Ethics in Victim Services

Welcome!
Module 1
Introduction and Training Overview
Shara Moscinska, MA, LPCC and the Placitas Healing Center, LLC gratefully acknowledges the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice, for allowing us to reproduce, in part or in whole, the training entitled Ethics in Victim Services released in March 2009 and the training entitled National Victim Assistance Academy Foundation Level Training held in Albuquerque, NM in March, 2011.
This training has been modified. The full text is available online by visiting the OVC TTAC website at:

www.ovcttac.gov
Learning Objectives

- Identify at least one other participant and his/her role in providing services to victims of crime.
- Introduce Micro Self-Care
Activity

Introductions and Micro Self-Care
Activity

- Introduce Yourself (Name, Position, and Agency) to at least three people
- State what you like best about your role as a victim service professional
- State three things you are grateful for
Course Objectives

- Create self-awareness and understanding of how attitudes and beliefs influence responses to victims of crime.
Course Objectives

- Learn the *Standards for Victim Assistance Programs and Providers* developed by the National Victim Assistance Standards Consortium (NVASC).
Course Objectives

- Recognize when a person (including ourselves!) is acting in an ethically questionable way.
- Use a standard decisionmaking process when faced with an ethical dilemma.
Module 1: Introduction and Training Overview
Module 2: Values and Responses to Victims
Module 3: Ethics in Victim Services
Module 4: Standard Decisionmaking Process for Ethical Decisions
Module 5: Closing
Review of Module Learning Objectives

- Identify at least one other participant and his/her role in providing services to victims of crime.
- State the course objectives.
Module 2
Values and Responses to Victims
Learning Objectives

- State your own values, morals, and ethics.
- State how these attitudes and beliefs influence your responses to victims of crime.
Ethics

- A system of moral principles, rules, and standards of conduct.
- Safeguard the reputation of the profession.
- Protect the public from exploitation.
- Promote competent and responsible practices.
Personal Values

- Ideals and beliefs we hold dear.
- Form the foundation for how we view and interact with the world.
- Guide our decisionmaking.
- Authentic components.
- Affect working with clients.
Professional Values

- Ideals and beliefs the professional holds dear.
- Create expectations in the field.
- Guide our decisionmaking.
- Might conflict with personal values.
- Key determinants in ethical decisionmaking process.
Why Is Self-Awareness Important to Ethical Practice?

Values drive behavior and are always in operation.

Personal values influence response to challenging situations, how judgments are made, and how you balance the rights of individuals.

Awareness of values or biases allows you to recognize when they are being challenged, so you can focus on your clients.
Definition of Terms

- **VALUES** are the ideals or beliefs to which an individual or group aspires.

- **ETHICS** is the articulation of standards of behavior that reflect those values or morals.
Assault Victim Vignette
Scenario

Julia Sullivan is a law enforcement victim advocate. Julia has taken Charlotte Thompson to the emergency room for treatment of injuries resulting from an assault. Julia knows Charlotte Thompson because of Charlotte’s prior history of physical and sexual assaults. In the last year, Charlotte had recanted her story of one violent assault as the case moved through the legal system. Julia is trying to complete a compensation form to help Charlotte with her medical expenses.
Assault Victim Vignette
Reflection Questions

- Any hesitations about working with this client?
- What values may cause you to feel this way?
- How might your feelings affect your professional relationship with the victim?
- What can you do to put the client’s interest first?
- Consider: What other challenging victims have you dealt with, and how did you handle the situation?
Activity

Self-Awareness Inventory
Self-Awareness Activity

Members of a helping profession such as victim assistance should refrain from getting personally involved with victims they work with.

- 1 = Disagree
- 2 = Undecided
- 3 = Agree
Self-Awareness Activity

A higher spiritual power should guide our behavior and thinking.

- 1 = Disagree
- 2 = Undecided
- 3 = Agree
Self-Awareness Activity

Women are rarely violent.

- 1 = Disagree
- 2 = Undecided
- 3 = Agree
The needs of victims must sometimes override a supervisor’s directive.

- 1 = Disagree
- 2 = Undecided
- 3 = Agree
Self-Awareness Activity

Culture and race are not factors in a professional helping relationship. As human beings, we are more similar than different.

- 1 = Disagree
- 2 = Undecided
- 3 = Agree
Review of Module Learning Objectives

- State your own values, morals, and ethics.
- State how your attitudes and beliefs influence your responses to victims of crime.
Module 3
Ethics in Victim Services
Learning Objectives

- Understand the need for codes of ethics.
- State at least one NVASC ethical standard for victim service providers.
Ethics Background

- Ancient civilized societies developed systems of moral principles based on values.
- Early ethical codes of law and medicine were set in place.
- Victim assistance evolved into an established profession.
Code of Ethics Purposes

- Safeguards reputation of the profession
- Protects public from exploitation
- Furthers competent and responsible practice
Foundation for Code of Ethics

- Client autonomy, privacy and self-determination
- Objectivity and abstention from abuse
- Honesty and equity of service
- Compassion and respect for individuals
- Social responsibility and confidentiality
- Working within one’s range of competence
National Victim Assistance Standards
Victim Assistance Field
Background

- Moved from grassroots beginnings to a professional discipline
- Encompasses a wide diversity of individuals and organizations
- Provides services over the entire range of the justice experience
Victim Assistance Field

Background

- Greater accountability by victim assistance providers was needed.
- Field is viewed as credible, worthwhile, and providing much-needed services.
- National Victim Assistance Standards Consortium (NVASC) was formed to develop professional standards for the field.
NVASC
National Victim Assistance Standards Consortium

- Created in 2000 by OVC
- Purpose: To create model program, competency, and ethical standards
- Result: *Standards for Victim Assistance Programs and Providers*
- Members researched victim service practices, conducted focus groups.
NVASC Ethical Standards

- **Scope of Services**
  - Professional activities

- **Coordinating within the Community**
  - Collaboration

- **Direct Services**
  - Relationships

- **Administration and Evaluation**
  - Monitors activities and relationships
Activity

Identify the Relevant NVASC Standards
Is it Ethical?

- Was the victim assistance provider acting in an ethically questionable manner?
- Any additional rationale?
- What NVASC standards might apply?
Applying NVASC Standards
Scenario 1

Jo, a woman who is trying to leave her violent husband, asks Betty, the victim assistance provider at a local domestic violence shelter, to help her find a place to stay for a while. The shelter has been filled to capacity the past 2 weeks. Betty’s friend has a vacant garage apartment. After checking with her friend, Betty offers the apartment as a safe place for Jo and her two young children to stay until everything is settled.
Scenario 1 Betty

Betty should do her best to avoid dual relationships that could impair her objectivity and professional judgment. Standard 3.8
ETHICAL STANDARD 3.8: The victim assistance provider does not engage in personal relationships with persons served which exploit professional trust or could impair the victim assistance provider’s objectivity and professional judgment.
Scenario 2

Marsha, who is a victim assistance provider, is working with Jean, a stalking victim who wants to sue the employer of the man who stalked her. The stalker accessed Jean’s financial records through the database at his place of employment. Marsha advises Jean, “Getting involved in a stressful lawsuit isn’t a good idea right now. You really need to focus on your recovery.”
Marsha Scenario 2

Marsha needs to realize that Jean has a right to self-determination and that Marsha should not be giving advice regarding legal issues. Standards 1.1 and 3.4
Marsha Scenario 2

ETHICAL STANDARD 1.1: The victim assistance provider understands his or her legal responsibilities, limitations, and the implications of his/her actions within the service delivery setting, and performs duties in accord with laws, regulations, policies, and legislated rights of persons served.

ETHICAL STANDARD 3.4: The victim assistance provider respects the victim’s right to self-determination.
Kevin, a victim assistance provider, has been working with Heidi. She recently moved to a different town to get away from her abusive boyfriend, and she has asked Kevin not to share her new address and phone number with anyone. One day she calls Kevin; she is distraught and reluctantly discloses that she is thinking about suicide, but she begs him not to tell anyone. He explains that he is obligated to report someone who is suicidal and will give her contact information to law enforcement.
If a client is suicidal or if there is a duty to warn, for example, exceptions to confidentiality can be made. Kevin should have warned Heidi up front of exceptions to confidentiality. Standard 3.5
Scenario 3 Kevin

ETHICAL STANDARD 3.5: The victim assistance provider preserves the confidentiality of information provided by the person served or acquired from other sources before, during, and after the course of the professional relationship.
Scenario 4

Rebecca, a white victim assistance provider who majored in psychology in college, realizes that an African-American victim she is working with, Shauna, has a substance abuse problem. Shauna is just starting to open up to Rebecca after several weeks of silence. When Rebecca suggests that Shauna see a substance abuse counselor or check out a 12-step program, Shauna accuses Rebecca of trying to get rid of her because she is black. Rebecca denies the accusation and assures Shauna that she will continue working with her. Rebecca figures that she has had enough experience to help Shauna with her substance abuse problem.
Scenario 4 Rebecca

Rebecca needs to recognize her limitations and make appropriate outside referrals. Part of professional competence is staying within defined responsibilities. Rebecca should consider whether fear of being perceived as racially biased influenced her decision. That would be a form of discrimination. Standards 1.4 and 3.9
Scenario 4 Rebecca

ETHICAL STANDARD 1.4: The victim assistance provider achieves and maintains a high level of professional competence.

ETHICAL STANDARD 3.9: The victim assistance provider does not discriminate against a victim or another staff member on the basis of race/ethnicity, language, sex/gender, age, sexual orientation, (dis)ability, social class, economic status, education, marital status, religious affiliation, residency, or HIV status.
Scenario 5

Jeff, who works long hours as a victim assistance provider at a law enforcement agency, regularly takes records home and finishes up his documentation at night. After he eats dinner with his wife and two adolescent daughters, Jeff spreads his work on the kitchen table and puts in a couple more hours.
Scenario 5 Jeff

Confidentiality requires paperwork and any other information about a victim should be kept secure.
Standard 3.5
Scenario 5 Jeff

ETHICAL STANDARD 3.5: The victim assistance provider preserves the confidentiality of information provided by the person served or acquired from other sources before, during, and after the course of the professional relationship.
Review of Module Learning Objectives

- Recognize when a person is acting in an ethically questionable way.
- State at least one NVASC ethical standard for victim service providers.
Module 4
Standard Decision-making Process for Ethical Decisions
Learning Objectives

- State the steps in the standard decisionmaking process.
- Use the standard decisionmaking process when faced with an ethical dilemma.
The Decisionmaking Process
1. Assess the facts.
2. Identify relevant standards and practical considerations.
3. Brainstorm options and consequences.
4. Consult with peers/supervisor.
5. Choose best option and act.
6. Evaluate.
Activity

Disclosing Victim Vignette

Worksheet 4.2
Disclosing Victim Vignette
Decisionmaking Process

1. Assess the facts.
2. Identify relevant standards and practical considerations.
3. Brainstorm options and consequences.
4. Consult with peers/supervisor.
5. Choose best option and act.
6. Evaluate: how can this situation be avoided in the future?
<table>
<thead>
<tr>
<th>Ethical Standards</th>
<th>Practical Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Obligations within the service delivery system.</td>
<td>Deborah should explain the limits of confidentiality to Paulina.</td>
</tr>
<tr>
<td>3.2 Best interests of person served</td>
<td>Deborah must keep in mind what is best for Paulina and treat her with respect and courtesy.</td>
</tr>
<tr>
<td>3.5 Confidentiality issues</td>
<td>Deborah is obligated to report pertinent information to the prosecutor.</td>
</tr>
</tbody>
</table>
Deborah convinces Paulina to keep quiet about having had sexual intercourse prior to the rape.

Pro: Paulina’s attacker gets the maximum punishment for his crime.

Con: Deborah puts her job in jeopardy if the truth comes out that she withheld information from the prosecutor. Paulina may be left with feelings of guilt for lying.
Brainstorm Options and Consequences

Deborah promises not to tell anyone what Paulina has revealed to her, but she encourages Paulina to tell the prosecutor. 

Pro: Deborah keeps Paulina’s trust by promising not to tell. By putting the decisionmaking responsibility on Paulina, Deborah feels exonerated from taking action. 

Con: Deborah puts her job in jeopardy if the truth comes out that she withheld information from the prosecutor.
Brainstorm Options and Consequences

Deborah explains to Paulina that she, as an employee of the prosecutor, cannot keep this information confidential. She offers to accompany Paulina through the process of setting the record straight.

Pro: Deborah fulfills her obligations as a victim assistance provider at the prosecutor’s office. Paulina takes responsibility for her actions.

Con: Paulina may feel betrayed. The plea bargain may be affected. Jake might receive a lighter sentence because Paulina is perceived to be less credible.
Common Ethical Issues
Common Ethical Issues

- Boundary issues and multiple relationships
- Confidentiality
- Legal advocacy versus legal advice
- Professional competence
Activity

Common Ethical Issues
1. Explain the facts of the case.
2. What are the relevant standards and practical considerations?
3. Present your three options and pros and cons of each.
4. Which option did you choose and why?
5. Evaluate: how can this situation be avoided in the future?
Teresa works at a local domestic violence shelter. She has taken a couple of counseling classes but has no formal training as a therapist or mental health professional. She has recently gained the trust of Mandy, a client who was abused as a child and has recently left an emotionally and physically abusive relationship. Teresa soon realizes that Mandy has serious mental health issues and needs additional therapy. Mandy expresses a deep-seated mistrust of “shrinks” because she became sexually involved with one therapist 10 years ago. The relationship did not last and she felt betrayed.
Carolyn, who is white, has a large grant to provide assistance to the three culturally and ethnically diverse populations that have started grassroots homicide survivor groups in the city. Her role as a strategic planner/victim assistance provider is to help them assess their needs, to assist them in applying for not-for-profit status, and to help them become self-sufficient as support groups for survivors. Carolyn believes that she is color blind – that race and culture are not factors in her job. However, many of the members of the grassroots groups feel that she does not understand them. Over a period of months they have been increasingly frustrated by her stereotypical views about their cultures. When they ask her to bring in interpreters and members of their own communities to assist her, she replies that the money will be better spent hiring lawyers to secure the not-for-profit status.
The NVASC ethical standards and their importance.

Yourself, your values and biases and how they might affect behavior.

When you are facing an ethical dilemma.

How to provide services considering interests of the victim despite personal values and biases.

A decision-making process to determine actions.
Review of Module Learning Objectives

- State the standard decisionmaking process.
- Use the standard decisionmaking process when faced with an ethical dilemma.
Module 5
Closing and Evaluations
Closing
Activity

Brainstorming: What Can You Do When You Get Back?

Ethical Organizations
Creating Ethical Organizations
Course Objectives

- Create self-awareness and understanding of how attitudes and beliefs influence responses to victims of crime.
Learn the *Standards for Victim Assistance Programs and Providers* developed by the National Victim Assistance Standards Consortium (NVASC).
Course Objectives

- Recognize when a person (including yourself!) is acting in an ethically questionable way.
- Use a standard decisionmaking process when faced with an ethical dilemma.
Thank You