



**MIDWESTERN
STATE UNIVERSITY**

A Member of the Texas Tech University System

Course Syllabus: Ethical Decision Making in Social Work
College of Health Sciences and Human Services
SOWK 3707 TR 1:00-2:20 Centennial Hall 302
Spring 2026 January 20- May 15, 2026

Contact Information

Instructor: Catherine McInroe

Office: Centennial Hall #450 F

Office hours: Tuesday & Thursday 9:00-11:00 and Wednesday 10:00 to 12:00
or by appointment (Zoom meetings by appointment))

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Course Description

This course provides students with a comprehensive exploration of values and ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities.

Although values and ethical issues pervade all social work studies, this course is intended to provide students with an opportunity to study these issues in greater depth than may be provided in other courses. This course will provide students with a basic understanding of their ethical obligations as social workers, as well as a framework for analyzing and managing more complex ethical dilemmas that may arise in practice with individuals, families, groups, organizations, and communities.

To master applied ethics, developing social workers need to engage in interactive styles of education. This course is taught through small group discussions, audiovisual presentations, and lectures. The expectation is that students will have read the assigned reading to facilitate class dialogue and interactions. The instructor will explain the meanings of key concepts and provide various frameworks for the resolution of ethical issues. Students are expected to attend classes and to actively participate in discussions, debates, and role-plays in order to apply these concepts to social work practice situations. The instructor will provide case examples drawn from all levels of social work practice. Guest presenters from various professional groups will provide alternate perspectives

on ethical decision-making. Students will make use of both theoretical and applied ethics literature.

Course Delivery

This course has been planned as a fully face-to-face course. The class will meet in its regularly scheduled room on all scheduled class days.

Students with health concerns or any symptoms of illness should not attend in person but rather **communicate with the professor in advance** so that they may attend live classes via zoom. **Students attending by Zoom must have advance approval and appear on video for the entire duration of the class.**

If Midwestern State University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible course delivery or course format will change. Should that be necessary, students will be advised of the changes.

Course Objectives

Upon completion of this course, students will be able to:

1. Identify the differences between beliefs, morals, ethics, values, laws, human rights, social responsibilities, and freedoms (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
2. Reflect upon and clarify their own personal and professional values (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
3. Identify and articulate ethical issues that may arise in a variety of practice settings and organizational contexts (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
4. Identify and draw upon the help of supervisors, attorneys, professional associations, and other sources of assistance when faced challenging ethical issues (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
5. Locate and interpret social work standards, ethical principles, agency policies, and public laws that are relevant to an array of social work practice situations (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
6. Critically apply and analyze the values, ethical principles, and ethical standards of the National Association of Social Workers' Code of Ethics, with particular focus on the needs of socially and economically challenged clients from diverse backgrounds (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
7. Apply critical thinking skills (making use of deontological, teleological, and virtue ethics) to assist with the resolution of ethical issues (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
8. Present a comprehensive ethical analysis, orally and in writing (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
9. Apply conflict resolution strategies and skills to engage clients, coworkers, and others in collaborative discussions of ethical issues (*Knowledge, Values, Skills, Cognitive & Affective Processes*)

Textbook & Instructional Materials

Barsky, A. E. (2019). *Ethics and values in social work: an integrative approach to a comprehensive curriculum* (2nd ed.). Oxford University Press.

- **List price: \$79.98** (prices may vary depending on the vendor)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

- **List price: \$31.99** (prices may vary depending on the vendor)

National Association of Social Workers. (2021). *Code of Ethics of the National Association of Social Workers*.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Texas State Board of Social Worker Examiners (2020). Title 22 (examining boards) Texas Administrative Code Part 34, Chapter 781.

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&pdir=P&p_rloc=150330&p_tloc=&p_ploc=1&pg=5&tac=&ti=22&pt=34&ch=781&rl=201](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&pdir=P&p_rloc=150330&p_tloc=&p_ploc=1&pg=5&tac=&ti=22&pt=34&ch=781&rl=201)

Class Participation

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students' contributions in the class and by not being disruptive in class. **Side conversations, making noises, leaving, working on outside assignments, or inappropriate use of electronics during class are disruptive, will result in a lower participation grade, and may result in the student being asked to leave.** It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree, but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. **Students will be expected to read all the assigned materials prior to class** and be prepared to engage in class discussions related to the class topics.

Laptop and Cell Phone regulation

No Photographing, recording, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. Please do not surf the internet or listen to music while in class. Please note that using electronic devices during class time will have an adverse impact on participation grade. **During the final exam no cell phones or smart devices will be permitted.**

Writing Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Student achievement will be evaluated on the basis of written assignments, class exams, class participation including disposition appropriate for professional social work practice, and class presentation.

Assignments	Weight
Quizzes (10 quizzes averaged for total)	30%
Class Participation	20%
Group Presentation	30%
Final Exam	20%

Table 2: Weighted average will be used to calculate final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. ***Students must repeat social work courses in which they receive a grade of D or F.***

Homework

Questions may be assigned for selected chapters to be answered and handed in at the next class.

Quizzes

Quizzes will be completed outside of class through D2L. Students will complete weekly quizzes by 11:59 pm on Sundays based on the required book chapters and lectures as indicated in the class schedule. Assigned reading should be completed before beginning each quiz. The quizzes are open book and notes, but there will be limited time to complete them. Ten quizzes will be required and will have 10 questions each. Eleven quizzes will be available and students completing all 11 will have their lowest quiz grade dropped. The tests will include application questions, meaning that you will need to know how to apply the concepts to brief case situations and make critical distinctions when applying ethics concepts. One purpose of having these tests is to ensure that we all have the same baseline knowledge about the ethical decision-making process. With this baseline knowledge, we will be able to engage in lively and critical discussion of ethical issues throughout the rest of the course, and in your final exam. No requests for late access will be considered unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the entire week that the quiz was available.

Anything presented via assigned readings or in class may be included in quizzes.

Final Exam

The final exam will be taken in person in the classroom using your own device using Respondus lockdown browser. The exam will consist of multiple-choice questions, true or false statements, and short answer or essay questions. Since class instruction will be based on the text as well as materials from other sources, what is presented in class will be included in the final exam. This may include content from the textbook, lectures, guest speakers and student presentations. The exam will focus on your understanding of ethics terminology and the Framework for Managing Ethical Issues from our required textbook. The exam also includes application questions, so you will need to know how to apply the concepts to brief case situations and make critical distinctions when applying ethics principles.

Projects Required

APA style formatting is required for all written work in this course. Be sure to use appropriate APA style citations for any information you take from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments.

Written assignments are due by 11:59pm on their due date. **Assignments should be submitted through the appropriate drop box folder in D2L.**

Final Project: Group Presentations with Handout

During the first and second classes, students will be asked to organize into groups of **2** members for the purpose of group presentations as scheduled in the weekly outline. Each group will select a different case study and will be responsible for a 30-35 minute presentation. You may use any of the cases on pages:

- **353-355 under exercise “3. Developing Policies”** [these cases relate to SW administration]
- **380-381 under exercise “5. Application”** [these cases relate to mental health]
- **402-404 under exercise “3. Managing Issues”** [these cases relate to child welfare]
- **457-459 under exercise “1. Analyze Elder Issues.”** [these cases relate to SW with elders]

The focus of the presentation is to identify the ethical issues raised by the case and present a critical analysis, including AT LEAST ONE PRIMARY ETHICAL DILEMMA or ISSUE that the group will analyze in its presentation. Groups may select among various forms for their presentation: traditional debate, a feminist-informed discussion, a dialogue, interest-based mediation, transformative mediation; professional review hearing, Socratic inquiry, a role play, student-produced video, panel discussion, skit, or other experiential exercise (cf., Barsky, 2010; *Journal of Small Group Exercises*). Students are strongly encouraged to present an outline to the professor and discuss their plans with her prior to their presentation in order to obtain advance feedback and suggestions.

In the class prior to a group’s presentation date, that group will distribute a three to five page “Handout” to all students in the class, including: Title of the Presentation (case name, page, exercise number), Names of Group Members, Synopsis of Major Issues to be Covered, List of Sources that have been Consulted (3-6 sources); and at least 2 Questions for Class Discussion. While you may include a brief summary, do not simply repeat case facts from the scenarios in the textbook. Please indicate any changes or additions that you are making to the cases for the purposes of your presentation. Your handout should focus largely on the ethical issue(s) or dilemma(s) that you will address in your presentation and present multiple points, approaches, and/or considerations.

Evaluation of Presentation: Grading will be based on the following criteria: Selection of relevant, scholarly readings (include at least one classical ethicist or social philosopher – e.g., Hobbes, Kant, Hegel, Rawls, Philippa Ruth Foot, Simone de Beauvoir, John Stuart Mill, Joseph Fletcher, Joseph Soleveitchik, The Dalai Lama, Nozick, Confucius, Paulo Freire, or Lao Tzu – make sure you can show the relevance of this person’s theories/concepts to your case; if you cannot, then please select another ethicist); Preparation of Handout (described above); accurate identification of “ethical dilemmas” raised by the case; connections between case and readings; critical analysis; reflectiveness; engagement of class; linkages to social work values from varied sources; creativity (in process); originality (of argument); and effective use of time. When you identify ethical or legal rules, ensure that you cite original sources, and quote the most relevant sections. All members of a group will receive the same grade. If a group agrees to an alternative arrangement for grading, the group must submit this agreement in writing and signed by all the members prior to their presentation, subject to the approval of the professor.

Equal Division of Responsibilities: Please ensure that everyone contributes equally to the presentation, including organizing/planning, brainstorming ideas, researching, preparing the handout, critically thinking through the case, preparing PowerPoint or other audiovisual aids, and participating in the class presentation (you may divide responsibilities among group members, but ensure that there is approximately equal participation over the entire list of responsibilities).

If a member of the group is not participating equally, then the group is responsible for letting the instructor know at least 10 days prior to the presentation. Please do not wait until just before the presentation is to be made. The instructor may ask that member to do a separate, individual assignment.

- Everyone in the group is expected to participate in the oral presentation. Be mindful of the use of time.
- Please do not read your presentation notes or PowerPoint slides.
- If you have more than one ethical issue or question that you want the class to consider, make sure that you present the issues in a logical order (you may need to go through the analysis of each question separately).
- When you state an ethical issue (Stage 1 of the Framework for Managing Ethical Issues) make sure you provide some background facts, express the issue with an open-ended question that highlights the conflicting ethics/values/laws/policies/perspectives, and if there is some “unknown information” that is relevant to determining the ethical issue, describe what that type of information is.
- Come early to set up PowerPoint or any other audiovisual technology, and have back-up plans in case there are problems with any of the technology.

Late Work

All assignments must be submitted on time. Students who need additional time to complete assignments must meet with the instructor at least one class session prior to the assignment due date to discuss the accommodations that need to be made. It is the student’s responsibility to request this meeting.

Late work will be penalized ½ letter grade per 24-hour time period. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

Make Up Work/Tests

Make up work will only be considered in cases of university excused absences or verifiable emergencies. Students will not be allowed to take make up exams after the original exam has been given. If you cannot take the exam on the required day and time, you must make arrangements in advance to take it PRIOR to the scheduled administration of the exam.

Important Dates

Check all dates on the [Academic Calendar](#).

Last day for term schedule changes: Feb 2.

Deadline to file for graduation: September 22 for December Graduation, February 16 for May Graduation.

Last Day to drop with a grade of "W:" 4:00pm March 4th.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Social Work Program Attendance Policy

Students are expected to attend all meetings of this class and to arrive before class begins. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that ***for each "uninformed class absence" a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone use), and leaving early from class will have an adverse impact on attendance and participation grade.***

Students are allowed three excused absences as defined by the MSU absence policy. For an absence to be excused the ***student must inform the instructor of the reason for the absence*** and provide documentation supporting the need for the class absence. Please note that ***for each absence beyond the 4th, 5 points will be taken off from the student's final course (average) grade.*** A ***student who has missed six classes*** (including the three excused absences) will ***receive a full lower letter grade(10 points).*** ***After six absences the student will be dropped from the class.***

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student](#)

[Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or **using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.)**.

I use TurnItIn as an initial way to detect and measure AI use and plagiarism and may use additional detection tools if academic dishonesty is indicated or suspected. I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating, plagiarism, or collusion or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

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Accountability: Attend class, arrive on time, and return from break in a timely manner. Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided. Come to class prepared, with readings and other homework completed.

Respect: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language.

Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)

Never use names of clients or disclose other identifying information in the classroom.

Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and pens. Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback Submission of Papers: Students will submit their written assignments through D2L. Papers will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

Humility: Strive to become more open to people, ideas, and creeds that you are not familiar with. Maintain speech free of racism, sexism, ableism, heterosexism,

or stereotyping. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.

Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

Social Justice: Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

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1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated [Pregnancy and Parenting](#) Liaison to discuss support available through the University.

College Policies

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or

other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit
<https://msutexas.edu/titleix/>

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. **Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.** For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Ethical Decision Making Course Schedule

(The instructor reserves the right to adjust the syllabus schedule as needed.)

Week & Dates	Chapters/Readings	Assignments
Week 1 Jan 19–25	Course Introduction Part I: Foundations of Values and Ethics (pp.1-11) NASW Code of Ethics (2021 NASW Code of Ethics) Texas Administrative Code Part 34, Chapter 781. Social Worker Licensure	Organize into groups
Week 2 Jan 26–Feb 1	Chapter 1: Values – Mine, Theirs, and Ours Chapter 2: Theory, Values and Ethics – Macro Perspectives	- Quiz 1 (part 1, Ch. 1, Ch. 2)
Week 3 Feb 2–8	Chapter 3: Theory, Morals, and Ethics – Micro Perspectives Chapter 4: Research, Values, and Ethics	- Quiz 2 (Ch. 3, Ch. 4)

Week & Dates	Chapters/Readings	Assignments
Week 4 Feb 9–15	Part II: Advanced Values and Ethics – Framework for Managing Ethical Issues	- Quiz 3(Part II)
Week 5 Feb 16–22	Chapter 5: Practice, Values, & Ethics- Social Work with Individuals	- Quiz 4 (Ch. 5)
Week 6 Feb 23–March 1	Chapter 6: Practice, Values, & Ethics- Social Work with Families	- Quiz 5 (Ch. 6)
Week 7 Mar 2–8	Chapter 7: Practice, Values, & Ethics- Social Work with Groups	- Quiz 6 (Ch. 7)
March 9-15	Spring Break	
Week 8 Mar 16–22	Chapter 8: Practice, Values, & Ethics- Social Work with Organizations	- Quiz 7 (Ch. 8)
Week 9 March 23-29	Chapter 9: Practice, Values, & Ethics- Social Work with Communities	- Quiz 8 (Ch. 9) Outline Due March 29
Week 10 March 30-April 5	Chapter 10: Policy, Values, and Ethics	- Quiz 9 (Ch. 10)
Week 11 April 6-12	Chapter 13: Psychopathology, Mental Health, Values, and Ethics	- Quiz 10 (Ch. 13)
Week 12 April 13-19	Chapter 16: Elders, Values, and Ethics Holiday Break-no class Thursday	- Quiz 11 (Ch. 16)

Week & Dates	Chapters/Readings	Assignments
Week 13 Apr 20–26	Student Selected Topic (Tue.) Student Presentations (Thur.)	-Student Handouts
Week 14 Apr 27–May 3	Student Presentations	-Student Handouts
Week 16 May 3 - 9	Student Presentations (Tue.)	-Final Exam May 8**
Finals Week Thursday, May 8	** If Student Presentations run long the Final Exam will be moved to May 15 th 1:00pm-3:00pm	

Professional Social Work Dispositions Rubric Student Acknowledgement

Habits of Thinking and Action toward LEARNING are Appropriate . . .		Indicator	Score
Professional Disposition toward LEARNING	Potential Indicators: Initiates acquiring content knowledge and agency expertise <ul style="list-style-type: none"> • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development • Demonstrates the ability to apply concepts to practice at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice 		
Habits of Thinking and Action toward Clients are Appropriate . . .		Indicator	Score
Professional Disposition toward Social Work	Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations for clients • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate clients • Is committed to working with populations at risk 		
Habits of Thinking and Action toward PROFESSIONAL Social work CONDUCT are Appropriate . . .		Indicator	Score
Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards	Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one's own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Follows NASW Code of Ethics • Follows NASW Cultural Competencies • Demonstrates qualities of treating all clients with respect and dignity 		
Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate . . .		Indicator	Score
Professional Disposition toward INTERPERSONAL RELATIONSHIPS	Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with others including supervisors • Demonstrates sensitivity to diversity and cultural differences • Interacts appropriately with a wide variety of individuals • Works well in collaboration with others • Demonstrates awareness of one's impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries 		
Habits of Thinking and Action toward COMMUNICATION are Appropriate . . .		Indicator	Score
Professional Disposition toward COMMUNICATION	Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience • Uses written language appropriate to purpose and audience • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession 		
Habits of Thinking and Action toward SELF REFLECTION are Appropriate . . .		Indicator	Score
Professional Disposition toward SELF AWARENESS	Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work • Demonstrates awareness of own values and how they may impact on others • Is willing and able to recognize own difficulties and generate potential solutions • Seeks and uses feedback to make changes 		

Rubric Key: 1. Does not meet expectations 2. Meets expectations 3. Exceeds expectations
 Indicator Key: O Observed NO Not observed NI Needs Improvement

I have been given a copy of the Professional Dispositions Rubric (above), as well as access to the [MSU Student Handbook](#), [Social Work Student Handbook and Field Manual](#), [NASW Code of Ethics](#) and [NASW Cultural Competence Standards](#). I understand that these are all standards I must adhere to as a student in Social Work. I understand that disposition scores on the above rubric will be provided in core Social Work courses to guide my professional development. I understand that both my Field Instructor and my Field Course Professor will provide scores on the above rubric during both SOWK 4236 and SOWK 4246, that I am expected to receive scores of 2 or 3 in all areas as rated by both the Field Instructor and my Field Course Professor, and that a rubric score of 1 in any area or areas will prevent successful completion of the Field course.

Ethical Decision Making

Printed Student Name _____ Signature _____ Date _____ Course _____

STUDENT COURSE AGREEMENT

Please review the course syllabus. Once you have read and understand the syllabus and all faculty expectations, please sign and return this agreement. Please pay special attention to attendance and late/make-up work policies as well as the Instructor Class Policies and Professional Expectations of Student Behavior sections. If you have any questions, please do not hesitate to contact me at catherine.mcinroe@msutexas.edu.

This agreement of understanding should be completed only after thoroughly reading the course syllabus. Sign, date & return this document to Professor Catherine McInroe prior to the second class session.

Semester

Printed Student Name

I have read and understand the syllabus and faculty expectations for this course. I agree to come to class prepared and to participate fully in this course.

Date

Signature

I have read, understand, and agree to abide by the plagiarism, AI, and academic dishonesty policies of this course and certify that the entirety of each of my submissions will be my own original work. I agree that I will not engage in unauthorized collaboration or make use of ChatGPT or any other AI composition or revising software.

I understand that dishonesty, cheating, plagiarism, collusion, or AI use will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

I also understand that repeated accidental or willful cheating, plagiarism, collusion, AI use, or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students, regardless of whether the first occurrence was in this course.

Date

Signature