SOCW3009

Ethics and Reflective Practice

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Maree Higgins	m.higgins@unsw.edu.au	Fridays 10-10.30, 12-1pm	Room 158, Morven Brown Building	+61 2 9065 6318

Tutors

Name	Email	Availability	Location	Phone
Dominic Van Gestel	d.vangestel@unsw.edu.au	By appointment		0414 244 648

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Summary of the Course

This course introduces you to the key ideas in applied and professional ethics as these inform and are integrated with social work practice and theory. It addresses the Australian Association of Social Workers Code of Ethics (2010) and enables you to develop a critical understanding of the underlying ideas that inform the ethical principles behind the Code. It also seeks to prepares you to engage with ethics as a key element of your future role as a professional practitioner. To achieve this the course is integrated with the learning from SOCW3012 AND SOCW3013 – Level 3 placement, and must normally be taken alongside that course. The interactive style of teaching seeks to help you develop your capacities to reflect critically on your own practice in order to promote your grasp of life-long learning as a foundation for engaging with ethics in practice.

Course Learning Outcomes

1. Articulate an understanding of the key ideas in professional ethics applied to social work.
2. Construct plausible arguments about moral and political issues in contemporary social work and human services and identify competing points of view.
3. Demonstrate knowledge of the principles expressed in relevant ethical documents and 'moral fluency' in considering these.
4. Demonstrate the capacity to use ethical principles to reflect critically on professional practices.

Teaching Strategies

This course uses three interlinked approaches: first it imparts knowledge about key ideas through lectures; second, it uses interactive tutorials to enable students to develop their own skills in sharing and applying ideas to applied examples of professional practice; third, it enables students to test and improve their personal capacities to think in ethical terms through the use of on-line learning supports. In combination these strategies support students in developing 'fluency' in ethical thought and action.

Assessment

Please use the School's preferred referencing system for your assessment submissions. (https://www.arts.unsw.edu.au/sites/default/files/documents/SoSS_Referencing_Guide_2019.pdf) This is also detailed in the downloadable handout available on the Moodle site.

Due dates for work required in SOCW3009 Ethics and Reflective Practice, including Assignment 1 (Case Study) and Assignment 2 (Essay), have been determined with reference to the requirements for SOCW3012 and SOCW3013 - Social Work Level 3 Placement. Consideration has been given to dates when Field Education Placement tasks are due - including the Mid-Placement Report and the End of Placement Report. This is intended to assist students to balance the requirements for SOCW3009 and the placement courses, which are taught in parallel.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Case study	40%	27/06/2022 11:59 PM	1, 2
2. Essay	60%	11/08/2022 11:59 PM	2, 3, 4

Assessment 1: Case study

Due date: 27/06/2022 11:59 PM

Length: 1500 words.

Students select one case from their practice (which may be an individual person, a family, a group or a community project). They identify and explain the ethical aspects of practice with this case and apply the knowledge from this course by critically reflecting on their practice.

Written feedback and a numerical mark are provided two weeks after the submission due date. Criteria are available to students at the start of the course so that they can work towards specified standards.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Further details of assessments, including descriptions of the tasks and related course objectives, are provided in downloads available on the Moodle site.

Assessment requirements will be outlined in lectures and discussed in tutorials. Content from weeks 1-3 of this course will support your completion of this assessment.

Assessment 2: Essay

Due date: 11/08/2022 11:59 PM

Length: 2500 words.

Students are required to demonstrate knowledge and understanding of the relationship between ethical

theory, critical reflection and professional practice in social work.

Written feedback and a numerical mark are provided two weeks after the submission due date. Criteria are available to students at the start of the course so that they can work towards specified standards.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Further details of assessments, including descriptions of the tasks and related course objectives, are provided in downloads available on the Moodle site.

Assessment requirements will be outlined in lectures and discussed in tutorials. Content from weeks 3-10 of this course will support your completion of this assessment.

Attendance Requirements

In Term 2, SOCW3009 has the following attendance requirements.

TUTORIAL ATTENDANCE ON-CAMPUS: This tutorial is highly interactive and you are expected to attend tutorial classes on-campus where at all possible, as this is a strength and a unique component of the degree at UNSW.

LECTURE ATTENDANCE: All lectures for this course are interactive and on-campus attendance is preferred. However, we will provide students with the option to attend online as needed. We suggest you set aside time each week to prepare for and attend the lecture so that you can participate actively. We endeavour to create a respectful and safe environment where you are engaged as a learner and find your knowledge developing over time. The lectures will be recorded and can be accessed afterwards via the course Moodle page.

Partnerships and collaboration between students and educators are particularly important in social work learning. As well, to maintain our accreditation as a provider of social work education, it is important that each student finds themselves in an environment where they are able to experience all content to a high level of depth and engagement. For this reason, active participation and commitment to attendance is expected of all students.

Compassion and concern for student welfare is what we strive for in our provision of social work education and this is enabled by two-way communication. Communication is especially important when a student is experiencing learning barriers, particularly those which affect class attendance and completion of independent learning tasks.

To ensure that student learning and wellbeing is at the forefront of all decisions made, we encourage all students to communicate any barrier to attendance to your course convenor, lecturer or tutor as soon as possible, so a collaborative plan can be developed to work around these barriers.

If your attendance is affected for a limited period of time, we will refer you to selected alternate tasks we have created to promote your access to vital content in this course. These alternative tasks can also be completed by students whose attendance is exemplary and who wish to extend their learning. We will expect you to take full responsibility and initiative for completing these alternate tasks and to ensure that in completing them you develop a good working knowledge of the content missed.

Our aim is to foster an environment where students feel comfortable coming forward regarding concerns about their learning and attendance. Based on experience, if your attendance drops below a certain level it is unlikely you will have the skills and knowledge to effectively achieve the learning outcomes of this course; which is why we highly encourage active attendance and participation. With effective communication and planning we endeavour to avoid situations where students feel they have not adequately engaged with the course, and therefore strongly encourage students to communicate any concerns as early as possible. We want to again emphasise the importance of collaboration and communication, and acknowledge the unique circumstances students may find themselves experiencing. Please email the course convenor, Maree Higgins (m.higgins@unsw.edu.ay), as soon as possible if COVID-related reasons prohibit on-campus attendance.

Course Schedule

View class timetable

Timetable

Date	Type	Content
O week: 23 May - 27 May	Online Activity	**Introduce yourself!** Share a word, quote, gif or tik tok that reflects how your placement is going at the moment. You do not need to explain your choice. Please be mindful of key social work values including respect, social justice and professional integrity as you are developing your post. This online activity will be available prior to the beginning of week 1 and we will review in Week 1 classes. See Moodle for more information
	Homework	**Develop a plan for successful studies** This course is designed to be undertaken alongside Level 3 placement and we want you to feel well supported in your studies. As you prepare for the term, please think about the following: 1. any educational adjustments that will enable you to succeed this year and please consider registering with the Equitable Learning Services (ELS) to obtain or update an Equitable Learning Plan if needed. To do so, go to https://www.student.unsw.edu.au/els/register 2. other courses you are completing this term and raise any difficulties with attendance or assessments early in the term
Week 1: 30 May - 3 June	Lecture	Introduction: What is ethics and reflective practice? Critical reflection, critical theory and practising ethically.
	Tutorial	Introduction to tutorials: establishing the working agenda. Examining our personal values and ethics and identifying values and ethics in practice situations.
Week 2: 6 June - 10 June	Lecture	Ethical decision-making: Personal and professional values, the AASW Code of Ethics

		and the concepts of Human Rights and Social Justice
	Tutorial	Ethical debates and challenges: exploring 'ethical dilemmas' and ethical learning occurring on placement. Discussion of Practice Standards 1 and 2 - Values and Ethics and Professionalism. Examples and issues from placement. Feedback from supervisors.
Week 3: 13 June - 17 June	Lecture	First Nations values and ethical frameworks
	Tutorial	Discussion of placement experiences regarding practice standard 3: culturally safe and inclusive practice, and exploration of ideas of diversity and inclusion. Examples and issues from placement. Feedback from supervisors.
Week 4: 20 June - 24 June	Lecture	Human dignity and worth: Deontology and human rights Examining power, justice and epistemologies of empowerment
	Tutorial	Exploring the meaning of human dignity and worth. Examining human rights as ethical principles that underpin practice. Reflective exercises: how do these principles apply in practice?
	Assessment	Case Study DUE Monday 27th June at 11:59pm.
Week 5: 27 June - 1 July	Lecture	Social Justice and Utilitarian perspectives
	Tutorial	Exploring social justice, consequentialism, wellbeing, equity and positionality. Exercise: how do these principles apply in practice?
	Assessment	Case study

Week 6: 4 July - 8 July	Lecture	Week 6 is flexibility week so there will be no lecture or tutorials this week. We will set activities to support your reflection on practice.
Week 7: 11 July - 15 July	Lecture	Ethics of Care: Feminist ethics in practice
	Tutorial	Ethics of care framework in social work practice; Critical reflection.
Week 8: 18 July - 22 July	Lecture	Virtue ethics: Professional integrity
	Tutorial	Professional integrity and 'virtues': the ethics of our professional selves; Exercise: Examples from placements.
Week 9: 25 July - 29 July	Lecture	Universalism, relativism and pluralism: Our moral compasses
	Tutorial	Equity, diversity and inclusion: working with difference in practice. Examining privilege, positionality and power. Preparing for Essay DUE 11th August at 11:59.
Week 10: 1 August - 5 August	Lecture	'Moral fluency' and the politics of practice.
	Tutorial	Achieving 'moral fluency' and 'walking the talk'; Looking deeper at what we bring to social work: personal and cultural values Self-reflection and ethical learning. Preparing for Essay DUE 11th August at 11:59 Evaluation.
	Assessment	Essay DUE on Thursday 11th August at 11:59

Resources

Prescribed Resources

Banks, S. (2020) *Ethics and Values in Social Work*, 5th Edition. Basingstoke: Palgrave Macmillan. (Please note that there is a new edition of this book published in 2020, however, it is not yet available in the UNSW library. The 2020 edition will be referred to in this course but the 2012 version is also suitable for you to read and cite if you do not have access to the newer text.)

Gardner, F. (2014) *Being Critically Reflective*. Basingstoke: Palgrave Macmillan.

Hugman, R. (2014) *A-Z Professional Ethics*. London: Palgrave Macmillan.

Chenoweth, L. & McAuliffe, D. (2020) *The Road to Social Work & Human Service Practice.* 6th edition. South Melbourne: Cengage Learning. [especially Chapters 2, 3, 4, 9 & 10]

Recommended Resources

Banks, S. (2004) *Ethics, Accountability and the Social Professions*. Basingstoke: Palgrave- Macmillan.

Banks, S. & Gallagher, A. (2009) *Ethics in Professional Life: Virtues for Health and Social Care.* Basingstoke: Palgrave-Macmillan.

Bowles, W., Collingridge, M., Curry, S. & Valentine, B. (2006) *Ethical Practice in Social Work: An Applied Approach.* Crows Nest: Allen & Unwin.

Clifford, D. & Burke, B. (2009) *Anti-Oppressive Ethics and Values in Social Work.* Basingstoke: Palgrave- Macmillan.

Gray, M. & Webb, S. A. (eds) (2010) *Ethics and Value Perspectives in Social Work.* Basingstoke: Palgrave-Macmillan.

Hinman, L. M. (2013) *Ethics: a Pluralistic Approach to Moral Theory.* 5th Edition. Boston, MA : Wadsworth, Cengage Learning.

Hugman, R. (2005) *New Approaches to Ethics in the Caring Professions.* Basingstoke: Palgrave-Macmillan.

Hugman, R. (2013) *Culture, Values and Ethics in Social Work: Embracing Diversity.* London: Routledge.

Hugman, R. & Carter, J. (eds) (2016) *Rethinking Values and Ethics in Social Work*. London: Palgrave.

Payne, M. (2016) *Modern Social Work Theory*. 4th Edition. Oxford: Oxford University Press.

Pawar, M. & Anscombe, A. W. (2014) *Reflective Practice in Social Work: Thinking, Doing and Being.* Port Melbourne: Cambridge University Press.

Pawar, M., Hugman, R., Alexandra, A. & Anscombe, A.W. (eds) (2017) *Empowering Social Workers: Virtuous Practitioners.* Singapore: Springer Nature.

In addition, relevant journal articles and other library materials are provided in the Leganto link on Moodle. You are also encouraged to undertake your own literature searches. Good places to start are Australian Social Work, British Journal of Social Work, Ethics & Social Welfare (all available via the UNSW Library) and the on-line Journal of Social Work Values & Ethics (for which a hotlink is provided on the Moodle page). (Anything by Sarah Banks is likely to be relevant, and she does also occasionally write about community work.)

Course Evaluation and Development

This course is evaluated using student learning reviews, class feedback and the myExperience survey results. Student feedback is valued as part of the ongoing course review and development.
Specific feedback has been used to make changes which have included moving the course into term 2, based on previous evaluations. Changes have been made to assessment tasks and fine-tuning of content and class exercises. Thank you in advance for your participation in this process.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

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