At the Community Behavioral Health Hospital, St. Peter (CBBH), a discussion was held regarding Ethics Continuation Hours (CEUs). The Minnesota Board of Social Work (MNSB) and Minnesota State Statute 144D.130 require that Licensed Social Workers receive two hours of ethics-specific CEUs per license renewal. Through this discussion, it appeared that it would be beneficial to create an ethics computer-based training (CBT) which would be of no expense to State Operated Services (SOS) Social Workers. This option would also provide convenience for social workers, who as a majority reside in rural areas. The CBT created in accordance to requirements of the MNSB and has an emphasis to include the National Association of Social Workers (NASW) Code of Ethics.

Research Question
How does one create an effective computer-based ethics training for social workers, residing in rural areas and working with involuntary clients of State Operated Services?

Literature Review
Ethics in the Mental Health Setting and Working with Involuntary Clients
Social workers wrath and assess various responsibilities when working with clients who are involuntary; including one's potential for harm toward self or others, impulsivity, prevention strategies, and legal obligations. Ethical issues are also found while selecting research-based interventions for treatment, developing treatment goals and objectives, and continuing with clients (vanoff, Blyth, & Tripodi, 1994).

A Model for Electronic Social Work Ethics Training
For the purpose of this CBT, it was important to create a course that would not only continue practitioners' knowledge of ethical frameworks, but also provide a forum for the social worker to practice their problemsolving skills with ethical dilemmas they encounter. McAuliffe and Ferman's (2002) curriculum seems to expand learners' knowledge by providing an overview of ethical decision-making models.

An Ethical Decision-Making Model
Lowenberg, et al. (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
One advantage for computer-assisted education is that learners are able to be self-paced and directed (Biggerstaff, 2005; Piccoli, Ahmad, & Ives, 2001; Thornton & Cunliffe, 1999). Several studies have shown that computer-assisted education can help individuals learn more quickly than traditional lectures (Thornton and Cunliffe, 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 contrasts, 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).

Studies conducted by Stemer (1997) summarize that multimedia has been proven to be educationally effective in mindful of screen design, learner control and navigational ease, use of feedback, learner attractiveness, and audio and visual elements. Boulanger & Haley (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, employees for tutorial sessions, multiple-choice questions, matching questions, interactive simulations, and structures for judging short answer questions (Cohen & Portrait, et al. 2006; Patterson and Yaffe, 1996).

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 numerous ethical dilemmas. The CBT provides specific vignettes and simulations related to these circumstances. Through extensive literature review, McAuliffe and Ferman's learning objectives were chosen for the CBT's 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 their training.

Upon completion of the CBT, an IRB-approved satisfaction survey was provided to SOS 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, SOS Staff Development will assist in placing it on SOS's Pathway System, via their Intranet Website, so it may be accessible to all SOS social workers.