Social Work Ethics Computer-Based Training
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One advantage for computer-assisted education is that learners are able to be self-paced and directed (Biggerstaff, 2005; Piccoli, Ahmad, & Ives, 2001; Thurston & Cauble, 1999). Several studies have shown that computer-assisted education can help individuals learn more quickly than traditional lectures (Thurston and Cauble, 1999). A study completed by Bagai (1998) suggested that learning occurs as computer-assisted education is able to provide interactivity, flexibility, rich content, motivational effects, immediate feedback, stimulating presentation of materials, and the ability to structure instructions. On the contrast, challenges to computer-assisted education are that learners may experience feelings of isolation, frustration, anxiety, and confusion. Previous experience using computer-assisted education format was beneficial, as learners were able to fine-tune strategies appropriate for these types of environments (Piccoli, Ahmad, & Ives, 2001). Another challenge of computer-assisted education was that learners may have reduced interest in the subject matter, related to their attitudes toward this form of education

III. The NASW Code of Ethics

IV. What is an Ethical Dilemma?

http://www.socialworkers.org/pubs/code.asp

An Ethical Decision-Making Model

Lowenberg, et al.'s (2005) model provides a comprehensive approach to reviewing ethical dilemmas, viewing them from a variety of perspectives. It includes the Ethical Rules Screen and Ethical Principles Screen. This model is also applicable in an array of social services settings and may be used in diverse circumstances.

Technological Techniques for Creating Computer-Based Education Environments

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Studies conducted by Stemler (1997) summarize that multimedia has been used to educationally effective in mind screens design, learner control and navigational use, feedback, learner attractivity, and audio and visual elements. Baessler & Halley (2005) also argue that audiovisual aids and auto-didactic learning devices are beneficial to creating an effective training. Hypermedia applications are one way to enhance audio-didactic learning. Hypermedia can include a combination of digitized graphics, animation, sound, video, and fonts, as well as, with material for tutorial screens, multiple-choice questions, matching questions, matching interactive simulations, and structures for judging short answer questions (Cook & Porter, et al., 2006; Patterson & Yovel, 1990).

Methodology

Development of an ethics CBT involves consideration of many different aspects. The literature demonstrates that social workers working with clients who are involuntary experience unique ethical dilemmas. The CBT provides specific vignettes and simulations related to these circumstances. Through extensive literature review, McAliff and Ferman’s learning objectives were chosen for the CBT, the ability to utilize an ethical decision-making model, and also provide learners with additional ethics resources. Specific training modules for the CBT include a focus toward Lowenberg, et al.’s (2005) ethical decision-making model. CBT participants were asked to practice utilizing each screening process during various simulations. Simulations and other content of the CBT is presented while utilizing diverse hypermedia technologies.

Upon completion of the CBT, an IRB-approved satisfaction survey was provided to an 82 employees participating in a pilot of the training. Outcomes of the survey were collected, and formulated into recommendations for revisions to the CBT. Once revisions to the CBT are made, SOW Staff Development will assist in placing it on SOW’s Pathway System, via the I-net Website, so it may be accessible to all SOW social workers.

References Available Upon Request

Findings of Pilot

All participants strongly agreed or agree on the following:

• The CBT addresses Ethics Continuing Education requirements (2-hours per licensure renewal) associated with Minnesota Board of Social Work.
• The CBT clearly defines its Learning Objectives.
• The CBT clearly defines an Ethical Dilemma.
• The CBT expanded my knowledge surrounding The Evolution of Social Work Ethics.
• The CBT provided a comprehensive review of the NASW Code of Ethics.
• The CBT expanded knowledge of how Personal, Social Work, & Cultural Values interact.
• The CBT expanded knowledge of how Legal Parameters can impact ethical decision-making.
• The CBT offered an opportunity to practice and apply a Decision-Making Model.
• The CBT offered Ethics Resources.
• The CBT provided convenience for social workers, who as a majority, reside within rural areas.
• The CBT created is in accordance to requirements of the MNBSW and has an emphasis to include the National Association of Social Workers (NASW) Code of Ethics.

The research question sought by this evaluation is “What level of satisfaction do CBT participants have with the program?” Results from a satisfaction survey will yield recommendations for improvements or modifications to the CBT, prior to its placement on SOW’s Pathway System. The satisfaction survey was approved by Minnesota State University’s Internal Review Board (IRB), prior to participants’ assistance in this project. The CBT was piloted with three participants; a sample including two SOW social workers and a member of SOW Staff Development. This sample is considered to have a non-random design and is also a convenience sample. The satisfaction survey is a Post-test Only Design for Single Groups, combining Likert Scales with open-ended questions. It explored domains of the CBT including: perceived learning outcomes, format, and media.