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Ethics *and* Why It Matters

A presentation of UNethical Proportions



Learning Outcomes



List the most recent updates to the NASW Code of Ethics.



Discuss implicit bias and how it can increase the chances of unethical behavior.



Identify ethical violations and utilize decision making model(s) to determine best possible outcomes.



Identify what tools can be used to reduce implicit biases.



**What is Ethics and
why does it matter?**

Social workers respect the inherent dignity and worth of the person.

Autonomy

Will this decision give the client freedom of choice and action?

Social workers challenge social injustice.

Justice

Treating equals equally, and treating unequals unequally

Social workers' primary goal is to help people in need and to address social problems

Beneficence

How can I do good by my client with the skills I have?

Social workers behave in a trustworthy manner.

Fidelity

How can I uphold my word and trustworthy to my clients?

Non-Maleficence

Above all else, do no harm

Social workers practice within their areas of competence and develop and enhance their professional expertise.

Veracity

Am I communicating honestly with my clients?

Social workers recognize the central importance of human relationships.

Principles of Ethics

Ethical Standards

1.05 Cultural Competence

(a) Social workers should **demonstrate understanding of** culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should **demonstrate** knowledge **that guides practice with clients** of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take **action against oppression, racism, discrimination, and inequities, and acknowledge** personal privilege.

(c) **Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.**

(d) Social workers should obtain education about **and demonstrate understanding of** the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among **clients' use of** and access to electronic technology **and seek to prevent such potential barriers.** Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

CULTURAL COMPETENCE





surface culture

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Deep culture

Communications Styles and Rules:

Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:

Courtesy and Manners
Friendship Leadership
Cleanliness Modesty
Beauty

Concepts of:

Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:

Elders Adolescents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:

Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving

WHAT IS CULTURE?

The customs, arts, social institutions, and achievements of a particular nation, people, or other social group

A process of reflection and lifelong inquiry, involves self-awareness of personal and cultural biases as well as awareness and sensitivity to significant cultural issues of others.

ASSESS

- Ask questions in a humble, safe manner;
- Seek self-awareness
- Suspend judgment
- Express kindness and compassion
- Support a safe and welcoming environment
- Start where the patient is

Boesen (2012)

The process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors, in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (NASW, 2015)

CULTURAL HUMILITY

CULUTURAL COMPETENCE

WHICH WOULD
YOU PICK?

Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. **They should be aware of any conflicts between personal and professional values and deal with them responsibly.**

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Implicit vs Explicit

implicit.harvard.edu

BIASES

When we have attitudes towards people or associate stereotypes with them without our conscious knowledge

Mahzarin Banaji and Tony Greenwald

Brains attempt to be more efficient

system 1 (quick to process pattern recognition, survival mode)

system 2 thinking (logical, deliberate, slow to process)

IMPLICIT BIAS

Stereotyping

Associating a group with certain traits.

Blind Spots

Recognizing cognitive biases in others, but not how they affect your own decision making.

Confirmation Bias

The tendency to gravitate to and remember facts that confirm beliefs we already hold.

Affinity Bias

When we prefer people who are more like ourselves.

Conformity Bias

When a group of people desire harmony or conformity in their group hoping to minimize conflict and reach an agreement without critical thinking or considering alternate ideas.

TYPES OF IMPLICIT BIAS

“I'm a black woman. I'm a poor woman.
I'm a fat woman. I'm a middle-aged
woman. And I'm on welfare. In this
country, if you're any one of those things
you count less as a human being. If
you're all those things, you don't count
at all.”

Johnnie Tillmon



the study of overlapping or intersecting social identities and related systems of oppression, domination, or discrimination.

INTERSECTIONALITY

Moral Disengagement

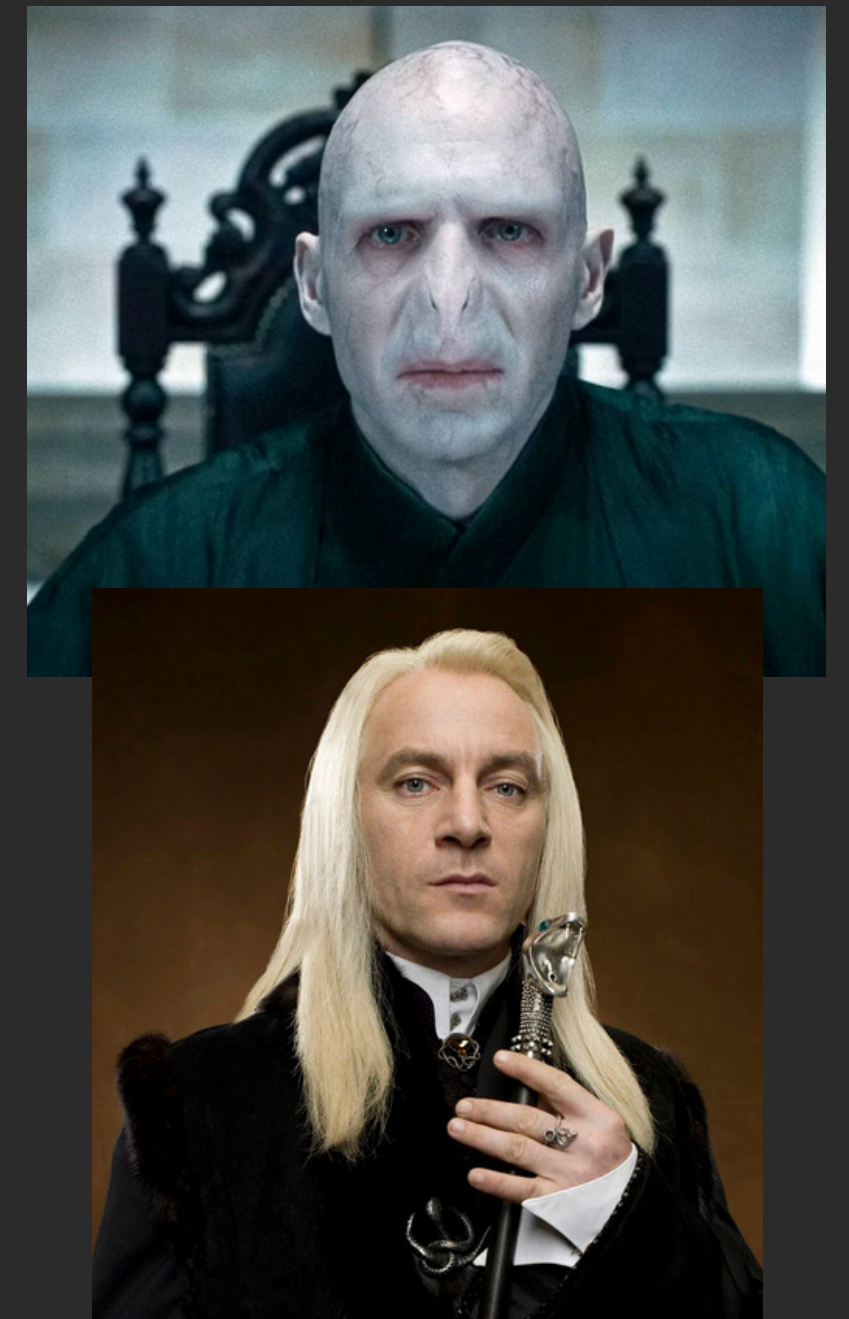
Rationalizations



Displacement of responsibility



Dehumanization



How to Reduce Implicit Bias

Stereotype replacement	Become aware of the stereotypes you hold and create non-stereotypical alternatives to them
Counter-stereotypic imaging	Remember or imagine someone from a stereotyped group who does not fit the stereotype
Individuating	See each person as an individual, not a group member; pay attention to things about them besides the stereotypes of their group
Perspective-taking	Imagine the perspective of someone from a group different than your own (“Put yourself in the other person’s shoes.”)
Contact	Seek ways to get to know people from different social groups. Build your confidence in interacting with people who are different from you. Seek opportunities to engage in discussions in safe environments, spend time with people outside your usual social groups, or volunteer in a community different than your own.
Emotional regulation	Reflect on your “gut feelings” and negative reactions to people from different social groups. Be aware that positive emotions during a clinical encounter make stereotyping less likely.
Mindfulness	Keep your attention on the present moment so you can recognize a stereotypic thought before you act on it

PURPOSE OF THE NASW CODE OF ETHICS

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

ETHICAL PRINCIPLES

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. **Social workers should take measures to care for themselves professionally and personally.** Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Professional Self Care

Spiritual Self Care

Social Self Care

What is Self-Care?

Physical Self Care

Emotional/Psychological Self Care

IT'S MORE THAN RELAXING

therapistaid.com - self care assessment

Strategies for Maintaining Professional Boundaries

- **Clear Communication from the Start:** Establish expectations during the initial session through informed consent documents and verbal discussion
- **Regular Supervision:** Engage in regular supervision to discuss boundary challenges and receive guidance
- **Self-Awareness:** Monitor your own emotional responses and recognize when boundaries may be at risk
- **Documentation:** Keep detailed records of boundary-related discussions and decisions
- **Consultation:** Seek peer consultation when facing boundary dilemmas
- **Professional Development:** Attend workshops and training on ethics and boundaries

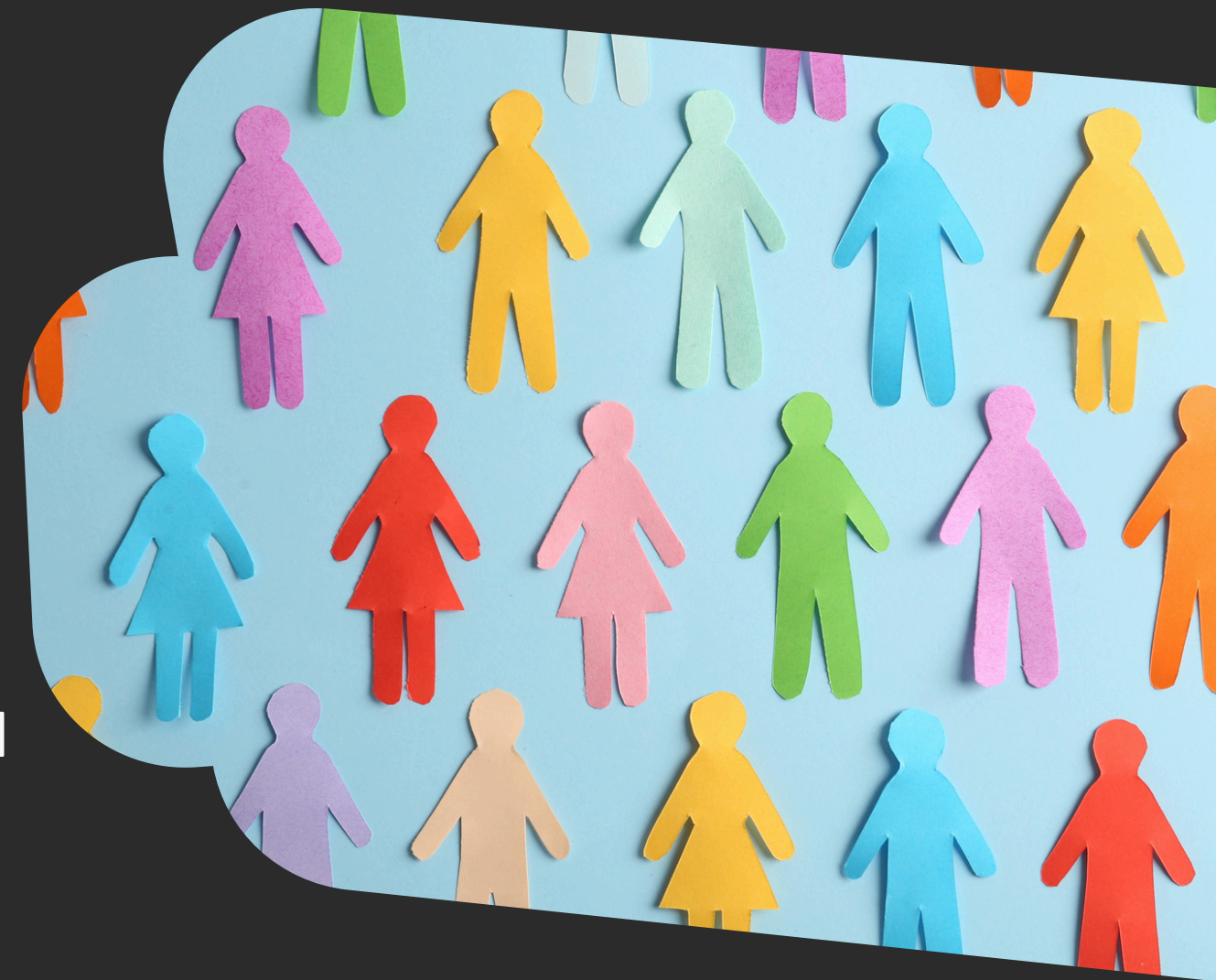
<https://www.socialworkdegrees.org/professional-boundaries-in-social-work#self-assessment>

10 Lessons in

MINDFULNESS

By: Debrah Beck

1. **Mindful moments** - repeating a mantra or affirmation
2. **Awareness of breathing** - belly breathing at red lights or in between clients/meetings
3. **Awareness of body** - body scan and progressive muscle relaxation
4. **Awareness of thoughts** - "where is my mind right now?"
5. **Single focus tasking** - one task at a time
6. **Social support** - spending time with those that remind us we matter and belong.
7. **Altruism** - moments of giving to others for the joy of giving
8. **Attention to the small wonders of life** - daily gratitude
9. **Mindfulness at work** - stretching, keeping work area tidy, taking your lunch and other designated breaks
10. **Acceptance, flexibility, and non-judgmentalism** - giving yourself grace and compassion.



IT'S THE LAW!

SCStateHouse.gov

left hand side click on "South Carolina Law"

click on Code of Regulations

Click on Chapter 110

SAFE DECISION MAKING

1. **Identify the issue** - what are your concerns?
2. **Who is impacted?** - You, client, organization, others?
3. **Outline Options** - Considering your ethical and legal obligations, what are your choices?
4. **Pros/Cons** - Consider the positive and negative possibilities resulting from each option.
5. **Consult** - Talk to your own supervisor or peers
6. **Make a decision and document it** - make a decision that you are comfortable with. Know and document your reasons.

Dr. Kathryn Krase



ETHICAL DECISION MAKING

1. DETERMINE whether there is an ethical issue or/and dilemma. Is there a conflict of values, or rights, or professional responsibilities? (For example, there may be an issue of self-determination of an adolescent versus the well-being of the family.)
2. IDENTIFY the key values and principles involved. What meanings and limitations are typically attached to these competing values? (For example, rarely is confidential information held in absolute secrecy; however, typically decisions about access by third parties to sensitive content should be contracted with clients.)
3. RANK the values or ethical principles which - in your professional judgment - are most relevant to the issue or dilemma. What reasons can you provide for prioritizing one competing value/principle over another? (For example, your client's right to choose a beneficial course of action could bring hardship or harm to others who would be affected.)
4. DEVELOP an action plan that is consistent with the ethical priorities that have been determined as central to the dilemma. Have you conferred with clients and colleagues, as appropriate, about the potential risks and consequences of alternative courses of action? Can you support or justify your action plan with the values/principles on which the plan is based? (For example, have you conferred with all the necessary persons regarding the ethical dimensions of planning for a battered wife's quest to secure secret shelter and the implications for her teen-aged children?)
5. IMPLEMENT your plan, utilizing the most appropriate practice skills and competencies. How will you make use of core social work skills such as sensitive communication, skillful negotiation, and cultural competence? (For example, skillful colleague or supervisory communication and negotiation may enable an impaired colleague to see her/his impact on clients and to take appropriate action.)
6. REFLECT on the outcome of this ethical decision making process. How would you evaluate the consequences of this process for those involved: Client(s), professional(s), and agency (ies)? (Increasingly, professionals have begun to seek support, further professional training, and consultation through the development of Ethics review Committees or Ethics Consultation processes.)

Social Work Consult Group

last Friday of the month

7pm-8pm

KendraO@purelyunited.com

THANK YOU!

Enjoyed your experience? Reserve a class for your next event!

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