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

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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

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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

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Running the Race

Making Tough Ethical Decisions

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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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The Ethical Decision-making Process

Step 1: Assess → Step 2: Plan → Step 3: Implement → Step 4: Evaluate

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The Scenario

Applying the EDMP (Keiko Scenario) *p. 3*

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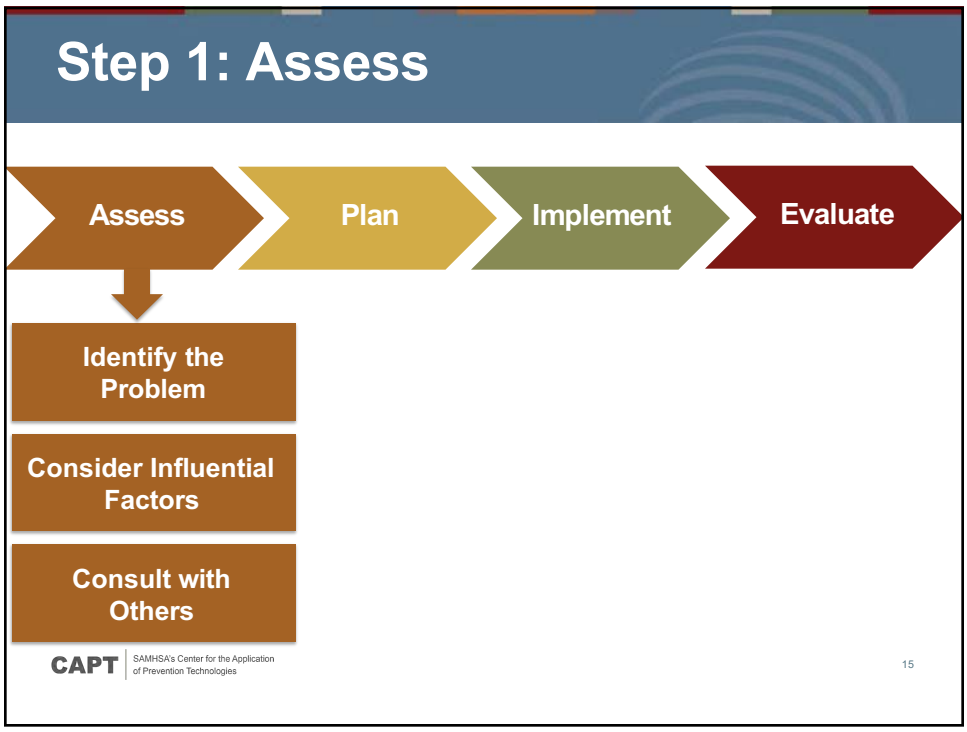
Step 1: Assess
Assess
Plan
Implement
Evaluate
Identify the Problem
Consider Influential Factors
Consult with Others
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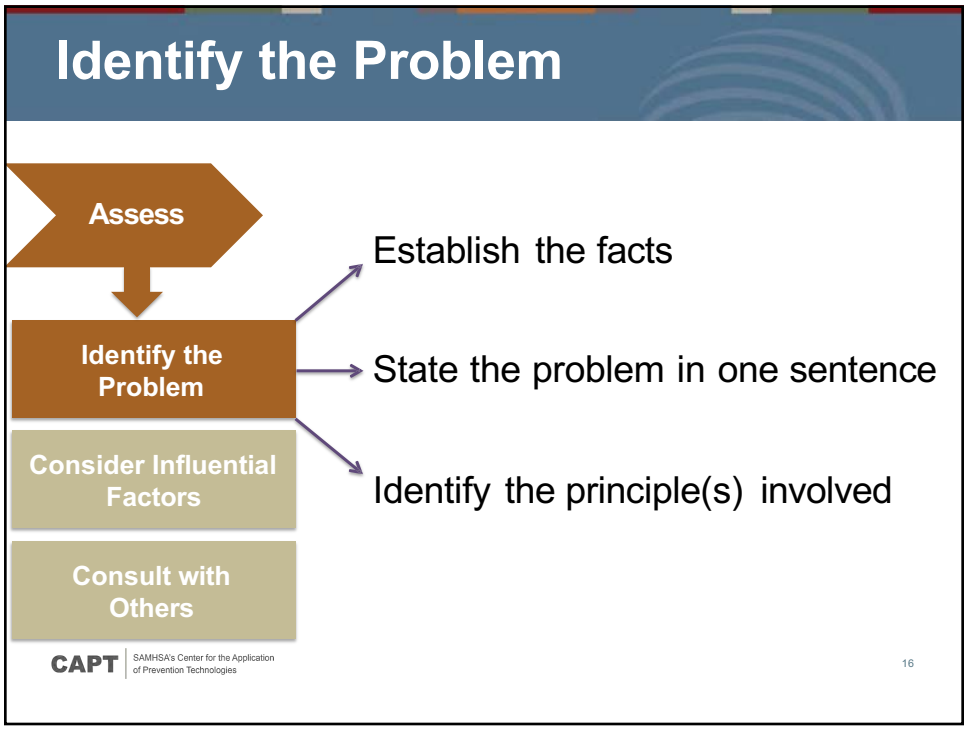
Identify the Problem
Assess
Identify the Problem
Consider Influential Factors
Consult with Others
Establish the facts
State the problem in one sentence
Identify the principle(s) involved
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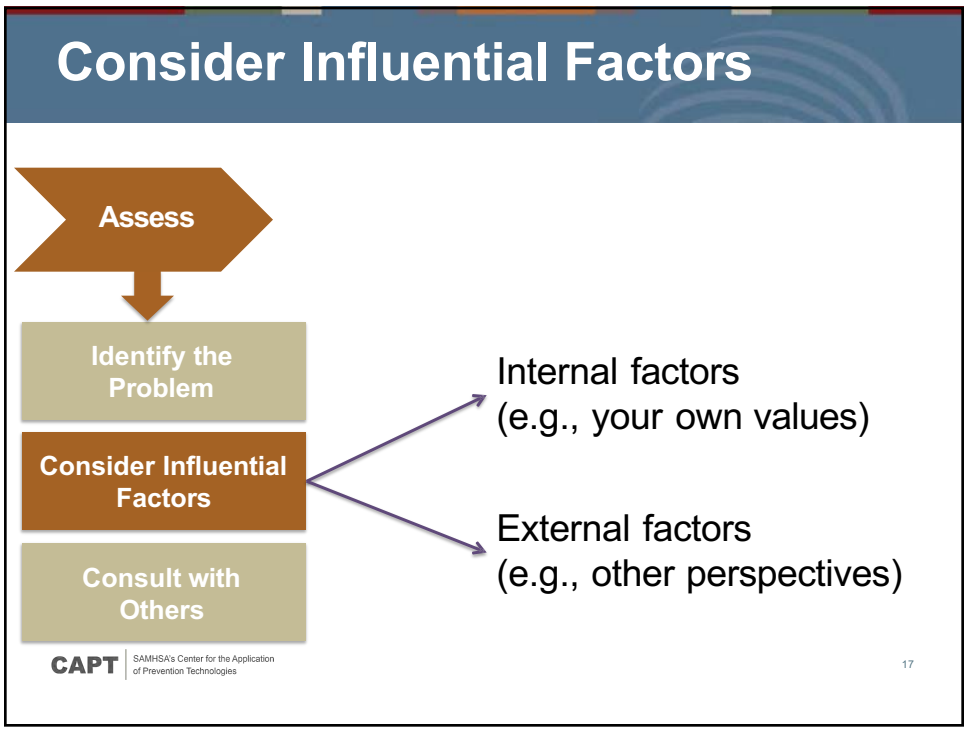
Consider Influential Factors
Assess
Identify the Problem
Consider Influential Factors
Consult with Others
Internal factors
(e.g., your own values)
External factors
(e.g., other perspectives)
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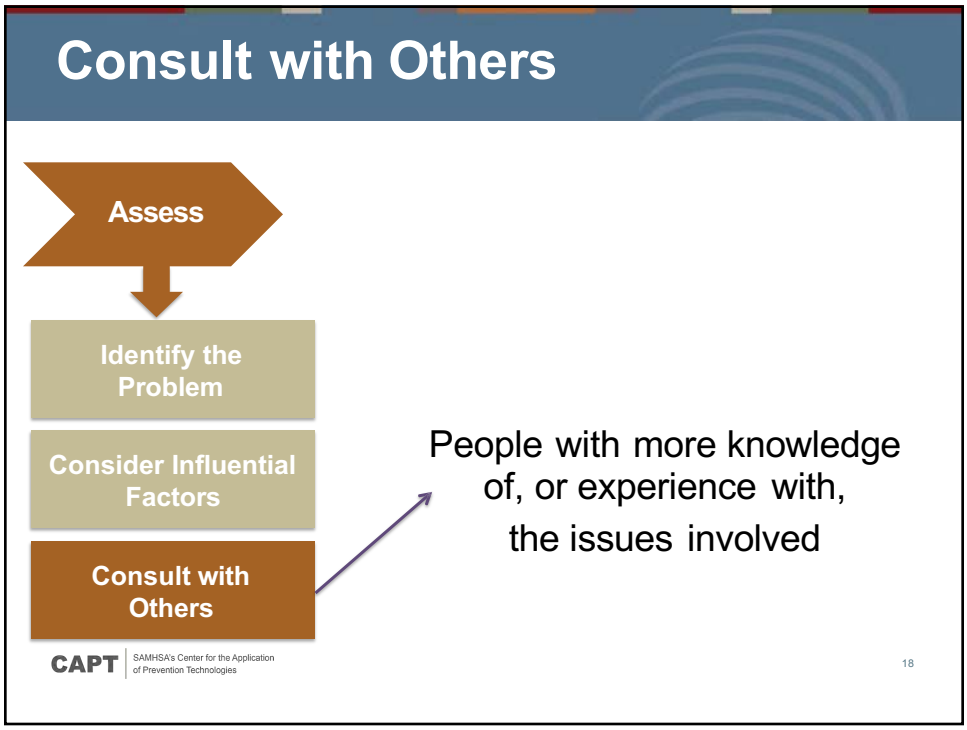
Consult with Others
Assess
Identify the Problem
Consider Influential Factors
Consult with Others
People with more knowledge of, or experience with, the issues involved
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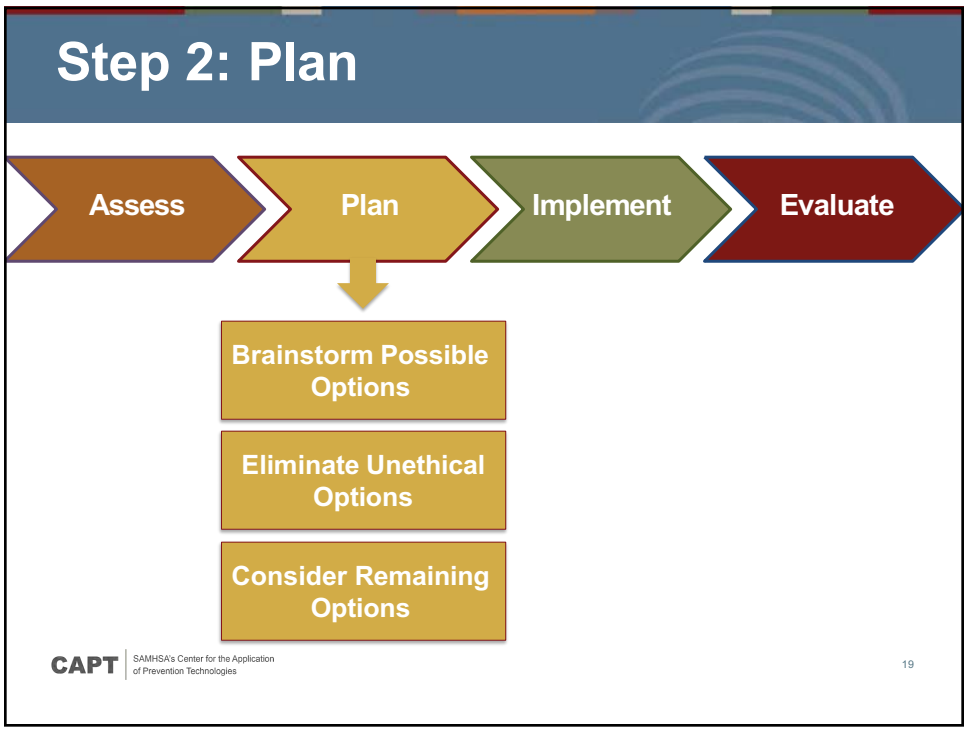
Step 2: Plan
Assess
Plan
Implement
Evaluate
Brainstorm Possible Options
Eliminate Unethical Options
Consider Remaining Options
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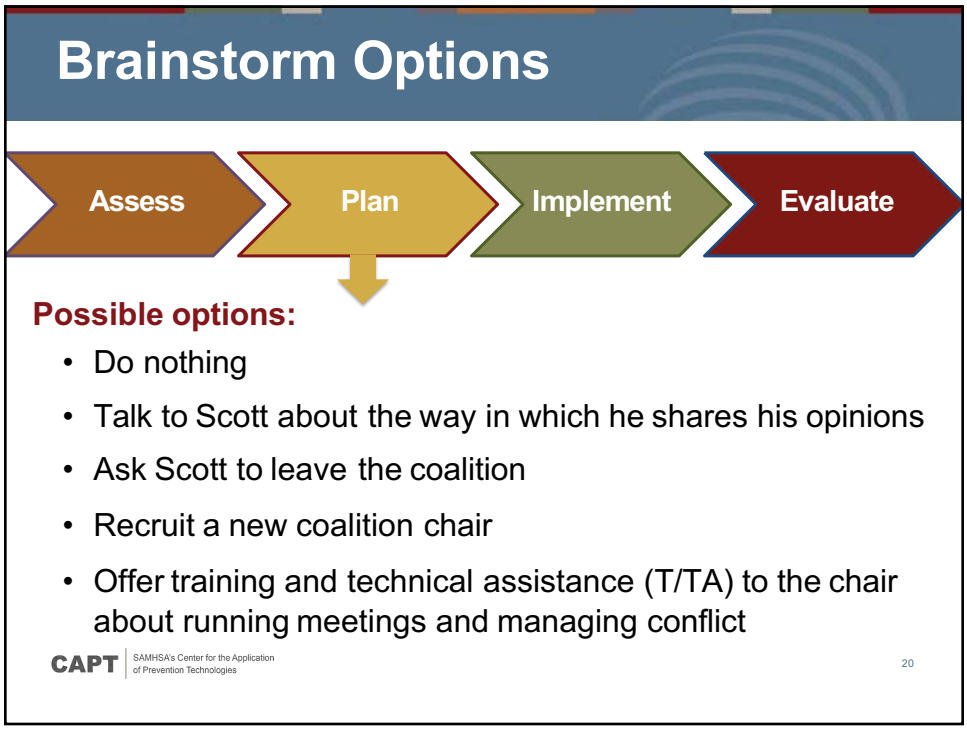
Brainstorm Options
Assess
Plan
Implement
Evaluate
Possible options:
• Do nothing
• Talk to Scott about the way in which he shares his opinions
• Ask Scott to leave the coalition
• Recruit a new coalition chair
• Offer training and technical assistance (T/TA) to the chair about running meetings and managing conflict
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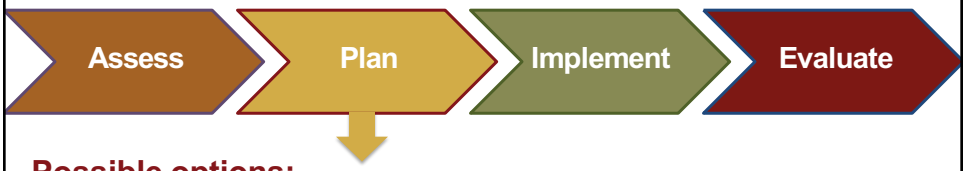
Eliminate Unethical Options



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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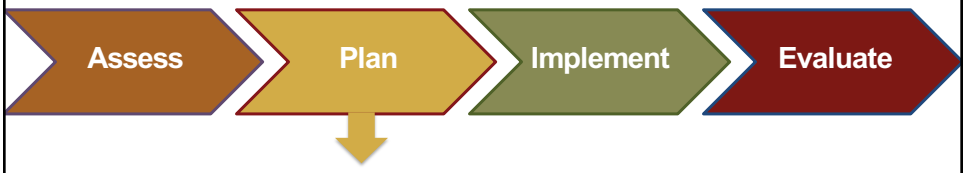
Consider Remaining Options



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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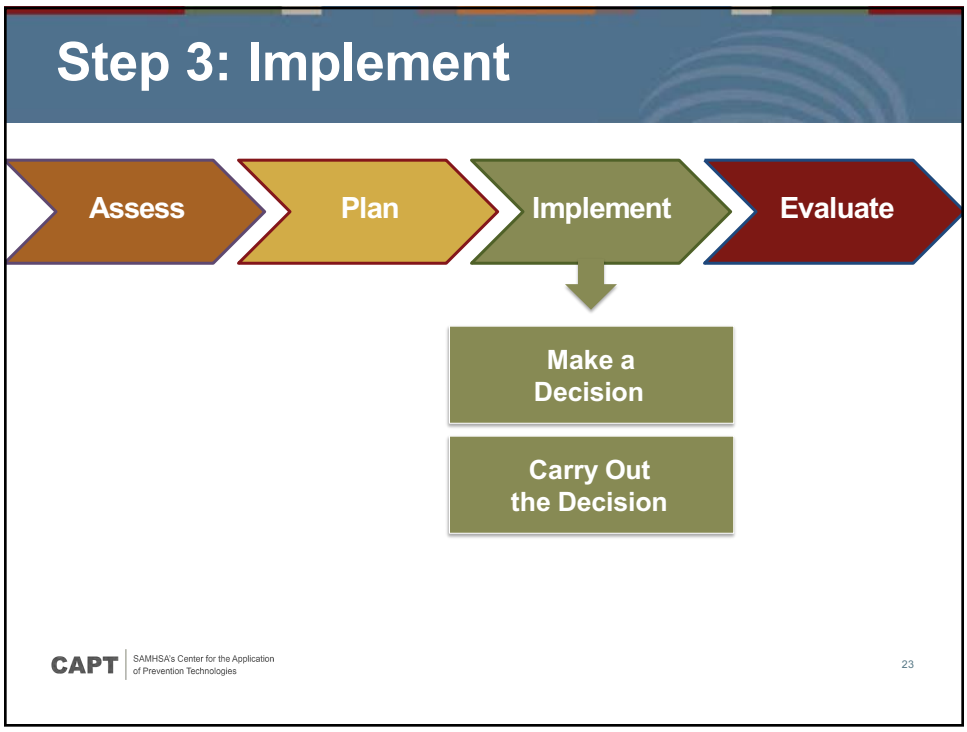
Step 3: Implement
Assess
Plan
Implement
Evaluate
Make a Decision
Carry Out the Decision
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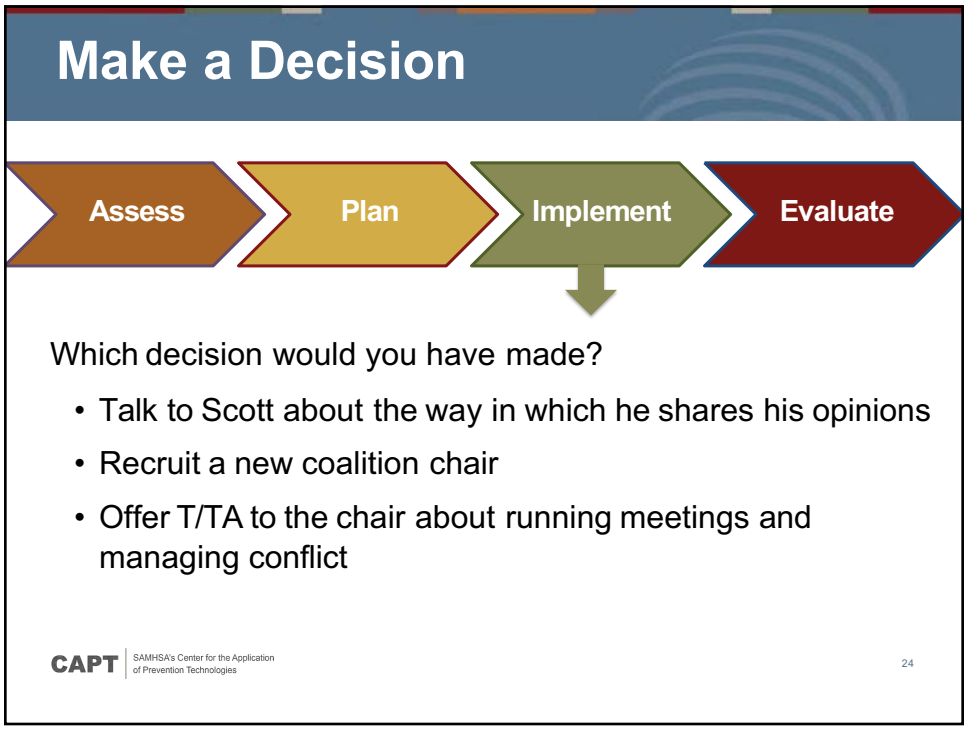
Make a Decision
Assess
Plan
Implement
Evaluate
Which decision would you have made?
• Talk to Scott about the way in which he shares his opinions
• Recruit a new coalition chair
• Offer T/TA to the chair about running meetings and managing conflict
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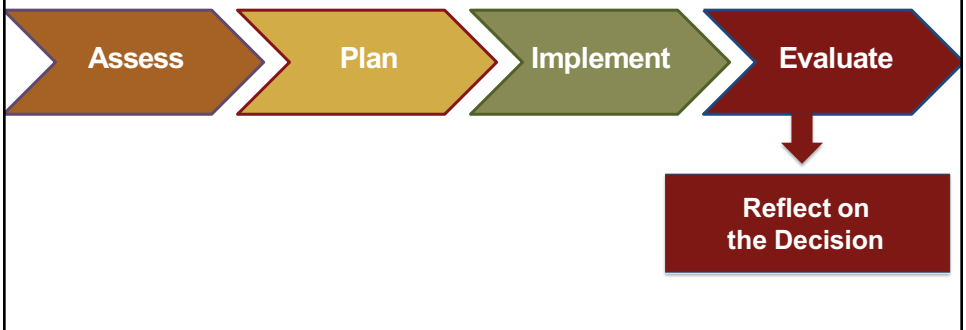
Step 4: Evaluate



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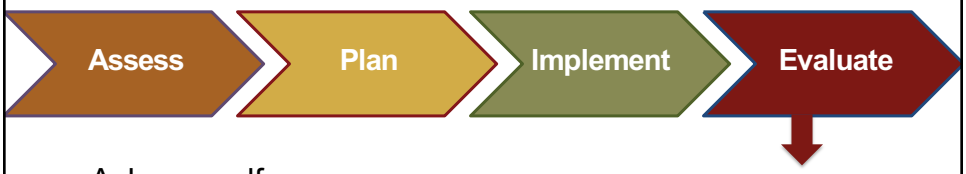
Reflect on the Decision



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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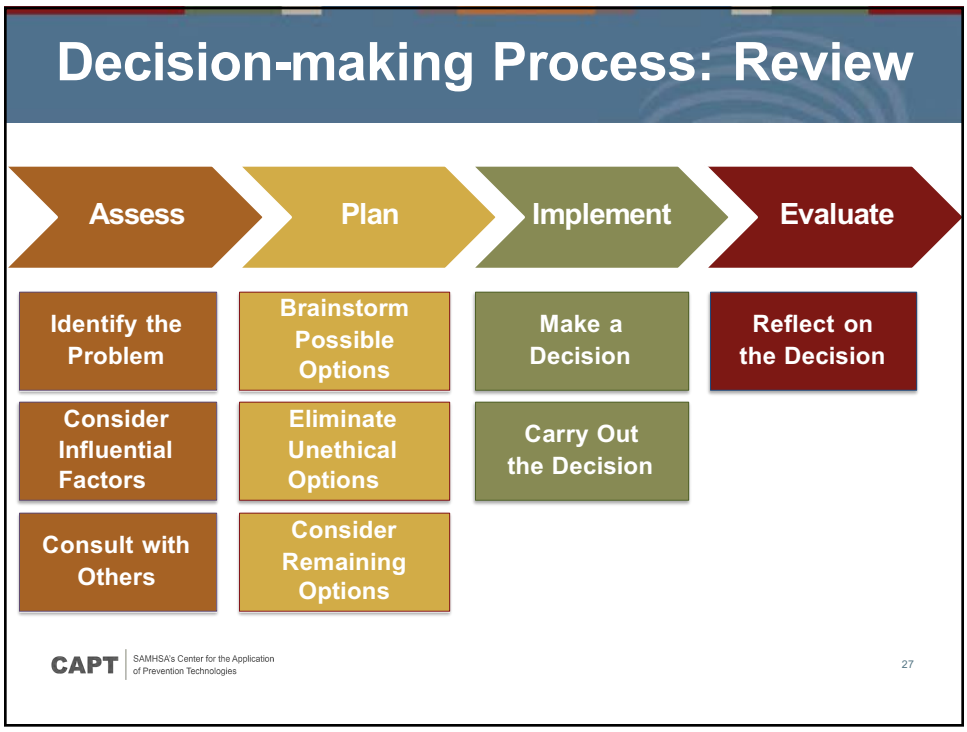
Decision-making Process: Review
Assess
Plan
Implement
Evaluate
Identify the Problem
Consider Influential Factors
Consult with Others
Brainstorm Possible Options
Eliminate Unethical Options
Consider Remaining Options
Make a Decision
Carry Out the Decision
Reflect on the Decision
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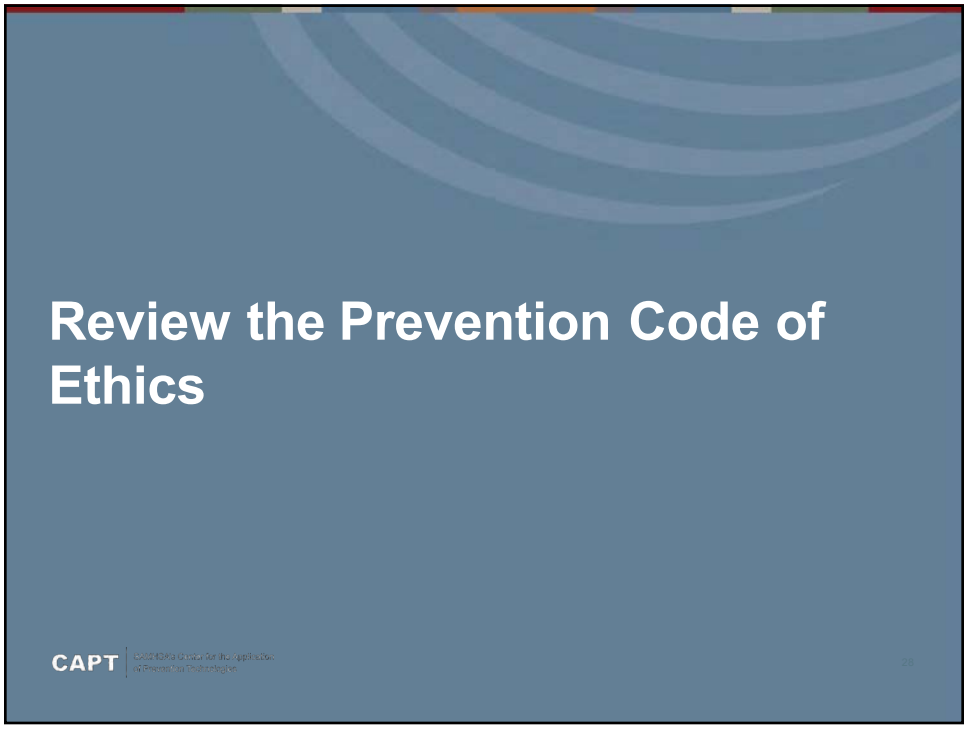
Review the Prevention Code of Ethics
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Staying on Course

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In Your Words

- 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

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Six Principles

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

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Principle 1: Non-Discrimination

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

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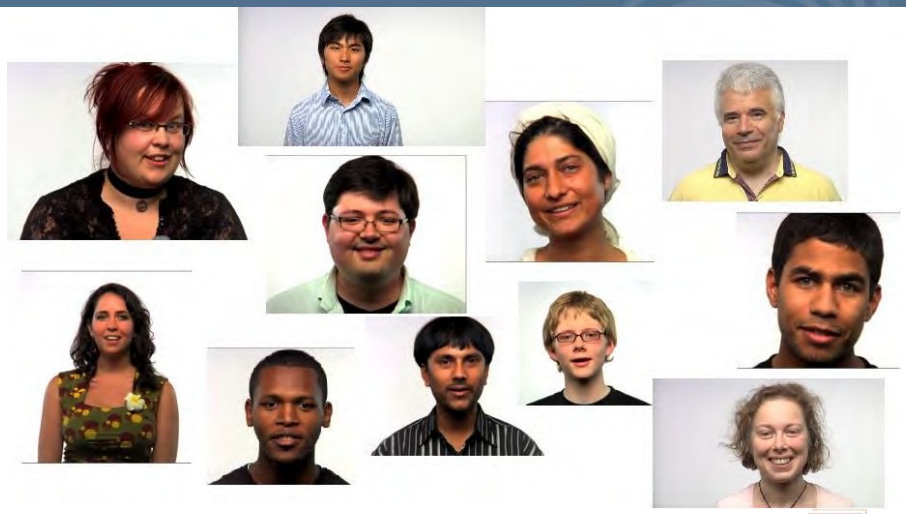
Addressing Health Disparities



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Ethics in Action: Non-Discrimination

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

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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*

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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**

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Ethics Policies for 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?

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?

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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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

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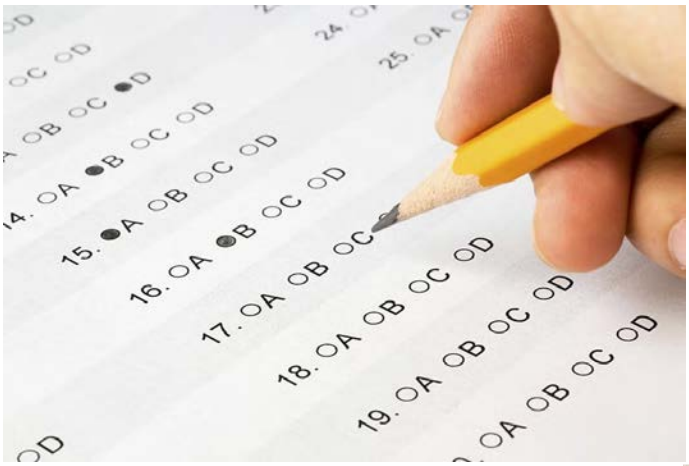
Institutional Review Board (IRB)



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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

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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Dual Relationships

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*

- 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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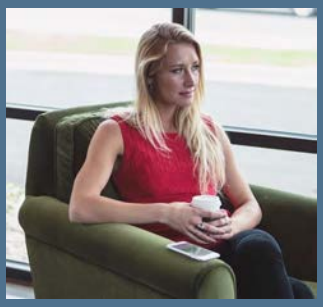
Situation 2



*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

Using Social Media To Support Prevention Efforts: Ethical Considerations p. 13

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Activity: *Personal Wellness*

- 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)

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.

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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.

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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.

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Sara Scenario

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

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Activity: Small Group Scenarios (Set B)

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*

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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.

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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.

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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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References

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12. U.S. Department of Health and Human Services, Office of Human Research Protections. 45 CFR part 46.
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Image Sources

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