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Acknowledgements

California’s Common Core Curricula for Child Welfare Workers is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The Content Development Oversight Group (CDOG) a subcommittee of the Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), CDOG membership includes representatives from the Regional Training Academies (RTAs), the University Consortium for Children and Families in Los Angeles (UCCF), and Los Angeles County Department of Children and Family Services.

In addition to CDOG, a Common Core 3.0 subcommittee comprised of representatives from the RTAs, the Resource Center for Family Focused Practice, and counties provided oversight and approval for the curriculum development process.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California’s child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state’s children and families.

The Children’s Research Center provided technical support as well as The Structured Decision Making System that includes the SDM 3.0 Policy and Procedure Manual and Decision Making Tools. These resources are used in compliance with CRC copyright agreements with California. Additionally, content in this curriculum has been adapted from CRC’s SDM 3.0 classroom curriculum to meet the training needs in California. In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of implementing the Indian Child Welfare Act view: https://www.youtube.com/watch?v=BiQG65KFKGs

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to: https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf

FOR MORE INFORMATION on California’s Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: http://calswec.berkeley.edu
Introduction

Please read carefully as a first step in preparing to train this curriculum.

IMPORTANT NOTE: Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.

GENERAL INFORMATION

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills and is important for all CWS positions within an agency.

The Common Core Curriculum model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a Trainee’s Guide and a Trainer’s Guide. Except where indicated, the curriculum components outlined below are identical in both the Trainee’s and Trainer’s Guides. The Trainee’s Guide contains the standardized information which is to be conveyed to trainees.

For an overview of the training, it is recommended that trainers first review the Agenda and Lesson Plan. After this overview, trainers can proceed to review the activities for each training segment in the Trainer’s Guide and the Training Content in the Trainee’s Guide in order to become thoroughly familiar with each topic and the training activities. The components of the Trainer’s and Trainee’s Guides are described under the subheadings listed below.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation
https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CalSWEC website are the most current versions available. For questions regarding the curricula, contact Calswec_rta_cc@berkeley.edu or call CalSWEC at 510-642-9272.

COMPONENTS OF THE TRAINER’S AND TRAINEE’S GUIDES

Learning Objectives

The Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Learning Objectives for the curriculum are listed in both the Trainer’s and Trainee’s Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the Lesson Plan for each segment of the curriculum.

Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. Skill Learning Objectives involve the application of knowledge and frequently require the demonstration of such application. Values Learning Objectives describe attitudes, ethics, and desired goals and
outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

**Agenda**
The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times.

**Lesson Plan (Trainer’s Guide only)**
The Lesson Plan in the Trainer’s Guide is a mapping of the structure and flow of the training. It presents each topic and activity and indicates the duration of training time for each topic.

The Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains two column headings: Segment and Methodology and Learning Objectives. The Segment column provides the topic and training time for each segment of the training. The Methodology and Learning Objectives column reflects the specific activities and objectives that are covered in each segment. As applicable, each activity is numbered sequentially within a segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc.

**Evaluation Protocols**
It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and consistency of the training evaluation process. Additionally, trainers should not allow trainees to take away or make copies of any test materials so that test security can be maintained.

**Training Segments (Trainer’s Guide only)**
The Training Segments are the main component of the Trainer’s Guide. They contain guidance and tips for the trainer to present the content and to conduct each Training Activity. Training Activities are labeled and numbered to match the titles, numbering, and lettering in the Lesson Plan. Training Activities contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Occasionally, a Trainer’s Supplement is provided that includes additional information or materials that the trainer needs. The Trainer’s Supplement follows the Training Activity to which it applies.

**Training Content (Trainee’s Guide only)**
The Training Content in the Trainee’s Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the trainees. Training activities are labeled and numbered to match the titles and numbering in the Lesson Plan.

**Supplemental Handouts**
Supplemental Handouts refer to additional handouts not included in the Trainee’s Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.
References and Bibliography
The Trainer’s Guide and Trainee’s Guide each contain the same References and Bibliography. The References and Bibliography indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography may include the following:

- All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);
- Legal References (as applicable); and
- General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

Materials Checklist (Trainer’s Guide only)
In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Segments in the Trainer’s Guide.

Posters (Trainer’s Guide only)
Some curricula feature materials in the Trainer’s Guide that can be used as posters or wall art.
Tips for Training this Curriculum

PRE-READING AND PREPARATION SUGGESTION
The Preamble and Statement of Purpose of the NASW Code of Ethics should be reviewed in preparation for teaching this class. They are very useful in talking about the complex role of the social worker and the social worker’s broad duties. Both also address the role of ethics in a profession and how codes of ethics are intended to anchor decision making, helping the professional wade through conflicting demands and expectations.

FAMILY FRIENDLY LANGUAGE
Trainees are the example for modeling this for trainees. The hope is that the work is done with families, not on clients. Use words such as parents, young adults, youth, child, family…rather than clients. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal of the CA Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers work with families. For more information on the Californian Child Welfare Core Practice Model visit the CalSWEC website at [http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0](http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0).

SAFETY ORGANIZED PRACTICE
Some content in this curriculum was informed by the National Council on Crime and Delinquency (NCCD) and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. Please note, not all California Counties are actively practicing Safety Organized Practice. However, the framework, principles and concepts are integrated throughout the curriculum as tools and best practices. Safety Organized Practice (SOP) is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:

- Solution-focused practice
- Signs of Safety
- Structured Decision Making
- Child and family engagement
- Risk and safety assessment research
- Group Supervision and Interactional Supervision

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- Appreciative Inquiry\(^6\)
- Motivational Interviewing\(^7\)
- Consultation and Information Sharing Framework\(^8\)
- Cultural Humility
- Trauma-informed practice

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Agenda

- Segment 1: Introduction to Course 15 minutes
- Segment 2: The Building Blocks of Ethics in Child Welfare 25 minutes
- Segment 3: Ethical Codes, Standards and Values 65 minutes
- Break 10 minutes
- Segment 4: Identifying and Resolving Ethical Dilemmas 60 minutes
- Segment 5: Closing 5 minutes
Learning Objectives

Knowledge

K1. The trainee will recognize his or her role as an advocate and case manager in supporting the needs of children, youth, non-minor dependents, and families to achieve:
   a. Safety
   b. Permanency
   c. Well-being

K2. The trainee will recognize possible conflicts associated with efforts to engage with families (e.g., cultural expectations, use of social media).

K3. The trainee will be able to explain how professional values and ethics influence the decision-making process in child welfare, including the convening of teams for decision-making and appropriate disclosure of information.

K4. The trainee will recognize that the NASW Code of Ethics guides practice in CWS.

Skill

S1. Given a case scenario, the trainee will be able to identify strategies to avoid ethical conflict related to efforts to engage (e.g., cultural expectations, social media).

Values

V1. The trainee will value fair and equitable treatment of all people involved in child welfare including efforts to address the issue of disproportionality in child welfare.

V2. The trainee will value continued awareness of how one’s own values may influence one’s decision-making process in public child welfare.

V3. The trainee will value awareness of his/her own emotional responses to clients in areas where the trainee’s values are challenged.

V4. The trainee will value conducting him or herself in accordance with the professional expectations set forth in the NASW Code of Ethics, the NASW Standards for Social Work Practice in Child Welfare, and the California Standards and Values for Public Child Welfare Practice.
## Lesson Plan

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<thead>
<tr>
<th>Segment</th>
<th>Methodology and Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Segment 1</strong></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td>Welcome and Introductions</td>
<td><strong>Activity 1A:</strong> Welcome and introductions</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1B:</strong> Overview of Agenda, Learning Objectives and Group Agreements</td>
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<tr>
<td></td>
<td><em>PowerPoint slides: 1-2</em></td>
</tr>
<tr>
<td></td>
<td><em>Learning Objectives: K2, K4, V2</em></td>
</tr>
<tr>
<td><strong>Segment 2</strong></td>
<td><strong>25 min</strong></td>
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<tr>
<td>The Building Blocks of Ethics in Child Welfare</td>
<td><strong>Activity 2A:</strong> Brief Foundational Lecture on Values and Ethics In Child Welfare</td>
</tr>
<tr>
<td></td>
<td><em>PowerPoint slides: 5-10</em></td>
</tr>
<tr>
<td></td>
<td><em>Learning Objectives: K1, V2</em></td>
</tr>
<tr>
<td><strong>Segment 3</strong></td>
<td><strong>65 min</strong></td>
</tr>
<tr>
<td>Ethical Codes, Standards, and Values</td>
<td><strong>Activity 3A:</strong> NASW Code of Ethics Group Activity</td>
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<tr>
<td></td>
<td><em>PowerPoint slides: 11-18</em></td>
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<tr>
<td></td>
<td><em>Learning Objectives: K1, K3, K4, V2, V4</em></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 3B:</strong> Overview of NASW Code of Ethics as It Applies to Colleagues</td>
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<tr>
<td></td>
<td><em>PowerPoint slides: 19-22</em></td>
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<tr>
<td></td>
<td><em>Learning Objectives: K1, K3, K4, V2, V4</em></td>
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<tr>
<td></td>
<td><strong>Activity 4A:</strong> Case Scenario Group Activity</td>
</tr>
<tr>
<td>Identifying and Resolving Ethical Dilemmas</td>
<td><strong>Activity 4B:</strong> Case Scenario Large Group Activity</td>
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<tr>
<td></td>
<td><em>PowerPoint slides: 23-28</em></td>
</tr>
<tr>
<td></td>
<td><em>Learning Objectives: K1, K2, K3, S1, V1, V2, V3</em></td>
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<tr>
<td></td>
<td><em>(optional) Activity 4C:</em> Video</td>
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<tr>
<td><strong>Segment 5</strong></td>
<td><strong>5 min</strong></td>
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<tr>
<td>RTA-specific participant survey</td>
<td><strong>Activity 5A:</strong> RTA-specific evaluation/satisfaction surveys</td>
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<td></td>
<td><em>PowerPoint slide: 29</em></td>
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</table>
Segment 1: Welcome and Overview of the Day

Segment Time: 15 minutes

Activity Time:
- Activity 1A: Welcome and Introductions (5 minutes)
- Activity 1B: Overview of Agenda, Learning Objectives and Group Agreements (10 minutes)

Trainee Content: Trainee Guide, Learning Objectives

Materials: Laptop linked to large screen, chart pad, markers

Slides: 1-4

Description of Activity:
The trainer will introduce themselves and facilitate a brief round of introductions. The trainer will introduce trainees to the Trainee’s Guide and review the course description, Agenda and Learning Objectives.

Before the activity

☐ Have the PowerPoint displaying on the large screen starting on slide 1 before the class arrives.
☐ This training is intended to follow the morning training: Orientation to Child Welfare Practice and Common Core 3.0
☐ If following a morning training, Group Agreements have been established. Review and revisit them and see if there is anything that needs to be added.
☐ If you plan to develop Group Agreements, prepare your chart pad in advance with some initial agreements such as starting and ending on time, sharing the floor, etc., as well as the established group agreements for CC3.0.
☐ Make sure all of the trainees have received their training materials.

During the activity

☐ Welcome the trainees to the training and introduce yourself.
☐ Discuss logistics related to the training site (cell phones off, breaks, parking, bathroom).
Briefly introduce trainees to the Trainee Guide contents as a whole, placing special emphasis on this guide being utilized later on for activities related to the ethical codes, standards and values informing California child welfare practice.

Review the Learning Objectives (included in the Trainee Guide).

Make the connection between the agenda, Learning Objectives and supporting materials, emphasizing the need for both an understanding of the NASW Code of Ethics, and the opportunity to apply the code to typical child welfare case scenarios that raise ethical dilemmas.

As you reach the Case scenarios bullet, try to point out that when presented with ethical dilemmas, it's always best practice and often mandated to consult your supervisor and follow her/his direction, and when in absence of that direction to follow strict policy. It is important to build a foundational understanding of ethics and practice the critical thinking skills required to identify and help resolve ethical dilemmas as they occur. Values and ethics ultimately inform the policies you are bound by, and those policies are adapted and improved over time as a result of the important work you do and the important role you play in the larger mission to improve the safety and well-being of the children and families you serve.

Advance to the Group Agreements slide and review/remind trainees of the Group Agreements and add or modify as necessary based on participant input.

Offer the following brief explanations of the Group Agreements as needed (this will depend on whether or not this group has already worked to establish Group Agreements). This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.

- **Collaboration**: We need engagement to have partnership and that works best in an atmosphere of empathy and acceptance. We are here because we are professional social workers who share a common concern for the safety and well-being of children. Remind them how this casework skill will be needed when working with families as they are the experts on their family. Social workers must be able to foster collaboration through empathy and acceptance in...
order to complete a thorough assessment of the situation. Families need to feel trust before they honestly examine themselves and look at a problem and their part in it.

- **Ask lots of questions**: Point out that the trainer can’t make the training relevant for each person. There are many people in the room with different experiences and different needs. Trainees have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them.

- **Be Open to Trying New Things**: As professionals we feel more comfortable and competent sticking with what we know. We don’t always like it when new things come along. Sometimes it feels uncomfortable to try new things, so we tend to back away telling ourselves things like “she doesn’t know what she’s talking about...she has never worked in our community with the people we work with...” But to learn something new we have to go through the uncomfortable stage to get to where it feels natural and comfortable. With this Group Agreement, they are agreeing to try new things even if they feel uncomfortable.

- **Make Mistakes**: As professionals, we don’t like to make mistakes. And when we make mistakes we feel discouraged and beat ourselves up. But, if we are going to learn new things, we have to make mistakes. Even more important is the willingness to admit we are wrong even when we don’t want to be. Growth requires that we are open to changing our minds based on new information received. We must be willing to put our own ideas aside to fully hear the views of others.

- **Confidentiality**: This is just a reminder that information about families or other trainees shared in the training room should be kept confidential.

- **Be responsible for your own learning**: As adult learners, we realize you come with knowledge, skills and experience. The intention of this curriculum is that you will have an opportunity to share this via large and small group discussions. Please come prepared to training having taken any prerequisite eLearning or classroom trainings. Set aside this day for your learning, please do not bring work into the classroom, this is distracting to other trainees as well as to the trainer/facilitator. This includes being on time, sharing the floor, cell phones off, etc.
Segment 2: The Building Blocks of Ethics in Child Welfare Practice

Segment Time: 25 minutes
Activity Time: Activity 2A: Brief Foundational Lecture on Values and Ethics in Child Welfare (25 minutes)
Materials: Computer/laptop linked to large screen, chart paper, markers
Trainee Content: N/A
Slides: 5-10

Description of Activity:
The trainer will provide an overview of the various strategies for thinking about ethics and introduce trainees to the key areas of focus for ethical concerns in child welfare practice.

Before the activity

☐ Write the values noted on the slide “Core Social Work Values” on individual flip chart pages and place the pages on the walls around the room.

During the activity

☐ Ask trainees to write a brief, one sentence definition of ethics, and then ask several volunteers to share what they wrote.
☐ Ask volunteers to provide some educated guesses as to what previous experiences might have informed the definitions provided.
☐ As the responses come in, make the connection between ethics and values, pointing out that our values inform our definition of ethics.
☐ Point out that conflict between and among values is common in everyday life. When it comes to the professional environment, we rely on ethical codes/standards to guide our decision making. SW should see ethics as a way to guide right conduct that ensures consistency and a dispassionate perspective.

☐ Review the historical ways of framing ethics: utilitarian, deontological, and virtue-based.
  • **Utilitarian Ethics**: By thinking about the consequences of our decisions and actions, Utilitarian ethics—sometimes called consequentialist ethics—helps us make decisions that aim at "the greatest good for the greatest number of people." Jeremy Bentham and John Stuart Mill developed utilitarianism as a way for members
of British Parliament to make better laws. Today, utilitarianism is the most popular ethical theory for policy-making.

- **Deontological Ethics**: If you think about ethics as a matter of following the rules, then acting ethically depends on knowing which rule to follow. For example, the rule “never lie” requires adherents to tell the truth at all times.

- **Virtue Ethics**: Socrates (and his students Plato and Aristotle) thought that ethical decision making is something that comes from knowledge and virtue, which ultimately leads to ethical conduct. He looked for principles and actions that were worth living by, creating an ethical base upon which decisions should be made. He believed that the only life worth living was one that was rigorously examined. He believed that no person could willingly choose to do something harmful or negative if they were fully aware of the value of life. The legacy of his thought has formed the basis for much of modern philosophy, science, ethics, social theory and other fields.

☐ Compare and contrast the most important value as a CW worker from the worker’s perspective with what might be most important to your family.

☐ Using the flip chart pages posted around the room that indicate the values noted in the “Core Social Work Values” slide, ask trainees to stand up by the value that is the most important as a child welfare worker.

☐ Debrief with the group: Why did you choose that value? Why is that value important in child welfare?

☐ Then, ask trainees to stand up by the value they think families would consider most important for child welfare social workers to have.

☐ Debrief with the group: Did you move? Or stay with the same value? Why did you choose the value you did from the family’s perspective?

☐ Make the link between the previous strategies for thinking about ethics and applying it to the context of a professional organization. In place, or on top of individual values, professional ethics are also informed by organizational missions. In the mission of child welfare work, this means our ethics are informed by the ultimate goals of improving upon the safety, well-being and permanency of children in care. Trainer should look for themes that can be later referred to and linked to the NASW Code of Ethics, e.g., “When we discussed values earlier today, most of you identified being treated with respect as the most important value for the family and we see that value mirrored in the NASW Ethical Principle “Social workers respect the inherent dignity and worth of the person.”
Make the point that while organizational missions and values are important, we recognize that the human services field is a complicated one because there will often be times when multiple values come into conflict with one another in the work of child welfare. Ethical dilemmas arise when two or more possible courses of action are in conflict with one another yet you can take only one course of action.

Familiarity with the different ways of thinking about ethics is helpful when you are confronted with a dilemma. We will see more examples of ethical dilemmas later in this course.

Continue narrowing the focus down to child welfare by looking at the codes, standards and values that inform child welfare practice in California: The NASW Code of Ethics; the NASW Standards for Social Work Practice in Child Welfare; and the Standards and Values for Public Child Welfare Practice in California.

Transition to the next segment: Ethical Codes, Standards, and Values

Explain that our focus moving forward will be primarily on the NASW Code of Ethics due to the inherent overlap of these various codes/values/standards, but that the Standards for Social Work Practice in Child Welfare and the Standards and Values for Public Child Welfare Practice in California will be referenced as they are relevant to child welfare practice as well.
Segment 3: Ethical Codes, Standards, and Values

<table>
<thead>
<tr>
<th>Segment Time:</th>
<th>65 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Time:</td>
<td></td>
</tr>
<tr>
<td>Activity 3A: NASW Code of Ethics Group Activity (50 minutes)</td>
<td></td>
</tr>
<tr>
<td>Activity 3B: Overview of NASW Code of Ethics as It Applies to Colleagues (15 minutes)</td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>Computer/laptop linked to large screen, pens, writing paper; laminates (4) for identifying groups</td>
</tr>
<tr>
<td>Trainee Content:</td>
<td>Trainee Guide, Ethical Responsibilities to Children and Families</td>
</tr>
<tr>
<td></td>
<td>Trainee Guide, Ethical Responsibilities to Colleagues</td>
</tr>
<tr>
<td>Slides:</td>
<td>11-22</td>
</tr>
</tbody>
</table>

Description of Activity:
The trainer will facilitate a group activity related to the codes, standards and values related to the child welfare worker’s ethical responsibilities to the children and families served by child welfare.

Before the activity

☐ Locate the laminated group names (4) and place them strategically at the corners of the desk space area. The group names are as follows:
  • Group 1: Commitment to Clients; Self Determination
  • Group 2: Informed Consent; Privacy and Confidentiality
  • Group 3: Cultural Awareness and Social Diversity; Termination of Services
  • Group 4: Conflicts of Interest and Dual Relationships; Sexual Relationships

During the activity

**ACTIVITY 3A: NASW Code of Ethics Group Activity (50 min.)**

☐ Review the goals of the NASW Code of Ethics:
  • The *Code* identifies core values on which a social work’s mission is based.
  • The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
  • The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
  • The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
- The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

**Discuss the use of “family friendly language”**.

- Although the NASW Code uses the term “client”, in child welfare reference is made to the family. The Code was written to reflect the therapeutic relationship between an individual who employs the services of a therapist/social worker, **not public child welfare practice** which is based on special constraints not present in the therapeutic setting, e.g., compelled treatment, supervision by the judicial branch, mandatory reporting to the Juvenile Court. The obligation of the child welfare worker is child protection and family reunification/strengthening. In this role, the child welfare worker must look beyond individuals, often to a goal that involves a group, i.e., the family, and duties such as loyalty, confidentiality, and privacy can intersect in ways that differ substantially from the therapeutic 1:1 client relationship.

- CASV: Standards for Social Workers in Public Child Welfare Services expressly require the child welfare worker to act with reference to the family unit, i.e., to use principles of strengths-based practice to provide service to **families** in ways that are accessible, understandable, and culturally relevant, to engage **families** through the entire course of the intervention, to help create a **family** plan for permanency that includes **family** preservation, and to engage in ongoing service planning as appropriate to maintain an appropriate level of connection within **families**. **(CASV 32-37)**

- Refer trainees to **Ethical Responsibilities to Children and Families** in the Trainee’s Guide, where the ethical responsibilities to children and families are organized by the key areas of focus, as follows:
  1. Commitment to Clients
  2. Self-Determination
  3. Informed Consent/Privacy and Confidentiality
  4. Cultural Awareness and Social Diversity
  5. Conflicts of Interest/Dual Relationships
  6. Sexual Relationships
  7. Termination of Services

- Point out that the information is only a composite of the codes, standards and values most relevant to this training, organized most closely to how it is presented Section 1 of the NASW Code of Ethics. For example, NASW 1.11 refers to sexual harassment and 1.12 refers to use of derogatory language in written or verbal communication.

- For a full listing of the ethical codes, standards, and values, trainees are encouraged to consult the original sources. A link to accessing free digital versions of the guide is available in the Resources section of the Trainee’s Guide.
- Facilitate a general discussion of situations in which conflict might arise between and among the requirements of the Code, e.g., 1.01 Commitment to Clients and 1.02 Self-Determination.

- Ask participants: Can you think of a situation in your own life as a child, as a parent, co-worker, mentor where values such as those reflected in the NASW Code of Ethics conflicted? How did you resolve the conflict?

- Follow this facilitation for Codes: 1.03 Informed Consent and 1.07 Privacy and Confidentiality; 1.05 Cultural Awareness and Social Diversity; 1.06 Conflicts of Interest and 1.09 Sexual Relationships.

- Ask trainees to engage in a brief table talk answering bullets 2-4 on the power point slide in reference to bias. After a few minutes, ask a few volunteers for a brief report out.
Break the trainees into the following four groups as indicated by the laminated group names:
- Group 1: Commitment to Clients; Self-Determination
- Group 2: Informed Consent; Privacy and Confidentiality
- Group 3: Cultural Awareness and Social Diversity; Termination of Services
- Group 4: Conflicts of Interest and Dual Relationships; Sexual Relationships

When the groups are organized, explain that they have been assigned specific standards and corresponding codes that are indicated in *Ethical Responsibilities to Children and Families* in the Trainee’s Guide.

Explain that they are to take the next 15 minutes to read through their standards and become experts on the content.

To become experts, they should answer the following questions as a group:
- Which standards did you research?
- How is each standard beneficial to social workers?
- How is each standard beneficial to children and families?
- Provide an example of how each standard is demonstrated in practice.

Instruct trainees to form their best collaborative answer to the questions presented and prepare to answer these questions in a brief presentation to class. They should nominate one or two speakers for the report out.

Once the 15 minutes are up, allow the trainees to present their standards over the next 20 minutes (5 minute per group)

Ideally, the trainees will touch upon all of the key takeaways themselves, but emphasize the follow points whenever appropriate:
- Values and ethics influence child welfare decision-making, including the convening of TDM’s and appropriate disclosures of information.
- The Code of Ethics addresses equitable treatment and addresses the issue of disproportionality in child welfare.
- One’s own values can influence one’s decision-making process in public child welfare.

**Transition to the next activity: Overview of NASW Code of Ethics as It Applies to Colleagues**

- Promise a break soon, following a brief overview of ethics as they apply to colleagues, which will set up an activity to follow the break.
- Encourage trainees to stay in their groups rather than returning to their original location, as they will keep these groups for the upcoming activity.

<table>
<thead>
<tr>
<th>Four Groups</th>
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</thead>
<tbody>
<tr>
<td>Group 1</td>
</tr>
<tr>
<td>– Commitment to Clients</td>
</tr>
<tr>
<td>– Self-Determination</td>
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<tr>
<td>Group 2</td>
</tr>
<tr>
<td>– Informed Consent</td>
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<tr>
<td>– Privacy and Confidentiality</td>
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<tr>
<td>Group 3</td>
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<tr>
<td>– Cultural Awareness and Social Diversity</td>
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<tr>
<td>– Termination of Services</td>
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<tr>
<td>Group 4</td>
</tr>
<tr>
<td>– Conflicts of Interest and Dual Relationships</td>
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<tr>
<td>– Sexual Relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Report Outs</th>
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</thead>
</table>
| – Which standards did you research?
| – How is each standard beneficial to social workers?
| – How is each standard beneficial to clients?
| – Provide an example of how the standards are demonstrated in practice. |
ACTIVITY 3B: Overview of NASW Code of Ethics as It Applies to Colleagues (15 min.)

Description of Activity:
The trainer will provide a brief overview of the NASW Code of Ethics as it is organized for issues concerning colleagues.

During the activity

- Refer trainees to “Ethical Responsibilities to Colleagues” in the Trainee’s Guide, where the ethical responsibilities to colleagues are organized by the key areas of focus, as follows:
  - Respect
  - Confidentiality
  - Interdisciplinary Collaboration
  - Disputes Involving Colleagues
  - Consultation
  - Referral for Services
  - Impairment of Colleagues
  - Incompetence of Colleagues
  - Unethical Conduct of Colleagues

- Point out that the information is only a composite of the codes most closely organized to how it is presented in Section 2 of the NASW Code of Ethics.

- Remind trainees that the full listing of the ethical codes, standards and values are available for free online and are noted in the Resources section of the Trainee’s Guide.

- These ethical mandates follow themes consistent with other professions and are designed to encourage establishing and maintaining a collegial relationship. This is especially important in an environment that requires reliance on other professionals. NASW requires that the social worker treat colleagues and their views with respect, maintain confidentiality of shared information, seek advice and consultation in the best interests of clients, contribute to interdisciplinary teams as appropriate, and refer clients to other professionals when specialized knowledge or expertise is required.

  NASW 2.03 has a specific reminder to social workers that if the team decision raises an ethical concern, they should attempt to resolve the disagreement through appropriate channels and if they cannot do so, they should “pursue other avenues to address their concerns consistent with client wellbeing”.

- Refer trainees to “Ethical Responsibilities to Colleagues” in the Trainee’s Guide, where the responsibilities to colleagues are organized by the key areas of focus. Point out that the information is only a composite of the codes organized around these topics. Remind trainees that the full listing of the ethical codes, standards and values are available for free online and are referenced in the Resources section of the Trainee’s Guide.
Discussion:

Q: What does “whistleblower” mean to you? Ever been a “whistleblower”? Discuss public recognition of the need for whistleblowers and to protect them (e.g., Pentagon Papers (Daniel Ellsberg), chemical pollution of water supply (Karen Silkwood), tobacco companies (Jeff Wigand), ENRON (Sherron Watkins), NSA (Snowden))?

In 2014, the CA Legislature, through AB 1978, recognized the unique challenges that whistleblowing in the child protection field raises and the especially important need to protect child welfare workers who are assigned with the responsibility for protecting children from being abused due to their taking extra steps to protect a child or children. (Welfare and Institutions Code 10605.5 (a) (1)

The issue of whether to blow the whistle is not simple. NASW recently amended several standards designed to help workers address unethical conduct in a responsible story. Consider problems with boundaries, answering “how much is enough”, and misconduct apparently caused by ‘good intentions”, timeliness of reporting, etc.

Discuss possible reactions/concerns: I might lose my job; I don’t have strong enough evidence; I don’t have time or energy to pursue this matter; nobody likes a snitch and I am not a snitch; lots of people do it; if it’s my word against my supervisor, nobody will believe me...

Refer trainees to the handout of the article by Lindsey Getz, Ethical Dimensions of Social Work Whistleblowing. The link for this article is also included in the Resources section of their Trainee Guides. Encourage trainees to review this article when they have time or keep it in mind in case any ethical dilemmas arise in their practice.

Transition to the next segment: Identifying and Resolving Ethical Dilemmas

- Explain that following a ten minute break, the class will begin reviewing case scenarios that apply to both colleagues and families, since many ethical dilemmas involve both.
### Segment 4: Identifying and Resolving Ethical Dilemmas

<table>
<thead>
<tr>
<th>Segment Time:</th>
<th>60 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Activity Time:</strong></td>
<td><strong>Activity 4A: Case Scenario Group Activity (45 minutes)</strong>&lt;br&gt;<strong>Activity 4B: Case Scenario Large Group Activity (15 minutes)</strong>&lt;br&gt;(Optional) <strong>Activity 4C: Social Work Ethical Dilemmas, You Tube Video (7 minutes)</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Case Scenario Laminates (4)&lt;br&gt;For optional video: Computer w/link to large screen, LCD speakers and internet/YouTube</td>
</tr>
<tr>
<td><strong>Trainee Content:</strong></td>
<td>Trainee Guide, Case Scenarios 1-4: Instructions and individual scenarios for Melinda, Sandra, Joe, Johnny, and Juan</td>
</tr>
<tr>
<td><strong>Slides:</strong></td>
<td>23-27</td>
</tr>
</tbody>
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**Description of Activity:**
The trainer will facilitate a group activity with case scenarios involving identifying and resolving ethical dilemmas.

**Before the activity**
- Prepare sufficient laminates of four case scenarios for use by table groups. Place one of the laminates at each table. The scenarios should be labeled:
  - Case scenario 1: Melinda
  - Case scenario 2: Sandra
  - Case scenario 3: Joe
  - Case scenario 4: Johnny
- As trainees come back from break, encourage them to return to the same groups used for the Code of Ethics activity so the next activity can get started quickly.

**During the activity**

**ACTIVITY 4A: Case Scenario Group Activity**
- Direct the trainees’ attention to the laminate with their case scenario and encourage them to find the scenario in the Trainee Guide.
- Briefly review the Case Scenario Instructions the Trainee Guide (as well as the PPT slide), and direct trainees to:
  - Use the Trainee Guide to identify the codes within the NASW Code of Ethics that apply to their given scenario.
  - Identify any standards that they find in conflict with one another in the context of their case.
  - Determine how they would work to resolve any conflicts in ethical standards.
Instruct the groups to develop their answers collaboratively and prepare their responses for a brief presentation. Suggest trainees nominate one or two speakers per group to present their findings.

Let trainees know they have 20 minutes before they will be asked to share their responses.

Move around from group to group throughout these twenty minutes to encourage progress and provide any assistance needed.

After the 20 minutes are up, begin by asking the group responsible for Case Scenario 1 (Melinda) to present the scenario and their responses. Allow the group 5 minutes to complete their presentation.

Encourage trainees to read along to Melinda’s Case Scenario in the Trainee Guide. It is presented here in its entirety:

Melinda is a social worker who has been recently transferred to a new position in child welfare. Melinda’s cases were assigned to a new social worker new to child welfare. The new worker does not appear to have the expertise required by one of the FM families. One of the families is Native American, and the worker has no previous experience with the family’s culture or Native Americans generally. The relationship between the parents, teens, and the worker has polarized, and the worker has threatened the family with out-of-home placement because the family is “uncooperative”.

One of the children, the 14-year-old daughter, called Melinda to complain that the new worker is using her authority to ‘punish’ the family because they don’t get along. After a lengthy discussion, Melinda tells the teen that she agrees that the new social worker seems to have problems working with many families and appears to have a legitimate complaint. She refers her to the parties to which a grievance can be made. Melinda tells the teen that she can do no more than that and that she should try again to communicate with her current social worker.

1. As a group, identify the codes from the NASW Code of Ethics that apply to the given scenario.
2. Identify any standards that the group finds to be in conflict with one another in the context of the given case.
3. Determine how the group would resolve any conflicts in ethical standards.

Listen attentively to the group’s answers to the three questions, highlighting any important key issues they raise.

Throughout the group response to question 1, point out pieces from the first two sections of the code that the group does not mention. If any of the following codes are missed, direct trainees to their location in the Trainee’s Guide. The major codes are as follows:
- 1.01 Commitment to Clients
- 1.05 Cultural Awareness and Social Diversity
- 1.06 Dual/personal relationships (c)
2.01 Respect
2.02 Confidentiality
204(b) Disputes
Allow for additional codes and arguments for or against codes, to highlight the importance of collaboration in resolving ethical dilemmas.

- Just as there may be different interpretations with which codes are in conflict, expect different responses to the answers to two and three.

- Ideally, the trainees will be able to drive the discussion. Listen attentively to make sure the following key takeaways are reached, and insert the following points as necessary:
  - The scenario raises issues of case transition and the responsibility of both Melinda and the new social worker to ensure that information is thoroughly shared and that the new social worker has all the information she needs. It also raises issues of adequate training, supervision, and possibly bias.
  - At transition, Melinda has the responsibility to spend time discussing ICWA and the active efforts required in working with Native American families and the purpose of ICWA.
  - Whether or not and to what extent Melinda should make herself available to the teen is a good question for discussion.
  - Does this conversation possibly raise child protection issues as well as ethical issues?
  - Should Melinda discuss even in general terms the ‘gossip’ that the new social worker has problems with other families?
  - Should she talk to the teen alone?
  - Should Melinda possibly ask that a supervisor join them once she sees the discussion has to do with a serious complaint against a coworker?
  - Is it true that Melinda can do no more? What is her ethical obligation? Should she talk directly to the new social worker or her supervisor? Does she memorialize the conversation with the teen and add it to the case notes?

- Allow the next group 5 minutes to complete their presentation.

- Encourage trainees to read along to Sandra’s Case Scenario in the Trainee Guide. It is presented here in its entirety:

  Sandra (ER social worker) received a recent referral on Ms. T’s family alleging risk to the children due to domestic violence by Ms. T’s partner. Sandra has investigated allegations regarding Ms. T’s family on two other occasions in the last 8 months. They have developed a good working relationship. Ms. T has made
Ms. T disclosed to Sandra that she believes she would fail if she attempted to separate. She has too many barriers to economic self-sufficiency and even considering ending the relationship appears overwhelmingly difficult to her.

Sandra grew up in a family where domestic violence was common until her mother’s abuser died in a car accident when she was 16 years old. She describes her relationship with her mother as strained due to her mother’s failure to leave the abusive relationship. Sandra disclosed to coworkers in her unit that until three years ago, she was in very similar circumstances prior to leaving her abusive partner. Sandra recently told one colleague that she still finds it difficult to work with mothers who won’t leave an abusive relationship and who see themselves as “victims.”

1. As a group, identify the codes from the NASW Code of Ethics that apply to the given scenario.
2. Identify any standards that the group finds to be in conflict with one another in the context of the given case.
3. Determine how the group would resolve any conflicts in ethical standards.

Listen attentively to the group’s answers to the three questions, highlighting any important key issues they raise.

- Throughout the group response to question 1, point out pieces from the first two sections of the code that the group does not mention. If any of the following codes are missed, direct trainees to their location in the Trainee’s Guide The major codes are as follows:
  - 1.01 Commitment to Clients
  - 1.02 Self-Determination
  - 2.01 Respect
  - 2.02 Confidentiality
  - Allow for additional codes and arguments for or against codes, to highlight the importance of collaboration in resolving ethical dilemmas.
- Just as there may be different interpretations with which codes are in conflict, expect different responses to the answers to two and three.

Ideally, the trainees will be able to drive the discussion. Listen attentively to make sure the following key takeaways are reached, and insert the following points as necessary:

- Whether the life experience of the social worker includes domestic violence, alcohol or substance abuse, child abuse or being the
psychological victim of abuse as a child, each can impact the social worker’s decision making and capacity to work with a particular client, family, or life situation.

- Do her coworkers have the duty to closely inquire about how Sandra’s personal life may have on her in working with Ms. T?
- Is Sandra acting as an advocate for a particular philosophy about DV and DV victims? Is she, although well intentioned, exerting improper pressure on Ms. T based on her own life experience rather than using her professional skills to help Ms. T learn to act in her own best interests?
- Learning self-determination is a critical life skill and Sandra could be interfering with important learning in her finding similarity with her own recent life situation.
  - **Bonus code, if time permits:**
    - This scenario goes a bit beyond the first two sections of the NASW Code of Ethics, which highlights the usefulness of consulting the full code when needed.
    - For example, NASW 4.05 is a strong statement about the clear obligation of the SW as a professional to examine what, if anything, in his or her own personality or background might negatively impact her work or “jeopardize the best interests of people for whom they have a professional responsibility”. This duty should be discussed not just in terms of the individual looking inside and regularly monitoring their behavior but the duty to do so in interactions with coworkers.

- Allow the next group 5 minutes to complete their presentation

- Encourage trainees to read along to Joe’s Case Scenario in the Trainee Guide. It is presented here in its entirety:

  Joe is an experienced social worker and is burned out. He is unhappy on the job and complains to his coworkers all the time. Lately, he has also been posting on Facebook and talking about work. He doesn’t name clients but does talk about his cases thinking this is “okay” because he is maintaining confidentiality by not stating the names. One of Joe’s colleagues sees his posts on Facebook and thinks they are inappropriate. She is not sure what to do and so does nothing.

  One of Joe’s clients goes into Facebook and looks at Joe’s posts. She thinks she recognizes her case. She calls Joe’s supervisor to complain. The supervisor tells her she will look into her complaint.

    1. **As a group, identify the codes from the NASW Code of Ethics that apply to the given scenario.**
2. Identify any standards that the group finds to be in conflict with one another in the context of the given case.

3. Determine how the group would resolve any conflicts in ethical standards.

- Listen attentively to the group’s answers to the three questions, highlighting any important key issues they raise.
  - Throughout the group response to question 1, point out pieces from the first two sections of the code that the group does not mention. If any of the following codes are missed, direct trainees to their location in the Trainee’s Guide. The major codes are as follows:
    - 1.01 Commitment to Clients
    - 1.05 Cultural Awareness and Social Diversity
    - 1.07 Privacy and Confidentiality
    - 2.08 Impairment of Colleagues
    - 2.10 Unethical Conduct of Colleagues
  - Allow for additional codes and arguments for or against codes, to highlight the importance of collaboration in resolving ethical dilemmas.
  - Just as there may be different interpretations with which codes are in conflict, expect different responses to the answers to two and three.

- Ideally, the trainees will be able to drive the discussion. Listen attentively to make sure the following key takeaways are reached, and insert the following points as necessary:
  - This scenario brings us into the brave new world of social media. The attraction of social media and the desire to have a venue for personal expression and interaction is strong at all ages.
  - The scenario also focuses on the situation of a colleague who has failed to monitor his own psychological distress and continues to work, thinking that he has so much experience that he is able to do this work almost automatically.
  - Maintaining client confidentiality is a key part of the scenario. Discussion should extend beyond social media to a broad discussion about what this ethical requirement means and why it is so important. The code is helpful and requires social workers to explore when, how, where, and how much information to share about a case or client.
  - “Need to know” should also be a consideration since much of the information collected by social workers is very personal. Does my co-worker really “need to know” the latest development in a difficult relationship between two parents dealing with infidelity? Do I make effort to ensure that a third party does not overhear? Why do we think it is acceptable to exchange information about clients with third parties in the hallway outside the courtroom?
Allow the next group 5 minutes to complete their presentation.

Encourage trainees to read along to Johnny’s Case Scenario in the Trainee Guide. It is presented here in its entirety:

Johnny is 18 months old and his sister Thelma is 5 years old. They have been in placement for one year due to both parents being incarcerated for drug trafficking. The expectation is that both parents will serve a minimum of five years in a prison or program. Reunification services will likely be terminated at the permanency hearing, which is the next hearing in the case. Both parents have participated in some elements of their service plan since being incarcerated.

The current caretakers, who live 100 miles away, state they are committed to providing long-term care for these children but are unwilling to adopt. There are no known relatives available for placements. Both children have developmental disabilities. A concurrent plan was not developed earlier because both parents were adamant that they expected to be released early to drug treatment programs. Additionally, the social worker was not aware of any placements capable of caring for children with developmental disabilities in her small rural county.

1. As a group, identify the codes from the NASW Code of Ethics that apply to the given scenario.
2. Identify any standards that the group finds to be in conflict with one another in the context of the given case.
3. Determine how the group would resolve any conflicts in ethical standards.

Listen attentively to the group’s answers to the three questions, highlighting any important key issues they raise.

Throughout the group response to question 1, point out pieces from the first two sections of the code that the group does not mention. If any of the following codes are missed, direct trainees to their location in the Trainee’s Guide. The major codes are as follows:

- 1.01 Commitment to Clients
- 1.05(c) Cultural Awareness and Social Diversity
- 2.05 and 1.16 Consultation and Referral for Services
- Just as there may be different interpretations with which codes are in conflict, expect different responses to the answers to two and three.

Ideally, the trainees will be able to drive the discussion. Listen attentively to make sure the following key takeaways are reached, and insert the following points as necessary:
- This scenario in many ways is the most difficult because it highlights some realities of practice that can seem insurmountable, i.e., the overlap between the criminal justice system and child welfare, the incarcerated parent and the needs of the child, recovery and drug abuse, the needs of children with developmental disabilities, stability in placement vs, permanency, and the resources available to social workers in each county.

- This is a good opportunity to discuss the purpose of concurrent planning, the challenges for social workers who have multiple clients sometimes (often) with conflicting interests. In this case, the needs of the children for a permanent home and the desire of the parents to continue to parent as soon as they are able.

- A plan of APPLA would allow the parents to have the opportunity to parent when paroled. Adoption which is the preferred plan would foreclose this possibility.

- Consider the difference in the ages of the children and how does this impact the duty to each child, and to the children vs the parents? Should the siblings be separated?

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**Transition to the next activity:** Case Scenario Large Group Activity

☐ Thank the groups for their contributions and let trainees know they are now ready for the home stretch, which will come in the form of one final case scenario that the class will tackle as one large group.
**ACTIVITY 4B: Case Scenario Large Group Activity**

<table>
<thead>
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<th>Activity Time:</th>
<th>15 minutes</th>
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<tbody>
<tr>
<td>Materials:</td>
<td>Computer/laptop linked to large screen</td>
</tr>
<tr>
<td>Trainee Content:</td>
<td>Trainee Guide, Case Scenario Five - Juan</td>
</tr>
<tr>
<td>Slides:</td>
<td>28</td>
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</tbody>
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**Description of Activity:**
The trainer will facilitate a large group activity using a case scenario with a multitude of ethical dilemmas and coach trainees through resolving each of them.

**During the activity**

- Congratulate trainees for demonstrating their Knowledge, Skills and Values in the previous activity, and encourage them to tackle this one last case scenario as a group
- Ask for a trainee to volunteer reading the case scenario
- Direct trainees to read along with Case Scenario Five -- Juan. It is presented here in its entirety as well:

Juan is a 15-year-old who has been in placement with his maternal relatives for one year. During a school visit, both his teacher and mental health counselor state to the social worker that he has been increasingly talking about questioning his sexual orientation. In a subsequent meeting with Juan, the social worker discloses her own identity as a lesbian. Juan discloses that he is increasingly distressed by trying to discover his own sexual orientation and expression.

Juan’s placement family (maternal relatives) is very conservative, which leads the social worker to suspect they would not accept Juan’s questioning of his sexual orientation. He has expressed fears to his therapist about his relatives finding out and shunning him.

Juan’s parents have never appeared in his case and their whereabouts are unknown. The concurrent plan for Juan is guardianship with these relatives. The relatives indicated a willingness to have Juan live with them until he emancipates.

A TDM meeting is scheduled to help the social worker make recommendations to the court about what should be Juan’s permanent plan. Before the TDM meeting, she meets with a friend at a coffee shop and says she’s worried about...
having her own sexuality identity disclosed during the TDM. She is concerned that she will have to disclose in describing her conversation with Juan and his disclosures.

☐ Ask trainees to volunteer any codes within the NASW Code of Ethics that apply to this given scenario.

☐ Point out pieces from the first two sections of the code that the group does not mention. If any of the following codes are missed, direct trainees to their location in the Trainee Guide. The major codes are as follows:
  - 1.01 Commitment to Clients
  - 1.02 Self-Determination
  - 1.05 Cultural Awareness and Social Diversity
  - 1.07 Privacy and Confidentiality
  - 2.03 Interdisciplinary Collaboration

☐ Ask trainees to identify any standards that they find in conflict with one another in the context of their case and to determine how they would work to resolve any conflicts in ethical standards.

☐ Discussion here should be broad and consider all biases and prejudices that might affect working with a client.

☐ Ideally, the trainees will be able to drive the discussion. Listen attentively to make sure the following key takeaways are reached, and insert the following points as appropriate:
  - This scenario presents the essential conflict that an advocate often confronts: How much of my own private self must I put in jeopardy in order to act in the best interests of my client? And, how do I decide? How do I help my client decide what are their best interests in a particular situation?
  - Was it inappropriate for the social worker to disclose her own sexual orientation with the client?
  - It could be argued that there is no necessity during the TDM to give all the details of her conversation with Juan and to omit how she was able to help him feel safe enough to discuss his distress about his sexual orientation. She has a duty to maintain confidentiality as much as possible.
  - What if Juan asked her not to disclose his discomfort with his gender identity, could the social worker agree?
  - Discuss different ways in which the TDM might proceed (e.g., could the social worker omit her discussion with Juan and his disclosure and include only the information from the school personnel? Should she try to confine the TDM to a basic discussion about alternative permanent plans and his current placement? Might her failure to disclose during the TDM put the placement in jeopardy and create an irreparable conflict between Juan and his only family?)
  - Ask trainees to discuss what might be at risk if Juan is “outed” without his consent? What could happen to Juan?
As a closing note to this difficult scenario, point out that ethical decision making is a process. As quoted in the code of ethics, “There are many instances where simple answers are not available to resolve complex ethical issues...Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations... When such conflicts occur, social workers must make a reasonable effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this code.”

Refer to the Trainee Guide Resources section as a place where social workers can find the "Whistle Blower" hotline, which can be used anonymously in cases where they are concerned with any policies, procedures or practices related to the provision of child welfare services by a county child welfare agency that i) endangers the health or well-being of children, ii) are contrary to existing statute or regulation, or iii) are contrary to public policy.

**Transition to the next activity:** Optional video (time-permitting, at conclusion of class)

**Optional** ACTIVITY 4C: Video – Social Work Ethical Dilemmas

Activity Time: 7 minutes

Materials: Computer/laptop linked to large screen; YouTube video URL: https://www.youtube.com/watch?v=LZn9UnzliyU.

**Description of Activity:**
The trainer will guide trainees through this video or portions of the video, selected to reinforce specific discussion during the class, and the concluding dialogue between the robots which recognizes the complexity and importance of the job of the social worker.

**Before the activity**

Have the YouTube video, Social Work Ethical Dilemmas, cued up in a separate tab for easy access. The video is accessible at the following URL: https://www.youtube.com/watch?v=LZn9UnzliyU.

**Transition to the next Segment:** Closing

Thank the class for their contributions and ask if there are any additional thoughts, concerns or comments before wrapping things up.
Segment 5: Closing

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<td>29</td>
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*ACTIVITY 5A: Participant Evaluation/Survey*

**Description of Activity:**
The trainer will provide trainees with an opportunity to complete RTA-specific evaluation and/or satisfaction surveys.

**Before the activity**
Pass out any RTA-specific evaluation and/or satisfaction surveys.

**During the activity**
- Thank the trainees for their participation and encourage them to provide feedback in the interest of continuous quality improvement.
- Complete Participant Satisfaction Survey
References/Bibliography


Materials Checklist

☐ Computer/laptop that is:
  • Linkable to a large (preferably LCD projector) screen
  • Connected to LCD Speakers
  • Connected to the internet

☐ Easels with charts/chart paper, preferably with self-adhesive

☐ Laminates of full page group names for two activities

  For Segment 3
  • Codes/Values/Standards Activity Laminate Copy
    – Group 1: Commitment to Clients / Self-Determination
    – Group 2: Informed Consent / Privacy and Confidentiality
    – Group 3: Cultural Awareness and Social Diversity / Termination of Services
    – Group 4: Conflicts of Interest / Dual Relationships / Sexual Relationships

  For Segment 4
  • Case Scenario Activity Laminate Copy
    – Case Scenario 1 / Melinda
    – Case Scenario 2 / Sandra
    – Case Scenario 3 / Joe
    – Case Scenario 4 / Johnny

☐ Markers
☐ Post-it notes
☐ Tape
☐ Video: YouTube video, Social Work Ethical Dilemmas, URL: https://www.youtube.com/watch?v=LZn9UnzliyU.