Ethics and Helping Careers

Lecture Goals

• Discuss the professional helping relationship
• Discuss the fundamental ethical principles involved
• Discuss tools for ethical treatment
• Discuss related problems, concerns, issues

The Helping Relationship

• ______________________________________________________________________
  • Clinical psychologists, counselors, social workers, therapists
  • Consultants (I/O)
  • Teachers
  • Researchers

• ______________________________________________________________________
  • Patients/those receiving counseling
  • People in organizations (I/O)
  • Students
  • Research participants
  • Society

• Process of helping as important ______________________________________________________________________
  • Done with another, not to another

• Not a ______________________________________________________________________
  • Hierarchical power
  • Designed to achieve some specific goal
  • Ends when that goal is met

• Need guidelines (ethics)
Ethics
• Are stated values and beliefs believed to promote _________________________________

Freedom
• Constitutional right to _________________________________
  • Life, liberty, pursuit of happiness…

• 2 Challenges
  • __________________________________________________________
    • Freedom to do testing on you so others can be free from problem/disease/etc.?
    • Can we violate some individual freedoms to benefit humanity? (consequences of 9-11)

• No ________________________ on what is ethical

• Ethics varies across _____________________________________________
  • Abortion decision- medicine vs. religion

• _________________________________ change with knowledge and experience
  • Piaget
  • Kohlberg
  • Gilligan

Codes of Conduct
• Standardized ____________________________________________ organizations use
  • American Psychological Association (APA)
  • American Counseling Association (ACA)
  • National Association of Social Workers (NASW)
  • American Association of Marital and Family Therapy (AAMFT)

• Goals
• Publicize standards and expectations to…
  • Protect _______________________ from unethical and incompetent professionals

• Protect ________________________________/organization
• Promote ______________________________ & impose penalties

**Fundamental Helping Principles**
• Respect for Rights and Dignity
• Beneficence & Nonmaleficence
• Fidelity & Responsibility
• Integrity
• Justice

**Respect for Rights and Dignity**
• Respect and protect human and ______________________________
  • Privacy, confidentiality, and autonomy

• Respect ________________________________
  age       gender       gender identity
  race      ethnicity    culture
  national origin religion sexual orientation
  disability language socioeconomic status

• Freedom to participate in ______________________________
  • Patients, clients, students, research participants
  • Can choose treatment/consulting options
  • Can choose NOT to participate

• BUT…
  • ________________________________
    • BUT…even those involuntarily committed ______________________
      • Therapy or jail
      • Treatment options

• PSU - Academic Integrity violations
Beneficence & Nonmaleficence

- Beneficence
  - The state or quality of being kind, charitable, or ___________________ (from www.dictionary.com)
  - Participant’s health and well-being is ________________________________
  - Ethical problems when the leader’s needs become more important than the participant’s

- Nonmaleficence
  - Do no harm (“__________________________”)
    - Based on Hippocratic Oath
  
  - Medicine
    - End of life/serious injury…continuing treatments cause the patient more harm than benefit??
    - Euthanasia??

Fidelity & Responsibility

- Responsibilities ________________________________
  - Professional and scientific leader
  - Donate/Volunteer time
    - Little or no compensation or personal advantage

- Recognize your _____________________________
  - Consult with/cooperate with others to serve the best interests of clients

- Be concerned about ethics of ________________________________ (scientific and practicing)

Integrity

- Be ________________________________ in science, teaching, and practice
  - Do not lie, cheat, or steal
  - Academic integrity
  - Using deception
• Consider ______________________
• Consider ______________________
• Have responsibility to correct mistrust or other harm

**Justice**
• Equal ______________________ to participate
• Equal ______________________ for all
• Make sure potential biases do not promote unjust practices

**Tools for Ethical Treatment**
• Extensions of fundamental principles
  • Informed consent
  • Confidentiality
  • Emotional objectivity
  • Efficacy of treatment

**Informed Consent**
• Informed
  • Participants given adequate explanation of…

<table>
<thead>
<tr>
<th>Program __________________</th>
<th>__________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs, fees, service limitations</td>
<td>Expected benefits</td>
</tr>
<tr>
<td>Contact person for complaints</td>
<td>Alternative options</td>
</tr>
<tr>
<td>Limitations of confidentiality</td>
<td></td>
</tr>
</tbody>
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• Don’t need to give away ________________________________

• Participant aware….
  • That quitting ______________________ at any time

• Of any consequences ___________________________________ (insurance)

• Participant’s questions answered
• Person aware of any ________________________________ issues
  • Constitutional right to privacy
  • Urination study – no informed consent

• Corporate conflicts?! 
  • Electronic performance monitoring
  • Kmart plant
  • Students with ID chips

• Consent
  • Person willingly participates after becoming ________________________________

• Should be done ________________________________
  • Autonomy issues

• Treatment Benefits of consent
  • Decreased ________________________________
  • Increase compliance with treatment - ________________________________
  • More favorable view of therapists/researchers
  • Benefits even when choose not to participate

Is Informed Consent Enough?
• Milgram shock studies
• Zimbardo prison/guard experiment

Confidentiality
• Expectations of…
  • ________________________________
  • Non-disclosure of recorded information
    • Therapy records
    • Workplace
    • Student files
• Data files

• Essential for successful helping relationship

• Without it, clients less likely to ________________________________ (Miller & Thelen, 1986)

Confidentiality Limitations

• ___________________________________
  • MUST break confidentiality if ________________________________
  • Right to confidentiality ends when public peril begins
    • Harm to self or others, sexual abuse
    • Only reveal minimum amount of confidential info

• Can share (minimum) info with professional colleagues for support purposes

• ________________________________ client of these limitations at the start of helping relationship
  • Client may choose to limit disclosure

Emotional Objectivity

• Avoid dual ________________________________
  therapist
  instructor
  supervisor
  researcher
  friend
  political relationship
  business relationship

• ________________________________ violations
  • Helper exploits client, puts personal gain first
  • Romantic relationship
  • Unethical!!!
Efficacy of Treatment

• Must develop and maintain ________________________________
  • Formal education/internship
  • Licensure/certifications
  • ________________________________ requirement for re-licensing or recertification
  • Disclose limitations and refer to another when needed

• ________________________________
  • Fairly represent credentials & expertise
  • Only use treatments supported by ________________________________
  • Ethical responsibility to expose untested interventions to scientific scrutiny