

Ethics for Prevention Professionals

Presented on January 27, 2022



Prevention Training & Technical Assistance Service Center

- Funded by CT Department of Mental Health & Addiction Services
- Prevention workforce development
- Support community coalitions
- Training & Technical Assistance Service Center (TTASC) Team

Ethics for Prevention Professionals

- 2 Hours of Continuing Education Units (CEUs)
- Satisfies 1 hour requirement for Certified Prevention Specialist Credential **renewal**
- Satisfies 2 of 6 required hours for **initial** certification



New course design and delivery approach

- Modular format with shorter segments can be take one at a time
- Will be available on-demand, self-directed/self-paced learning
- Supervisors & prevention coalition coordinators can use specific modules
- Tools and resources will be available on the TTASC website preventiontrainingcenter.org
- Additional ethics modules to satisfy 6 hour certification requirement or more in-depth learning



Ethics for Prevention Professionals Agenda

- Prevention Professional Code of Ethics Background & Ethical Decision-Making Process Review
- Ethical Principle #1: Non-Discrimination & Breakout Activity
- Ethical Principle #2: Competency
- Ethical Principle #3: Integrity
- Ethical Principle #4: Nature of Services
- Ethical Principle #5: Confidentiality
- Ethical Principle #6: Ethical Obligations to Community & Society
- Break & Knowledge Test
- Small Group Activity & Breakout Session
- Debrief
- Concluding Remarks
- Evaluation & Upcoming Events



Ethics for Prevention Professionals

Module 1

Ethical Foundation



Why Ethics?

- All professionals are guided by a code of ethics
- To be recognized as a profession in society there are four standards that must be met:
 - Membership in an occupational organization
 - Special expertise
 - Service orientation
 - Autonomy



Standards of a Profession

- Prevention professionals meet each of these criteria and are, therefore, held to expectations that society has of professionals
- Part of society's expectation of professionals is that they **will not place personal gain ahead of the public good**
- As a result of this expectation, **"Society grants professional standing to those groups which contribute to the well-being of the broader society."**



As Prevention Professionals, We Have Several Additional Obligations

- Obligations to our Organization
- Obligations to the Public
- Obligation to the Practice



Every profession has a moral purpose.
Law has justice. Public relations has harmony – social harmony.
Prevention has public health.

The contribution to society could be considered the moral
purpose of the profession.



Understanding Ethics as a Decision-Making Process

- Most people use the terms morality and ethics interchangeably.
- Morality refers to the actual content of right and wrong
- Ethics refer to the process of determining right and wrong



The Prevention Think Tank Code of Ethical Conduct

- Created by the Substance Abuse and Mental Health Services Administration (SAMHSA) Prevention Think Tank and the International Credentialing and Reciprocity Consortium (IC&RC)
- Guided by core prevention values and competencies
- Provides models of exemplary behavior
- Recognizes our responsibilities to the field
- Promotes trust from society and those we serve



Ethical Decision Making Process

D

Define the decision that needs to be made

- Clear and Specific

E

Entertain all the possible options

- Often, multiple solutions

C

Compare each option and the consequences

I

Identify your decision

- Select the best option for everyone

D

Design and implement an action (create a plan)

E

Evaluate the results

- Did the anticipated consequence happen?
- Would you make a different decision next time?



Prevention Code of Ethics

A model of standards of exemplary professional conduct.

Preamble [→](#)

The Principles of Ethics are a model of standards of exemplary professional conduct. These Principles of the Code of Ethical Conduct for Prevention Professionals **express the professional's recognition of his or her responsibilities to the public, to service recipients, and to colleagues.** They guide members in the performance of their professional responsibilities and express the basic tenets of ethical and professional conduct. The Principles call for **commitment to honorable behavior, even at the sacrifice of personal advantage.** These principles should not be regarded as limitations or restrictions, but as goals toward which Prevention Professionals should constantly strive. They are guided by core values and competencies that have emerged with the development of the field.

Ethical Principles for Prevention Professionals

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





Non-Discrimination

Ethical Principle 1



1: Non-Discrimination

Definition

"A prevention professionals shall not discriminate (to treat unequally or unfairly) against service recipients or colleagues based on race, religion, national origin, sex, age, sexual orientation, gender identity, economic condition, disability (i.e. physical, mental, medical, etc.) marital status, political beliefs, or HIV/AIDS status."



Prevention Code of Ethics Principle 1: Non-Discrimination

Definition

- Prevention specialist should render services and provide information sensitive to cultural and individual differences.
- Prevention specialists shall comply with all local, state and federal laws regarding the accommodation of individuals with disabilities and also regulations involving non-discrimination of other protected groups.

**Avoid/Prevent
Discrimination**

**Comply with Anti-
Discrimination
Laws & Regulation**

**Promote Cultural
Competency**

Key Points





Key Point 1

**Avoid/Prevent
Discrimination**



Prevent/Avoid Discrimination

- It is important that you not only know what discrimination entails, but that individuals you work with do as well and you understand how to handle it:
 - Understand that discrimination and prejudice can occur in any group and can create a bias in providing services.
 - Using your critical-thinking skills to understand discrimination. For example, a reading test is administered to ensure people can vote. This may cause discrimination as it negatively effects areas the rights of those in perhaps low literacy areas or areas where English is not the main language
 - Understand that everyone has the right to quality and equal treatment





Key Point 2

Comply with Anti-Discrimination Laws & Regulations



Non-Discrimination Law

Non-discrimination law refers to legislation designed to prevent discrimination against particular groups of people; these groups are often referred to as protected groups or protected classes. Non-discrimination laws vary by jurisdiction with regard to the types of discrimination that are prohibited, and also the groups that are protected by that legislation.



Anti-Discrimination Law Federally Protected Classes

- Race
- Religion
- National Origin
- Age
- Sex
- Pregnancy
- Familial/Marital Status
- Disability
- Veteran Status

Anti-Discrimination Law Prevention Code of Ethics Protected Classes

- Race
- Religion
- National Origin
- Age
- Sex
- Gender Identity
- Economic Condition
- Disability
- Familial/Marital Status
- Political Beliefs
- HIV/AIDS status





Key Point 3

Promote Cultural Competency



Promoting Cultural Competency



- Understand that cultural competency not only includes being educated about race, ethnicity and national heritage, but also understanding the culture of other working groups.
- It is important as prevention professionals that we educate ourselves on our populations, their culture, potential traumas and triggers, etc.

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Competence

Ethical Principle 2



2: Competence

Definition

“Prevention specialists shall master their prevention specialty’s body of knowledge and skill competencies, strive continually to improve personal proficiency and quality of service delivery, and discharge professional responsibility to the best of their ability. Competence includes a synthesis of education and experience combined with an understanding of culturally appropriate application. The maintenance of competence requires continual learning and professional improvement throughout one’s career.”



Four Pillars of Competency

1. Prevention specialists shall be diligent in discharging responsibilities. Diligence imposes the responsibility to render services carefully and promptly, to be thorough, and to observe applicable technical and ethical standards.
2. Due care requires a prevention specialist to plan and supervise adequately and evaluate to the extent possible any professional activity for which he or she is responsible.
3. A prevention specialist must recognize their own limitations and boundaries of competency and encourage others to maintain the same standard when offering services. When asked to perform such services, a prevention specialist shall refer to an appropriately qualified professional.
4. When a prevention specialist has knowledge of unethical conduct or practice on the part of an agency or prevention specialist, he or she shall report the conduct or practices to the appropriate bodies



**Assess your
Qualifications**

**Plan, Execute &
Evaluate Professional
Activity**

**Recognize Limitations
& Boundaries in
Professional
Competence/ Services**

**Report Unethical
Conduct**

Key Points





Key Point 1

Assessing
Qualifications



Are You Qualified?



- Do actions align with your job description?
- Are you familiar with the particular population and setting?
- Do you have familiarity with the culture of the broader community?
- Do you have relevant training and experience?

Be honest and courageous about the skills you have and do not have

Key Point 2

**Plan, Execute &
Evaluate
Professional Activity**



Effective Planning and Evidence Based Interventions

- It is important that when employing a prevention strategy with your service population that you display information and resources that are dynamic, data-driven, inclusive and collaborative.
- Your resources and information should come from: nationally recognized registries of effective programs, peer-reviewed journals, credentialed evaluators and experts in your focus population.





Key Point 3

**Recognize Limitations
& Boundaries in
Professional
Competence/Service**





Key Point 4

**Report Unethical
Conduct**



Report Unethical Conduct

It is important to warn others and report displays of incompetency within the prevention profession. They can include:

- Acting outside of the scope of practice of the individual(s) credentials.
- Gross negligence in providing service to the community (misinformation, whether intentional or not, improper interaction with clients in the provider's scope of practice/knowledge, etc).



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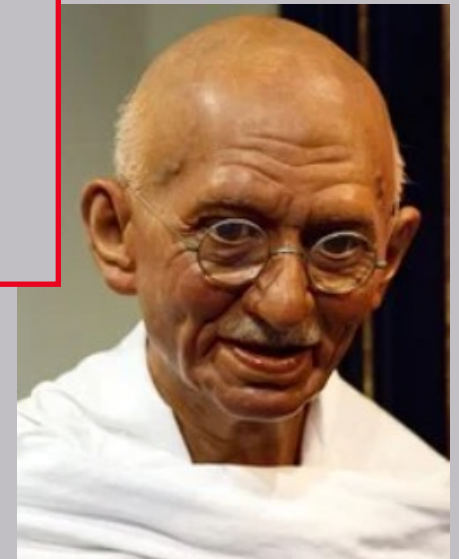
Integrity

Ethical Principle 3

- Integrity refers to a quality of a person's character. It is the quality of being honest and heaving strong moral principles to which you show uncompromising adherence.



Your Picture Goes
Here



3: Integrity – Four Pillars

Definition

1. All information should be presented fairly and accurately. Each Prevention Specialist should document and assign credit to all contributing sources used in published material or public statements.
2. Prevention Specialists should not misrepresent either directly or by implication professional qualifications or affiliations.
3. Where there is evidence of impairment in a colleague or a service recipient, a Prevention Specialist should be supportive of assistance or treatment.
4. A Prevention Specialist should not be associated directly or indirectly with any service, products, individuals, and organization in a way that is misleading.



**Provide Accurate
Information**

**Give Credit for Ideas,
Information, and
Materials**

**Support Impaired
Colleagues and
Service Recipients**

Avoid Deception

Key Points





Key Point 1

**Provide Accurate
Information**



Is your data coming from accurate source?





Key Point 2

**Give Credit for
Ideas, Information
& Materials**

**Before you start
writing, think
about citing!!**





Key Point 3

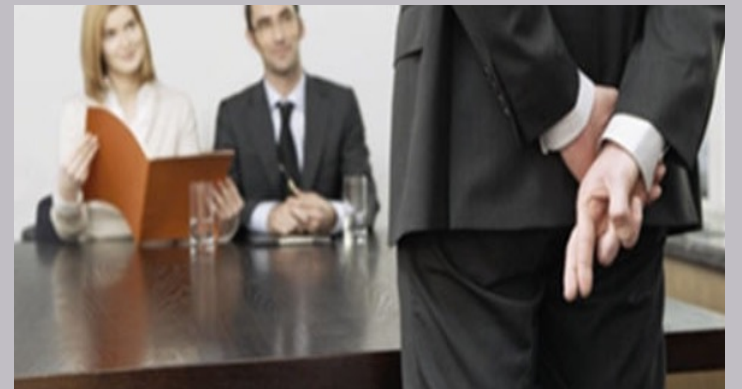
**Support Impaired
Colleagues and
Service Recipients**





Key Point 4

Avoid Deception



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Nature of Services

Ethical Principle 4



4: Nature of Services

Definition

"Practices shall do no harm to service recipients. Services provided by Prevention Specialists shall be respectful and non-exploitive."

- a. *Services should be provided in a way which preserves the protective factors inherent in each culture and individual.*
- b. *Prevention Specialists should use formal and informal structures to receive and incorporate input from service recipients in the development, implementation, and evaluation of prevention services.*
- c. *Where there is suspicion of abuse of children or vulnerable adults, the Prevention Specialist shall report the evidence to the appropriate agency and follow up to ensure that appropriate action has been taken"*



**Protect Participants
from Harm**

**Involve the Focus
Population in all
aspects of Planning**

**Report any
Evidence of Abuse**

Key Points





Key Point 1

**Protect
Participants from
Harm**



Key Terms

Informed consent: The process of obtaining consent from participants that includes a full description and explanation of the activity presented in a way participants can understand and ensures that participants provide their consent willingly free from coercion or undue influence.

Active consent: requires a signature from all participants in a research project and/or their legal representatives.

Passive consent: requires a signature from only those individuals who do not agree to participate in the research activity and/or their legal representative.





Key Point 2

**Involve the Focus
Population in all
Aspects of Planning**





Key Point 3

**Report Any
Evidence of Abuse**



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Confidentiality

Ethical Principle 5



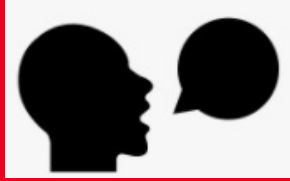
5: Confidentiality

Definition

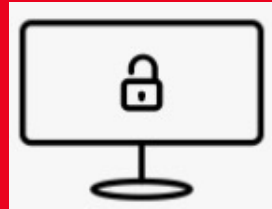
“Confidential information acquired during service delivery shall be safeguarded from disclosure, including – but not limited to – verbal disclosure, unsecured maintenance of records, or recording of an activity or presentation without appropriate releases. Prevention Professionals are responsible for knowing the confidentiality regulations relevant to their prevention specialty.”



Verbal Disclosure



Security of Records



Recording Activities

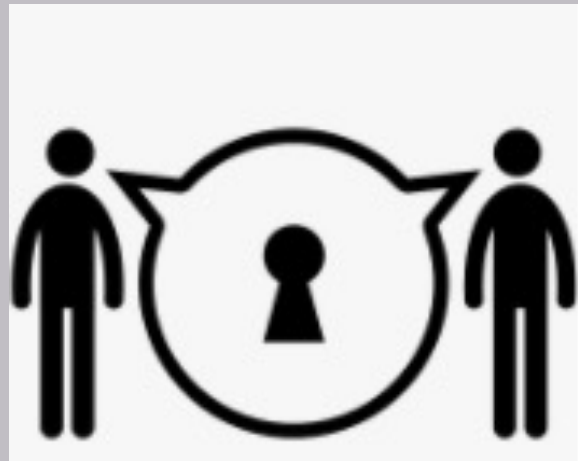


Key Points



Key Point 1

Verbal Disclosure





Key Point 2

Security of Records





Key Point 3

**Recording
Activities**



Workplace Policies to Consider

1. Training all administrative and support staff about confidentiality and providing them with appropriate oversight to ensure compliance.
2. Ensuring that all records are stored in a secure location, and that the only people with access to those records have a legitimate need to access them.
3. Never discussing clients in a public forum or with individuals not authorized by the client to have access to this confidential information.



Workplace Policies to Consider

4. Using technology with an understanding of the possible risks to confidentiality each type of technology may bring with its use. Examples include the use of e-mail, computers, fax machines, and others. It is important to always take appropriate precautions to minimize risk of the inadvertent release of confidential information. This includes, among other things, appropriate computer and file passwords that would be difficult for others to guess.
5. Attending to the physical setup of your office, including soundproofing, double doors and/or the use of white noise machines. Additionally, be aware of how the placement of support staff in or near the waiting room may impact protecting confidential information.



Key Terms

Personal Identification Indicators Numbers (PII): As defined in OMB Memorandum M-07-1616 refers to information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual.

- Examples of PII include, social security number (SSN), passport number, driver's **license** number, taxpayer identification number, patient identification number, financial account number, or credit card number. Personal address information: street address, or email address. Personal telephone numbers.



Key Terms

Health Insurance Portability and Accountability Act of 1996 (HIPAA): is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.

The Family Educational Rights and Privacy Act (FERPA): is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules.





Learning Checkpoint & Discussion

Questions 1-3: Answer Yes, No, or It Depends
Brief Scenario & Discussion



Learning Checkpoint & Discussion



Question 1:

Yes, No, or It Depends

During a discussion about marijuana, an employee presses her supervisor for information about their personal use.

The supervisor chooses not to disclose being cautious of their job safety and their reputation.



Learning Checkpoint & Discussion

Question 2:

Yes, No, or It Depend

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



Learning Checkpoint & Discussion



Question 3:

Yes, No, or It Depends

A high school student discloses to her principal that she habitually smokes cannabis.

The principal reports the student because she feels it is her ethical duty towards protection and prevention.



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Ethical Obligations for Community & Society

Ethical Principle 6



6: Ethical Obligations for Community & Society

Definition

“Prevention specialists should be proactive on public policy and legislative issues. The public welfare and the individual’s right to services and personal wellness shall guide the efforts of prevention specialists to educate the general public and policy makers. Prevention specialists should adopt a personal and professional stance that promotes health.”



**Advocating for
Prevention**

**Protecting the
Health of Others and
Promoting
Prevention**

**Promoting One's
Own Wellness**

Key Points





Key Point 1

**Advocating for
Prevention**





Key Point 2

**Protecting the
Health of Others
and Promoting
Prevention**





Key Point 3

Promoting One's Own Wellness



Ethical Obligation to Community: Health and Prevention Promotion





Learning Checkpoint

- Test your knowledge by taking the quiz at the link (in chat momentarily) - <https://www.surveymonkey.com/r/R87Y3ZI>
- Or use the QR code at the right to access the quiz
👉



Break Time

Grab a snack, take a walk, check your phone, and we'll see you in 15
Minutes 🙌👩🏻





Breakout Room Activity

Please visit the link as it appears in the chat box:

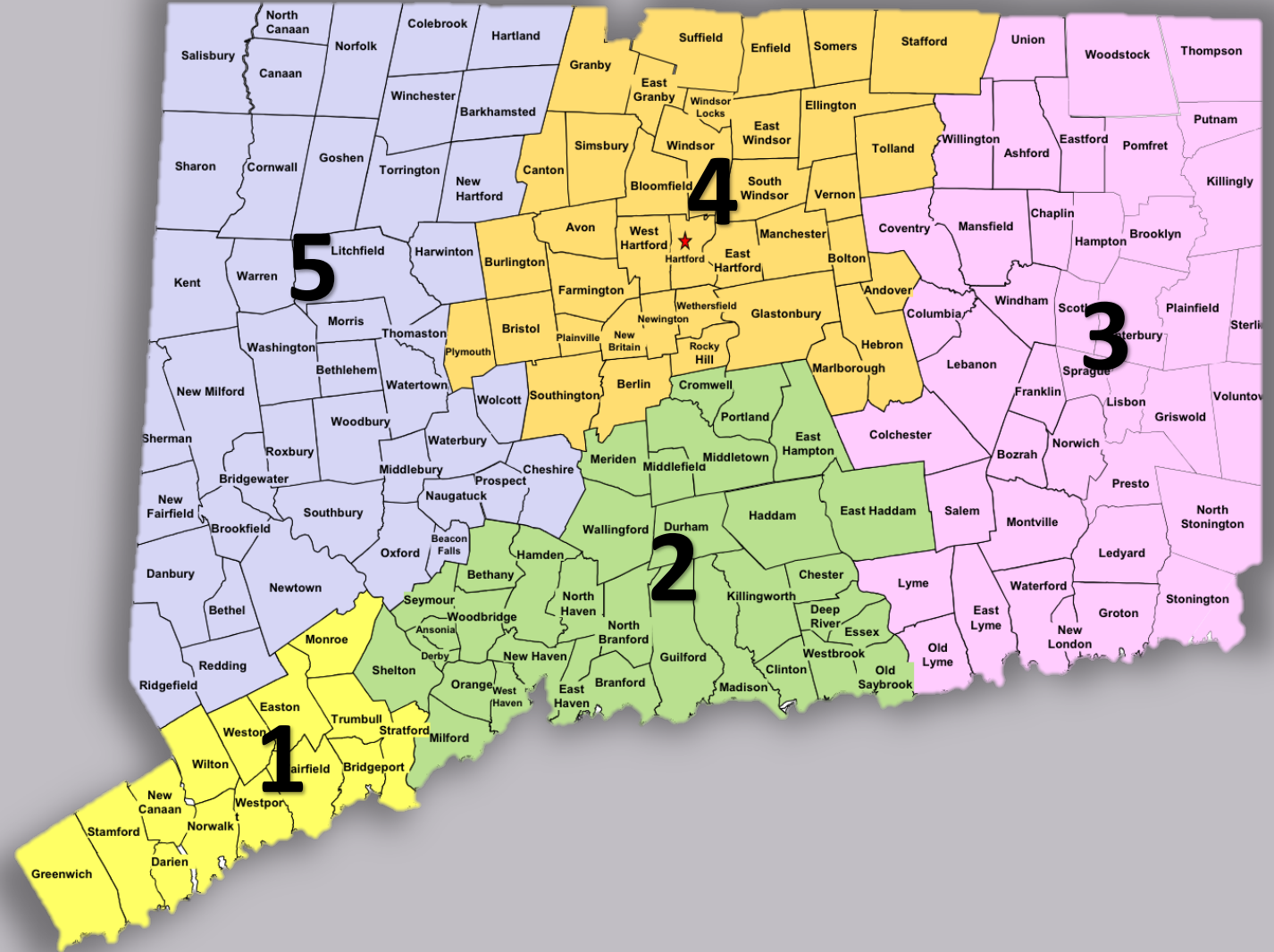
- https://docs.google.com/presentation/d/14rX6lXtkjOuCFn_XQclfi_GUuVkwPnb8nzlRufNNwA/edit?usp=sharing
- Or scan the QR code at the right to access the breakout activity 🖱️





Regional Behavioral Health Action Organizations (RBHAO)

1. Region 1 South West: The Hub - [Website](#)
2. Region 2 South Central: Alliance for Prevention and Wellness - [Website](#)
3. Region 3 Eastern: SERAC - [Website](#)
4. Region 4 North Central: Amplify - [Website](#)
5. Region 5 North West: Western CT - [Website](#)



TTASC Prevention Professional Trainings & Tools

Upcoming Trainings - Link

- Building Community Capacity around Vaping through Data Collection & Measurement
 - Monday 2/7/2022 at 12PM
 - [Link to Register](#)
- An Overview of Problem Gambling in Connecticut
 - Thursday 2/10/2022 at 10AM
 - [Link to Register](#)

Tools – Link

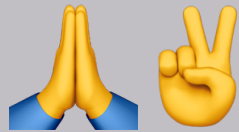
- SPF Implementation Action Checklist
- Coordinator, Coalition Member, & Youth Peer Advocate job descriptions, roles, and responsibilities
- Coalition Vitality Assessment Tool
- Onboarding Templates: 101 Version, Pro Version, & Youth Peer Advocate Version
- Sustainability Action Template
- Business Sector Action Checklist
- Evidence Based Strategy Guides
- Drug Facts Sheets
- Parent Guide to Opioids – E-Book, Due June
- Vaping Resources

Explainer Videos

- Engaging Coalitions in Logic Model Development
- SPF for Coalition Members
- Marijuana Changing the Conversation
- Engaging Coalition Members in Sustainability Planning
- The Opioid Crisis: How can we make a difference?
- Opioid and Prevention Training
- Getting Your Prevention Specialist Credential
- Understanding Addiction
- Gambling Prevention Services – Video Series (Coming Soon)
- Prevention Works
- Vaping Prevention
- Polysubstance Abuse



Thank You



Evaluation Survey Link:

- <https://www.surveymonkey.com/r/R8WYJJ9>

Facilitator Contact:

- Ken Plourd, plourd@xsector.com
- Lisa Mason, mason@xsector.com
- David Reyes, reyes@xsector.com

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