

Finally, as part of a strategic and data-driven approach to prevention, we want to continually monitor and improve all of our prevention efforts—our planning process as well as our interventions.

Building Your Knowledge and Skills

The Competence Principle expects prevention professionals to continually learn, grow, and stay abreast of the latest prevention concepts. This can be achieved through:

- *Supervision and mentoring.* Supervision and mentoring enable prevention professionals to gain valuable perspectives on their work and learn from those with more experience. Whenever possible, prevention professionals should receive ongoing supervision and mentoring from senior colleagues. When this is not possible, peer mentoring can also be extremely beneficial.
- *Professional development.* In the ever-changing field of substance abuse prevention, professional development helps practitioners expand their knowledge and enhance critical skills. Professional development opportunities (e.g., trainings, conferences) may be available through your prevention agency or state and national prevention organizations. Many of these are available online and/or at no cost.
- *Other ways to enhance prevention-related expertise, such as:*
 - Subscribing to relevant email lists and newsletters
 - Reading professional journals and periodicals
 - Joining local prevention or community health associations (e.g., task force)
 - Talking to other individuals and agencies with prevention or community health agendas

Recognizing and Addressing Personal Impairment

Everyone has a bad day or rough week from time to time, but impairment is more than a bump in the road. As a prevention professional, you must be able to recognize the effects of personal impairment (e.g., stress, depression, or substance abuse) on your job performance and, when necessary, seek appropriate treatment or support.

The following questions can help you assess whether you need to pursue some help with personal impairment:

- *Is it affecting the quality of my work?*
- *Is it affecting my relationships with colleagues?*
- *Is it affecting my relationships with program participants?*

When faced with the realization that personal impairment is compromising job performance and relationships at work, prevention professionals must seek appropriate support and assistance—and continue to do so—until the problem is resolved. This is not only sensible, it is our ethical obligation as prevention professionals.

While the way we pursue help will depend on our personal preferences as well as the circumstances involved (e.g., severity of the problem, available resources), possible strategies include the following:

- Seeking support from trusted others, including friends and advisors
- Meeting with your supervisor to discuss work-related concerns and possible solutions
- Talking to a counselor, such as a representative from your agency's Employee Assistance Program or a private counselor in the community
- Taking the time needed to heal (e.g., lighten workload, vacation or leave of absence)

Addressing the Unethical Conduct of Others

Part of being a competent prevention professional is knowing when and how to step in when colleagues act unethically. Yet the idea of taking action in these circumstances may produce some complicated emotions and questions. For example, you may think it's not your responsibility to step in, question whether you understood the situation correctly, or worry about damaging relationships or being labeled a snitch at work. While such concerns are understandable, prevention professionals have an ethical obligation to address the unethical conduct or practices of colleagues.

When faced with unethical behavior in the workplace, you can proceed in one of two ways, depending on whether or not your agency has a relevant policy in place.


- If your agency *does have a policy* for addressing unethical behavior in the workplace, follow the protocol. These policies are established to support employees and ensure a consistent response.

- In the *absence of a formal policy*, use your best judgment to identify an appropriate course of action:
 - Consider talking to your colleague, particularly if the behavior seems unintentional or relatively benign. Sharing your concerns might be all it takes to end the unethical behavior and prevent such practices in the future.
 - Consider talking to your supervisor about your concern and asking for guidance in handling the situation.
 - If the behavior seems quite serious (e.g., illegal or harmful), and your colleague/supervisor is not receptive to discussion, then report the behavior to the most appropriate advisory or regulatory body (e.g., agency director or funder).
 - Consider helping to establish a policy at your agency to support employees who confront unethical conduct in the workplace.

Principle 3: Integrity


Prevention Code of Ethics

1. Non-Discrimination
2. Competence
- 3. Integrity**
4. Nature of Services
5. Confidentiality
6. Ethical Obligations for Community and Society




CAPT

People of Integrity



CAPT

What Is the Integrity Principle?



Please refer to your copy of the Prevention Code of Ethics.

CAPT

The Integrity Principle: Key Concepts

- ❖ Providing accurate information
- ❖ Giving credit for ideas, information, and materials
- ❖ Avoiding deception
- ❖ Supporting impaired colleagues and service recipients

CAPT

Providing Accurate Information

Everything you produce and present must be accurate, truthful, and reliable. This is not always easy.

What if...


Exaggerating data could increase the likelihood that your program would receive funding?

A colleague showed you the "perfect" statistic for your presentation, but didn't know the source?

CAPT

Giving Credit: Copyright Laws

- Protect the authors/creators of original work
- Apply to materials that are not your own or your agency's
- Apply even when using materials, information, and ideas for educational purposes



CAPT

What Does This Have to Do With You?

Do you ever...



...include information, ideas, or data that are not your own or your agency's in anything you produce?

CAPT

What Does This Have to Do With You?

Do you ever...



...include images such as charts, graphs, photos, artwork, or graphics that are not your own or your agency's in anything you produce?

CAPT

What Does This Have to Do With You?

Do you ever...




... include the actual text or adapt material from a source that is not your own or your agency's?

CAPT

Avoiding Deception


"Integrity cannot accommodate deceit."



Deception involves misleading others or trying to make them believe something that is not true.

CAPT

Showing Support



"Where there is evidence of impairment in a colleague or a service recipient, prevention professionals should be supportive of assistance or treatment."

CAPT


The Integrity Principle: Key Concepts

- ❖ Providing accurate information
- ❖ Giving credit for ideas, information, and materials
- ❖ Avoiding deception
- ❖ Supporting impaired colleagues and service recipients

CAPT

**The Integrity Principle:
Looking Back & Moving Forward**

- Do you have any **questions**?
- What did you **learn** or **relearn**?
- Write one **action** do you plan to take based on this principle.

CAPT  *Ethics in Prevention: Action Steps*

Optional Activity: Deception

Read through the scenario that has been assigned to your group and answer the following questions:

- Who is deceiving whom?
- What is the motivation?
- How could the prevention professional/task force have acted with greater integrity?

Scenario 1

A task force accepts a substantial financial contribution from the owner of a well-established local bar that has a reputation for serving minors. When asked by community members if the bar owner contributed funding, the task force coordinator admits the contribution but minimizes the amount and importance of it.

Scenario 2

An agency director assigns a staff member to run a new prevention program in the Pacific Islands. The staff member has prevention experience but no prior history working with this population. During introductions with Island leaders, the director focuses exclusively on the staff person's prevention expertise but doesn't acknowledge her lack of experience working with their culture.

Scenario 3

New local data reveal a marked decline in binge drinking among local high school students. Task force members worry that these data could minimize the seriousness of the existing problem and jeopardize public support for an upcoming social marketing campaign to address teen drinking at the local level. To address their concerns, they decide to highlight/feature only state-level data—which show binge drinking to be on the rise among high school students state-wide—when discussing the problem in their community.

Scenario 4

A prevention professional, recently hired to coordinate a regional substance abuse prevention program, indicated on her application that she was a Certified Prevention Professional. While her certification had recently lapsed, she does plan to get re-certified as soon as she has the time.

The Integrity Principle

Principle 3: Integrity

To maintain and broaden public confidence, prevention professionals should perform all responsibilities with the highest sense of integrity. Personal gain and advantage should not subordinate service and the public trust. Integrity can accommodate the inadvertent error and the honest difference of opinion. It *cannot* accommodate deceit or subordination of principle.

- a. All information should be presented fairly and accurately. Prevention professionals should document and assign credit to all contributing sources used in published material or public statements.
- b. Prevention professionals should not misrepresent either directly or by implication professional qualifications or affiliations.
- c. Where there is evidence of impairment in a colleague or a service recipient, prevention professionals should be supportive of assistance or treatment.
- d. Prevention professionals should not be associated directly or indirectly with any service, product, individual, or organization in a way that is misleading.

What the Principle Means

The Integrity Principle is about building and maintaining the trust of others—their trust in prevention overall and their trust in you as a representative of the prevention field. This involves putting the service of prevention and the well-being of others first and foremost. Self-interest and personal gain must be set aside. It also means being honest, accurate, and forthright in all aspects of your work, including your qualifications and associations. Deception of any kind is unacceptable.

Providing Accurate Information

It is important that everything you produce and present is accurate. Here are some guidelines to follow whenever you produce or present data and other types of information:

- *Be truthful.*
- *Check the accuracy*, particularly if you didn't develop the materials yourself.
- Make sure it comes from a *reliable source*.

Giving Credit

The Integrity Principle also dictates that prevention practitioners appropriately credit the

materials that they use. Copyright laws protect the authors/creators of original published or unpublished work by establishing rules for how this work can be used and reproduced. These laws apply to any materials you create yourself or for your agency. They also apply to materials that are not your own or your agency's, even if you use them for nonprofit educational purposes.

Here are some guidelines to follow when deciding when and how to credit your sources:

- *Information, ideas, or data.* Any time you use information, ideas, or data that are not your own or your agency's, you need to credit the author and source.
- *Images.* Most of the time when you use images such as charts, graphs, photos, artwork, or graphics that are not your own or your agency's, you will need to obtain permission from the original author/creator or publisher. There are some exceptions, such as for images that are considered to be in the *public domain*. If you are uncertain whether permission is required, contact the original author/creator or publisher to find out. You must also credit the source for charts and graphs, and credit the artist or photographer for photos, artwork, or graphics.
- *Actual text.* If you include the actual text from a source that is not your own or your agency's, you must put in quotes any text that you have copied verbatim to prevent plagiarizing—even if the text is in the public domain. In some cases, you may also need to obtain permission from the original author/creator or publisher. If you are not sure whether permission is needed, it is best to contact the original author/creator or publisher to confirm.

Avoiding Deception

According to the Prevention Code of Ethics, integrity “cannot accommodate deceit.” Deception involves misleading others or trying to make them believe something that is not true. For example, deception may be used to:

- Further one's own personal or professional interests (e.g., falsifying information on a resume to get a job).
- Meet the expectations or goals of an organization, task force, or community (e.g., withholding negative evaluation results about a popular prevention program because the school community supports its continued use).

- Benefit a program or help an individual (e.g., exaggerating data in a grant application to increase the chances of getting funded).

Deception is not only about what you say or do—it's also about what you *don't* say and do—that could weaken the trust other people have in you, and in prevention as a whole. Regardless of the intention, deception of any kind is unacceptable because it diminishes the trust of others and undermines integrity.

Truthfully Representing Yourself and Your Associations

The Integrity Principle states that prevention professionals cannot misrepresent themselves or their associations. For example, prevention professionals must be honest and forthcoming about their:

- Qualifications (e.g., education, skills, training, experience)
- Roles and responsibilities in prevention activities
- Affiliations with funding sources and partners/collaborators

Showing Support

It's not always easy to know what to do when a colleague or service recipient shows evidence of impairment (e.g., stress, depression, substance abuse). According to the Integrity Principle, whenever this happens prevention professionals "should be supportive of assistance or treatment." The following are some ways to demonstrate support for others in need:

- Talk to the individual and encourage him/her to get help or treatment.
- Find out what support resources are available at your agency (e.g., employee assistance program) or in the community and share them with the individual.
- Refer the individual to a professional counselor.
- Accommodate efforts by the individual to attend recovery meetings and support groups.

Remember, the Competence Principle states that prevention professionals must seek support and assistance when *personally impaired*; the Integrity Principle emphasizes our responsibility to act and offer support when *others may be impaired*.

