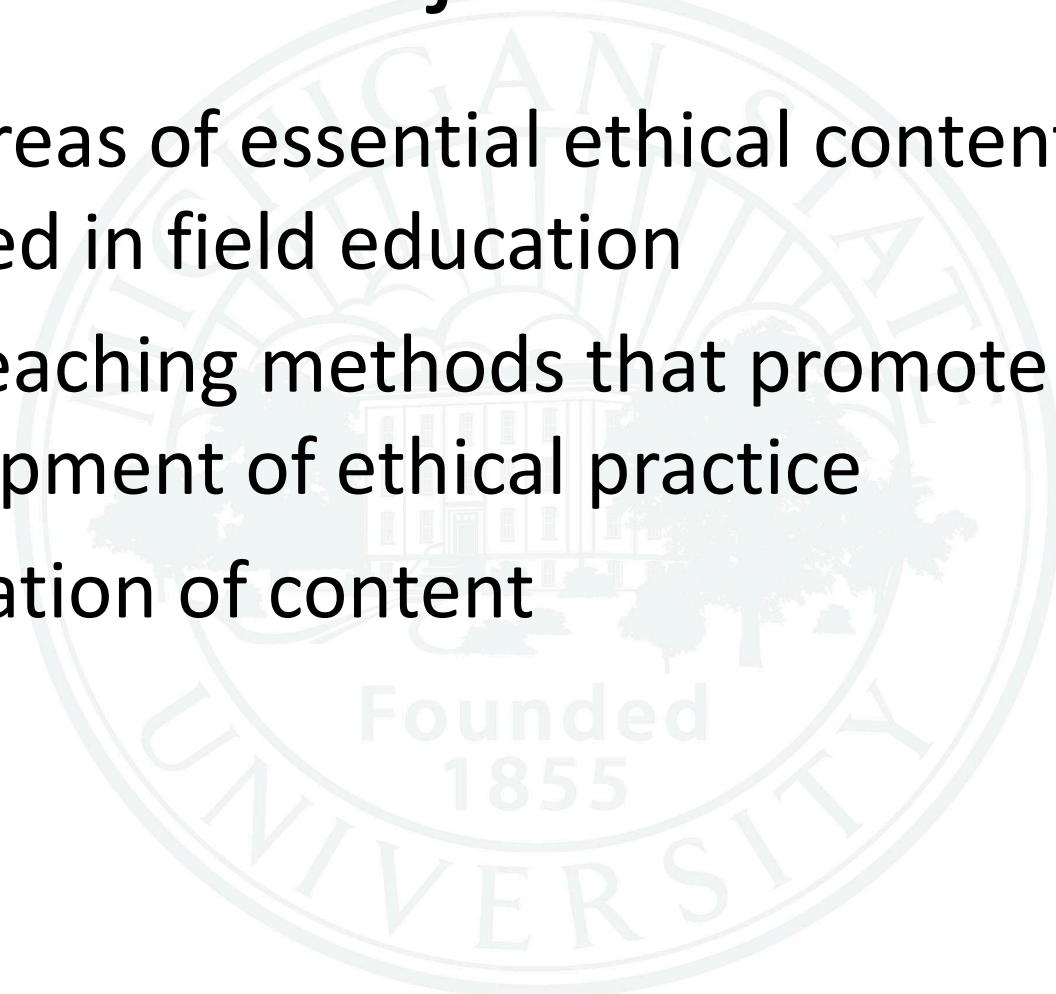


2017 Field Instructor CE Workshop

Essential Ethical Content in Field
Education Instruction

Objectives

- Four areas of essential ethical content to be included in field education
- Four teaching methods that promote the development of ethical practice
- Application of content

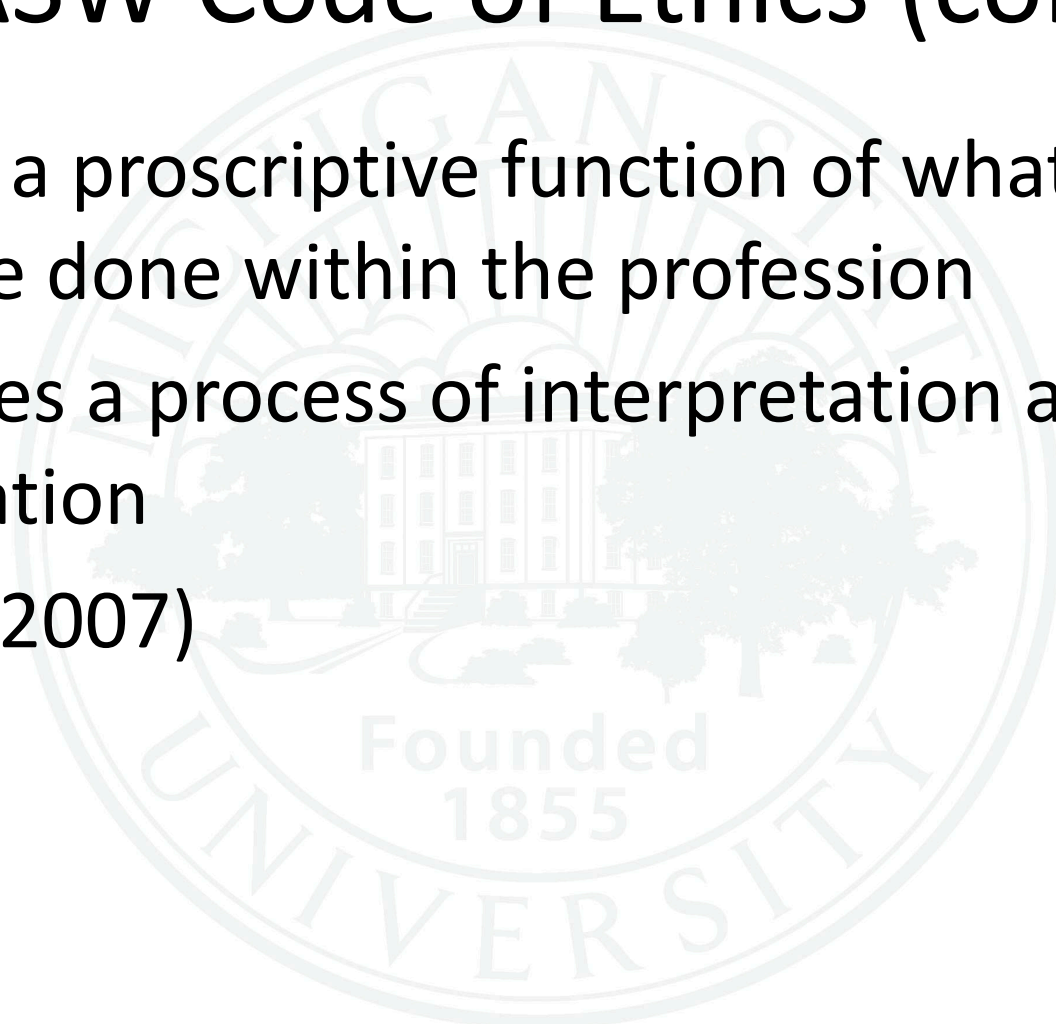


NASW Code of Ethics

- Structure
 - Four Sections
 - Preamble, includes mission and 6 values
 - Purpose and functions
 - Ethical principles, derived from the 6 values
 - Ethical standards, includes 6 areas of responsibility and functioning

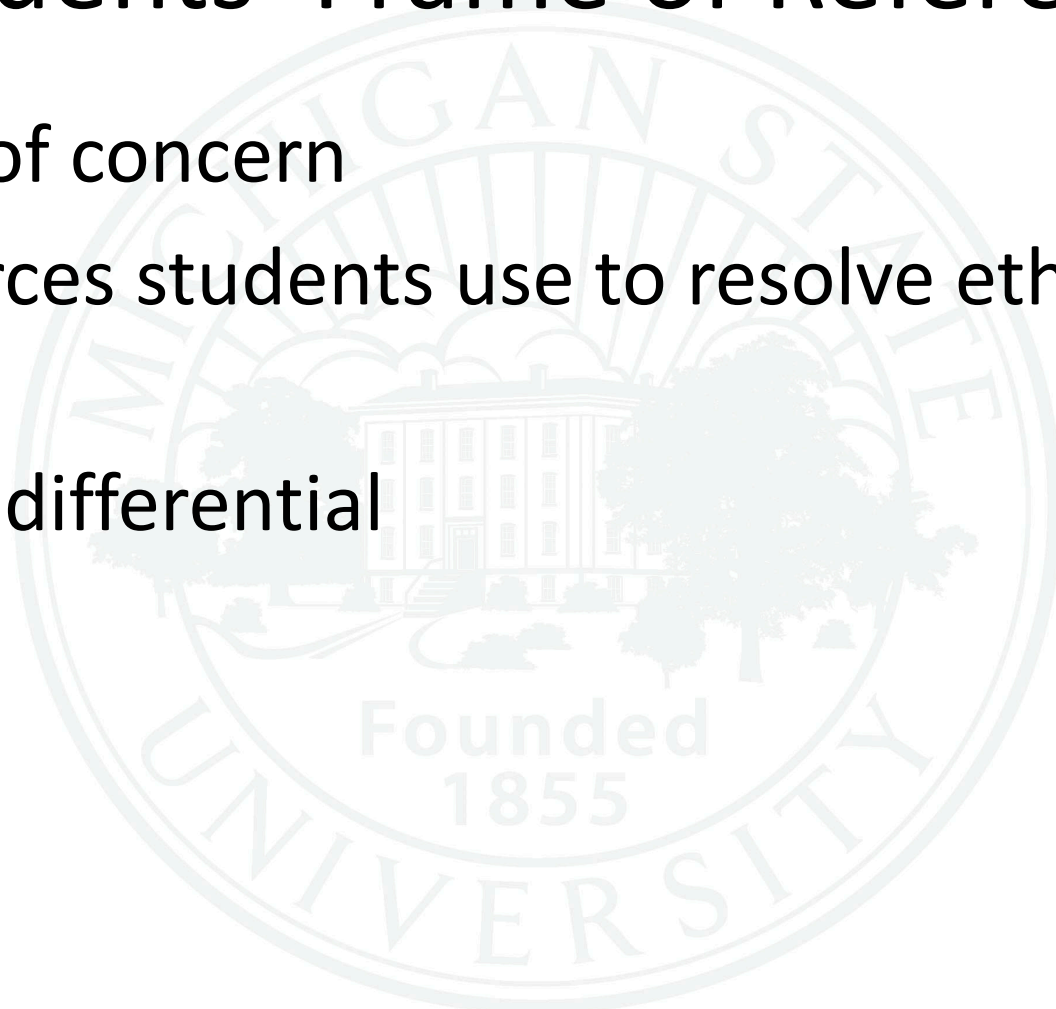
NASW Code of Ethics (cont.)

- Serves a proscriptive function of what may **NOT** be done within the profession
- Requires a process of interpretation and application
- Dodd (2007)



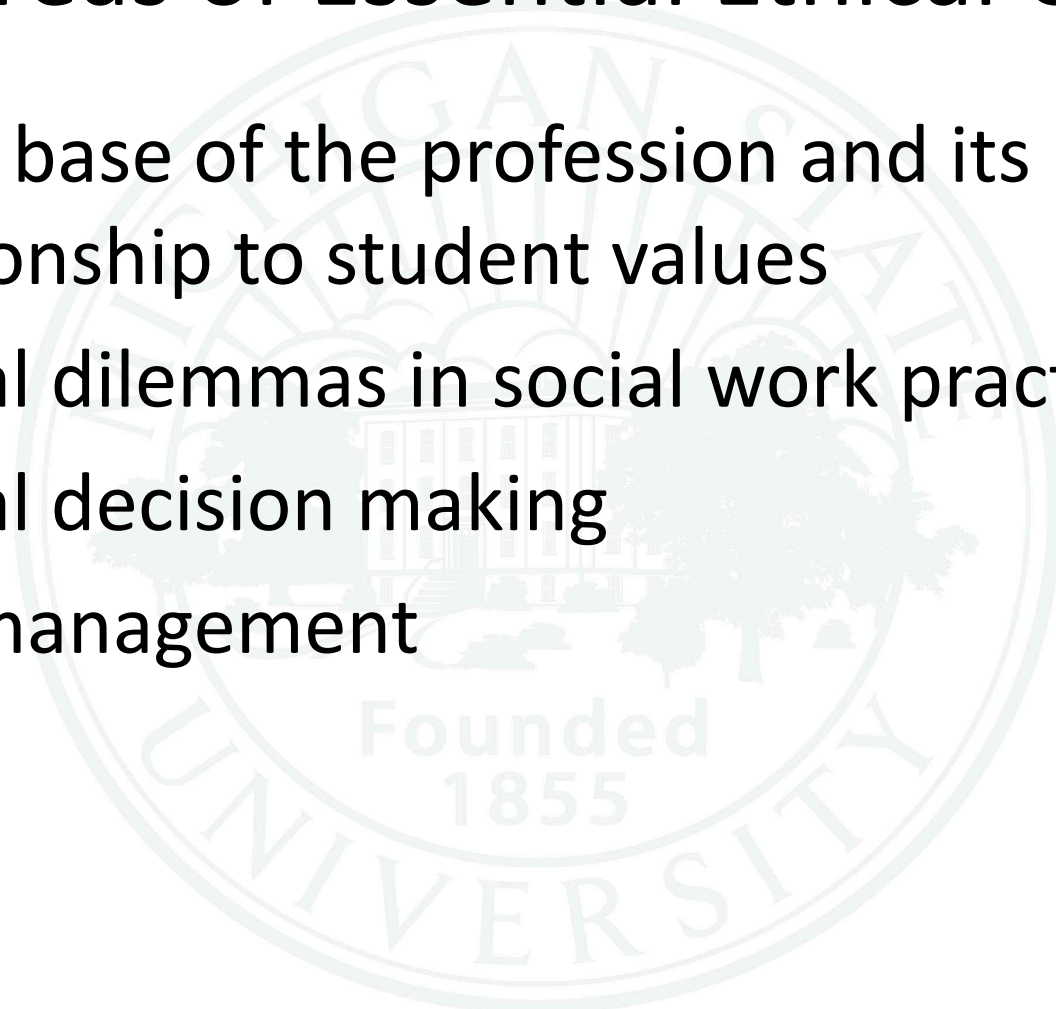
Students' Frame of Reference

- Areas of concern
- Resources students use to resolve ethical issues
- Power differential



Four Areas of Essential Ethical Content

1. Value base of the profession and its relationship to student values
2. Ethical dilemmas in social work practice
3. Ethical decision making
4. Risk management



1. Value Base of the Profession & Students' Values

- Goal: Recognize and manage values
 - Impact of feelings
 - Personal foundation of right and wrong
 - Invisible unless challenged
 - Bound to personal biography, culture and history
- What is required:
 - Sustained self-reflection
 - Discernment followed by action

2. Ethical Dilemmas in SW Practice

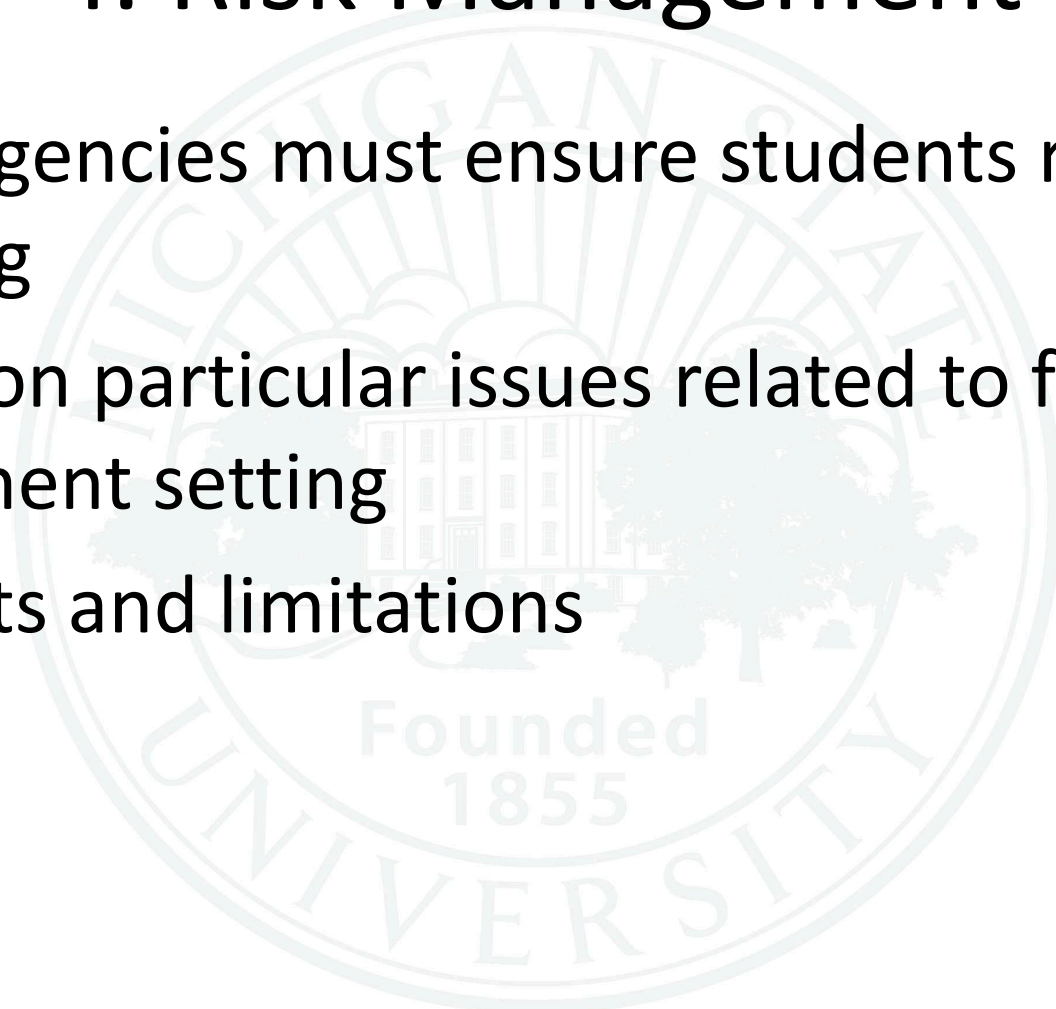
- Required components
 - When a decision must be made regarding which course of action is best
 - There must be different courses of action to choose from
 - No matter what course of action is taken, some ethical principle is compromised
- Types of dilemmas
 - Approximate dilemmas
 - Absolute dilemmas

3. Ethical Decision Making

- Definition: A process of critical reflection, evaluation and judgement, through which a practitioner resolves ethical issues or dilemmas (Reamer, 2012)
- Circumstances that can trigger the need for ethical decision making:
 - When peoples' interests conflict with one another
 - When there are conflicts between the social worker's professional values and those of the agency or wider society
 - When resources do not match client needs
 - When system demands for efficiency and outcomes conflict social work values
- Numerous ethical decision making models to choose from

4. Risk Management

- Field agencies must ensure students receive training
- Focus on particular issues related to field placement setting
- Benefits and limitations



4 Teaching Methods

1. Engage students in value clarification
2. Identify and label ethical issues and dilemmas
3. Engage students in ethical decision making
4. Engage students in a reflective process

1. Engage Student in Value Clarification

- Personal value clarification
 - Influencing Social Policy (ISP)
 - <http://influencingsocialpolicy.org/resources/activities-assignments/>
- Compare to clients'/client systems' values
- Compare to agency's values
- Compare social work values to other helping professions' values
 - Nursing (ANA)
 - Counseling (ACA)
 - Education (NEA)
 - Public Administration (ASPA)

2. Identify and Label Ethical Issues and Dilemmas

- Distinguish between “absolute” and “approximate” dilemmas
- Distinguish between personal and professional dimensions
- Distinguish between ethics, values, morals, and laws and policies

3. Engage in Ethical Decision Making

- <https://socialwork.msu.edu/Programs/Field-Education/Agency-Field-Instructor-Resources>



Engage Student in a Reflective Process

- Process Recording
 - <https://socialwork.msu.edu/Programs/Field-Education/Agency-Field-Instructor-Resources>
- Reflective Supervision
 - Reflective supervision supports professional development through promoting understanding of what the student brings to the situation that can help or hinder the change process.
 - Objectives of Reflective Supervision
 - Establish a trusting relationship
 - Be emotionally present
 - Listen, teach, guide, nurture and support
 - Apply integration of emotion and reason
 - Foster reflective process for student
 - Attend to how reactions to the content affect the process 📖 Allow time for personal reflection

Application

- Case Vignettes
 - How might you support a student in addressing this ethical issue or dilemma in a way that promotes the development of ethical practice?
 - Which teaching methods or tools might you use? These could include methods, resources or tools not identified today.
- Identify and discuss examples of ethical issues or dilemmas that have played out in your setting with students. How were they approached? What was the outcome on the student's professional development?

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