



Ethics and Professional Responsibility in EHDI Programs

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ASCH Experiment





Group Norms versus Personal Conviction

- What do you think about this video?
- What do you think you would do?
- Why do you think the control subject responded the way he did?
- How might this video be a small example of how Ethics/Values are influenced in our Professions?



ETHICS

- The need for professionals in EHDI to understand & appreciate the ethical, moral & legal strategies that apply in selecting a path to ethically correct and professionally acceptable decisions seems to be a much-needed area for development in the professional arena.
(Resnick, 1991)



What do our colleagues think of Ethics?

- 1/3rd of respondents to a recent survey by ASHA & the Research Division reported that they had no training as undergraduate students
- 1/4th said they had no training in ethics as graduate students



What is Ethics?





Ethical Theories

- Deontology: Rule-Based & Duty Based Theories
 - Ethical decisions based on unchanging and absolute principles derived from universal values at the heart of all major religions
 - Ten Commandments
 - Hippocratic tradition (“do no harm”)
 - Limitation of duty-based theories is its inflexibility in situations in which duties or obligations may conflict.



Ethical Theories

- Teleology: Consequence-Based Theory
 - Ethical decision making that determines right or wrong on the basis of an action's consequences.
 - The rightness or wrongness of an act is determined by how it will contribute to the goal of maximizing the overall good.
 - Limitation of consequence-based theory is that determining the ‘greatest good’ is highly subjective and can result in inconsistent decisions



Professional Ethics

- Are systems of conduct developed to guide the practice of a specific discipline. Distinguished from workers by:
 - Professionals achieve certification and/or licensure and has a special right to provide certain services.
 - Professionals have a defined scope of practice, deviations from which may violate the law.
 - Professionals comply with a clearly articulated set of values, or code of ethics.



What do we mean by Ethics in the EHDI system?

- Ethics: an issue of social values, is a systematic attempt, through the use of reason, to make sense of our individual and social moral experience in such a way as to determine the rules that ought to govern human conduct and the values worth pursuing in life
- It governs conduct in all practice settings, under all practice conditions & with all stakeholders in the EHDI continuum.
- What are examples?



Professional Responsibility

- Professional responsibility is shepherded by our Ethics and Rules but it is the Integrity of the individual that governs behavior.
- Integrity is the fuel for passion:
 - Integrating what I say I believe with how I live my life, integrating my hearts values with my daily actions.
 - Without integrity our passion can drain out of our life.



Value conflicts

- Value conflicts: incompatibilities or inconsistencies in beliefs, ideals, or concepts that arise within an individual when faced with opposing choices of action or between an individual and an institution when they hold opposing concepts of expected actions (Catalano, 1991)
- What are examples of Value conflicts in EHDI?



Rationalization

- We want to feel like we have voiced and acted on our values.
- So we focus energy on finding ways to rationalize what we say and do *so that it appears consistent* with our values as opposed to focusing our energy on finding ways to actually be consistent with our values.



Rationalize acting on our ethics & values

- Maybe the problem is one of efficacy.
 - Given the organizational and personal barriers to acting on our values, success in this arena can be mighty elusive.
- Will there be negative consequences?
 - Although the type of action may improve services to the very clients we serve, will you be excluded from the inner circle or from the conversations where real strategy is set consequently hurting your career and limiting your ability to have an impact anyway.



Quotes

- “the thorniest choices we face in our lives are less about right versus wrong than about right versus right” (Gentile)
- “the first of many confusions that people have about ethics concerns the value of thinking about it. Ethical argument is not primarily directed at those who are bent on doing evil. It is directed in the first instance not at bad people, but at good people whose convictions are being drained by intellectual and moral confusions” (Kane)



Ethics & Professional Responsibility in EHCI Programs

- Advent of Universal Newborn Hearing Screening (UNHS), consequently the expansion of Early Hearing Detection & Intervention (EHDI) has put into play tremendous changes in the fields serving the deaf & hard of hearing, typically involved with infants and hearing loss.
- No profession working in EHDI is immune to the roles that Professional Responsibility and Ethical Behavior plays in working with the population we serve.



In Review

- Professional Responsibility
 - Legal and moral duty of a professional to apply his knowledge in ways that benefit his client, and the wider society without causing any injury to either.
- Ethics
 - The principles of conduct governing an individual or a profession



Code of Ethics are Common across disciplines

- ... shall maintain high standards of professional competence in rendering services
- ... shall provide only those professional services for which they are qualified by education and experience
- ... shall do no harm



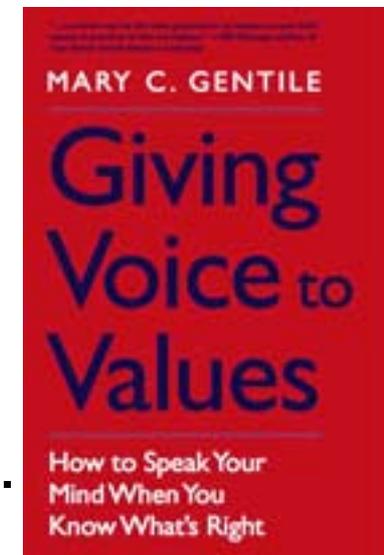
How can we voice our values in the EHDI workplace?





“Giving Voice to Values”

- Mary C. Gentile, PhD.
- www.GivingVoicetoValues.org
- Assumptions
 - Most of us want to find ways to voice and act on our values in the workplace.
 - Focus is on those times when we know what is right, but we experience external pressures to do otherwise.
 - As a result we do not know how to raise our concerns or act on our values and ethics.





Common list of values we all share

- Honesty
- Respect
- Responsibility
- Fairness
- Compassion



A Tale of Two Stories: An Exercise





Gentile's Starting Assumptions

1. I want to do this.
2. I have voiced my values at some point in the past.
3. I can voice my values more often and more effectively.
4. It is easier for me to voice my values in some contexts than others.
5. I am more likely to do this if I have practiced how to respond to frequently encountered conflicts.
6. My example is powerful.



Assumptions

7. Mastering and delivering responses to frequently-heard rationalizations can empower others who share your views to act, but you cannot assume you know who those folks are.
8. The better you know yourself, the more you can prepare to play to your strengths and be protected from your weaknesses.
9. You are not alone.
10. Although you may not always succeed, voicing and acting on your values is worth doing.
11. Voicing your values leads to better decisions.



What we learned from the exercise?

- Comparing and contrasting the two stories and our answers to the reflection questions enables us to define both *our individual motivators and inhibitors* & *our organizational motivators and inhibitors*
- Helps us identify a list of “enablers” and “disablers” that affect our ability & willingness to voice our values. (Gentile)



What are some enablers?

- What makes it easier to speak and act on our values?
 - Enlisting allies
 - Selecting and sequencing of audiences
 - Gaining greater confidence in our viewpoint as a result of securing more information.
 - Starting with questions rather than assertions
 - Understanding others' motivations, needs, fears
 - Taking conversation with dissenters or supporters “off-line” at a convenient place & time



Enablers continued

- Finding win-win solutions
- Questioning assumptions, professional rationalizations, and seeming truisms. (I can't change things until I am in charge!, It's not my money, I don't have to worry, I have to do it or I will get fired!)
- Appealing to shared purpose, values (framing)
- Normalizing (managing the conflict is just part of doing the job)
- Playing to one's own strengths (if better at writing than speaking, develop a memo)



Enablers continued

- Explicit organizational policies, values (AAA's Code of Ethics, ASHA's code of ethics)
- Existing systems for open debate and discussions (e.g., town meetings, list-serves)
- Other mechanisms for raising questions (e.g., hotline, individual who hears & investigates complaints)
- Organizational track record of values-based leadership & practice and correcting problems



To Do List:





Use these terms in your EHDI system:

- **VALUES:** appeal to the widely shared values (honesty, respect, responsibility, fairness, compassion)
- **CHOICE:** Believe you have a choice about voicing values. Know what has enabled or disabled you in the past so you can work around those factors.
- **NORMALITY:** Expect values conflicts so that you approach them calmly & competently



Giving Voice to Values

- **PURPOSE:** Define and know your personal & professional purpose explicitly and broadly before values conflicts arise. What impact you most want in your profession or work?
- **SELF-KNOWLEDGE, SELF-IMAGE & ALIGNMENT:** Generate a ‘self-story’ or personal narrative about the decision to voice and act on your values that is consistent with who you already are.



Giving Voice to Values

- **VOICE:** Practice voicing your values using the style of expression with which you are most skillful and which is most appropriate to the situation.
- **REASONS & RATIONALIZATIONS:** Anticipate the typical rationalizations given for ethically questionable behavior & identify counterarguments.



Are you a conformist?





Questions?





Resources

- Gentile, Mary. "Giving Voice to Values." *How to Speak Your Mind When You Know What's Right*. N.p., 2010. Web. 9 Oct 2011. www.givingvoicetovalues.com/
- Gentile, Mary. "Starting Assumptions for Giving Voice to Values." *Giving Voice to Values*. Babson College, 2010. Web. 9 Oct 2011. <www.GivingVoicetoValues.org>.
- "Ethics in Professional Practice "by Newman-Ryan & Decker in Audiology Practice Management (Hosford-Dunn, Roeser & Valente)