

Ethics and Ethical Dilemmas

in Practice with Organizations and Communities



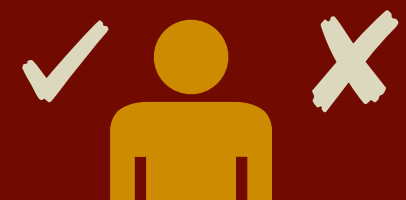
SOWK 531 Week 12 Plan

Agenda


- Steps to think through ethical problems
- Ethical principles screen
- Ethical dilemma practice
- Planning for A-03b, the community impact project presentation

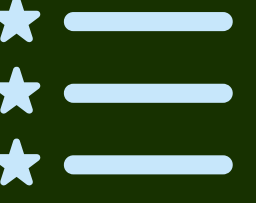
Learning Objectives

- Apply an eight-step ethical decision-making framework to analyze and resolve ethical dilemmas encountered in macro social work practice.
- Use the Ethical Principles Screen to prioritize competing ethical principles in hierarchical order and justify decision-making.



Steps to Think Through Ethical Problem

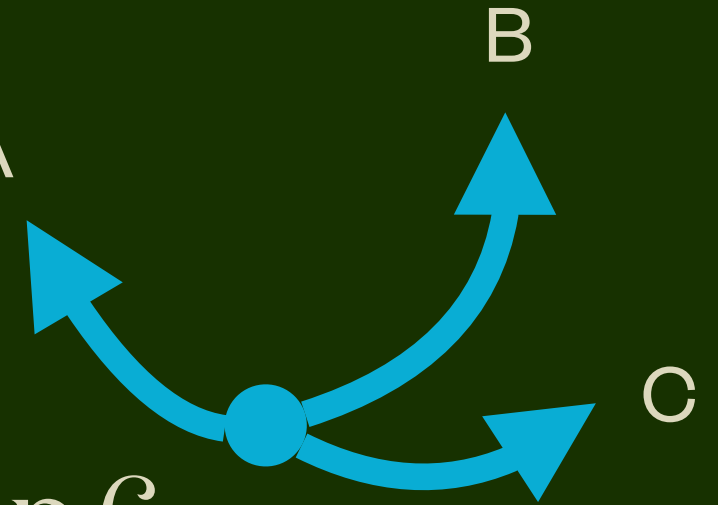
Step 1 
Identify the problem or dilemma

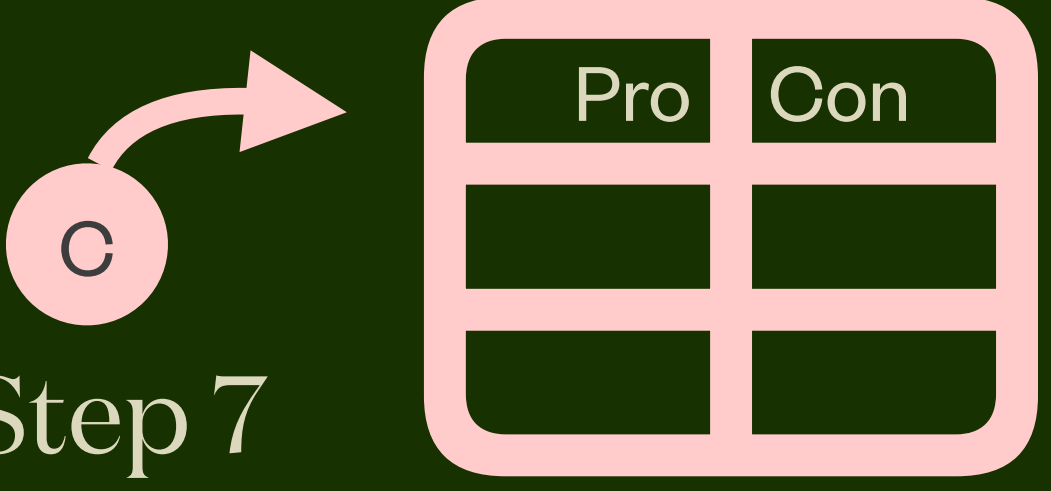
Step 2 
Identify the potential issues involved

Step 3 
Review the relevant ethics codes

Step 4 
Know the applicable laws and regulations

Step 5 
Obtain consultation

Step 6 
Consider possible and probable courses of action

Step 7 
Enumerate and consider the possible consequences of various decisions

Pro	Con

Step 8 
Choose what appears to be the best course of action



The family services agency where you counsel survivors of domestic violence is undergoing significant budget cuts. The agency's administration has indicated that it will need to eliminate some services in order to stay afloat. Programs that may be targeted include day-care for working parents, sex education and contraception counseling for teens, or the thriving but expensive foreign adoptions program. The agency's other alternatives include elimination of the domestic violence counseling program, decreasing staff for all programs, or significantly cutting workers' salaries across the board.

The community has depended on your agency and its various services for many years, as adequate alternate services do not exist in.

Ethical Reasoning Case Study



Self-Assessment: An Inventory of Your Attitudes and Beliefs About Ethical and Professional Issues

(Corey et al., 2024)

Self-Assessment: An Inventory of Your Attitudes and Beliefs About Ethical and Professional Issues

I am going to have you take the following inventory taken from Corey et al. (2024, items come from pp. 24–31) and it will act as jumping off point for some discussion during class. They introduce the tool as with the following description:

This inventory surveys your thoughts on various professional and ethical issues in the helping professions. It is designed to introduce you to issues and topics presented in this book and to stimulate your thoughts and interest... This is not a traditional multiple-choice test in which you must select the "one right answer." Rather, it is a survey of your basic beliefs, attitudes, and values on specific topics related to the practice of therapy. For each question, write in the letter of the response that most clearly reflects your view at this time. In many cases the answers are not mutually exclusive, and you may choose more than one response if you wish. (p. 24)

Reference

Corey, G, Schneider Corey, M, & Corey, C (2024) *Issues and ethics in the helping professions* (11th Ed). Cengage Learning

1. **Fees.** Regarding the matter of establishing fees, I would tend to:
 - a. Have a standard fee that is the same for all my clients.
 - b. Use a sliding scale to accommodate those with financial hardships.
 - c. Increase my fees with existing clients as the cost of living increases.
 - d. Retain the fee agreement initially made with clients.
 - e. Other Response:
2. **Therapy for Therapists.** For those who wish to become therapists, I believe personal psychotherapy:
 - a. Should be required for licensure.
 - b. Is not an important factor in the ability to work with others.
 - c. Should be encouraged but not required.
 - d. Is needed only when the therapist has some form of psychological impairment.
 - e. Other Response:

1/8



Ethical Principles Screen

Key Ethical
Assessment Tool

1. Rules about basic survival supersede rules governing lesser actions
2. One person's right to well-being supersedes another person's right to self-determination
3. One person's right to self-determination supersedes that same person's right to well-being
4. Obeying rules you have agreed to support supersedes the right to freely break these rules
5. People's right to well-being supersedes adherence to rules you have agreed to support
6. Preventing harm and fulfilling basic needs supersedes withholding your own property

(Reamer, 2006a
as cited in Kirst-Ashman & Hull, 2018)

- Protection of Life
- Social Justice
- Self-Determination, Autonomy, and Freedom
- Least Harm
- Quality of Life
- Privacy and Confidentiality
- Truthfulness and Full Disclosure

(Dolgoff et al., 2012)

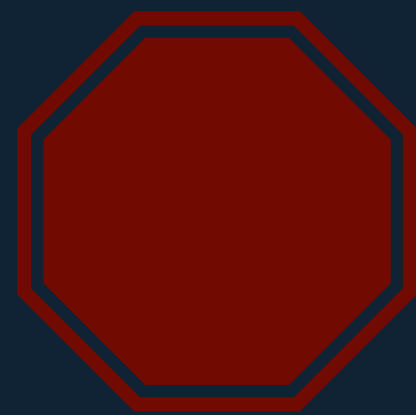


Ethical Principles Screen

How We Conceptualize The EPS

Dilemma
involves
multiple
principles

Is protection
of life of
concern?



a higher-order principle
takes precedence over
the satisfaction of a
lower-order principle

**Consider Before
Taking Action:**

- Impartiality
- Generalization
- Justifiability

(Dolgoff et al., 2012)



Ethical Dilemmas in Macro Social Work Practice

(Lewis, 2009)

Four groups, each one will review one of the four ethical dilemmas.

- The Anti-Immigrant Coalition
- The Mayor's Backdoor Deal
- The Speaker's Secret
- The Board Chair's Ultimatum

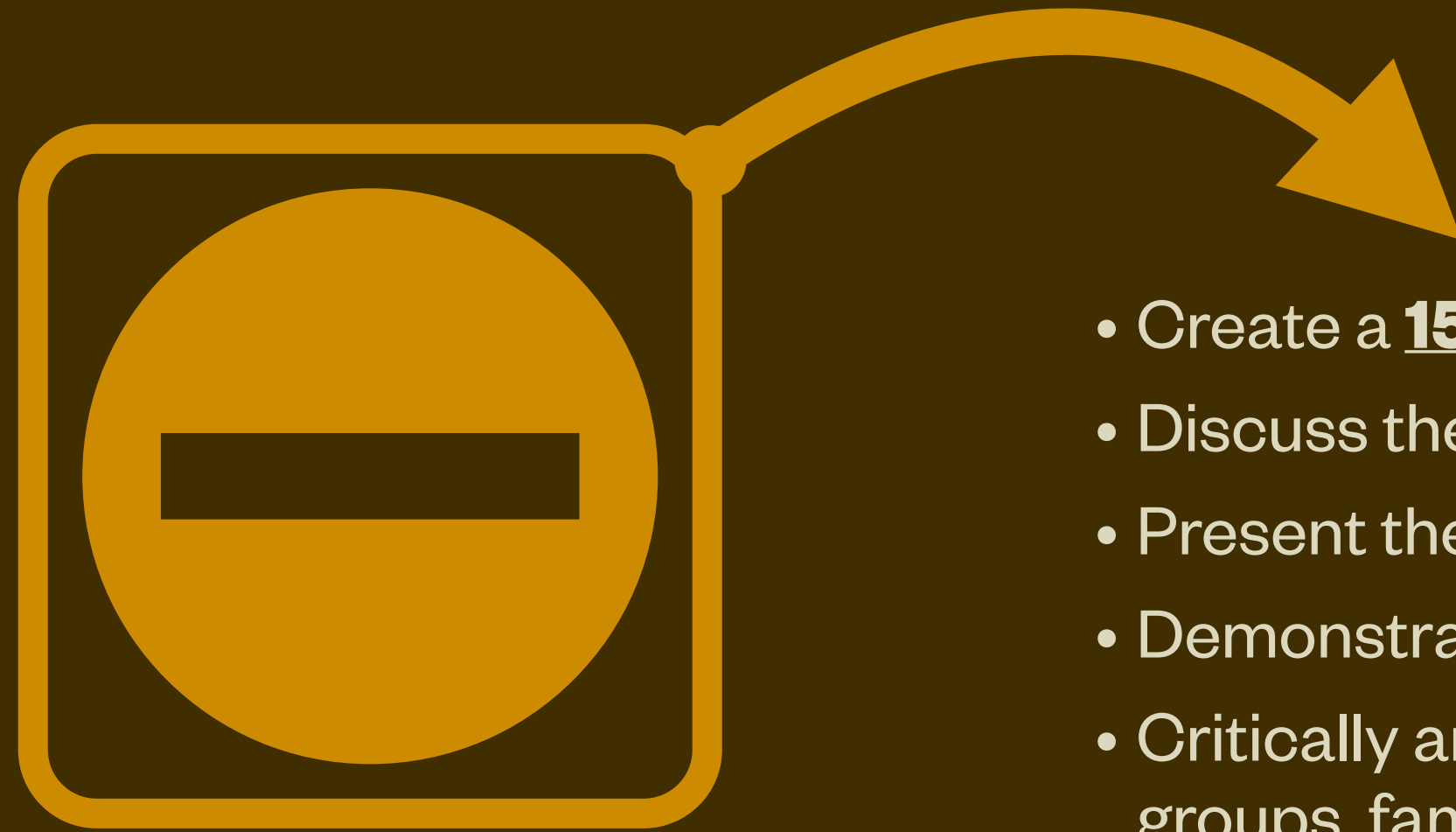
Consider the steps to think through an ethical problem and or the ethical principle screen

Share back with the group the example and your groups thinking process



Assignment 03b: Community Impact Project Presentation

Students will develop and deliver a presentation that demonstrates their ability to implement, evaluate, and critically analyze a macro-level community project. This assignment assesses Competencies Eight and Nine by requiring students to apply culturally responsive, evidence-informed interventions and to evaluate their outcomes across individuals, families, groups, organizations, and communities.



**I didn't really
consider this
enough in
developing
the syllabus**

- Create a **15–20-minute** presentation on your community impact project results
- Discuss the assessment you conducted and proposed interventions
- Present the outcomes of your interventions
- Demonstrate culturally responsive evaluation methods
- Critically analyze how outcomes improve practice across system levels (individuals, groups, families, organizations, communities)
- Explain how your intervention was evidence-informed
- Describe how you negotiated, mediated, or advocated with and on behalf of the target system
- Include artifacts from implementation (photos, flyers, letters, etc.)
- Reflect on your experience and learning gained
- Discuss how evaluation findings will inform future practice at multiple system levels



Assignment 03b: Community Impact Project Presentation

	Description	Highly Developed
Competency 8	The presentation documents culturally responsive and evidence-based interventions.	The presentation explains a fully developed, culturally responsive set of interventions, with a clear description of the adaptations made to respond to the target system's needs. Scholarship related to the intervention is detailed.
	The presentation incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	The presentation demonstrates a high degree of understanding of cultural identities and contexts. They explain how they facilitated and incorporated negotiation, mediation, or advocacy at all service levels (e.g., individual, family, group, organization, and community).
Competency 9	The presentation describes the culturally responsive methods used in the evaluation.	The presentation includes a specific discussion of culturally responsive practices, such as learning about the population service and their needs. Outcomes from the project are identified and linked to the needs identified in the assessment.
	The presentation details the critical analysis of the outcomes.	The presentation will provide a detailed description of how they evaluated practice effectiveness at each service level (individual, family, group, organization, and community), and it will include specific areas of improvement for each level.
	The presentation is professionally delivered.	The presentation is professionally delivered, clearly conveys the plan's details, and uses strong presentation skills.
	The presentation closely follows the assignment description.	Closely follows the assignment description and requirements.

