



Ethics of Supervision

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WORLDVIEW....

PLATFORMS AND ISSUES

Changing Times! From 2010-2013

- 2010: Facebook officially logged **its 500 millionth active citizen**
 - Making it the world's third largest country by population, two-thirds bigger than the U.S.
- 2013: Facebook logged its **1.11 BILLIONTH** active user
 - 500,000,000 Twitter users
 - 216,000,000 Tumblr visitors



- Class of 2017 MINDSET:
- Rites of passage have more to do with having their own cell phone and Skype accounts than with getting a driver's license and car.
- They have never really needed to go to their friend's house so they could study together.
- They are the sharing generation, having shown tendencies to share everything, including possessions, no matter how personal.
- Having a chat has seldom involved talking.

Digital Fingerprint

- “Permanent” digital fingerprint and online reputation
 - Once information is online, it is extremely difficult to remove it (if at all)
 - It can quickly spread beyond one’s control
 - A moment of rashness could have unintended and irreversible consequences in the future such as suspension from medical school, loss of employment and loss of trust in the profession
- Mansfield et al., 2011

Clean Your Webface

glowing, positive content you create yourself



rantings of crazy ex

old job biography

drunk pic from spring break '09

Geocities page from 1998

dropped criminal charges

Supervision: New Developments

- Supervision ethics in a competency-based and Internet era
- New Guidelines in development/review
 - Board of Educational Affairs (BEA) Task Force Supervision Guidelines (Draft)
 - ASPPB Task Force Supervision Guidelines (Draft)

NEW BEA SUPERVISION GUIDELINES PROPOSED DRAFT:

- The Board of Educational Affairs (BEA) of the American Psychological Association (APA)
- Task Force on Supervision Guidelines “Guidelines for Competency-based Clinical Supervision in Health Service Psychology Education and Training Programs.”

Goal:

- To capture optimal performance expectations for psychologists who supervise. It is based on the premise that supervisors
 - a) strive to achieve competence in the provision of supervision and
 - b) employ a competency-based approach to the supervision process.

***Comments may be submitted until
November 18, 2013. All comments are to
be submitted electronically at
<http://apaoutside.apa.org/EducCSS/Public/>**

BEA Supervision Guidelines Draft

- 1. Supervisors should model ethical practice and decision making and conduct themselves in accord with the ethical guidelines established by the APA and other applicable professional organizations and with relevant federal, state, provincial and other jurisdictional laws and regulations.**
- 2. Supervisors should uphold their primary ethical and legal obligation to protect the welfare of the client/patient.**
- 3. Supervisors should serve as gatekeepers to the profession. Gatekeeping entails assessing supervisees' suitability to enter and remain in the field.**
- 4. Supervisors should provide informed consent to supervisees in the form of a written supervisory contract.**
- 5. Supervisors should model ethical decision-making practices.**
- 6. Supervisors should maintain accurate and timely documentation of supervisee performance related to expectations for competency development.**

Association of State and Provincial Psychology Boards (ASPPB)

- Revised ASPPB Supervision Guidelines
- In process of final review by the ASPPB Board of Directors in October
- If you would like a copy during the period of public comment that follows please contact
 - Jack Schaffer, Chair of Task Force
jack_b_schaffer@yahoo.com
 - Or me....

Telepsychology Guidelines

- Approved by APA Council August, 2013
- And so????

Ethics, Legal, and Regulatory Issues (from BEA draft)*

- Highest priorities--
 - Protection of the public
 - Gatekeeping
 - Balanced with supporting and enhancing the development of competence of the supervisee and ensuring general and multicultural/diversity competence of supervision
- Modeling ethical behavior and ethical decision making

* From BEA Supervision Guidelines *Draft* document

Informed Consent: Supervision Contract

- Includes:
- Limits of confidentiality
 - Disclosures in era of transparency
- Performance expectations—and if not
- Multiple relationships—new conundrums
- Ethical Decision Making

Limits of Confidentiality

- What ARE limits of supervisee confidentiality?
 - A very misunderstood issue in ethics of supervision
 - Added complexity of social media and search engines

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Ethics and Professionalism

- Has technology moved faster than the educational community?
 - Check out the number of medical schools and psychology grad schools that have Facebook pages

Some Ethical Considerations

(APA, 2010)

- Principles
 - A. Beneficence and Nonmaleficence
 - B. Fidelity and Responsibility
 - C. Integrity
 - D. Justice
 - E. Respect for People's Rights and Dignity
- Ethical Standards*
 - Boundaries of Competence (2.01)—Delegation of work to others(2.05)
 - Multiple Relationships (3.05)
 - Informed Consent (3.10)
 - Maintaining Confidentiality (4.01)—also Discussing Limits of Confidentiality (4.02), Recording (4.03), Minimizing intrusions on privacy (4.04), Disclosures (4.05)
- * Represented in disciplinary data from medical boards

Gartner report: By 2014, 10-15 percent of social media reviews will be fake

<http://www.digitaltrends.com/social-media/gartner-study-10-15-of-social-media-reviews-faked/#ixzz2fj8vuVHd>

Legal Considerations

- Informed consent—implied by posting
- Critical questions
- Should social network or search engine info be used:
 - Was there a reasonable expectation of privacy?
 - Is the information credible and reliable?
 - Was the information hearsay? (No ability to assess or ascertain trustworthiness)
- Heightened scrutiny under 14th Amendment Equal Protection and anti-discrimination laws
 - Strict scrutiny for “suspect classifications”
 - E.g., race, national origin, religion

(Zohn, personal communication; Wester et al., 2013)

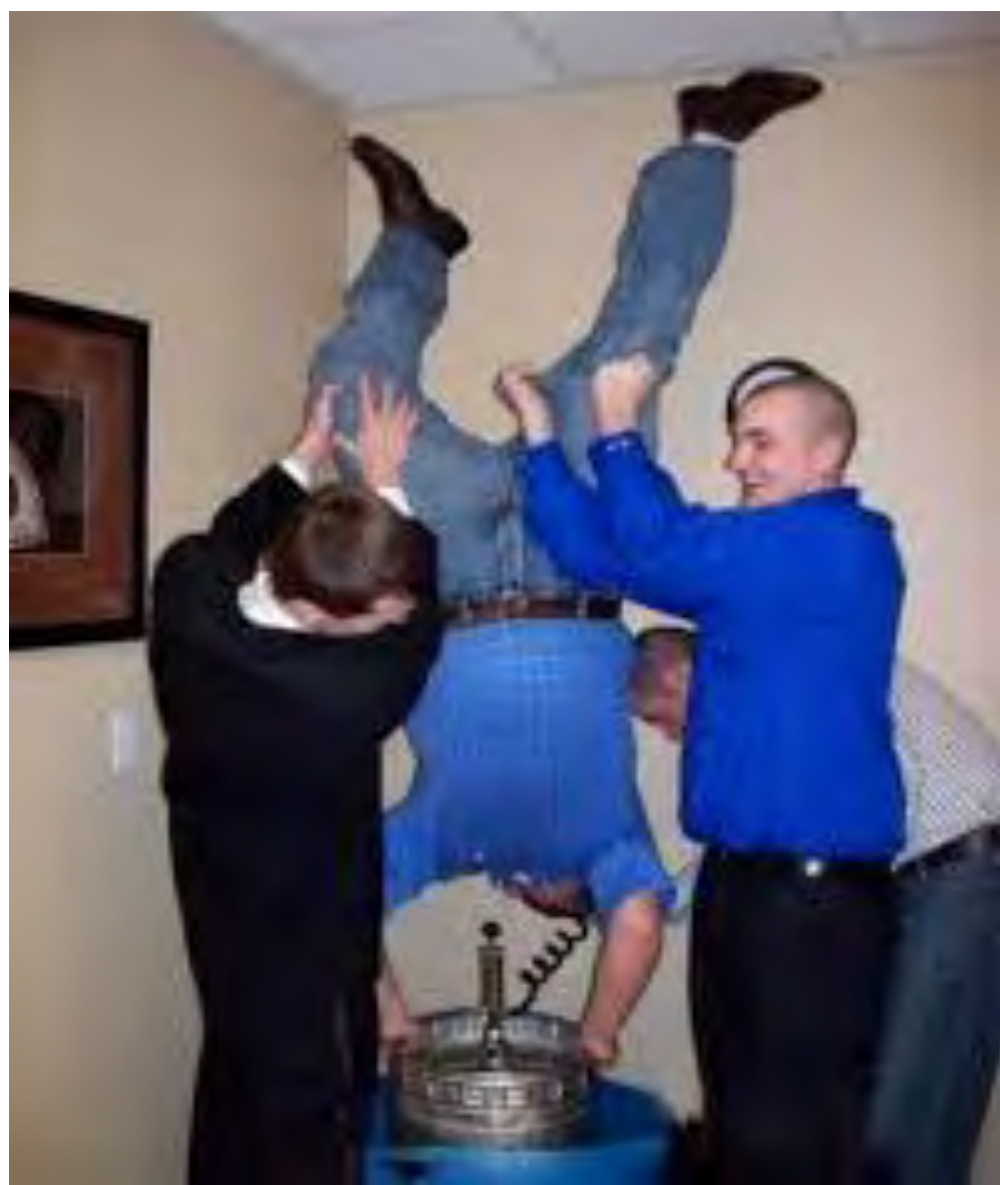
Personal vs. Professional?

- Resolving the online identity crisis requires:
- Recognition that social media exist in primarily public or potentially public spaces
- Boundaries exist; they simply are not drawn around professional and personal identities, nor can they be.
- When a [psychologist] asks, “Should I post this on social media?” the answer does not depend on whether the content is professional or personal but instead depends on **whether it is appropriate for [a psychologist] in a public space.**
 - Modified from DeCamp, Koenig, & Chisolm, 2013
 - <http://jama.jamanetwork.com.lib.pepperdine.edu/article.aspx?articleid=1728725>

- Psychologist AND physician training sites are accessing search engine AND social networking sites to screen applicants on professionalism
 - Jain, 2009; Wester, Danforth, & Olle, 2013

Facebook and Professionalism

- Facebook pages open to the public were accessed for applicants to the 2010 Surgery Orthopedic Residency
- Previous studies had revealed that posting unprofessional content was a problem (Greyson et al., 2011)
 - 46% had Facebook page; 86% of those were public (no security settings)
 - 16% of the total sample contained unprofessional material; 25% revealed relationship status
 - Ponce et al., 2013



And Twitter?

- Privacy violations on Twitter (Sweden)
- 237 Twitter accounts held by physicians and medical students and a total of 13,780 tweets were analyzed by content. In all, 276 (1.9%) tweets were labeled as 'unprofessional'. Among these, 26 (0.2%) tweets written by 15 (6.3%) physicians and medical students included information that could violate patient privacy.
 - Brynolf et al., 2013

As Behnke (2010) stated– this is “raising old questions in different ways”

Challenges in New Environment

- A psychology student's blog posting about an extremely difficult patient, posted without thinking the client or his/her family member could access it
- A medical resident who asks for a date the next day with his clinical patient after he connects with her via a social networking site (or a dating site)
- A psychologist whose judgment is questioned after photographs posted online show her extremely inebriated at a party
- Seemingly innocuous humor, when taken out of context, could easily be misinterpreted by supervisors, clients, postdocs and diminish his/her reputation

- During internship applicant review, the supervisor sees some interesting papers an applicant has written, Googles the applicant's name, and up pops involvement in sexual activities and graphic photos. Should this impact her decision?

Recommendations

- Social media as a mirror—what reflections do we want the public (our clients) to see?
- Transforming harm reduction to mental health promotion
- Embrace power of social media—communicate professionalism
 - Expanded from Greysen, Kind, & Chretien, 2010

- “Pause before posting”
 - Consider message it sends about individual and profession
- Consider intent of search and application of findings
 - Farnan et al., 2013
- Ethical problem solving frame
 - Clinton et al., 2010

Proposed Guidelines (1)

1. Acknowledge and respect different attitudes toward digital media across generations.
2. Don't assume trainees recognize professionalism issues; make them explicit.
3. Teach interactively using vignettes familiar to the supervisees' own experience.
4. Include vignettes that cover the topics:
Confidentiality and Privacy, Psychotherapy and Boundaries, Safety Issues, Libel, Conflicts of Interest,
and "Netiquette."

(2)

5. Provide references, including institutional guidelines and policies, professional codes of ethics, and recommendations for maintaining a professional online identity.
6. Emphasize overarching principles and concepts, not technological details that are likely to change over time.

(This and previous page derived from DeJong et al., 2012-- American Association of Directors of Psychiatric Residency Training (AADPRT) Taskforce on Professionalism and the Internet)

NEXT STEPS?

- Huge potential—fostering intergenerational dialogue
 - Use of social networking and search engines to enhance services, monitoring, and treatment generally
 - Address globalization—of services and supervision
- References available via email cfalende@ucla.edu