Implications of the Internship Crisis: What do our Ethical Principles Tell Us?

A. Glade Ellingson, PhD

University of Utah

ACCTA Conference   New Orleans   September 24, 2013

Hello from the University of Utah

Getting started

- Introductions
  - My Interest in the Topic
  - Your Interest in the Topic?
- Overview
  - Levels of Ethical Analysis
  - Examination of Principles
  - Implications of Imbalance
  - Informed Practices (Small Groups)
- Caveats
- Acknowledgements
- Please remind us of your name . . .

A challenge . . .

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.

Marcel Proust

Levels of Ethical Discourse

(Adapted from Drane, 1982)

1. Personal Intuitions, Beliefs & Values

2. Legal Statutes & Related Rules

3. Ethics Codes

4. Principle-based Ethics

5. Virtue-based Ethics

Level 1:
Personal Intuitions, Beliefs, & Values

- "Ordinary Moral Sense" (Kitchener, 1984)
- Immediate reactions
- Includes personal beliefs, values
- Also includes biases
- Societal, cultural, familial messages
- "That just seems right/wrong . . ."
- Pros & cons

Level 2:
Legal Statutes & Related Rules

- State/Provincial Licensing Acts & Rules
- Other Statutory Obligations
  - Abuse/Neglect Reporting
  - Duty to Protect, etc.
  - Vary by jurisdiction
- Administrative Rules/Policies
  - Agencies
  - Institutions (e.g., University, VAs, Military)
- Pros & Cons

Level 3: Ethics Codes

- APA's (2010) EPPCC

- ASPPB's (2005) Code of Conduct

- Explore other Codes!

  - http://kspope.com/ethcodes/

- Pros & Cons

Level 4: Principle-based Ethics

- Often Incorporated with Codes
- Aspirational in nature
- Focus: Professional Obligations
- Central Question: "What shall I do?
- Examples:
  - Beneficence
  - Nonmaleficence
- Pros & Cons

Level 5: Virtue-based Ethics

- Focus: Ideals
- Virtues often tied to Principles
- Central Question: "Who shall I be?"
- Examples:
    - Prudence; Integrity
    - Benevolence; Respectfulness
      (Meara, Schmidt & Day, 1996)
    - Courage; Humility
- Pros & Cons

Levels of Ethical Discourse

(Adapted from Drane, 1982)

1. Intuitions, Beliefs & Values

2. Legal Statutes & Related Rules

3. Ethics Codes

4. Principle-based Ethics

5. Virtue-based Ethics
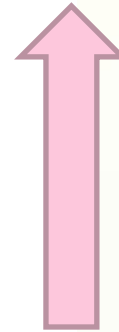
Traditional Ethical/Moral Principles

- Distilled from many sources;

- Represent the "wisdom of the ages;"

- Widely accepted;

- Integral to ethical and moral thought;

- Found in major religious systems worldwide;

- We'll examine five major principles
  - Beauchamp & Childress (2009); Meara, Schmidt & Day (1996); Welfel (2010)

Autonomy

- Freedom of choice and action, so long as others' rights are equally respected;
- Assumes personal competence;
- Applies <u>even if we believe the individual is mistaken.</u>
- Related concepts:
  - Self-determination
  - Personal responsibility
  - Agency
- Examples?

Nonmaleficence

- "First, do no harm!"
- Hippocratic Oath
- Regards both actual harm & actions that <u>risk</u> harm
- Perhaps the principal ethical principle
- Implication: Doing nothing better than actions likely to be harmful.
- Examples?

Beneficence

- "The responsibility to do good"
- Obligation to contribute to individuals' and societal well-being
- Basis of the "Golden Rule"
- "The ethical obligation of beneficence is not to a guaranteed positive outcome. Rather, the obligation is to do one's best to be of help and to offer alternatives . . . . When professionals consistently leave clients no better off at the end of services than at the beginning, they are violating the principle of beneficence" (Welfel, 2010, p. 46).
- Examples?

Fidelity & Veracity

- "Faithfulness, promise keeping, and truthfulness in word and deed"
- Necessary condition for basic trust;
- Dealing honestly with others, and with ourselves
- Related concepts:
  - Integrity
  - Genuineness
  - Authenticity
- Examples?

Justice

- "The obligation to act fairly."
- Equal persons have the right to be treated equally.
- Non-equal persons may be treated non-equally, to the extent that their inequality is relevant to the matter at hand (Aristotle, paraphrased).

- Related concepts:
  - Avoiding discrimination
  - Inappropriate stereotyping
  - Unfounded biases

Relationship of Justice to Social Justice

- Non-equal persons may be treated non-equally, to the extent that their inequality is relevant.

- My questions:
  - Who decides who is non-equal?
  - Who decides what's "relevant"?
  - Regarding which inequalities?
  - Treated how non-equally?

- "Professionals are ethically obligated to not show bias on the basis of race, age, gender, culture, and any other variable irrelevant to the real matter at hand, because doing so is inherently unfair." (Welfel, 2010, p. 46).

Justice & Social Justice, continued (Welfel, 2010)

- Justice more than avoiding prejudice
- Justice at the root of:
  - Guarding against unfair discrimination, harassment, etc.
  - Fair access to services, opportunities
  - Pro bono work, public service, public good
  - Evaluating others fairly; e.g., selection applications

- Other Examples?

Ethics and Social Justice
(Speight & Vera, 2004)

"A commitment to social justice stems from an essential dedication to ethics, an expansive view of ethics. Counseling psychologists currently tend to think of ethics rather narrowly in terms of codes of conduct for our various roles . . . According to Brown (1997), ethics has been "diminished into a set of rules to be obeyed" (p.58). A contrasting view of ethics is presented by Girous (1994), who described ethics as a sense of personal and social responsibility to the Other. . . . This is a collective responsibility to care for one another, requiring accountability beyond the...APA...Codes" (p.113).

Organization of APA's 5 Ethical General Principles (Aspirational)

A. Beneficence & Nonmaleficence

B. Fidelity & Responsibility

C. Integrity
  - Incorporates aspects of Veracity

D. Justice

E. Respect for People's Rights and Dignity
  - Incorporates aspects of Autonomy, worth of individuals, individual differences

Codes are still important . . .

- **7.01 Design of Educational and Training Programs (paraphrased):**
  Psychologists take steps to ensure that programs are designed to provide appropriate knowledge and experiences, and meet requirements for licensure and other goals named by the program.

- **7.02 Descriptions of Education and Training Programs (paraphrased):**
  Psychologists ensure accurate description of the program content, training goals and objectives, stipends and benefits, and requirements that must be met to successfully complete the program.

- **7.06 Assessing Student & Supervisee Performance**
  (b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

Codes, continued

- **3.01 Unfair Discrimination**
. . . psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or any basis proscribed by law.

- **3.04 Avoiding Harm**
Psychologists take reasonable steps to avoid harming their clients/patients, students [and] supervisees **. . .** and to minimize harm where it is foreseeable and unavoidable.

- **3.08 Exploitative Relationships**
Psychologists do not exploit persons over whom they have supervisory, evaluative or other authority such as clients/patients, students, supervisees . . .

Implications . . .

- What are some of the implications of the internship imbalance?
  - Human costs
    - To student applicants
    - To faculty members & DCTs
    - To training directors
  - Costs to the profession
  - Costs to society
  - Financial costs
  - Other costs?

Addressing Social Justice & the Imbalance: Some Proposals I've Heard So Far at this Conference

First, a Caveat . . .

1. "We read every cover letter . . ."
2. "We diversify our selection committee and/or have that conversation . . ."
3. AAPI to consider Canadian-style letter of rec form
4. Model advocacy, social justice, negotiation, courageous conversations with students; influence of being a "significant person"
5. Try phone/Skype Interviews—or agree to an experiment
6. Ensure that internship selection criteria we apply have validity and are as meaningful as possible.
7. **"I'm doing my thing."**

Here's the Crux

- How can our ethical principles better inform our practices—large or small—related to management of the internship imbalance?

- D'Andrea's 5% more concept

- Small groups: Discussion & brainstorming

- Please keep a list:

  - May share with the larger group

  - Lists to Glade who will compile, distribute

Thank You for your Time and Input!

- Slides will be at the ACCTA website
- gellingson@sa.utah.edu

References & Recommended Readings

American Psychological Association (2010). Ethical Principles of Psychologists and Code of Conduct; 2010 Amendments. Retrieved at: http://www.apa.org/ethics/code/indes.asps

Association of State and Provincial Psychology Boards (2005). ASPPB Code of Conduct, Revised 2005. Retrieved at: http://www.asppb.org/publications/model/conduct.asps

Baker, J., McCutcheon, S. & Keilin, W.G. (2007). The internship supply-demand imbalance: The APPIC perspective. *Training and Education in Professional Psychology, 1* (4), 287-293.

References & Readings, continued

Beauchamp, T.L., & Childress, J.F. (2009). *Principles of Biomedical Ethics* (6th Ed.). Oxford: Oxford University Press.

Drane, J.F. (1982). Ethics and psychotherapy: A philosophic perspective. In *Ethics and values in psychotherapy: A Guidebook* (pp. 15-50). New York: The Free Press.

Kaslow, N.J. & Keilin, W.G. (2006). Internship training is clinical psychology: Looking into our crystal ball. *Clinical Psychology: Science and Practice, 13* (3), 242-248.

References & Readings, continued

Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. Counseling Psychologist,12(3), 43-55.

Larkin, K.T. (2012). Models for reducing the demand for internships. *Training and Education in Professional Psychology, 6* (4), 249-257.

Meara, N.M., Schmidt, L.D., & Day, J.D. (1996). Principles and virtues: A foundation for ethical decisions, policies, and character. *The Counseling Psychologist, 24* (1), 4-77.

References & Readings, continued

Rodolfa, E.R., Bell, D.J., Bieschke, K.J., Davis III, C. & Peterson, R.I. (2007). The internship match: Understanding the problem-seeking solutions. *Training and Education in Professional Psychology, 1* (4), 225-228.

Speight, S.L. & Vera, E.M. (2004). Social justice agenda: Ready, or not? The Counseling Psychologist, 32(1), 109-118.

Welfel, E.R. (2010). Ethics in counseling and psychotherapy: Standards, research, and emerging issues (4th Ed.). Belmont, CA: Thompson Brooks/Cole.