

# DEONTOLOGY AND ETHICS IN SOCIAL WORK

TYPE	ECTS	TERM	DEPARTMENT	LANGUAGE
ELECTIVE	6	6th	Legal, Moral and Political Philosophy II (Ethics and Sociology)	English
<b>MODULE:</b> DIMENSIONS AND TECHNIQUES OF INTERVENTION IN SOCIAL WORK				
<b>TOPIC:</b> ELEMENTS OF PHILOSOPHY, PSYCHOLOGY AND SOCIAL PSYCHOLOGY FOR INTERVENTIONS THROUGH SOCIAL WORK				

## SUBJECT PRESENTATION

Deontology and Ethics in Social Work has the general objective of developing recognition of professional responsibilities, evaluation of dilemmas encountered in professional practice and the production of criteria for appropriate decision-making. In order to do so, this subject will provide the necessary theoretical tools to illuminate the problems that social workers must face in practice, as well as showing how to apply them, in order to properly understand and implement professional ethics.

## COURSE REQUIREMENTS

None.

### 1. COMPETENCIES

- . Recognizing the features of morality as a specific dimension of humanity and of professional activity
- . Being aware of the ethical traditions of social work
- . Understanding complexity of ethical decisions
- . Providing an identification of professional responsibilities for social workers, developing appropriate treatment and conflict resolution practices
- . Providing criteria for management of complex ethical conflicts, dilemmas and problems that arise in social intervention
- . Identifying keys to professional morals in social work

### 2. CONTENT

- . Fundamental concepts in moral philosophy
- . Contemporary ethical theories and social work
- . Ethical principles of social work
- . Applied and professional ethics
- . Classification of moral dilemmas
- . Conflict resolution and decision-making in social work

### 3. LEARNING OUTCOMES AND ACTIVITIES

Learning Outcome	Learning Activity
1. Recognition and identification of the importance of the dimension of morality for the profession	Reading and understanding basic texts of moral philosophy

2. Ability to propose moral criteria and values in pluralistic contexts	Proposing human rights as touchstones for twenty-first century ethical models
3. Ability to reason in order to achieve agreements for social intervention	Class debates on bioethical and biotechnological problems as reflected in the social reality
4. Ability to make decisions in contexts of conflict	Classroom analysis of social intervention problems in small groups and decision-making proposals. Video forum
5. Identification of dilemmas that may be faced in social intervention	Analysis of moral dilemmas: study and presentation of dilemmas in practical classes
6. Promotion of values of respect, care, dignity and commitment in the professional practice of social work	Analysis of situations of social exclusion, vulnerability and precariousness

<b>SUMMARY OF LEARNING ACTIVITIES</b>		
<b>Learning Activity</b>	<b>ECTS</b>	
1. Theory classes – taught in large groups (75 to 85 students)	1.5	
2. Classroom-based practical tasks and tasks directed and supervised by teacher	1.5	
3. Autonomous student tasks	2.5	
4. Academic tutorials and supervision	0.3	
5. Activities evaluating acquisition of competencies	0.2	
Total	6	

#### **4. EVALUATION TOOLS**

- Individual written tests (between 40% and 60% of grade)
- Group written tests (between 30% and 40% of grade)
- Other forms of performance evaluation (between 20% and 30% of grade)

#### **5. BIBLIOGRAPHY**

- Banks, S. (2004). Ethics, accountability, and the social professions.
- Levy, C. S., & Slavin, S. (2013). *Social work ethics on the line*. Routledge.
- Payne, M. (2014). *Modern social work theory*. Palgrave Macmillan.
- Reamer, F. G. (1998). The evolution of social work ethics. *Social work*, 43(6), 488-500.
- Reamer, F. G. (2013). *Social work values and ethics*. Columbia University Press.
- Rothfork, J. [Postmodern Ethics: Richard Rorty & Michael Polanyi](#)," *Southern Humanities Review*, 29.1 (1995): 15-48.