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Ethics & Critical Reflection

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Location

Richmond, Virginia

Disciplines

Higher Education



ETHICS & CRITICAL REFLECTION IN COMMUNITY ENGAGEMENT

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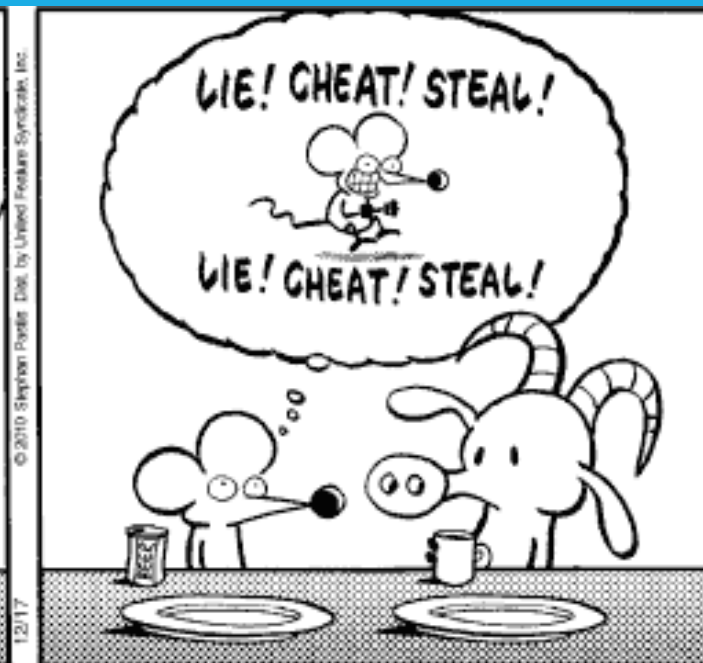
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Ethics

Ethics “generally refers to a system of principles of conduct that guide the behavior or an individual” – *Jacob & Hartshorne, 2003*

Ethics are “rules of behavior based on ideas about what is morally good and bad” – *Merriam-Webster dictionary.*





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Four Broad Ethical Principles

<p>RESPECT FOR THE DIGNITY OF PERSONS</p> <ul style="list-style-type: none">• Self-determination & autonomy• Privacy & confidentiality• Fairness & nondiscrimination	<p>INTEGRITY IN PROFESSIONAL RELATIONSHIPS</p> <ul style="list-style-type: none">• Fiduciary relationship• Fidelity in the relationship
<p>RESPONSIBLE CARING</p> <ul style="list-style-type: none">• Competence• Responsibility for actions & consequences	<p>RESPONSIBILITY TO COMMUNITY & SOCIETY</p> <ul style="list-style-type: none">• Promote social environments that enable individuals to flourish and develop

Ethical Principles for Community-Engagement?

Traditional Views on Ethics

- They are often discipline specific (i.e., NASW, etc.)
- They can also be activity focused (i.e., CBPR, etc.)
- Ethics as regulation
 - ❖ Assumes awareness of codified rules
- Ethics as decision-making
 - ❖ Active moral agent tacking conflicting ethical principles

*“The moral agent facing the dilemma is often constructed as an **impartial decision-maker**, engaging in moral reasoning based on abstract principles.”*

Everyday Ethics

“The **daily practice** of negotiating the ethical issues and challenges that arise through the life of community-academic partnerships and projects.

This way of construing the ‘ethical’ is to see the moral agent not just as an impartial deliberator, but also as an **embedded participant** with **situated and partial** relationships, responsibilities, values, and commitments that frame and **constrain ways of seeing**, judging and acting in particular situations.

Thus, the ‘ethical’ is present in **ways of being** as well as acting, and in relationships and emotions, as well as conduct.

The key qualities of a community-academic partner include **ethical sensitivity** (a capacity to see ethically salient features of situations) and **relational virtues**, such as trustworthiness” – (Banks et al., 2013).

Daily practice

Embedded participant
Situated and partial
Constrain ways of seeing

Ways of being

Ethical sensitivity
Relational virtues



ETHICS IN PRACTICE

Bernard Means



CASE STUDIES

Instructions

1. Get into 3 different groups (each group will then break up into 2 smaller groups of 8-10 people)
2. Read Case Study
3. Use questions to have discussion about ethical issues & potential solutions
4. Come back & report out (1 person summarizes key issues and potential solutions)

APPEALING TO COLLECTIVE WISDOM ...

Were there any ethical dilemmas that we missed?

Is there something that folks are wrestling with?

REFERENCES

Jacob, S., & Hartshorne, T.J. (2003). *Ethics and Law for School Psychologists*, 4th ed. Hoboken, New Jersey: John Wiley & Sons, Inc.

Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., ... & Moore, N. (2013). Everyday ethics in community-based participatory research. *Contemporary Social Science*, 8(3), 263-277.

Comic Strip: <http://thecomicssection.blogspot.com/2010/12/pearls-before-swine-what-do-you-do-when.html>

Moral Compass graphic: <https://www.flickr.com/photos/psd/1806225034>