

CAPT TRAINING



Advanced Ethics for Prevention Professionals

Applying the Ethical Decision-making Process in Real World Situations

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Objectives

- Refresh understanding of the Prevention Code of Ethics
- Understand ethical issues related to prevention topics
- Use an ethical decision-making process to apply the Prevention Code of Ethics to real-life situations

Intended Audience

Individuals who:

- Have completed a previous course in prevention ethics
- Are experienced prevention professionals
- May be supervisors or in a senior position within their agency

Activity: *Stand Up/ Sit Down*

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Agenda

- Welcome and introductions
- Ethical decision-making process review
- Refresher on the six principles
- Ethical decision-making process scenarios
- Personal reflection



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Group Guidelines

- Take turns speaking
- Participate fully
- Be open and respectful
- ELMO (Enough, Let's Move On)
- Go radio silent
- Be punctual after breaks
- Respect confidentiality



Running the Race

Making Tough Ethical Decisions

Determining Actions

It is your responsibility to act in ways that are consistent with the Prevention Code of Ethics.



Sometimes this is clear.

Sometimes it is not.

An **ethical decision-making process** can help.

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When to Use the Process

When a number of values are at stake and...



... there seems to be no single best response

AND/
OR



... there is a recognized difference of opinion

AND/
OR



... people don't feel good about the circumstances or possible resolution

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Personal Reflection



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Ethics in Action: Personal Reflection p. 1

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The Ethical Decision-making Process



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The Scenario



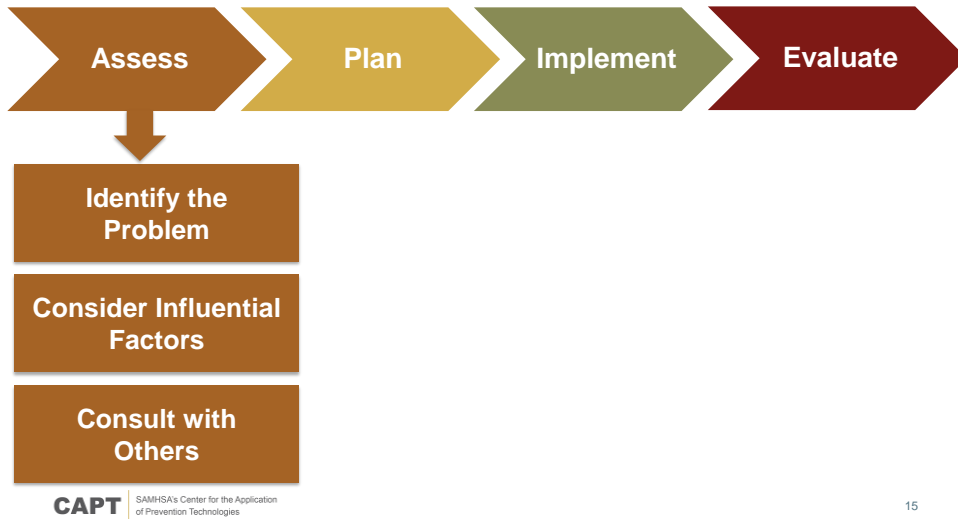
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Applying the EDMP (Keiko Scenario) p. 3

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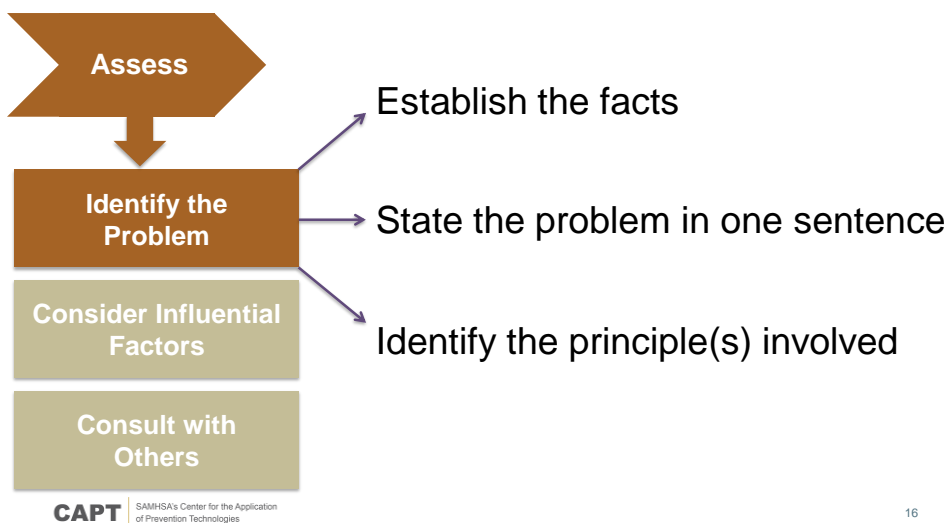
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Step 1: Assess



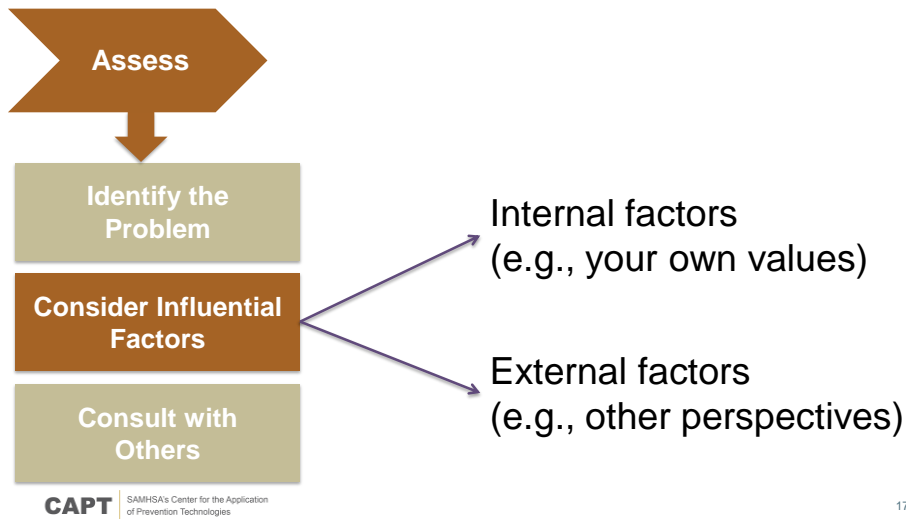
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Identify the Problem



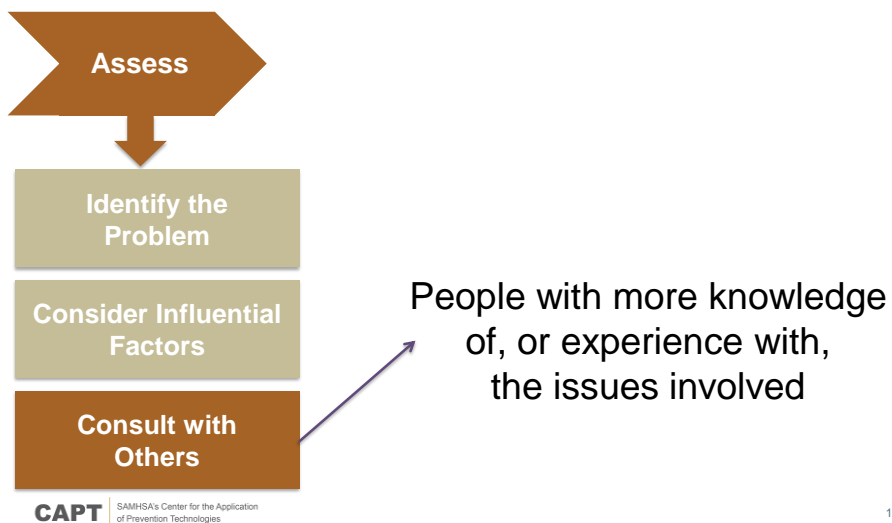
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Consider Influential Factors



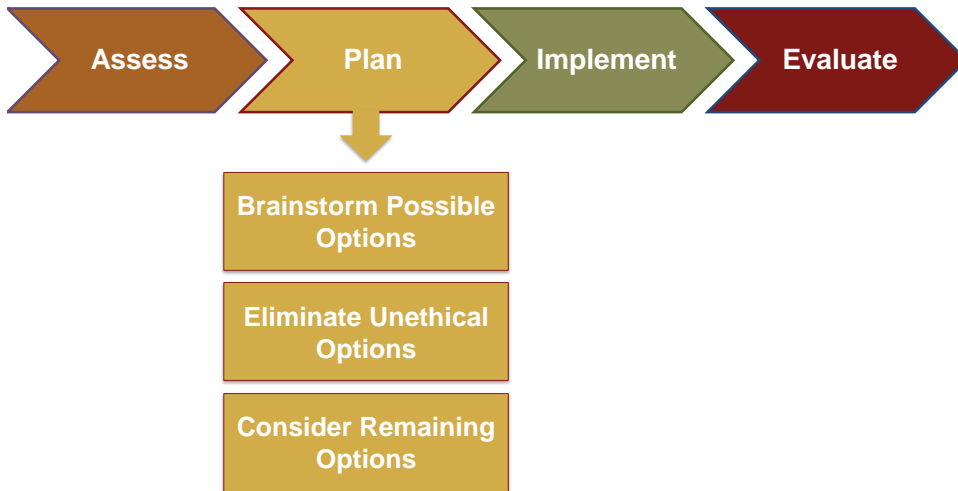
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Consult with Others



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Step 2: Plan

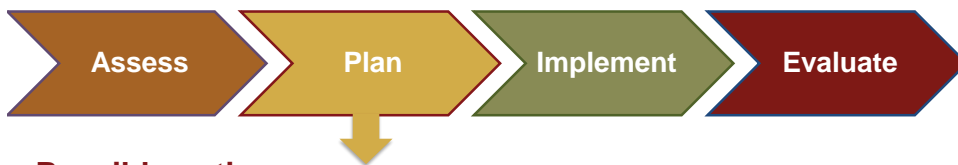


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Brainstorm Options



Possible options:

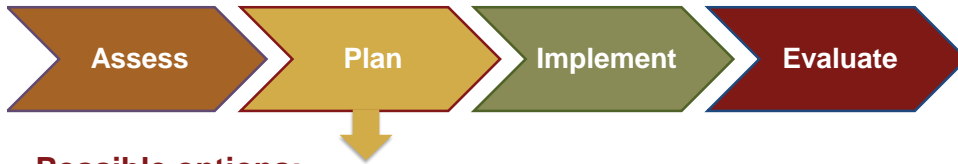
- Do nothing
- Talk to Scott about the way in which he shares his opinions
- Ask Scott to leave the coalition
- Recruit a new coalition chair
- Offer training and technical assistance (T/TA) to the chair about running meetings and managing conflict

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Eliminate Unethical Options

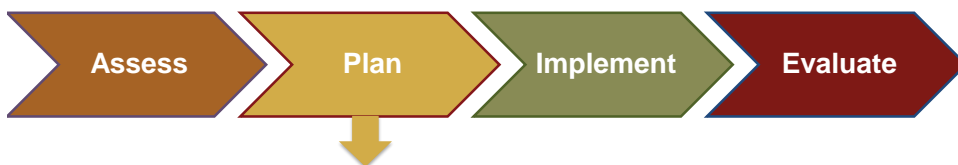


Possible options:

- ~~Do nothing~~
- Talk to Scott about the way in which he shares his opinions
- ~~Ask Scott to leave the coalition~~
- Recruit a new coalition chair
- Offer T/TA to the chair about running meetings and managing conflict

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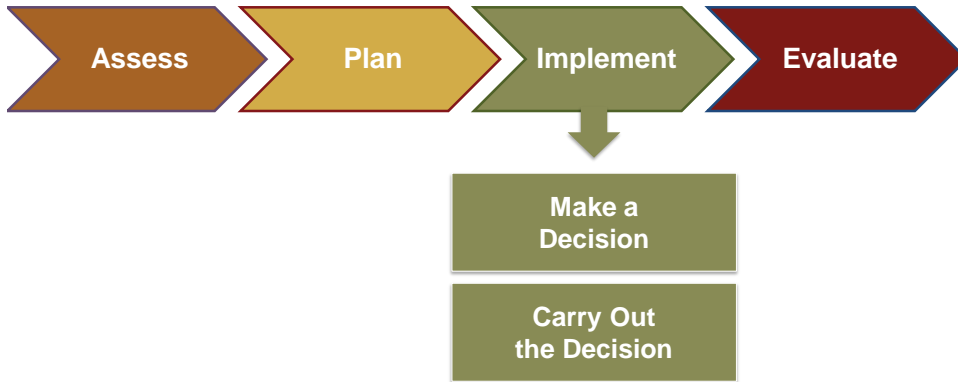
Consider Remaining Options



Remaining options:	Pros	Cons
Talk to Scott about the way in which he shares his opinions	?	?
Recruit a new coalition chair	?	?
Offer T/TA to the coalition chair	?	?

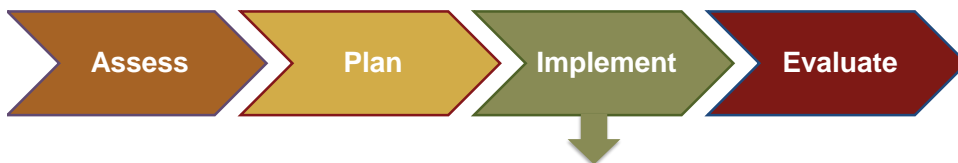
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Step 3: Implement



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Make a Decision

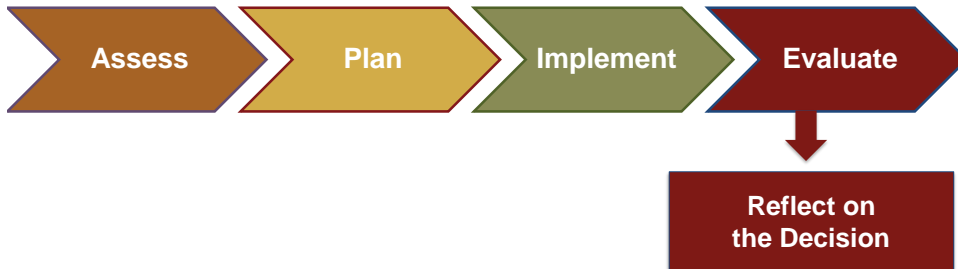


Which decision would you have made?

- Talk to Scott about the way in which he shares his opinions
- Recruit a new coalition chair
- Offer T/TA to the chair about running meetings and managing conflict

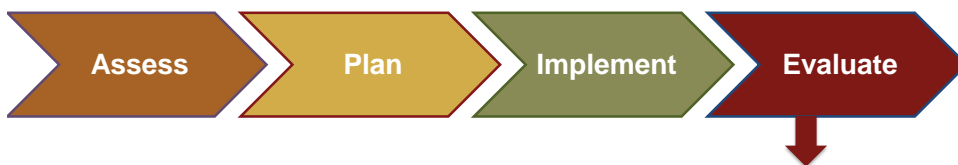
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Step 4: Evaluate



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Reflect on the Decision

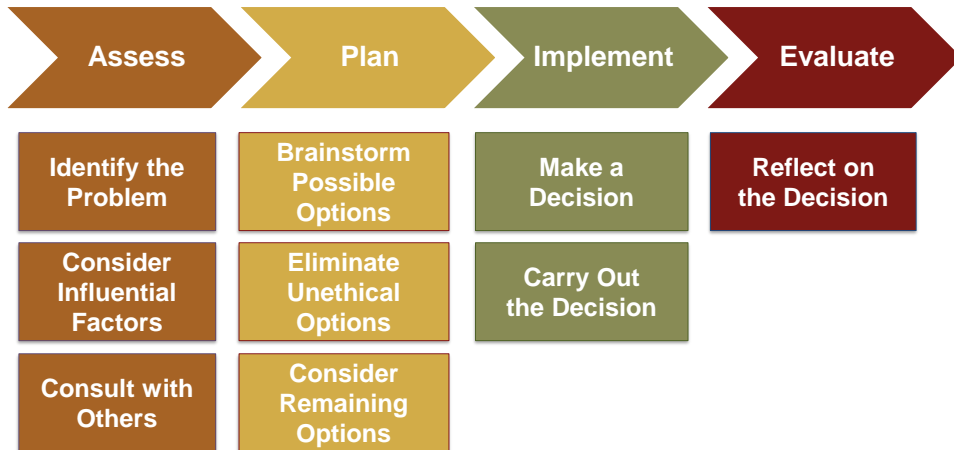


Ask yourself:

- What was the outcome of the decision?
- What worked well?
- What would you do differently?
- Should anything more be done?

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Decision-making Process: Review



Review the Prevention Code of Ethics

Staying on Course



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In Your Words



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- How have you applied ethics to your work in prevention?
- What do you believe are the most pressing ethical issues in our prevention work today?

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Why a Code of Ethics?

To help prevention professionals...

- Respond appropriately to ethical dilemmas
- Make sound and respectful choices each day
- Create a climate of respect
- Protect those involved in and served by prevention activities

Six Principles

1. Non-Discrimination
2. Competence
3. Integrity
4. Nature of Services
5. Confidentiality
6. Ethical Obligations for Community and Society



Principle 1: Non-Discrimination

- Avoiding/preventing discrimination
- Complying with anti-discrimination laws and regulations
- Promoting cultural competence

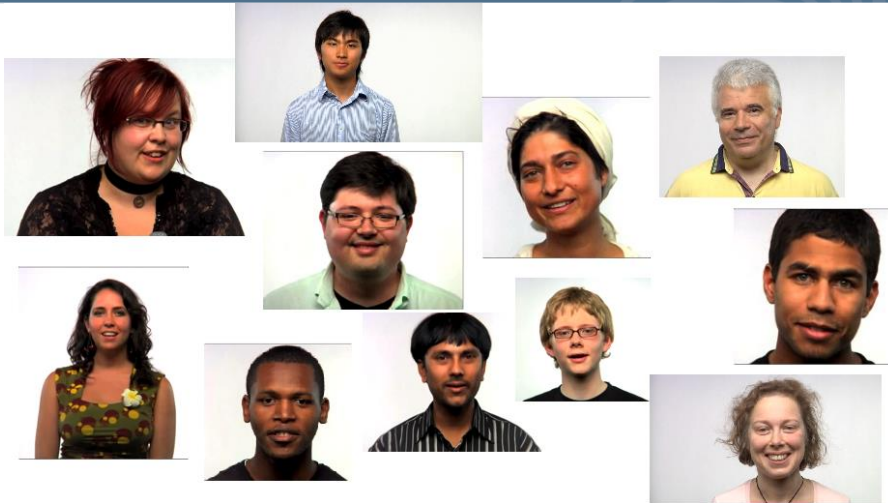


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Addressing Health Disparities



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*National Standards for CLAS
in Health and Health Care*

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Ethics in Action: Non-Discrimination

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- Read the scenario presented on your worksheet.
- At your table, discuss the questions.
- Identify one key thought or idea to share.

*Ethics in Action Worksheet:
Health Disparities* **p. 8**

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Principle 2: Competence

- Assessing qualifications
- Building knowledge and skills
- Using best prevention practices
- Addressing personal impairment
- Addressing the unethical conduct of colleagues



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Addressing Unethical Conduct

“It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.”

- J. K. Rowling, *Harry Potter and the Sorcerer's Stone*

Does Your Agency Have a Policy?

Yes



Follow the protocol.

These policies are established to support employees and ensure a consistent response.

No



Use your best judgment.

- Talk to your supervisor
- Talk to your colleague
- Report the behavior
- Help establish a policy

Ethics Policies for Organizations



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Ethics Policies for Agencies and Organizations



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Ethics in Action: Competence

At your tables brainstorm
a list of ways you might
help build the
competence of a new
hire at your agency who
is new to prevention.

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Principle 3: Integrity

- Providing accurate information
- Giving credit for ideas, information, and materials
- Avoiding deception
- Supporting impaired* colleagues and service recipients

*Impaired from substance use or emotional/mental distress

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Framework to Address Impairment

Preparation

- Prepare your approach
- Determine your boundaries
- Be aware of available resources

Conversation

- Identify specific behaviors of concern
- Offer resources
- Discuss next steps

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Is it Ethical?



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My funder requires prior approval for materials we develop. I am on a tight deadline to have something ready for prom. A partner at the local school said she'll create the handout so it doesn't need to be reviewed.

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Is it Ethical?



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I found an image I would like to use in a training. I can't find the original source. When I looked online, it is used on over a million websites and I can't figure out where it originated. Can I use this image?

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Principle 4: Nature of Services

- Involving the focus population
- Protecting participants from harm
- Maintaining appropriate boundaries

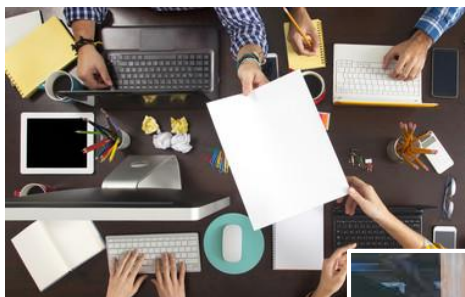


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Dual Relationships



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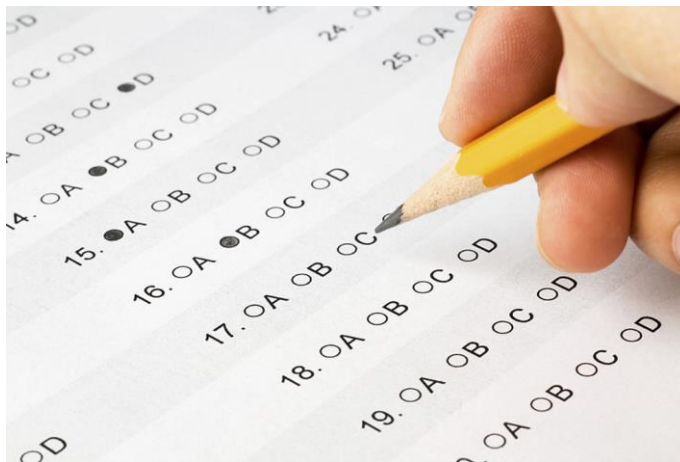
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Factors to Consider

- Amount of time that has passed since the professional relationship
- Context, nature, duration, and intensity of the relationship
- Participant's age, history, and vulnerability
- Participant's mental health status
- Likelihood of an adverse impact on the participant
- Agency policy

Institutional Review Board (IRB)



Mandated Reporting Guidelines

- Our code makes us mandatory reporters
- Have access to laws on abuse reporting
- Include reporting guidance in agency policy
- Report within 24 hours
- Report to appropriate government agency



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Dual Relationships



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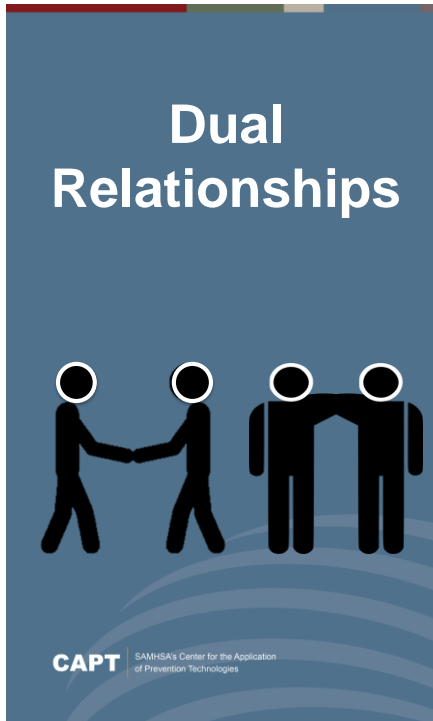
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I know someone who started as a youth program participant and then became a peer educator. He is now graduating high school.

Can I attend his graduation party?

Should I accept his Facebook friend request?

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I work with a coalition, so much of this work is about relationships. I am friends with several of the members.

Can I go to dinner with coalition members when we are at a conference?

Can we go to happy hour after a meeting?

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Principle 5: Confidentiality

- Complying with confidentiality laws and regulations
- Protecting confidential information from disclosure
- Releasing confidential information



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Defining Confidential Information

Information about
an individual's
substance use
behavior



Information that
identifies an individual
as a participant in a
program for substance
users



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Search Warrants and Subpoenas



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Activity: *Self Disclosure*



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- Work with a partner.
- Take turns practicing how you would handle a situation relating to sharing personal information.
- You will have a chance to reverse roles in a different situation.

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Situation 1

During a discussion about marijuana, a student presses for information about your personal use.



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Situation 2



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*A colleague says that she recently opened up to a student about being in long-term recovery. She felt it was important that **she also share with the student the path that led to her addiction** and the consequences she faced while using, but that she ultimately found recovery.*

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Debrief

- What stood out to you in this interaction?
- What worked well?
- What is challenging about personal disclosure?



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Principle 6: Ethical Obligations

- Advocating for prevention
- Protecting the health of others
- Promoting your own wellness



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Social Media



- Professional boundaries
- Security
- Personal vs. professional positions on public health issues

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*Using Social Media To Support Prevention Efforts:
Ethical Considerations*

p. 13

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Activity: *Personal Wellness*



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- Identify three areas of personal wellness that you have strengths in.
- Identify one area of personal wellness you would like to improve.
- Identify two actions you can take in this area in the next week.

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Applying the Ethical Decision- making Process

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Applying the EDMP Worksheet



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Activity: Small Group Scenarios (Set A)

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In your groups, work through the ethical decision-making process for your assigned scenario.

Be prepared to share the:

- Problem (in one sentence)
- Relevant ethics principle
- Possible options
- Option selected

Applying the EDMP: Scenarios p. 17

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Carlos Scenario

Carlos is concerned about how he has been directed to charge his staff time to a grant. He has talked to his supervisor, Brenda, but is not satisfied.

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Danielle Scenario

Danielle, a coalition coordinator, attends Thanksgiving dinner with Margot's family.

Philip Scenario

Philip's coalition must determine which health disparities to address. Veronica, a Latina mother, is concerned about addressing opioid overdose among Hispanic/Latino youth.

Takoda Scenario

Takoda's coalition received funds for a social marketing campaign. Lori is a longtime coalition member who has donated services and billboards to the coalition. Lori may be interested in being hired as a vendor for the social marketing campaign efforts.

Sara Scenario

David, the manager of a marijuana dispensary, approaches Sara, a coalition coordinator, to express interest in joining the coalition's Executive Committee.

Activity: Small Group Scenarios (Set B)

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In your groups, work through the ethical decision-making process for your assigned scenario.

Be prepared to share the:

- Problem (in one sentence)
- Relevant ethics principle
- Possible options
- Option selected

Applying the EDMP: Scenarios p. 20 69

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Beth Scenario

Beth supervises Gabe. She receives a complaint about one of Gabe's Facebook posts.

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Jawan Scenario

Jawan supervises both Michelle and Chandra who provide prevention services at a local high school. Michelle has some mental health concerns and Jawan has referred her for assistance. Chandra wants guidance on how to handle ongoing issues with Michelle.

Tonia Scenario

Tonia is a supervisor at a non-profit. She is not the direct supervisor of Carlos, but he has asked for her advice in dealing with his own supervisor.

Training Wrap-up

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Personal Reflection Revisited



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Looking Back and Moving Forward



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Questions?



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Your Feedback



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Thank you!



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If you have questions or comments, please don't
hesitate to contact:

[INSERT NAME]

[Insert title]

[Insert email]

[Insert phone]



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