

Wurzweiler School of Social Work

Yeshiva University

SWK 8823-N

Ideology

SUMMER 2018

Dr. Lynn Levy

Course Outline

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:

Beauchamp, T., & Childress, J. (2001). *Principles of biomedical ethics* (6th ed.). New York: Oxford University Press. ISBN 978-0195335705 B&N online price: \$57.74.

Linzer, N. (1999). *Resolving ethical dilemmas in social work practice*. Boston, MA: Allyn & Bacon., ISBN 0-205-29041-8. B&N online price: \$36.99.

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

Recommended Books

Congress, E. (1999). *Social Work Values and Ethics*. Chicago: Nelson Hall. ISBN # 13-9780830414925. B&N price: \$68.49.

Loewenberg, F.M. and Dolgoff, R. (2000) *Ethical decisions for social work practice*. 6th ed. Itasca, IL: F.E. Peacock. ISBN:-13- 9780495506331. B&N price: \$74.80

Reamer, F. G. (1995). *Values and Ethics*. New York: Columbia University Press. ISBN – 13 – 9780231137898. B&N price: \$30.29

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/>. 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.
- Please note: The direct URL for your page is: https://yulib002.mc.yu.edu:8443/login?url=http://libguides.yu.edu/er.php?course_id=11696

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.

*Marx, K. & Engels, F. (1968). *The German Ideology*. New York: International Publishers., 42-67.

*Mannheim, K. (1936). *Ideology and Utopia*. New York: Harcourt, Brace & World. 55-97.

*Berger, P. & Luckmann, C. (1967). *The Social Construction of Reality*. New York: Doubleday Anchor, 9-10, 86-92.

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.

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work* 43, (6), 512-516.

Epple, D. (2007). Inter and intra professional social work differences: Social work's challenge. *Clinical Social Work Journal* 35(4), 267-276.

Frankel, C. (1969). Social values and professional values. *Journal of Education for Social Work*. 5 (1), 29-35.

Glabos, C. (2009). Political tolerance, social work values, and social work education.

Covers learning objective 1, 2

Journal of Social Work Education, 45(3), 343-347. *Gibelman, M. (1999). The search for identity: Defining social work - past, present and future. *Social Work* 44(4), 298-310.

Jorgensen, D.L. (1979). The social construction of professional knowledge: social work ideology. *Journal of Sociology and Social Welfare*. 6 (4), 434-463

Murdach, A. (2010). Does American social work have a progressive tradition? *Social Work*, 55(1), 82-89.

Silverman, E. (2012). The branding of a profession: Time to reflect. *Social Work*, 57(4) 367-369.

Woodcock, J., & Dixon, J. (2005). Professional ideologies and preferences in social

work: A British study in global perspective. *British Journal of Social Work*, 35(6), 953-973.

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.

*Gordon, W. (1965) Knowledge and value: Their distinction and relationship in clarifying social work practice. *Social Work* 10 (3), 32-39.

Lewis, H. (1982). *The Intellectual Base of Social Work*. New York: Haworth.

Linzer, Chapter 1.

Loewenberg, F.M. (1984). Professional ideology, middle range theories and knowledge building for social work practice. *British Journal of Sociology*, 14(4), 309-322.

Wakefield, J. (2003). Gordon versus the working definition: Lessons from a classic critique. *Research on Social Work Practice*, 13(3), 284-298.

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.

*Levy, C.S. (1973). The value base of social work. *Journal of Education for Social Work* 9 (1), 34- 42.

Linzer, Chapters 1 & 2. *Linzer, N. (1992). The role of values in determining agency policy. *Families in Society* 73 (9), 553-558. *Perlman, H.H. (1986) Believing and doing: Values in social work education. *Social Casework*, 57 (6), 381-390.

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 SWERS 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

*Glasser, P. (1984). What happens when our values conflict with those of our clients? *NASW, Practice Digest 6* (4), 7-10.

*Levy, C.S. (1972). Values and planned change. *Social Casework 53* (8), 488-493.

Mittendorf, S. & Schroeder, J. (2004). Boundaries in Social Work: The Ethical Dilemma of Social Worker-Client Sexual Relationships. *Journal of Social Work Values and Ethics*, 61(1).

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?

*Ausubel-Danzig, R. (1986). Religious values vs. professional values: Dichotomy or dialectic? *Jewish Social Work Forum 22*, 41-53.

Doyle, O . Z., Miller, S. E., & Mirza, F. Y. (2009). Ethical decision-making in social work: Exploring personal and professional values. *Journal of Social Work Values and Ethics*, (6)1.

*Levy, C.S. (1976) Personal vs. professional values: The practitioner's dilemma. *Clinical Social Work Journal 4*, (2), 110-120.

Linzer, Chapter 3.

Loewenberg, F. & Dolgoff, R. (1992). *Ethical Dilemmas in Social Work Practice*. Itasca, IL: F. E. Peacock.

Spano, R., & Koenig, T. (2007). What is sacred when personal and professional values collide? *Journal of Social Work Values and Ethics*, 4(3).

Skurowitz, A. (Spring 1991). The potential conflicts of the Orthodox mental health practitioner. *Jewish Social Work Forum*, 27, 56-65.

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

Bernstein, S. (1960). Self-determination: King or citizen in the realm of values? *Social Work* 5(1), 3-8.

Freedberg, S. (1989). Self-determination: Historical perspectives and effect on current practice. *Social Work*, 34(1), 33-38.

Furlong, M. (2003). Self-determination and a critical perspective in casework: Promoting a balance between interdependence and autonomy. *Qualitative Social Work*, 2(2), 177-196.

Keith-Lucas, A. (1963). A critique of the principle of self-determination. *Social Work* 8(3), 66-71.

Linzer, Chapter 11.

Murdach, A. (2011). What happened to self-determination? *Social Work*, 56(4), 371-373.

*Rothman, J., Smith, W., Nakashima, J., Paterson, M.A., & Mustin, J. (1996). Client self-determination and professional intervention: Striking a balance. *Social Work*, 41(4), 396-405.

*Soyer, D. (1963). The right to fail. *Social Work* 8(3), 72-78.

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.
3. Morals and ethics.
4. Practice and ethics.
5. General ethics and professional ethics.

*Caplan, A. (1986). Professional ethics: Virtue or vice? *The Jewish Social Work Forum*, 22.

Code of ethics (1996). Washington, DC: National Association of Social Workers. Joseph, M.V. (1983). The ethics of organizations: Shifting values and ethical dilemmas.

Administration in Social Work 7 (3/4), 47-57. *Levy, C.S. (1976) *Social work ethics*. New York: Human Sciences Press, Chapters 1, 2, 4,

7. Linzer, Chapter 4.

Reamer, F.G. (1995). Ethics and values. In R.L. Edwards (Ed.-in-Chief) *Encyclopedia of social work* 19th ed.,(pp.893-902). Washington, DC: NASW Press.

Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services*, 21(1), 32-44.

Witkin, S. (2000). Ethics-r-us. *Social work*, 45(3), 197-200.

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

Beauchamp, T. & Childress, J. (2009). *Principles of biomedical ethics*. (6th ed.) New York: Oxford. Chapters 1, 9.

Gilligan, C. (1992) *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press, Chapter 1.

*Levy, C.S. (1976). *Social work ethics*. New York: Human Sciences Press. Chapters 1, 2, 3, 4

Linzer, N. (1999). *Resolving ethical dilemmas in social work practice*. Boston: Allyn & Bacon, Chapter 4.

Murdach, A.D. (1996). Beneficence re-examined: Protective intervention in mental health. *Social Work* 41 (1), 26-32.

*Reamer, F. (1993). *The philosophical foundations of social work*. New York: Columbia. Chapter 2.

Reamer, F. (2006). *Values and ethics*. New York: Columbia.

Reamer, F. G. (2002). Ethical Issues in Social Work. In A. R. Roberts, & G. J. Greene, (Eds.), *Social Workers' Desk Reference*, pp. 65-69. New York: Oxford University Press.

*Toulmin, S. (1981). The tyranny of principles. *Hastings Center Report* 11 (6), 31-39.

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

Learning Themes

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

Betan, E.J. (1997). Toward a hermeneutic model of ethical decision making in clinical practice. *Ethics and Behavior* 7 (4), 347-365.

Dolgoff, R. & Skolnik, L. (1992). Ethical decision making, the NASW Code of Ethics and group work practice: Beginning explorations. *Social Work with Groups* 15 (4) 99-112.

Freud, S., & Krug, S. (2002). Beyond the code of ethics part I: Complexities of ethical decision making in social work. *Families in Society*, 83(5/6), 474-482.

Linzer, Chapters 4, 5, 10. *Lewis, H. (1984). Ethical assessment. *Social Casework* 65 (4), 203-211.

*Mattison, M. (2000). The process of ethical decision-making: The person in the process. *Social Work* 45 (3), 201-212.

Morens, B. & Sales, B. (1997). Complexity of ethical decision making in psychiatry. *Ethics and Behavior* 7 (1), 1-14.

*Reamer, F. (1982) Conflicts of professional duty in social work. *Social Casework*, 63, (10), 579-585.

*Reamer, F. (2006). *Values and ethics*. New York: Columbia. . Walden, T, Wolock, I, & Demone, Jr., H.W. (1990). Ethical decision making in human services: A comparative study. *Families in Society*, 67-75.

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

*Abramson, M. (1985). The autonomy-paternalism dilemma in social work practice. *Social Casework*, 66 (7), 387-393.

Beauchamp & Childress, chapter 4.

Linzer, chapters 11-13.

Wesley, C.A. (1992). Social work and end-of-life decisions: Self-determination and the common good. *Health and Social Work*, 21(2), 115-121.

B. Beneficence and Paternalism

Beauchamp & Childress, chapter 6

*Murdach, A.D. (1996). Beneficence reexamined: Protective intervention in mental health.

Social Work 41 (1), 26-32.

C. Justice: Allocating Scarce Resources

Beauchamp & Childress, chapter 7

Linzer, N. (1996). *Ethical dilemmas in Jewish communal service*. Hoboken, NJ:KTAV, Chapter 11.

Linzer, Chapter 10 Rawls, J. (1957, October). Justice as fairness. *The Journal of Philosophy* 54, 653-662. *Reamer, 54-58 in unit III of reader.

Sweifach, J., Linzer, N., & LaPorte, H. (2012). Beneficence vs. Justice: Serving Social Work Clients in the Aftermath of Catastrophic Events. *Journal of Social Work Values and Ethics*.

Wakefield, J.C. (1988, June). Psychotherapy, distributive justice, and social work. Part I. *Social Service Review*, 187-210. Part II - 353-382

D. Confidentiality

Applewhite, L.W. & Joseph, M.V. (1994). Confidentiality: Issues in working with self-harming adolescents. *Child and Adolescent Social Work Journal*, 11 (4), 279-294.

Davidson, T. and Davidson, J. (1995). Cost-containment, computers and confidentiality. *Clinical Social Work Journal*, 23 (4), 453-463.

Gelman, S., Pollack, D., and Weiner, A. (1999). Confidentiality of social work records in the computer age. *Social Work*, 44 (3), 243-252. Kopels, S. (1992). Confidentiality and the school social worker. *Social Work in Education* 14, (4), 203-205. Linzer, chapter 5.

Linzer, N., Conboy, A., & Ain, E. (2003). Confidentiality: An ethical dilemma for Israeli social workers. *Journal of Spirituality and Social Work/Social Thought*, 23 (3), 85-108.

Millstein, K. (2000). Confidentiality in direct social work practice: Inevitable challenges and ethical dilemmas. *Families in Society*, 81 (3), 270-282.

Oneill, J.V. (2001). Online therapy on verge of major launch. *NASW News*, 46 (1), 5.
Rock, B. and Congress, E. (1999). The new confidentiality for the 21 century in managed care environment. *Social Work*, 44 (3), 253-262. Sweifach, J., &

LaPorte, H. & Linzer, N. (2010). Social work responses to terrorism: Balancing ethics and responsibility. *International Social Work*, 53(6), 822-835.

*Dunn, C.M., & Chadwick, G.L. (2004). *Protecting study volunteers in research*. (3rd ed.). Boston, MA: Thomson. Chapters 2, 6, 9.

Gillespie, D. (1995) Ethical issues in research. In R.L. Edwards (Ed.-in-Chief)
Encyclopedia of Social Work (19th ed). Washington, DC: NASW Press, 884-892.

Martin, J.I. (2000). Methodological and ethical issues in research on lesbians and gay men. *Social Work Research*, 24 (1), 51-59D.

F. Social Work Ethics in Practice Learning Themes 1. Ethical and practice dilemmas. 2. Ethics of ambiguity.

3. Ethics and character.

Beauchamp & Childress, Chapter 1.

Linzer, epilogue.

Sweifach, J. (2011) Conscientious objection in social work: Rights vs. responsibilities. *Journal of Social Work Values and Ethics*, 8(2), 1-14.

G. Managed Care

Galambos, C. (1999). Resolving ethical conflicts in a managed care environment. *Health and Social Work*, 24 (3), 191-197.

Linzer, chapter 9.

Masiriri, T. (2008). The effects of managed care on social work mental health practice. *SPNA Review*, 4(1). Available at:
<http://scholarworks.gvsu.edu/spnareview/vol4/iss1/6>

Reamer, F.G. (1997). Managing ethics under managed care. *Families in Society*, 78 (1), 96- 101.

Strom-Gottfried, K. (1998). Informed consent meets managed care. *Health and Social Work*, 23 (1), 25-33.

Wineburgh, M. (1998). Ethics, managed care, and out-patient psychotherapy. *Clinical Social Work Journal*, 26 (4), 433-443.

H. Discharge Planning

Abramson, M. (1981). Ethical dilemmas for social workers in discharge planning. *Social Work in Health Care* 6 (4), 33-42

Blumenfield, S. & Lowe, J.I. (1987, Winter). A template for analyzing ethical dilemmas in discharge planning. *Health and Social Work* 47-56.

Boland, K. (2006). Ethical decision-making among hospital social workers. *Journal of Social Work Values and Ethics*, 3(1)

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.

9. Did you feel any moral traces? Describe. Review Robert Nozick's discussion of 'moral traces' and apply to your own feelings regarding this dilemma. Nozick is referenced in the Linzer book, and in numerous other publications (do a search for Nozick and moral traces). For more in-depth reading on the subject, see Nozick's book (Moral Complications and Moral Structures," Natural Law Forum, 1968, pp. 1—50)

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.