Managing ethical issues in career development practice

Symposia

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Session outline

• The code of ethics and complaints procedure
• A framework for exploring ethical dilemmas
• Activity – 2 cases to choose from and discuss
• Feedback
• Complete proforma (your ideas)
CDI Code of Ethics

A tenet of professional practice is abiding by a Code of Ethics.
As CDI members everyone adheres to the CDI Ethical Principles of:

- Accessibility
- Accountability
- Autonomy
- Competence
- Confidentiality
- Continuous Professional Development
- Duty of care
- Equality
- Impartiality
- Justice
- Transparency
- Trustworthiness
Ethical Issues

As someone working in the sector you may on occasion be faced with ethical issues. What do you do?
How the CDI can help

• Professional Standards Committee members, who volunteer their services, have produced a series of case studies based on some of the twelve ethical principles.

• These will be on the CDI website after Conference. We would like your ideas on how else they can be used and what other support you would like.
As we practise resolving dilemmas we find ethics to be less a goal than a pathway, less a destination than a trip, less an inoculation than a process.

Ethicist: Rushworth Kidder
CDI Ethical Principles

Accessibility
Autonomy
Confidentiality
Duty of care
Impartiality
Transparency

Accountability
Competence
CPD
Equality
Justice
Trustworthiness
Our journey

• Review existing ethical decision making strategies
• Design our own
• Apply to CDI code of ethics
• Individual PSC members work on cases
• Reviewed and revised by PSC
• All cases reviewed by external expert
• Shared with you!
Existing guides used/ adapted

  http://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrsn=3D2

  http://www.uk.sagepub.com/upm-data/39590_Chapter7.pdf

• Penn State College of Engineering, Guidelines for Facilitating Solutions to Ethical Dilemmas in Professional Practice
  http://www.engr.psu.edu/ethics/process1.asp
The ethical decision making process

Step 1 – Identify the problem
Step 2 - Apply the Code of Ethics.
Step 3 - Review professional literature
Step 4 - Consult with experienced others
Step 5 - Generate potential courses of action.
Step 6 - Select the most appropriate course
Step 7 - Evaluate the selected course
Step 8 - Implement the course
Step 9  - Monitor and evaluate
Step 1 - identify the problem

- Gather info to illuminate the situation.
- Be specific and objective
- Outline facts vs assumptions/ hypotheses
- What kind of problem is it? organisational (procedural, policy), professional (relating to my practice) legal?
- Identify key stakeholders
- Examine the problem from several perspectives
- Avoid searching for a simplistic solution.
- Identify who is responsible for addressing the problem
Step 2 – apply the code of ethics

- Decide which ethical principles apply
- Determine which principle takes priority in this case.

Step 3 – review current professional literature
Step 4 - consult with experienced professional colleagues and supervisors

• Ask them to review the information gathered for their perspective and …

• to identify aspects of the dilemma that you are not viewing objectively
Step 5 - generate potential courses of action.

• Brainstorm as many possible courses of action as possible.
• Be creative
• Involve others
• Look for a third way to reconcile conflict
Step 6 – select most appropriate course

• Consider potential consequences of all options for all parties, short and long term.
• Eliminate options that don’t work
• Review remaining options to determine which option or combination of options best fits
Step 7 – Evaluate the selected course of action

3 simple tests

• Justice
• Publicity
• Universality
Step 8: implement the course of action

Involve all appropriate parties
Step 9 - Monitor and evaluate the outcome

What lessons emerged from this case that you can apply to future decisions?
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You choose ....

You work for a small organisation who bid for funding year on year. The contract is paid on outcomes relating to securing education, training and employment. Your client, a teenage mother with a 15 week old baby is currently receiving benefits. You have considered the options available but she does not want to take up the offer of a creche at the local college and firmly states that she does not want to undertake training, education or work – she wants to stay at home with her baby, at least for the next couple of years.

You work in a school which has one of the highest academic attainment records in the country. You are self-employed. Your client is a straight A grade (predicted) final year pupil. She has completed a range of science subjects but enjoys the debating society. She is unsure what to do - her Mum wants her to take a career that is high status; her Dad wants her to go to the most prestigious university she can, believing that will open any job opportunity. The school has had a number of ‘complaints’ that the previous careers practitioner was encouraging pupils to apply for non-traditional careers at non Russell and Ivy League institutions.
Step 7 – Evaluate the selected course of action

3 simple tests

• **Justice** - would you treat people you cared about the same way *(the mum test).*

• **Publicity** - would you want your behaviour reported in the press *(the stench test).*

• **Universality** – would you recommend the same course of action to another
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Enjoy the rest of the conference