

# Ethics for the Prevention Profession



## *Participant Workbook*

**Presented by  
Julie Stevens, MPS, ACPS, ICPS  
Bermuda  
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# Learning Objectives



At the conclusion of Ethics for the Behavioral Health Promotion Professional, participants will be able to

- 1) Identify standards of conduct for mental health and prevention professionals,
- 2) Utilize a method of decision-making for difficult ethical decisions in prevention, and
- 3) Set professional goals with the prevention ethical standards in mind.

**Prevention Ethics Definition Activity:**

One word for “Ethics” \_\_\_\_\_

Record other responses:

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**Activity:**

One word for “Why Ethics?” \_\_\_\_\_

Record other responses:

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**Activity:** In your group, take 10 minutes to develop a definition of Behavioral Health Promotion and Prevention Ethics. Write your definition here:

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## Ethical Decision-Making Model (Bay Group 1990)

1. Clarify the issues
  - Who has a stake in the decision?
  - What is the potential for conflict with or support of the stakeholders' values?
  - What are the forces, influences or characteristics of the situation that put pressure on me or the organization to act in one particular way or another?
2. Get the facts
  - Do regulations, policies or standards of professional conduct apply to this decision?
  - What has been past practice relative to this area of decision making? How was this perceived by those affected?
  - Are there key facts I do not know? If so, can I find out these facts?
3. Develop Options
  - What are the possible courses of action?
  - What are likely to be the choices preferred by those involved in or affected by this decision?
  - What would I do if I were the only person affected by this decision?
4. Assess the options
  - What are the likely consequences (benefits and harms) to all those who will be affected by each option?
  - Is any option prohibited because of potential for violation of civil, contractual or other rights of anyone affected?
  - Does each option treat all that are affected equally or proportionately? Would those affected be likely to perceive each solution as fair?
  - To what extent is each option compatible with organizational values?
5. Make the decision and test it
  - Which option best balances costs and benefits, rights of those affected and standards of fairness?
  - Review the options again. Is there another option that would achieve the same results at less cost to those affected?
  - Would I feel comfortable explaining my decision to my boss, to senior managers, to my family, or to a reporter? Why or why not?
6. Develop a plan for implementing the decision
  - What steps will be most likely to achieve the desired results?
  - What resources do I need to accomplish my plan? Can I get them?
  - How can the plan go wrong? What can I do to prevent this?
7. Implement the plan
8. Evaluate the plan



## **CODE OF ETHICS PREVENTION**

### **PREAMBLE**

The principals of Ethics are a model of standards of exemplary professional conduct. These Principals of the Code of Ethical Conduct for Prevention Professionals express the professional's recognition of his 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 Principals call for commitment to honourable behaviour, even at the sacrifice of personal advantage. These principals 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.

### **THIS CODE IS GUIDED BY THE FOLOWING CORE VALUES:**

- Competence
- Non-Discrimination
- Confidentiality
- Ethical Obligation to Community and Society/Public Awareness
- Integrity
- Nature of Services

### **I. COMPETENCE**

The certified prevention professional/specialist/associate professional (CPP/CPS/APP) shall provide competent professional services in keeping with the IC &RC standards. Competent professional service requires a thorough knowledge of alcohol, tobacco and other drug prevention, skills in presentation and education techniques, a willingness to maintain current and relevant knowledge through ongoing professional education.

The certified prevention professional shall assess personal competence, recognize personal boundaries and limitations and not offer services beyond his/her skill or training level. Shall not claim either directly or by implication professional knowledge, qualifications or affiliation that they do not possess.

Shall not lend his/her to or participate in any professional or business relationship, which may be knowingly misrepresented or mislead the public in anyway. Shall not misrepresent his/her certification to the public or make false statements regarding their qualifications. Must ensure that any materials or products, with which he/she is associated in developing or promoting,

whether for commercial sale or other use, are presented in a professional and factual way. Must not misrepresent the work of others nor claim others work as their own.

## **II. NON-DISCRIMINATION**

The certified prevention professional/specialist (CPP/CPS) shall not participate in discrimination on the basis of race, religion, age, gender, national ancestry, sexual identification or orientation, socio-economic status, marital status, political belief, HIV/AIDS status, or mental or physical ability. The CPP/CPS shall broaden his/her understanding and acceptance of cultural and individual differences, in order to render services and provide information sensitive to those differences.

## **III. CONFIDENTIALITY**

The Certified Prevention Professionals/Specialists (CPP/CPS) shall be aware of and comply with all state, federal, and other jurisdictional guidelines, regulations, statutes and agency policies regarding confidentiality. It is imperative for CPP/CPS to know the regulations that apply with their respective jurisdictions.

## **IV. ETHICAL OBLIGATION TO COMMUNITY AND SOCIETY/PUBLIC ADVOCACY**

The Certified Prevention Professionals/Specialists (CPP/CPS) should advocate for consistent health promotion and awareness messages to the public. They should provide factual state of the art Alcohol, Tobacco and other Drug information to the consumers and prevention service programs, and advocate public policy that would help strengthen the overall health and well being of the community. According to their consciences, CPP/CPS should be proactive on public policy and legislative issues. The public welfare and the individual's right to services and personal wellness should guide the efforts of CPP/CPS to educate the public and policy makers. CPP/CPS should adopt a personal and professional stance, which promotes health.

## **V. INTEGRITY**

Integrity can accommodate the inadvertent error and the honest difference of opinion; it cannot accommodate the deceit or subordination of the principal.

Personal gain and advantage should not subordinate service and the public's trust. The Certified Prevention Professional/Specialist (CPP/CPS) shall never knowingly make a false statement to the appropriate licensing/certifying disciplinary authority. They shall promptly alert a colleague to potential unethical behavior, report violations of professional conduct by others to the appropriate licensing/certifying disciplinary body when there is knowledge of the said professional being involved in violating professional standards. The CPP/CPS shall respect the integrity and protect the welfare of the consumer, and shall not engage in any action that violates the civil or legal right of the consumer. They shall not practice under a false name or under a name other than the name in which he/she is credentialed.

## **VI. NATURE OF SERVICES**

Above all, Certified Prevention Professional/Specialists (CPP/CPS) shall do no harm to service recipients. CPP/CPS shall practice respectful and non-exploitive practices. They shall protect consumers from harm and the profession from censure. They shall not place any individual in any activity or setting where such participation could harm the individual. The CPP/CPS shall maintain an objective and non-possessive relationship with those he/she serves, and shall not exploit them sexually, emotionally or otherwise. The CPP/CPS shall comply with or follow all laws, codes, rules and regulations that apply to professional conduct. They shall report child/other vulnerable individual abuse to the appropriate authorities.



# Prevention Professionals' Competencies

## Domain 1: Planning and Evaluation

- I.1 Determine the level of community readiness for change.
- I.2 Identify appropriate methods to gather relevant data for prevention planning.
- I.3 Identify existing resources available to address the community needs.
- I.4 Identify gaps in resources based on the assessment of community conditions.
- I.5 Identify the target audience.
- I.6 Identify factors that place persons in the target audience at greater risk for the identified problem.
- I.7 Identify factors that provide protection or resilience for the target audience.
- I.8 Determine priorities based on comprehensive community assessment.
- I.9 Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.
- I.10 Select prevention strategies, programs, and best practices to meet the identified needs of the community.
- I.11 Implement a strategic planning process that results in the development and implementation of a quality strategic plan.
- I.12 Identify appropriate prevention program evaluation strategies.
- I.13 Administer surveys/pre/posttests at work plan activities.
- I.14 Conduct evaluation activities to document program fidelity.
- I.15 Collect evaluation documentation for process and outcome measures.
- I.16 Evaluate activities and identify opportunities to improve outcomes.
- I.17 Utilize evaluation to enhance sustainability of prevention activities.
- I.18 Provide applicable workgroups with prevention information and other support to meet prevention outcomes.
- I.19 Incorporate cultural responsiveness into all planning and evaluation activities.
- I.20 Prepare and maintain reports, records, and documents pertaining to funding sources.

## Domain 2: Prevention Education and Service Delivery

- 2.1 Coordinate prevention activities.
- 2.2 Implement prevention education and skill development activities appropriate for the target audience.
- 2.3 Provide prevention education and skill development programs that contain accurate, relevant, and timely content.
- 2.4 Maintain program fidelity when implementing evidence-based practices.
- 2.5 Serve as a resource to community members and organizations regarding prevention strategies and best practices.

### Domain 3: Communication

- 3.1 Promote programs, services, activities, and maintain good public relations.
- 3.2 Participate in public awareness campaigns and projects relating to health promotion across the continuum of care.
- 3.3 Identify marketing techniques for prevention programs.
- 3.4 Apply principles of effective listening.
- 3.5 Apply principles of public speaking.
- 3.6 Employ effective facilitation skills.
- 3.7 Communicate effectively with various audiences.
- 3.8 Demonstrate interpersonal communication competency.

### Domain 4: Community Organization

- 4.1 Identify the community demographics and norms.
- 4.2 Identify a diverse group of stakeholders to include in prevention programming activities.
- 4.3 Build community ownership of prevention programs by collaborating with stakeholders when planning, implementing, and evaluating prevention activities.
- 4.4 Offer guidance to stakeholders and community members in mobilizing for community change.
- 4.5 Participate in creating and sustaining community-based coalitions.
- 4.6 Develop or assist in developing content and materials for meetings and other related activities.
- 4.7 Develop strategic alliances with other service providers within the community.
- 4.8 Develop collaborative agreements with other service providers within the community.
- 4.9 Participate in behavioral health planning and activities.

### Domain 5: Public Policy and Environmental Change

- 5.1 Provide resources, trainings, and consultations that promote environmental change.
- 5.2 Participate in enforcement initiatives to affect environmental change.
- 5.3 Participate in public policy development to affect environmental change.
- 5.4 Use media strategies to support policy change efforts in the community.
- 5.5 Collaborate with various community groups to develop and strengthen effective policy.
- 5.6 Advocate bringing about policy and/or environmental change.

### Domain 6: Professional Growth and Responsibility

- 6.1 Demonstrate knowledge of current prevention theory and practice.
- 6.2 Adhere to all legal, professional, and ethical principles.
- 6.3 Demonstrate cultural responsiveness as a prevention professional.
- 6.4 Demonstrate self-care consistent with prevention messages.

- 6.5 Recognize importance of participation in professional associations locally, statewide, and nationally.
- 6.6 Demonstrate responsible and ethical use of public and private funds.
- 6.7 Advocate for health promotion across the life span.
- 6.8 Advocate for healthy and safe communities.
- 6.9 Demonstrate knowledge of current issues of addiction.
- 6.10 Demonstrate knowledge of current issues of mental, emotional, and behavioral health.

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*From the Prevention Specialist Candidate Guide located at*  
<http://professionals.internationalcredentialing.org/Resources/Documents/Candidate%20Guides/PS%20candidate%20guide%201-14.pdf>

## Ethical Issues in Prevention

Adapted from: White, W.L., Popovits, R.M. (2001). Critical incidents: Ethical issues in the prevention and treatment of addiction. Bloomington, Illinois: Lighthouse Institute.

Consider each of the following questions. Consult the Prevention Think Tank Code of Ethical Conduct for guidance. Which principle applies? How would you answer the question?

- Is it acceptable for prevention professionals who provide drug education programs to youth to smoke?
- Is it acceptable to own stock in the alcohol or tobacco industry?
- Is it acceptable for a prevention professional to engage in a romantic relationship with a program participant who is 17? Or 18?
- Should prevention organizations accept funding from the alcohol and/or tobacco industry?
- Should a prevention professional provide honest information about drugs, even if describing their euphoric properties may lead to curiosity and desire to use?
- Should mandatory random drug testing for all students be considered a viable prevention strategy?
- Is it acceptable for a prevention professional to take on a professional task for which he/she feels inadequately trained?
- Is it acceptable for a prevention professional to continue implementing a program or policy that has been shown to be ineffective?
- Under what circumstances, if any, is it appropriate to exchange information about participants in a program with staff of the organization or agency?
- Under what circumstances, if any, is it appropriate to reveal incriminating information about a community member in the course of community work?

## Ethical Decision-Making Worksheet

Decision-Making Step	What Do You Think?	Information Needed
Clarify the Issues		
Get the Facts		
Develop Options		
Assess the Options		
Make the Decision and Test It		
Develop a Plan for Implementing the Decision		
Implement the Decision		
Evaluate the Decision		

PREVENTION PROFESSIONALS' COMPETENCE MATRIX

Competence Domain→ Topic/Score↓	Planning and Evaluation	Education and Skill Development	Community Organization	Public and Organizational Policy	Professional Growth and Responsibility
Personal Prevention Education 1=novice 2=proficient 3=master					
Personal Prevention Experience 1 = <2 years 2 = 2-5 years 3 = >5 years					
Recognizes Personal Limitations 1 = Rarely; I've been over my head often 2 = Sometimes 3 = Usually					
Supervised by Certified Prevention Professional or other competent Prevention Professional 1 = supervised by someone other than a Prevention Professional or not supervised 2 = not supervised by a Certified Prevention Professional 3= supervised by a Certified Prevention Professional (including peer supervision)					
I have a personal Professional Development plan 1 = no plan 2 = out-of-date plan 3 = up-to-date plan					

### Action Plan

<i>Identify new learning from this course.</i>	<i>Why is this important?</i>	<i>How will you use the learning? Identify one or two first steps to take and when you will take them.</i>	<i>How will you recognize success?</i>