



SOWK 7XX – Enhancing Human Well-being: Embodying Social Work Ethics and Values

Instructor: Monique B. Mitchell, PhD, CT

Meeting: TBD

Time: TBD

Location: TBD

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Office Hours: By appointment

I. INTRODUCTION

“The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” (National Association of Social Workers, 1999). Social workers have professional responsibilities to enhance life and the capacity of people by embodying the core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence. This course, centered on the enhancement of life, is designed to enhance students’ understanding of “being” human and the difference between “doing” (i.e., applying social work techniques) and “being” (i.e., embodying ethics and values) in social work. The topics covered in the course, informed by the works of Viktor Frankl and other influential social change agents, include the will to meaning, the dignity and worth of the person, the importance of human relationships, purpose and inspiration, transcendence and service, suffering, social justice, human potential, life transitions, and the search for ultimate meaning. By journeying into human BEING, students will explore the defiant power of the human spirit and their unique contribution to enhancing social work and humanity.

II. COURSE STRUCTURE AND READINGS

The class format requires students to read materials ahead of time and to reflect on social work ethics and values throughout the course. Students will become familiar with diverse individuals who used their human potential to support social change and social justice. An overview of information will be discussed the first hour of class, and the remaining time will be spent discussing the importance of human value, dignity, and relationships, especially while working with people and communities who are vulnerable, oppressed, and living in poverty. Students will also evaluate the impact of embracing social work values on students’ past and present experiences, attitudes, and behaviors. To meet course objectives, the delivery of SOWK 762 is accomplished through a combination of experiential learning activities, in-class collaborative work groups, and lectures designed to help meet the needs of all learners and learning styles.

Week 1

National Association of Social Workers (1999). *Code of ethics of the National Association of Social Workers*. Washington, DC. NASW Press.

Bisman, C. (2004). Social work values: The moral code of the profession. *British Journal of Social Work*, 34, 109-123.

Chechak, D. (2015). Social work as a value-based profession: Value conflicts and

implications for practitioners' self-concepts. *Journal of Social Work Values & Ethics*, 12(2), 41-48.

White, J. (2007). Knowing, doing, and being in context: A praxis-oriented approach to child and youth care. *Child youth care forum*, 36, 225-244.

Shelden, K. (2015). Values and ethics. *The Journal of Social Work Values and Ethics*, 12(2), 21-23.

Week 2

Banks, S. (2004). Professional integrity, social work and the ethics of distrust. *Social Work & Social Sciences Review*, 11(2), 20-35.

Lymbery, M. E. F. (2003). Negotiating the contradictions between competence and creativity in social work education. *Journal of Social Work*, 3(1), 99-117.

Valutis, S. & Rubin, D. (2015). Value conflicts in social work: Categories and correlates. *Journal of Social Work Values and Ethics*, 13(1), 11-24.

Week 3

Borowski, A. (2007). Guest editorial: On human dignity and social work. *International Social Work* 50(6), 723-726.

Drozek, R. P. (2015). The dignity in multiplicity: Human value as a foundational concept in relational thought. *Psychoanalytic Dialogues*, 25(4), 431-451.

Goodman, M. D. (2015). The Obergefell marriage equality decision, with its emphasis on human dignity, and a fundamental right to food security. *Hastings Race and Poverty Journal*, 1, 149-200.

Week 4

Thorne, S. E., Kuo, M., Armstrong, E., McPherson, G., Harris, S., & Hislop, G. (2005). 'Being known': Patients' perspectives of the dynamics of human connection in cancer care. *Psycho-Oncology*, 14, 887-898.

Potash, J. & Ho., R. T. H. (2011). Drawing involves caring: Fostering relationship building through art therapy for social change. *Art Therapy: Journal of the American Art Therapy Association*, 28(2), 74-81.

Schwartz, H. L. & Holloway, E. L. (2012). Partners in learning: A grounded theory study of relational practice between master's students and professors. *Mentoring & Tutoring: Partnership in Learning*, 20(1), 115-135.

Week 5

Epple, D. M. (2012). Women of faith: Inspiration for social work. *Social Work & Christianity*, 39(3), 340-352.

Williams, N. R., Lindsey, E. W., Kurtz, D., & Jarvis, S. (2001). From trauma to resiliency: Lessons from former runaway and homeless youth. *Journal of Youth Studies*, 4(2), 233-253.

Strecher, V. J. (2016). On purpose: New directions in life and health. *Progress in Pediatric Cardiology*, *, 1-4.

Week 6

In class assignment. No assigned readings

Week 7

McGuire, D. & Hutchings, K. (2007). Portrait of a transformational leader: The legacy of Dr. Martin Luther King Jr. *Leadership & Organization Development Journal*, 28(2), 154-166.

Shantall, T. (1999). The experience of meaning in suffering among Holocaust survivors. *Journal of Humanistic Psychology*, 39(3), 96-124.

Rosales, C. B., Coe, K., Ortiz, S. Gamez, G., & Stroupe, N. (2012). On academics: Social justice, health, and human rights education: Challenges and opportunities in schools of public health. *Public Health Reports*, 127(1), 126-129.

Week 8

- Ahern, J. Worthen, M., Masters, J., Lippman, S. A., Ozer, M. J., & Moos, R. (2015). The challenges of Afghanistan and Iraq veterans' transition from military to civilian life and approaches to reconnection. *PLoS ONE*, *10*(7), 1-13.
- Osgood, D. W., Foster, E. M., & Courtney, M. E. (2010). Vulnerable populations and the transition to adulthood. *The Future of Children*, *20*(1), 209-229.
- Wilt, J., Bleidorn, W., & Revelle, W. (2016). Finding a life worth living: Meaning in life and graduation from college. *European Journal of Personality*, *30*, 158-167.

Week 9

- Kleinot, P. (2011). Transgenerational trauma and forgiveness: Looking at the Israeli-Palestinian Families Forum through a group analytic lens. *Group Analysis*, *44*(1), 97-111.
- Scholar, C. (2008). Saying yes to life after life threatening illness and amputation. *International Forum for Logotherapy*, *31*(2), 103-108.
- Fortin, R., Jackson, S. F., Maher, J., & Moravac, C. (2014). I WAS HERE: Young mothers who have experienced homelessness use Photovoice and participatory qualitative analysis to demonstrate strengths and assets. *Global Health Promotion*, *22*(1), 8-20.

Week 10

- Ingalls, L. (2007). Bring your love: Therapeutic and effective end-of-life discussions. *Home Health Care Management & Practice*, *19*(5), 369-381.
- Stickle, M. (2016). The expression of compassion in social work practice. *Journal of Religion & Spirituality in Social Work; Social Thought*, *35*(1-2), 120-131.
- Fisher-Borne, M., Montana, J., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, *34*(2), 165-181.

Week 11

- Arredondo, P. (2008). Using professional leadership to promote multicultural understanding and social justice. *Journal of Pacific Rim Psychology*, *21*(1-2), 13-17.
- Stanworth, R. (2006). When spiritual horizons beckon: Recognizing ultimate meaning at the end of life. *Omega: Journal of Death and Dying*, *53*(1-2), 27-36.
- Paulson, S., Frank, A., Kaiser, D., Maudlin, T., & Natarajan, P. (2015). Transcending matter: Physics and ultimate meaning. *Annals of the New York Academy of Sciences*, *1361*, 36-57.

Weeks 12 and 13

Individual Presentations. No Assigned Readings.

III. COURSE EVALUATION

Assignments	60%
Individual Presentation	25%
Participation through Contribution	15%