Preparing to Teach Ethics within the Field Setting

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Introducing ...
Icebreaker/Small group

• Work together to assemble the puzzle before you
Ethics in Social Work: What & Why
What’s Your Dilemma?
Evolution of Social Work Values & Ethics

• 1943: National Association of Schools of Social Administration advocated for development of professional values
• 1960: First edition of the NASW Code of Ethics issued
• 1967: First revision added in a non-discrimination principle
• 1979: Major revision, greatly expanding and organizing the Code in to various responsibility sections as well as setting forth itself as the standard for everyday conduct of social workers
• 1990’s: Four revisions published to address fiscal ethics, social worker impairment, dual relationships, consent issues, etc.
• 2008: Edition that we have been operating under most currently. Expounded upon non-discrimination based on sexual orientation, gender identity and immigration status.
• 2017: Assembly Delegate has voted in newest revision (yet to be fully promulgated). Addresses technology in practice.
Why in the Field?

Field Instruction is the Signature Pedagogy of Social Work Education

Opportunities to apply ethical standards to real-life situations

Supported management of conflict between personal beliefs and social work values
Models of Teaching

- **Pre-1970’s**: Teaching centered around the “Moral Purpose” of social work
- **Late 1970’s – early 1980’s**: Exploring ethical dilemmas and examining the clash between personal and professional values
- **Mid-80’s**: Connecting ethical concepts to dilemmas in a decision-making model approach
- **1990’s**: Expanded thinking to include ethics as a risk management tool
- **Now**: Comprehensive model of teaching
From Foundation through Advanced Practice

- **Beginner**: Remembering and Understanding
  - Naming, Selecting, Memorizing, Recalling, Describing, Predicting, Showing

- **Experienced**: Applying and Analyzing
  - Demonstrating, Interpreting, Determining, Practicing, Concluding

- **Advanced**: Evaluating and Creating
  - Judging, Discriminating, Measuring, Debating, Integrating, Producing
Essential Elements

Value-based profession

Teaching Ethics in the Field

Risk Management

Recognizing Ethical Dilemmas

Ethical Decision-Making
Values in the Field: Three Lenses

- Personal Values
- Professional Values & Ethics
- Organizational Mission & Policies
Ethical Dilemmas

• Definition
• The 3 Lenses
• Tools for Teaching
  • Stories from your experience
  • Current event discussions
  • Case studies
  • Supervision
  • Peer consultation
    • Some organizations have ethics grand rounds on a routine basis
Decision Making

1. Identify the key ethical issues
2. Identify who all will be impacted
3. Identify possible actions along with risks and benefits
4. Consider all theories, principles, and values at hand
5. Obtain consultation
6. Make a decision and document process
7. Monitor, evaluate and document

Based on Reamer (2012)
Risk Management

• Using an ethical basis to minimize your practice’s risk of harm to all stakeholders
• Frederic Reamer’s Ethics Audit Model
  • ID known risks and your risk level (No Risk to High Risk)
  • Make modifications as appropriate to your practice
  • Develop protocols for ethical dilemma resolution
  • Procedures in place to identify risk and to prevent complaints
Considerations for Rural & Marginalized Communities

- Duality of Relationships
- Boundary Challenges
- Confidentiality Complications
- Cultural responsiveness
- Isolation
- Organizational Mission
- Management of disclosure
- Working with families
Your Dilemma, Your Student

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References


