



UNSW Course Outline

SOCW3009 Ethics and Reflective Practice - 2024

Published on the 12 Jun 2024

General Course Information

Course Code : SOCW3009

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Social Sciences

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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 Aims

This course aims to introduce students to an understanding of professional and applied ethics in the field of social work and human services. By the end of the course it is expected that students will be able to identify the ideas that comprise professional ethics in social work, to think carefully and critically about these ideas, to relate them to contemporary social work practices and systems and to use them as a basis for critical reflection on their own actions and values.

Relationship to Other Courses

Ethics and Reflective Practice serves as the foundation for ethical social work practice. It equips you with a deeper understanding of the decision-making tools introduced in Introduction to Social Work and empowers you to more critically analyse experiences during your Level 3 Placement. The course introduces ethical frameworks and values that enrich your understanding of professional practice issues explored in later courses such as Organisational Practice, Socio-Legal Practice, Child and Family Practice, and Social Work Practice in Mental Health and Trauma. Furthermore, the skills developed here provide a springboard for self-reflection on placement experiences in the Level 4 placement. Finally, the concepts learned here form the basis for further analysis in your Honours Advanced Practice Portfolio. This course fosters ethical and reflective practice throughout your social work education journey and beyond.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate an understanding of the key ideas in professional ethics applied to social work.
CLO2 : Construct plausible arguments about moral and political issues in contemporary social work and human services and identify competing points of view.
CLO3 : Demonstrate knowledge of the principles expressed in relevant ethical documents and 'moral fluency' in considering these.
CLO4 : Demonstrate the capacity to use ethical principles to reflect critically on professional practices.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate an understanding of the key ideas in professional ethics applied to social work.	• Case study
CLO2 : Construct plausible arguments about moral and political issues in contemporary social work and human services and identify competing points of view.	• Essay • Case study
CLO3 : Demonstrate knowledge of the principles expressed in relevant ethical documents and 'moral fluency' in considering these.	• Essay
CLO4 : Demonstrate the capacity to use ethical principles to reflect critically on professional practices.	• Essay

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom | Echo 360

Learning and Teaching in this course

We use a dialogical approach to teaching in this course, modelling dynamic critically reflective conversations and processes throughout the term. Lectures are interactive and invite you to ask critical questions of yourselves and each other, making links between your experiences and the course content. Tutorials are even more interactive and invite you to practice critical analysis by examining your decisions, professional behaviours, and assumptions, inviting you to deeply integrate new content into existing and new frames of meaning. We will primarily use circle-based critical conversations and journal-based reflective writing tools.

Additional Course Information

This course prioritises your experience as a developing practitioner. We seek to harness your professional insights and welcome your vulnerability, courage and discernment. We aim to enhance your autonomy and use of self in this course and engage with you as senior students in the program. We take a holistic approach. Who you are matters to us, and we are interested in your goals and your professional learning.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Case study Assessment Format: Individual Short Extension: Yes (3 days)	40%	Start Date: Not Applicable Due Date: One week following your tutorial presentation Post Date: 12/07/2024 11:30 PM
Essay Assessment Format: Individual Short Extension: Yes (3 days)	60%	Start Date: Not Applicable Due Date: 05/08/2024 11:59 PM

Assessment Details

Case study

Assessment Overview

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.

Course Learning Outcomes

- CL01 : Articulate an understanding of the key ideas in professional ethics applied to social work.
- CL02 : Construct plausible arguments about moral and political issues in contemporary social work and human services and identify competing points of view.

Detailed Assessment Description

Specific assessment requirements will be outlined in lectures and discussed in tutorials, and provided in Moodle.

Assessment Length

1500 words, including in-text references

Submission notes

Please use the template and follow the instructions in Moodle for this assignment.

Assessment information

An information sheet and assessment rubric is available on Moodle.

Assignment submission Turnitin type

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

Essay

Assessment Overview

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.

Course Learning Outcomes

- CL02 : Construct plausible arguments about moral and political issues in contemporary social work and human services and identify competing points of view.
- CL03 : Demonstrate knowledge of the principles expressed in relevant ethical documents and 'moral fluency' in considering these.
- CL04 : Demonstrate the capacity to use ethical principles to reflect critically on professional practices.

Detailed Assessment Description

Specific assessment requirements will be outlined in lectures and discussed in tutorials and on Moodle.

Assessment Length

2500 words, including in-text references

Submission notes

Please follow the UNSW referencing guide, consult the rubric, and format your assignment appropriately.

Assessment information

An information sheet and assessment rubric are provided in Moodle.

Assignment submission Turnitin type

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

General Assessment Information

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 in balancing the requirements for SOCW3009 and the placement courses, which are taught in parallel.

Please use the School's preferred referencing system for your assessment submissions (<https://www.arts.unsw.edu.au/sites/default/files/documents/SoSSReferencingGuide2019.pdf>). This is also detailed in the downloadable handout available on the Moodle site.

Grading Basis

Standard

Requirements to pass course

To pass this course you must achieve a composite mark of at least 50/100 and engage actively in all lectures and tutorials. 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.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Activity	Introduce yourself! What word, quote, gif or tik tok best reflects how your placement is going at the moment? Be ready to share this in Week 1 tutorials. Please be mindful of key social work values including respect, social justice and professional integrity in your selection. You do not need to explain your choice.
	Activity	Develop a plan for successful studies This course is designed to be undertaken alongside Level 3 placement and any other courses you are taking in Term 2. 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 - please reach out to discuss any difficulties you foresee with attendance or assessment completion
Week 1 : 27 May - 2 June	Lecture	On awe, wonder and things that sustain you: Searching for the 'light within'
	Tutorial	In our first tutorial we will build safety and trust and introduce you to ways of reflecting on personal and professional values and ethics.
Week 2 : 3 June - 9 June	Lecture	Praxis: Learning to surface ethical issues in social work practice We will have some special guests joining us this week to present their ethical issues or dilemmas from previous placements.
	Tutorial	Delving into 'ethical dilemmas' Next week we will embark upon a series of reflective dialogues to explore the ethical ideas that underpin social work practice. These dialogues will be student-led, with about 6-8 students presenting a case to the group using the template provided (McAuliffe, Boddy and Chenoweth 2024) and explaining and critiquing their approach with the support of their tutor and peers. Following the presentation, students will revise their work and submit their supplementary paper for grading. This week, you will sign up to present your issue or dilemma between Weeks 3-8 (excluding Week 6 - Flexibility Week). Please pay attention to the weekly theme as you are expected to read the correct readings and analyse your issue or dilemma in the light of the topic for the week. To prepare for your presentation, you will discuss possible examples from your placement this week, and begin to map out your analysis.
Week 3 : 10 June - 16 June	Lecture	Human rights: a principle-based approach to social work ethics.
	Tutorial	The theme for the first reflective dialogue is Human Rights. This theme encompasses ideas such as dignity, freedom, human worth and rationality. We want to explore how these ideas influence service provision on the micro, meso and macro levels. If you have signed up to present in the first round of these reflective dialogues, you will present your ethical dilemma or issue this week. In doing so, please reflect on how human rights principles apply. You will be given about 10 minutes to explain and critique your approach, using the template provided and your peers will be invited to support you by asking critical questions and sharing their reflections as appropriate. The tutor will help the group to make connections between your experiences and broader themes of power, positionality, and professional identity.
Week 4 : 17 June - 23 June	Lecture	Social Justice: a second principle-based approach to social work ethics
	Tutorial	The theme for the second reflective dialogue is Social Justice. This theme encompasses ideas such as fairness, equity, equality, access and distribution of resources. We want to explore how these ideas influence service provision on the micro, meso and macro levels. If you have signed up to present in the second round of these reflective dialogues, you will present your ethical dilemma or issue this week. In doing so, please reflect on how social justice principles apply. You will be given about 10 minutes to explain and critique your approach, using the template provided and your peers will be invited to support you by asking critical questions and sharing their reflections as appropriate. The tutor will help the group to make connections between your experiences and broader themes of power, positionality, and professional identity.
Week 5 : 24 June - 30 June	Lecture	Feminist Ethics: a relationship-based approach to social work ethics
	Tutorial	The theme for the third reflective dialogue is Feminist Ethics. This theme encompasses ideas such as care, intimacy, connectedness, the political nature of personal experience, multiplicity of perspectives, meaning-

		making, positionality and relationality. We want to explore how these ideas influence service provision on the micro, meso and macro levels. If you have signed up to present in the third round of these reflective dialogues, you will present your ethical dilemma or issue this week. In doing so, please reflect on how Feminist ideas apply. You will be given about 10 minutes to explain and critique your approach, using the template provided and your peers will be invited to support you by asking critical questions and sharing their reflections as appropriate. The tutor will help the group to make connections between your experiences and broader themes of power, positionality, and professional identity.
Week 6 : 1 July - 7 July	Lecture	Week 6 is flexibility week so there will be no lecture or tutorials this week.
Week 7 : 8 July - 14 July	Lecture	Virtue: a character-based approach to social work ethics
	Tutorial	The theme for the fourth reflective dialogue is Virtue. This theme encompasses ideas such as courage, honesty, integrity, self-care, human flourishing, character and what it means to be a good person in social work. We want to explore how these ideas influence service provision on the micro, meso and macro levels. If you have signed up to present in the fourth round of these reflective dialogues, you will present your ethical dilemma or issue this week. In doing so, please reflect on how ideas of virtue apply. You will be given about 10 minutes to explain and critique your approach, using the template provided and your peers will be invited to support you by asking critical questions and sharing their reflections as appropriate. The tutor will help the group to make connections between your experiences and broader themes of power, positionality, and professional identity.
Week 8 : 15 July - 21 July	Lecture	Decolonial Ethics: an intersectional and disruptive approach to social work ethics
	Tutorial	The theme for the fifth (and last) reflective dialogue is Decolonial Ethics. This theme encompasses ideas such as cultural humility, power, privilege, structural oppression, marginalisation and exclusion, disrupting the status quo, connection to country, radical and critical perspectives. We want to explore how these ideas influence service provision on the micro, meso and macro levels. If you have signed up to present in the fifth round of these reflective dialogues, you will present your ethical dilemma or issue this week. In doing so, please reflect on how Decolonial ethics apply. You will be given about 10 minutes to explain and critique your approach, using the template provided and your peers will be invited to support you by asking critical questions and sharing their reflections as appropriate. The tutor will help the group to make connections between your experiences and broader themes of power, positionality, and professional identity.
Week 9 : 22 July - 28 July	Lecture	Critical reflection as a moral compass for social workers
	Tutorial	This week we will focus on four theories of critical reflection that are influential in social work practice. These are reflective practice, reflexivity, postmodernism and critical social theory. Tutorial activities will deepen your understanding of critical reflection, and consolidate your engagement with the moral and ethical dimensions of social work practice.
Week 10 : 29 July - 4 August	Lecture	'Moral fluency' and the politics of ethics
	Tutorial	Endings and beginnings: Achieving 'moral fluency' and 'walking the talk'
Week 11 : 5 August - 11 August	Assessment	Assessment 2 DUE on Monday 5th August at 11:59pm

Attendance Requirements

All lectures and tutorials for this course are interactive and on-campus attendance is required. We suggest you set aside time each week to prepare for classes and attend the lecture

and tutorial so that you can participate actively. Please email the course convenor, Maree Higgins (maree.higgins@unsw.edu.au), as soon as possible if personal reasons (e.g. COVID infection) prohibit on-campus attendance. Lectures will be recorded and can be accessed via the course Moodle page, however, tutorials cannot be recorded.

Regarding absences, 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. 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.

We aim to foster an environment where you feel comfortable coming forward regarding concerns about your 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 you to communicate any concerns as early as possible. In inviting this, we emphasise the importance of collaboration and communication, and acknowledge the unique circumstances you may find yourself experiencing.

General Schedule Information

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.

We endeavour to create a respectful and safe environment where you are engaged as a learner and find your knowledge developing over time. 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.

Course Resources

Prescribed Resources

Ethics Texts: (access to these texts is via the Moodle Reading List)

Banks, S. (2021) *Ethics and Values in Social Work*, 5th Edition. Basingstoke: Palgrave Macmillan.

McAuliffe, D., Boddy, J. & Chenoweth, L. (2024) *Road to Social Work and Human Services Practice*. 7th edition. South Melbourne: Cengage Learning.

McAuliffe D. (2014, 2022) *Interprofessional ethics: collaboration in the social, health and human services*

Hölscher, D., Hugman, R., & McAuliffe, D. (Eds.). (2023). *Social work theory and ethics: Ideas in practice*. Singapore: Springer.

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

Reflective Practice Texts:

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

Recommended Resources

Relevant journal articles and other library materials are provided on Moodle. You are also encouraged to undertake your own literature searches as appropriate. Good journals to search are *Australian Social Work*, *British Journal of Social Work*, *Ethics & Social Welfare*, and the *Journal of Social Work Values & Ethics* (all available via the UNSW Library).

Books you will also find useful include:

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.

Additional Costs

There are no additional costs to completing this course.

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.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Maree Higgins		Morven Brown Building, Room 158	0431 987 228	Fridays 12noon-4pm and by appointment	Yes	Yes
Tutor	Dom Van Gestel		SOSS Casual Tutor Office	0431 987 228	Immediately before and after tutorials	No	No
	Fiona Boug hton		SOSS Casual Tutor Office	0431 987 228	Immediately before and after the tutorial	No	No

Other Useful Information

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).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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.

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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,

- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School Contact Information

School of Social Sciences

Location: Room 159, Morven Brown Building (C20), Kensington campus

Opening Hours: Monday – Friday, 9am – 5pm (except public holidays)

Telephone: +61 2 9385 1807

Email: soss@unsw.edu.au

Web: <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>