Ideology is regarded, for the purpose of this course, as a constellation of ideas, beliefs, and values, ethics or orientations that influence individual or collective planning, action, and evaluation. The study of ideology, values, and ethics in the doctoral program reinforces the school's commitment to prepare scholarly social work practitioners for leadership positions in social work education and agencies. These positions require the ability to reason and think through complex conflicts of ideology, values and ethics in social policy, between professional staff, staff and clients, agency and community.

This is a one semester course. The first half of the semester focuses on social work ideology as located in the context of political ideology and the sociology of knowledge. This is followed by the study of values, a key component of ideology. We study social work values, value conflicts between social workers and clients, and personal and professional values. Models of value classification and ideology are applied to conflict situations in social policy, direct practice, and agency service.

I. Learning Objectives

By the end of the semester, students will demonstrate knowledge and skill related to:

1. The ideological base of practice and of social welfare policy; how practice is informed by ideology; how ideologies influence policies and programs.

2. Skills in conceptualizing and communicating ideological material.

3. Understanding the difference between knowledge and values.

4. Understanding the nature and function of values.

5. Analyzing value conflicts.

6. Understanding the relationship between values and ethics.

7. Identifying an ethical decision making process.

8. Understanding the use of rules, principles and theory in the ethical decision making process.
9. Applying the models of decision making and justification to various ethical dilemmas.

10. Be able to develop options for resolving complex ethical dilemmas.

II. Books

There are two required books for this course:


Most of the articles for the course are available on ERES. The login/password information will be provided to you.

Recommended Books


III. Course Structure

This course is divided into four parts: 1) analysis of the origins of the concept of ideology and its relationship to knowledge and social work, 2) the nature and function of values, and models of analyzing value conflicts; 3) a theoretical analysis of the relationship between values and ethics, the nature of ethics, professional ethics, models of ethical decision-making and justification and 4) their application to social problems and conflict situations in practice.

IV. Plagiarism

Students should remember that the school does not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else’s work as his or her own is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present
them as one’s own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work. However, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of the assignment in this course will FAIL the course, and will be referred to the director of the doctoral program automatically for disciplinary action that may include expulsion.

V. Instructional Methods

Learning will occur through a variety of methods and experiences including online posts, video lectures, real-time video conferencing, video presentations, and paper presentations.

VI. Course Expectations and Grading

Class participation is essential for learning and testing one's ideas. Students are expected to do the required readings. Grades will be based on written assignments and participation.

This is an online class and students are expected to have basic computer skills such as basic word processing, saving, and copying files, and Internet navigation. The course uses Moodle.

Learning platform and students are expected, by the first week of class, to possess the skills needed to use the features related to this online course.

GRADING

On-line Class Participation (Posts:20%)

Due to the online nature of this course your participation is imperative. You will be responsible for being online each week and responding to the on-line questions found in the lessons and for responding to your classmates’ posts. This is an interactive class where you will need to both post and respond to your classmates’ posts. You are expected to complete assignments on time and take responsibility for your own learning. It is expected that you will demonstrate responsibility, compassion, and seriousness in the learning process. Respect for a variety of views and values will foster an atmosphere of free exchange and growth through group processes. Your time online will be logged. The depth of your participation will be graded by your responses to the assigned questions and your classmates’ posts in the discussion forums.

Students are also evaluated on the following papers 1) the Mannheim paper (5%); 2) the Gordon paper (5%); 3) the Levy paper (5%); 4) the midterm paper on applying the Levy, Gordon, and ideology models to a value conflict in practice (25%); (5) the difference between practice and ethics (5%); (6) mid-term video presentation of an ethical dilemma (15%); (7) final paper (20%).

E-RES (Electronic Reserve)  Most of the articles mentioned in the curriculum are
available on E-RES. You can access the full text articles from your home or from a university computer at no charge. **How do I Use E-RES?**

1. **To access E-Reserves:**

   - Go to [http://www.yu.edu/libraries/](http://www.yu.edu/libraries/). Click on “E-Reserves.”
   - If you are off campus, you will be prompted for your personal user ID and password for off-campus access.
   - Search for & select your course by beginning to type course number, course name, or instructor name.
   - Enter your course password when prompted - Professor will give this to you.

   Click on “Search E-RES” or on “Course Index,” and search by instructor's name, department, course name, course number, document title, or document author.

4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader.

**VII. Course Topics**

**SESSION #1 - Introduction**

**Learning Themes**

1. Problems and issues in students’ work experiences, attributed to differing values;

2. Course objectives, scope, readings and assignments;

3. Definition of ideology for this course.

**SESSION #2 - Political Ideology - definitions, and application to social work**

**Learning Themes**

1. Political sources of the concept of ideology

2. Conversion of the political concept into the scientific concept of the sociology of knowledge.

3. The concept of reification.

4. Application to social work.
Assignment 1: (MANNHEIM PAPER) - one–two pages.  a) Explain Mannheim's concept of ideology.  b) Apply it to your understanding of a client, social policy or agency.

SESSION #3 - Social Work Ideology  Covers learning objectives 1, 2.

Learning Themes

1. The nature of social work ideology.

2. Applying social work ideology to practice.


Glambos, C. (2009). Political tolerance, social work values, and social work education. Covers learning objective 1, 2


**SESSION #4 - Values and Knowledge**

Covers learning objective 3, 4

**Learning Themes**

1. The difference between values and knowledge.

2. Using Gordon's model to understand dysfunctional outcomes in practice.


Linzer, Chapter 1.


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**Assignment 2 (GORDON PAPER): - (three pages)**

Select two cases from your practice that resulted in dysfunctional outcomes.

**In Case #1**

a) define Gordon’s concept of substituting values for knowledge,

b) cite a client situation, social policy or agency policy that had a dysfunctional outcome.

c) apply Gordon’s concept and explain why the outcome was dysfunctional.

**In Case #2**

a) Define Gordon's concept of substituting knowledge for values,

b) Cite a client situation, social policy or agency policy that had a dysfunctional outcome.

   c) Apply Gordon’s concept and explain why the outcome was dysfunctional.
The paper must include all the elements just described.

SESSION #5 - Values - definition, function, classification Covers learning objectives 4,

Learning Themes

1. The nature of values.

2. The functions of values.

3. Classifying values into three groups.


Assignment 3: (LEVY PAPER) This assignment has five distinct parts:

1) Describe a problem of a client, a colleague or a social policy

FIRST PROVIDE SOME BACKGROUND ABOUT THE AGENCY. NEXT, DESCRIBE THE PROBLEM SITUATION.

2) Then, summarize it in one sentence.

EXAMPLE: THIS IS A CONFLICT BETWEEN THE SOCIAL WORKER, THE FAMILY, AND THE SCHOOL PRINCIPAL REGARDING AN OUT OF DISTRICT PLACEMENT; THE FAMILY BELIEVES THAT THE STUDENT SHOULD REMAIN IN THE SCHOOL; THE SOCIAL WORKER BELIEVES THAT AN OUT OF DISTRICT PLACEMENT IS BEST, AND THE PRINCIPAL REFUSES TO SEND OUT OF DISTRICT BECAUSE IT IS TOO EXPENSIVE, BUT BELIEVES THAT THE SCHOOL IS NOT AN APPROPRIATE PLACEMENT.

3) Analyze it by applying Levy’s model of values classification & 4) Create a chart according to Levy that classifies the conflict from each of the parties’ respective values.

HERE YOU ARE CREATING A CHART OF THE PREFERRED CONCEPTIONS (PC, PREFERRED OUTCOMES (PO), AND PREFERRED INSTRUMENTALITIES (PI) FOR EACH PARTY TO THE CONFLICT.

5) Explain the entries in the chart.
USE A NARRATIVE TO EXPLAIN THE POSITIONS OF EACH PARTY. BEGIN W/ THE SOCIAL WORKER - EXPLAIN THE SW'ERS PC, PO, AND PI - IN ONE PARAGRAPH AS A NARRATIVE.

SESSION #6 - **Value conflicts between social workers and clients** Covers learning objective 6

**Learning Themes**

1. Discerning value conflicts between social workers and clients

2. Relationship between values and ethics

3. Applying the ideology model to conflicts between social workers and clients


SESSION #7 - **Conflicts between personal and professional values** Covers learning objective 4, 5

**Learning Themes**

1. Discerning a personal value from a professional value. 2. Resolving the conflict between them. 3. What to do with personal values in practice?


Linzer, Chapter 3.


SESSION #8 - **Self-determination** Covers learning objective 8

**Learning Themes**

1. The definition and parameters of self-determination  
2. Cultural differences in applying the concept  
3. The social worker's struggle to apply the concept to clients


Linzer, Chapter 11.


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**Assignment 5 - Midterm - Student video Presentations on a Value Conflict.** You are to take the Levy paper – ‘assignment #3’ and use this as the focus of your presentation – but with some alterations – as per the following.

1) Briefly describe the agency or setting without identifying it by name.
2) Describe the conflict situation without any analysis, i.e. no discussion of the underlying values. Try to use a role play to possibly act out the conflict – feel free to ask friends/family to act out the conflict – if it can be acted out.
3) Summarize the conflict situation in one sentence.
4) Analyze the conflict from the following perspectives:
   (a) Using Levy's values classification model, explain the preferred conceptions, outcomes and instrumentalities of each party to the conflict, excluding the client.
(b) Then, discuss the ideology of each party to the conflict including the client. 
(c) Discuss the conflict according to either side of Gordon’s conception of the values/knowledge dysfunction. If there is no dysfunctional outcome, create one. 
(d) Present a list of questions for the class to discuss that relate to the conflict. 

The above outline is to be followed precisely in the order listed. No deviations.

SESSION #9 - Introduction to ethics Covers learning objective 6

Learning Themes

1. The transition from values to ethics.
2. Definition of ethics.
4. Practice and ethics.
5. General ethics and professional ethics.


7. Linzer, Chapter 4.


Assignment 5 - The difference between practice and ethics

1) Explain the difference between practice and ethics

2) Describe a case where there are different outcomes from a practice intervention and an ethical action

3) Explain the difference.

SESSION #10 - Identifying an ethical dilemma Covers learning objectives 6, 7
Learning Themes

1. Identifying an ethical dilemma. 2. Rules and principles. 3. Specification and balancing. 4. Philosophical theories:

a) utilitarianism b) deontology c) ethics of care


SESSION #11 - Ethical decision making - Covers learning objectives 6, 7, 8

Learning Themes

1. The process of ethical decision making. 2. Justifying ethical decisions.


Final Paper - Assignment 7 - Ethical decision-making and justification

Outline included at the end of this syllabus.

SESSIONS #12 - #14 - Applying Ethical Principles to Social Work Practice

Covers learning objectives 5, 6, 7, 8, 9

Learning Themes

A variety of ethical principles and theories will be applied to ethical dilemmas in social work practice and policy.

A. Respect for Autonomy


Beauchhamp & Childress, chapter 4.

Linzer, chapters 11-13.


B. Beneficence and Paternalism

Beauchamp & Childress, chapter 6


C. Justice: Allocating Scarce Resources

Beauchamp & Childress, chapter 7


D. Confidentiality


3. Ethics and character.

Beauchamp & Childress, Chapter 1.

Linzer, epilogue.


**G. Managed Care**


Linzer, chapter 9.


**H. Discharge Planning**


Final Paper

“An Ethical Dilemma”

The final paper is designed to achieve the objectives of the course. I will reference case 7.3, case 5.3, in the Linzer book to provide some context, as well as an article that I wrote. It should be written as a potential journal article, and include the following:

1. Introduce the topic in which you will be presenting your conflict situation. Include information about the practice setting, population served, etc.

2. Summarize the literature pertaining to your topic.

The literature review section is more than just summarizing the views of researchers and commentators. This section of the requires you to critically examine previous research in order to present your ideas within a conceptual and theoretical context. The point here is not to explain what others have found or have stated about the topic, but to provide an evaluation of the research that exists, and possible gaps in the literature. How does the article/work contribute to an understanding of the topic? To what extent is there duplication in the literature? Is there a relationship between a particular work and other writings on the subject? It is important to demonstrate that you have an awareness of the different opinions, theories, and approaches that others have written about related to your topic.

FOR EXAMPLE – In case 7.3, the topic surrounding the case is kinship foster care – the literature section would review what has been written about this topic.

3. Make a transition from the literature review to your chosen case. Place the case in the context of the agency. Present the conflict situation.

See the following (http://www.bjpa.org/Publications/downloadFile.cfm?FileID=1771) which was written as the midterm for the Ideology class. The section entitled “THE VALUE CONFLICT” provides guidance about what to do for this section.

4. Summarize the conflict in one sentence. Just like you did for the midterm. Under case 7.1, under ‘discussion’ first sentence provides guidance.

5. Using the heading of Values Classification, analyze the underlying value positions of the conflicting parties, using Levy’s values classification model. Narrative only, no chart. Use separate sections for each of the classifications, i.e. preferred conceptions, in which you present all the parties’ preferred conceptions
together in one section, separated by paragraphs. SEE PAGE 207 of the condom paper.

6. Using the heading of Ethical Dilemma, discuss what makes this conflict an ethical dilemma for the social worker. See p. 77 & 78 of the Linzer book - paragraph 2 and beyond. Use this discussion as a guide for this section.

7. Describe the dilemma and the steps toward its resolution by applying Beauchamp’s model of analysis in full narrative form. See case 5.3 to help w/this section. Follow the discussion beginning on p. 57.

8. Make the decision, and explain the reasons for your decision. See the Resolution on p. 56.


10. With the heading of Conclusion, summarize your paper, make reference to a reading or two, and point to the need for additional thinking and research.

Addendum

11. In the addendum to the paper for class purposes only, explain the following concepts, and then apply those that pertain to your dilemma:

a) prima facie duties
b) autonomy, beneficence, nonmaleficence, veracity, justice, paternalism, fidelity, and how act and rule utilitarians would respond to this dilemma..

Paper should be 12-15 pages long, double spaced, written according to APA style. Proofread and use spell and grammar check before submitting.

In writing this paper, you are expected to follow this outline. Deviations will result in a lower grade.