

Ethics, Values and Cultural Competence

Module 2

Ethics, Values and Cultural Competence in Adult Protective Services

The Topic: APS workers confront a variety of **ethical dilemmas** in the course of their daily practice. They also may be challenged by differences in culture, beliefs, and values. Although the balancing act between self-determination and protection is at the heart of APS work, there are other sources of ethical conflict that complicate difficult case situations. Participants will learn how to identify major ethical concepts and dilemmas related to their daily practice and probe the many factors that influence the decision-making process.

By the end of this training, participants will be able to:

- Develop an understanding of one's personal values
- Demonstrate knowledge of ethical concepts, dilemmas and frameworks for ethical decision making.
- Develop an understanding of multiple perspectives influencing ethical decisions
- Provide one example of using ethical multiculturalism in working with vulnerable adults.

Supervisor Activities: The following pages contain a variety of activities that may be used with new workers in individual or group supervision. Please read the Ethics, Values and Cultural Competence in the APS Trainer's Manual as it will give you a wealth of didactic material and resources to support these activities.

Selected Readings:

Brotman, S., Ryan, B., Cormier, R. The health a social service needs of gay and Lesbian elders and their families in Canada. *The Gerontologist*; April 2003. 43(2) 192-202.

Cohen, E. (2004). Advocacy and advocates: definitions and ethical dimensions. *Generations*, 28(1), 9-16

Fadiman, Anne. 1997. *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus, and Giroux.

Golden, Robyn L., & Sonneborn, Sallie. (1998). Ethics in clinical practice with older adults: Recognizing biases and respecting boundaries. *Generations XXII*, 3 (Fall). 82-86.

Markkula Center for Applied Ethics, Santa Clara University. A Framework for Thinking Ethically.
<http://www.scu.edu/ethics/practicing/decision/framework.html>

Moon, Aileen. (2000). Perceptions of elder abuse among various cultural groups: Similarities and differences. *Generations XXIV*, 11(Summer):75 -80.

National Adult Protective Services Code of Ethics.
<http://www.apsnetwork.org/About/ethics.htm>

National Association of Social Workers. 1996. *Code of Ethics*. Adopted by the Delegate Assembly.
<http://www.socialworkers.org/pubs/code/default.asp>

Reamer, Frederic G. (2008). Black, White ... and Lots of Gray. *Social Work Today*, March/April, Vol. 8 No.2.
<http://www.socialworktoday.com/archive/FoEMarApr08.shtml>

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Topic for Discussion - Values Clarification

Introduction: Personal values are developed over time and often in subtle ways. All persons operate with a set of values that guide their actions although they are often internalized and go unrecognized and unspoken. APS workers who are able to identify and assess their own values are better able to respond to client values, which may be different from their own. This exercise is designed as a tool to explore the values that are important to you. There are no "right" or "wrong" answers. Rather you are invited to identify and assess the values that guide your decision-making and reflect on how they may impact your practice with clients.

- After discussing the above paragraph with the new worker use **Handout: Values Clarification** (in appendix) to guide the new worker in exploring his or her values. The handout includes notes on interpreting the results of this exercise.



HANDOUT Values Clarification

People make decisions based upon their values. APS workers who are able to identify and assess their own values are better able to respond to client values, which may be different from their own.

1. The supervisor and new worker will work in the familiar pair of storyteller and scribe. First one person will tell their tale, with the listener paying active attention while scribbling down the keywords out of the story. Before choosing the storytelling topic, remember to draw on your sense of playfulness, and imagine that this is a very informal speaking engagement in which you have been asked to discourse on the fascinating topic of you, highlighting the important points in your history.
 - a. Participants switch roles at the end of the full set of exercises. The scribe should mark the exercise numbers and their keywords or phrases. Keywords are things or qualities that are important, or that are recurring themes, or that describe an ethical stance. Try to record the actual words used by the storyteller.
 - b. While in the role of scribe, take special care to practice good active listening skills.
2. Alternatively, the stories can be written down and shared at a future supervision session.

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Values Clarification Exercises

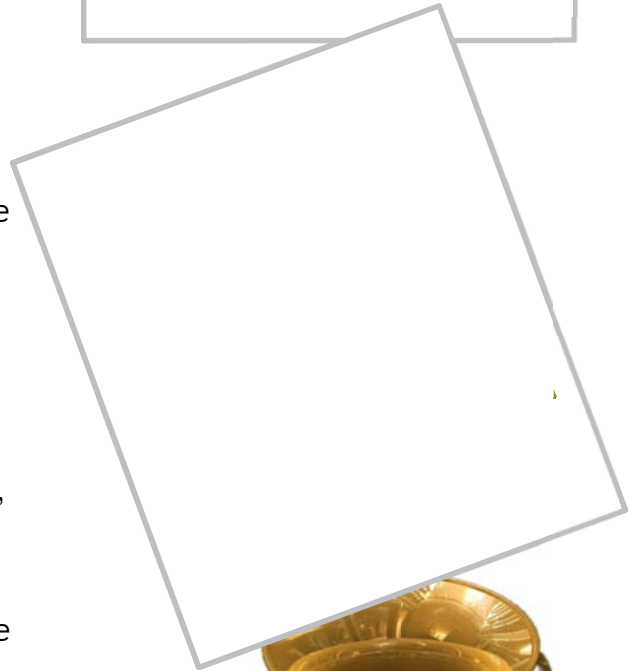
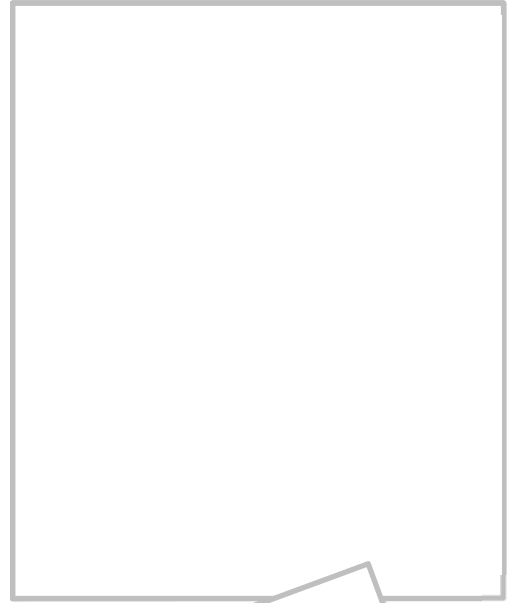
1) Take a few minutes to describe something that you do really well (this can be anything: hobby, work, craft, sport). Talk about why you think that you do it so well, and also about what "feels right" about it. Speculate about what makes this particular thing such a success with you.

2) Take a few minutes to tell a story about a moment that inspired or impressed you, that caused you to pause, and think, and make some kind of change or resolution. Describe what you were feeling and thinking at the moment when this happened, and allow the drama of the moment to take its time. Also, describe the change that happened in you after that moment.

3) Imagine that you have been asked to pass along a special secret to future generations, the secret of life that you have learned over the many years. Each person's secret is unique, and they are being recorded for the future so that no potential wisdom out of time is lost. You are passing this secret along to unknown future people, so you want to use the clearest and most descriptive language possible. Tell this secret of life, stating it both directly and with the use of metaphors or examples.

4) You admit that you do not know everything, that there are still questions you cannot answer. However, imagine that you are presented with the opportunity to have any question answered. Talk about the things you muse about, and describe the questions you would present to a source of knowledge through this extraordinary opportunity.

5) Describe a success in your recent past that came as the culmination of hard work and dedication. This does not have to have been something that took a long time, just something that you kept working at until it was right. What were the elements of the work that made the outcome a success? Tell this story as a parable--an example illustrating a lesson.



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Discussion and Reflection

Interpret the results of this exercise after both partners are done (if both participants are acting as storytellers). The scribe can give feedback to the other person about what seemed important, what the person seems to value in life.

Further notes on the exercises:

Question 1: The areas of life that you do well or that seem naturally right to you are also possible sources of your most basic values, but try to discriminate between physical talent and what "feels right" about it for clues about values.

Question 2: Moments of inspiration that cause a change are moments that affect you deeply and shape values related to the experience.

Questions 3 and 5: Questions in which you are asked to pass along wisdom or lessons are directly related to what you value in life.

Question 4: Your questions about life indicate areas of growing or changing awareness about life, so are especially important to understand.



Case Vignettes - Ethical concepts, dilemmas and fr

Introduction: When making ethical decisions it is through the various issues.

Web Link #1: The Markkula Center for Applied Ethic one such framework. Provide the new worker with for Thinking Ethically. The article is located at: <http://www.scu.edu/ethics/practicing/decision/fra> the end of the article to assist you in working thro

Web Link #2: The new worker may also want to id Code of Ethics that can assist him/her to determin responsibility. The Code of Ethics can be found at: <http://www.socialworkers.org/pubs/code/default.ssp>

Vignette #1: What about Bob?

You are a casual friend with Cindy, the wife of your co-worker Bill, in the APS unit. One evening on your way home from the monthly book club meeting Cindy breaks down crying. She is very distraught as she tells you that Bob "has a problem" with OxyContin. He started using it about a year ago after a back injury. Cindy says that things "got a little out of hand" and he had trouble stopping after the injury improved. They talked it out and Bob promised to stop. Things got better after that.

Cindy noticed recently that Bob is being evasive and he is moody. She asked him if anything was wrong and he snapped at her accusing her of neve week when she was putting away the laundry she OxyContin from a doctor whose name she didn't re they had a big fight but he admitted that he was s him cope with his back pain while at work. He said is completely under his control. He said he needs to when he is at work so he can think clearly to do his says his behavior has been so erratic that she is al

You say that you have noticed that he has missed wondered if he was feeling okay. You don't mentio heard complaints from some co-workers that Bob accurately. Cindy suddenly looks horrified and says or anyone at work. She is just confiding in you as a that you will keep this to yourself. If Bob lost his job home. "Promise me you won't say anything," please

What will you do?