

WAYS TO THINK ABOUT ETHICS/MORALITY



- **Historical**
 - to describe or explain the phenomena of morality or to work out a theory of human nature which bears on ethical questions
- **Normative**
 - to answer whether what a person did was right, good, or obligatory
- **Meta-Ethical**
 - to answer questions about the nature of morality.

THREE TYPES OF “MORAL” JUDGEMENT



- **Moral Obligation**
 - Is a certain action or kind of action morally right, wrong, obligatory, a duty, or ought or ought not to be done.
- **Moral Value**
 - Is a certain person, motive, or intention morally good or bad, virtuous, vicious, responsible, etc.
- **Nonmoral Value**
 - Is a car good? Is a painting bad? Is a TV show good?



Ethical Theory



- Teleological Theories
 - The end result is the most important factor
 - “The greatest good for the greatest number”
 - At the least, a greater amount of good than evil

Ethical Theory



- Deontological Theories
 - The actions themselves are inherently right or wrong
 - Act-deontological theories--situation ethics
 - basic judgments of obligation are all particular ones.
 - Rule-deontological theories--the standard of right and wrong consists of one or more values



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The Ethics of Management



- Whether one in an agency is the administrator, sub-executive, supervisor, or direct practitioner, he or she affects, and is affected by, the structure and operation of the organization

» Charles S. Levy, 1979



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Organizational Administration



- Loyalty to the organization is a minimal expectation.
- Staff members must be able to work toward change of “bad” policy
- Staff members should not be punished for initiating change if done so properly
- Administrators are responsible for nurturing an ethical climate



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Colleagues



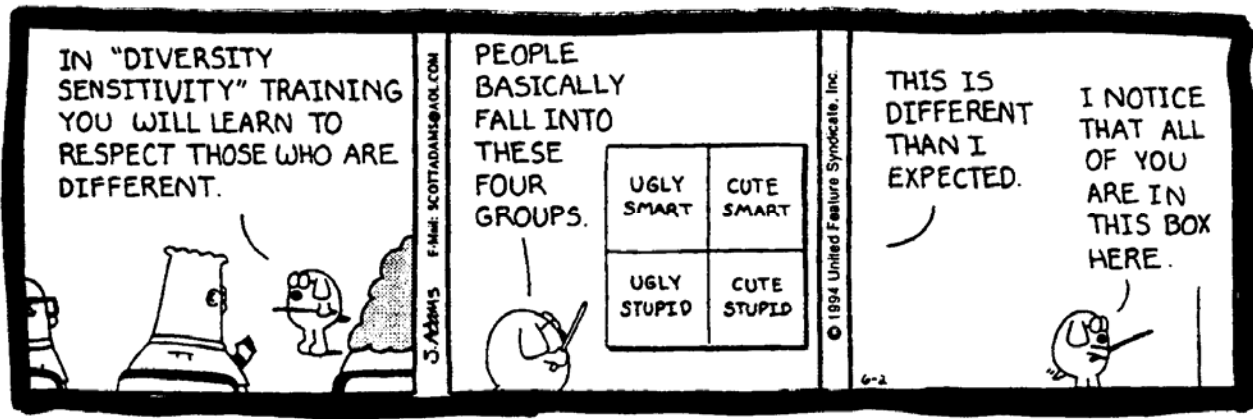
- Ethically required to stop unethical behavior of colleagues (and the agency)
- Staff members should not ignore or condone unethical behavior
- Ethical responsibility to subordinates has higher priority than to self or to organization
- Administrators should facilitate success of colleagues and subordinates
- Administrators should not impede job performance of subordinates



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Sources of Funding and Other Resources



- Should not steal or embezzle funds
- Scrupulous attention to how funds are raised
- Funds must be used for purposes intended
- Ethical administrator is ethical by intent
- Administrator has the least autonomy of all
- Must use resources appropriately---not too much/not too little



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Community and Society



- Ethically responsible for the values associated with the service the agency provides
- Must follow sanctioned/chartered function of the agency
- Function of the agency should be related to needs of community
- Functions should not be destructive, discriminatory, unfair, unjust, illegal, or harmful
- Ethical grounds must validate the services of the agency
- The community's and society's responses, judgments, and priorities dictate the initiation and implementation of a service
- Administrators must work ethically with boards and community groups



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Ethics in Supervision



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- The supervisor facilitates a supervisee's professional development by serving as a teacher, role model, and mentor. The supervisor sets an example of professional attitudes, acceptable behavior, and interpersonal sensitivity. As role models, supervisors should maintain high standards of competence as mandated by professional ethics.



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Qualifications to Supervise



- Training in the theory and practice of supervision
- Conscientious practice of the skills he/she is helping the supervisee to learn
- Training or experience in the skills or job function expected of the supervisee
- Can supervision be attained elsewhere if necessary?



Supervisory Role and Function



- Abreast of current literature, techniques in supervision and intervention methods
- timely, relevant, and objective evaluations
- positive, professional attitude
- awareness of limitations



Consideration of Subordinates' Interests



- Avoid Dual relationships
- Diversity issues
- Avoid Dependency (training for independence)



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Goals of Supervision



- Mutually agreed upon goals of supervision
- Explicit (written) goals
- Appropriate level for training, knowledge and understanding of the supervisee



Confidentiality



- Access to records regarding supervisory relationship
- Protection of records



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Vicarious Liability

“respondeat superior.”



- **Direct liability** of the supervisor might include dereliction of supervisory responsibility, such as “not making a reasonable effort to supervise”
- **Vicarious liability**, a supervisor can be held liable for damages incurred as a result of negligence in the supervision process.

Examples



- providing inappropriate advice to a counselor about a client (for instance, discouraging a counselor from conducting a suicide screen on a depressed client).
- failure to listen carefully to a supervisee's comments about a client.
- the assignment of clinical tasks to inadequately trained counselors.



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The Question is:



- “Did the supervisor conduct him- or herself in a way that would be reasonable for someone in his position?” or “Did the supervisor make a reasonable effort to supervise?”
- 1 hour of supervision for 20-40 hours of work.



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The Process of Ethical Decision Making



- Identify the ethical issues
- Identify those likely to be affected by the decision
- Attempt to identify all courses of action, benefits and risks
- Examine the positives and negatives of each course of action
- Consult with colleagues and appropriate experts
- Make the decision and document the process
- Monitor, evaluate, and document the decision



Essential Steps in Ethical Problem-Solving



- Determine whether there is an ethical issue or dilemma
- Identify the key values and principles involved
- Rank the values or ethical principles, which in your professional judgment are most relevant to the issue or dilemma.
- Develop an action plan that is consistent with the ethical priorities that have been determined as central to the dilemma
- Implement your plan utilizing the most appropriate practice skills and competencies
- Reflect on the outcome of this ethical decision making process



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