



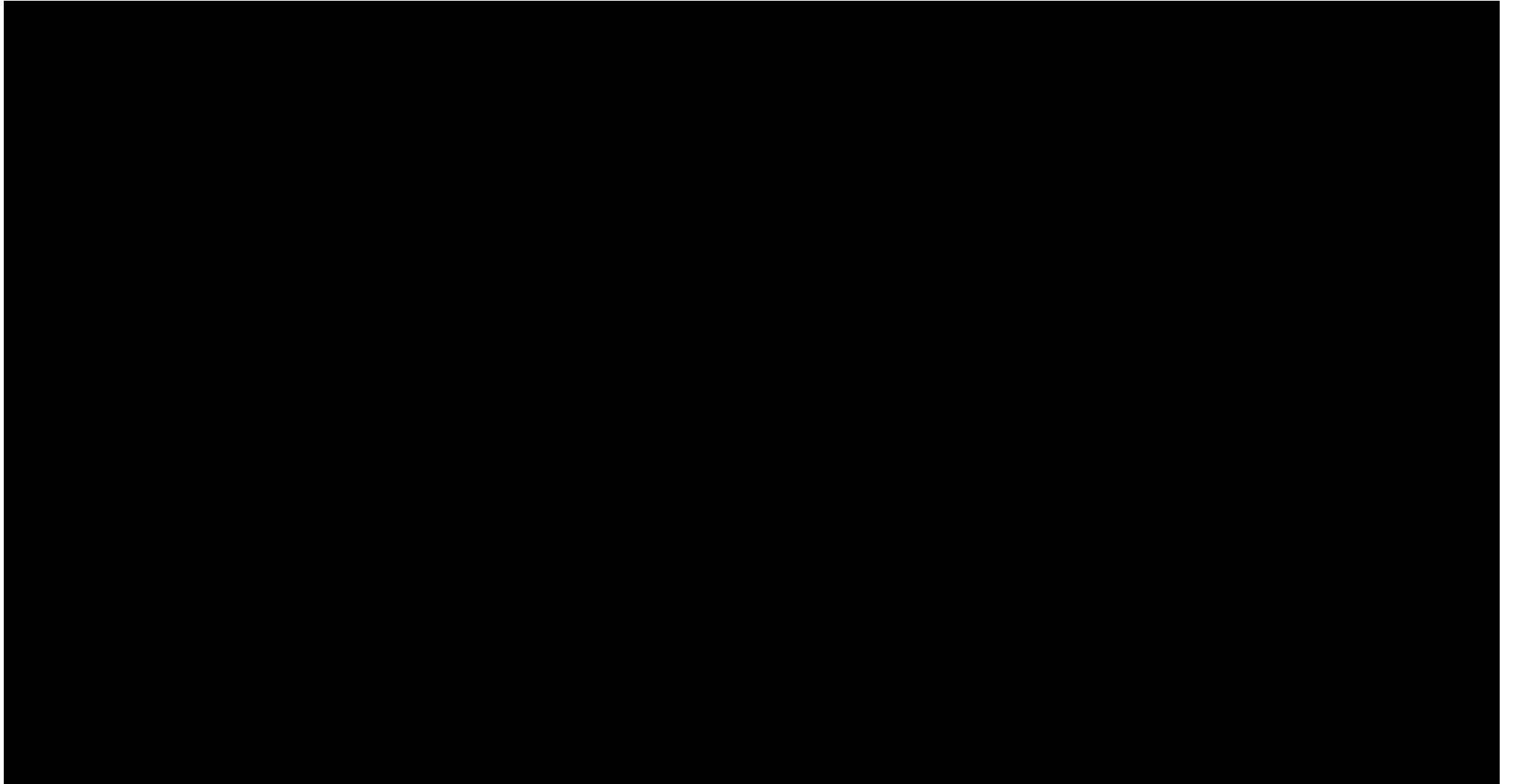
Ethical Decision- Making and Emotions


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Moral Emotions





Why do we need to explore ethical decision-making and emotions?

- **1. Principles and codes alone are an insufficient means to ensure ethical behavior among professionals (Hazlett & Foster, 2017).**
- Most common:
- Complaints/investigations from state licensure boards--not malpractice or civil tort lawsuits.



Why do we need to explore ethical decision-making and emotions?

Most common complaints to LPC Board:

1. Boundary issues (personal or financial relationships with clients that are not therapeutic in nature)
2. Poor or incomplete record keeping.

Ethical complaints at the LPC Board

	2016	2017
Practice without Registration with LPC Board	10	3
Inappropriate romantic/sexual relationship with a client	6	3
Practiced without active supervision	2	
Misrepresented credential	1	1
Fraudulent billing	6	5
Abandoned clients	4	1
Solicited clients to follow to another agency		1
Child custody-inadequate investigation	2	9
Mentally/substance abuse: incapacitated	1	1


Counselors often struggle with the difference between ethical codes and their conduct. Why?



2. Counselors disagree on the ethicality of a wide range of behaviors and dilemmas.

- 40% of items had 25-50% disagreement on whether they were ethical or unethical (Neukrug & Milliken, 2011).

Ethical	Unethical	
72.1	27.9	Attending client's wedding, graduation ceremony, other formal ceremony
68.6	31.4	Counseling terminally ill client about end of life decisions, including suicide
66	34	Not being a member of a professional association in counseling
61.5	38.5	Telling your client you are angry at him or her
43.5	56.6	Using techniques that are not theory or researched-based.



3. Counselors at different levels of development understand and apply codes of ethics inconsistently.

- **Level 1: Mandatory Ethics**
- What does the law or code tell me to do?
- Counselors must have the knowledge and skills to apply the law or code.
- “Just tell me what to do.”
- Often involves fear of doing something wrong, or getting into trouble.

Fear

- A major emotion that drives poor ethical decision making.
- Fear of loss—agency fires counselor, and does not give the counselor the opportunity to terminate with clients.

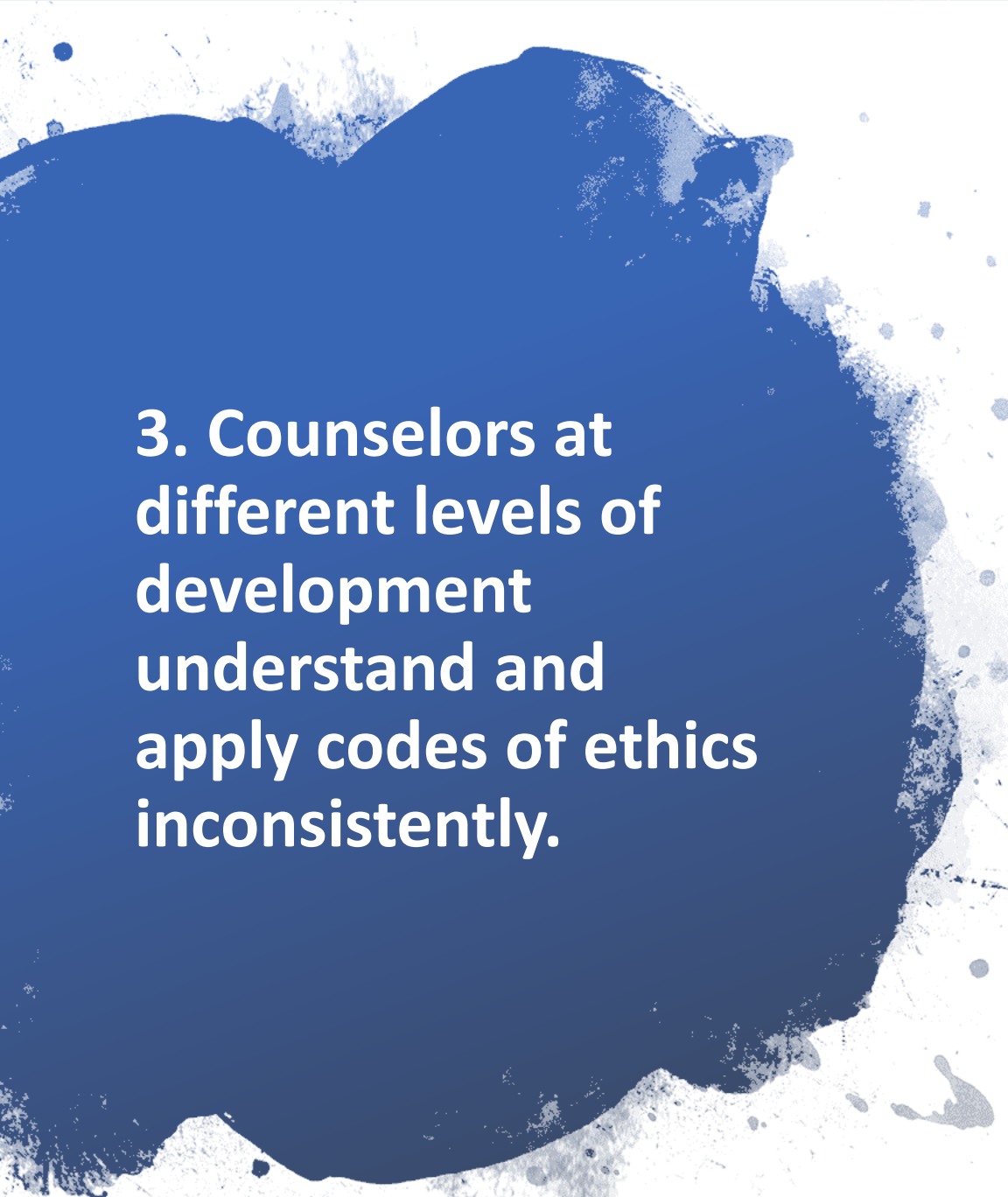
Fear

- Fear of loss—agency or administrator demands a heavier workload than is ethical, due to fear of losing the business, or losing their own job.
- Fear of getting into trouble—counselor goes along with agency's fraudulent billing practices

Fear


Boundary issues—
counselor agrees to meet
with client for coffee, to go
to the client's birthday
party—fear of rejection

Boundary issues—
counselor refuses small gift
from Hispanic client (or any
other culture where gift
giving is very important) –
fear of getting into trouble



3. Counselors at different levels of development understand and apply codes of ethics inconsistently.

- **Level 2: Aspirational Ethics**
- Not just what you do, but who you are.
- “Who should I be?”: the question posed by virtue-based ethics
- Suggests a practitioner’s ethical behavior is dependent on his or her underlying character.



3. Counselors at different levels of development understand and apply codes of ethics inconsistently.

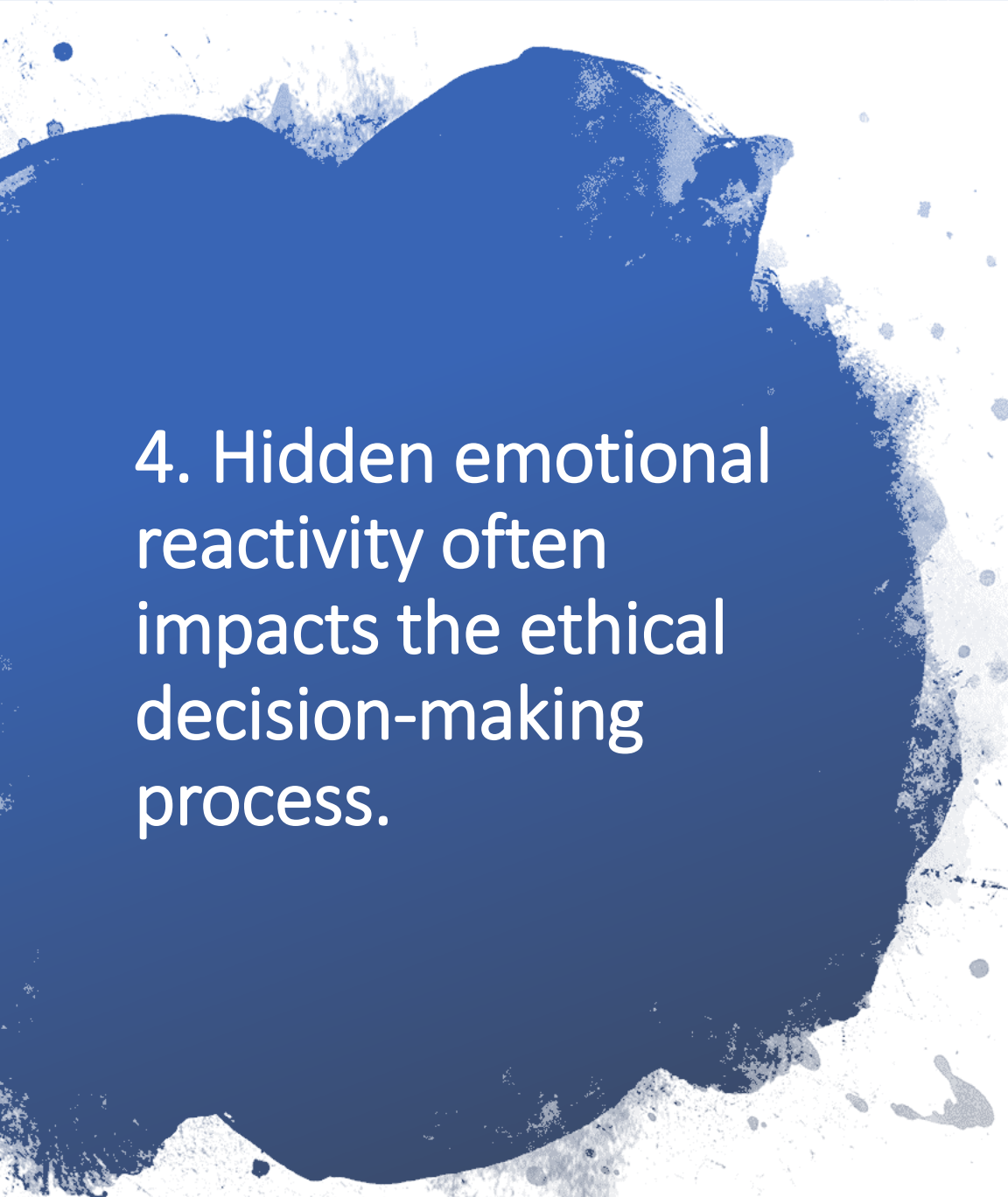
- **Level 2: Aspirational Ethics**
- Clients look for trustworthiness: “Will you be there for me?”
- **An inward look** (Newman, Robinson-Kurpius & Fuqua, 2002).

Levels of Development

- Less developed ethical levels: more rigidly adhere to codes of ethics, needing the supportive structure a clearly written ethical code provides.
- More developed levels: ethics is understood as a more abstract and complex process.


Levels of Development

- More developed: ethical guidelines may serve as a tool in a larger, more deeply reflective decision-making process.
- Much more effective when faced with ethical dilemmas.



4. Hidden emotional reactivity often impacts the ethical decision-making process.

- Increasing recognition of the importance of emotions related to empathy,
- virtue ethics,
- ethics of caring,
- self-reflection in ethics education.

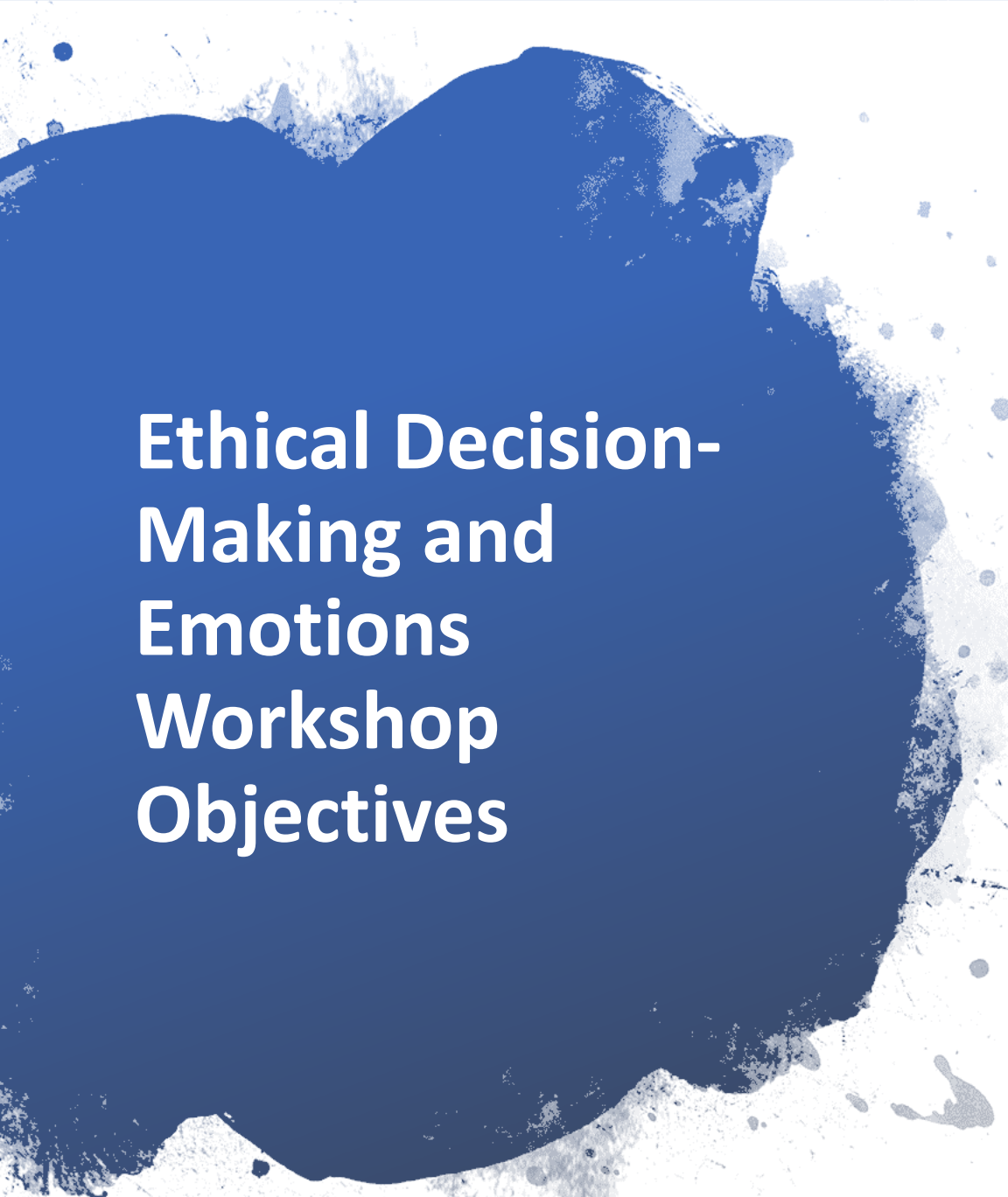


4. Hidden emotional reactivity often impacts the ethical decision-making process.

- Many models,
- training curricula,
- texts,
- empirical and theoretical literature
- that consider components *ethical decision making*,
- emphasize disproportionately a rational approach to solving moral issue and dilemmas (Greenfield, 2007).

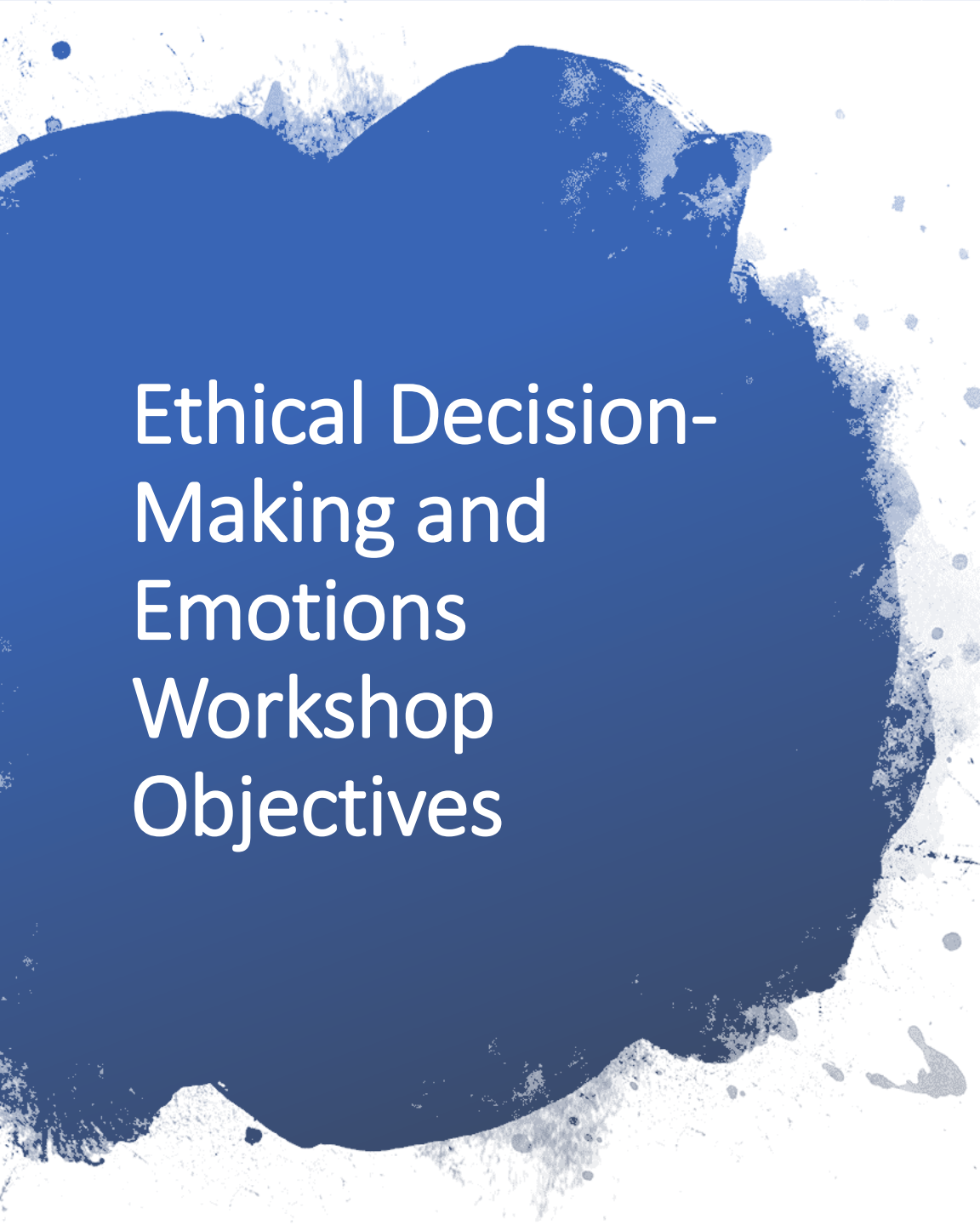
When counselors are faced with an ethical dilemma, they ...

Must understand how their own emotions and emotional reactivity influences their thought processes and decision-making process.



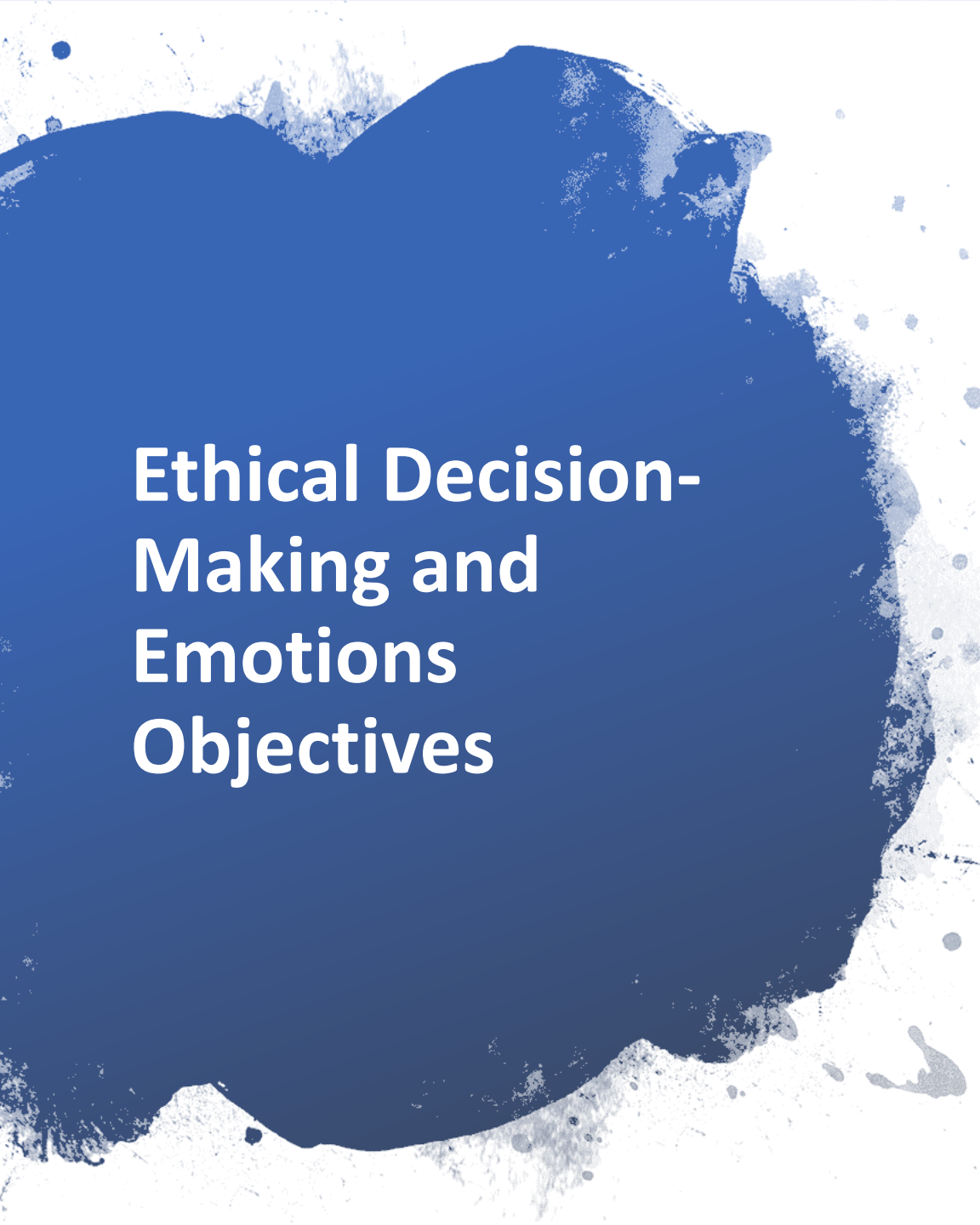
**Ethical Decision-
Making and
Emotions
Workshop
Objectives**

- Participants will...
 1. Study models and research outcomes related to emotions and ethical decision-making...
...to build an understanding of how both logical thinking and emotions play a part in ethical decision making.



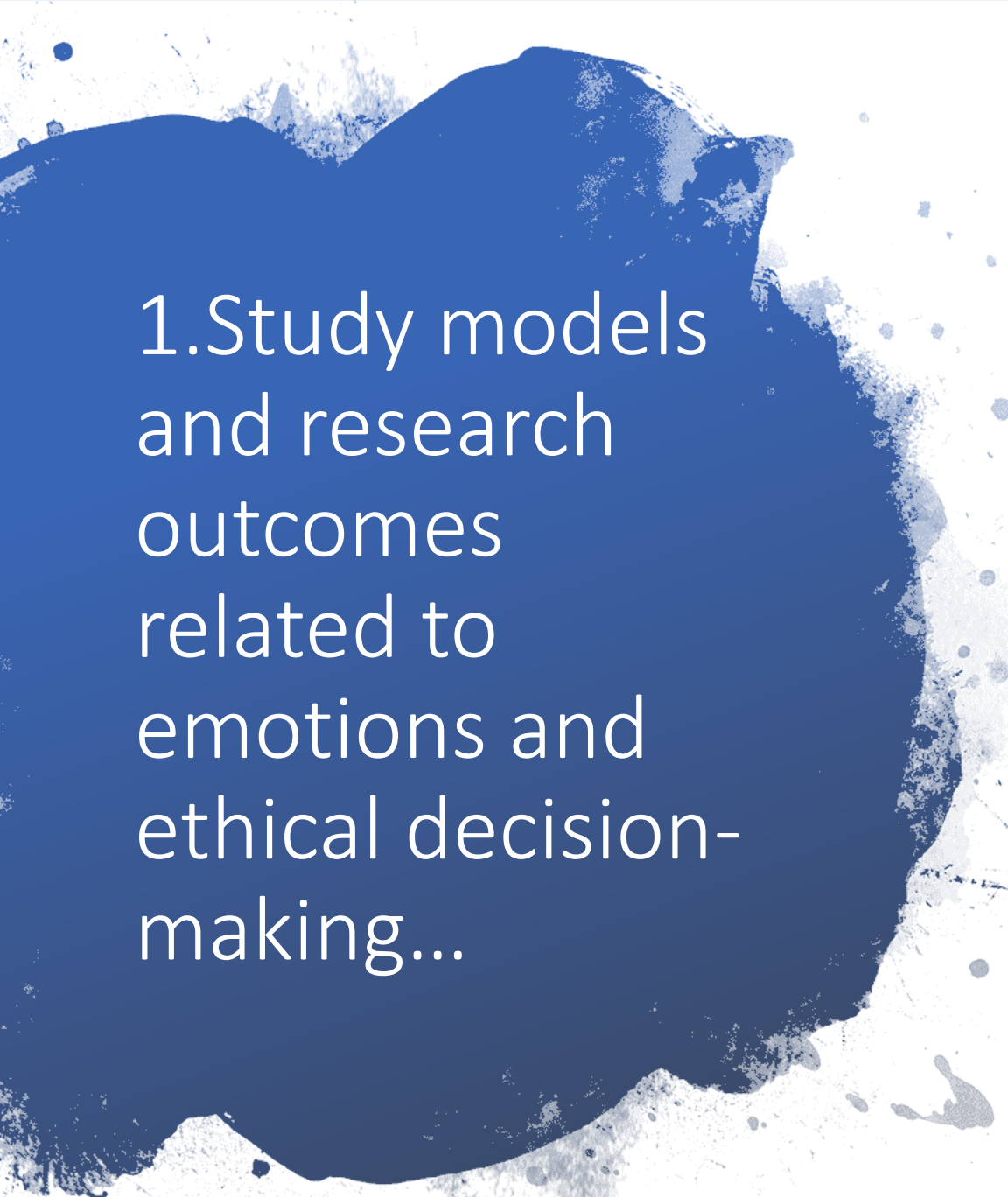
Ethical Decision-
Making and
Emotions
Workshop
Objectives

2. Analyze specific strategies for balancing the use of emotions and logical thinking in ethical decision making.



Ethical Decision- Making and Emotions Objectives

- 3. Practice exercises to heighten awareness of emotions involved in ethical decision-making and to practice case vignettes using both emotional awareness and logical processes.



1. Study models and research outcomes related to emotions and ethical decision-making...


...to build an understanding of how both logical thinking and emotions play a part in ethical decision making.



Emotion Factors that “Influence” Ethical Decision-Making

- Personal values
- Personal Emotional reactivity from past experiences

Emotion Factors that “Influence” Ethical Decision- Making

- 
- ***Circumstances that may impact ethical thinking and emotions:***
 - Working as therapist
 - Working as administrator or owner of agency
 - Serving on Licensing Board

Definitions


- **Morals**— Principles concerning the distinction between right and wrong or good and bad behavior. May be based on religious dogma or societal standards.
- **Values**— one's judgment of what is important in life; the principles, convictions and internal beliefs that people adopt and follow in their daily activities.



Definitions

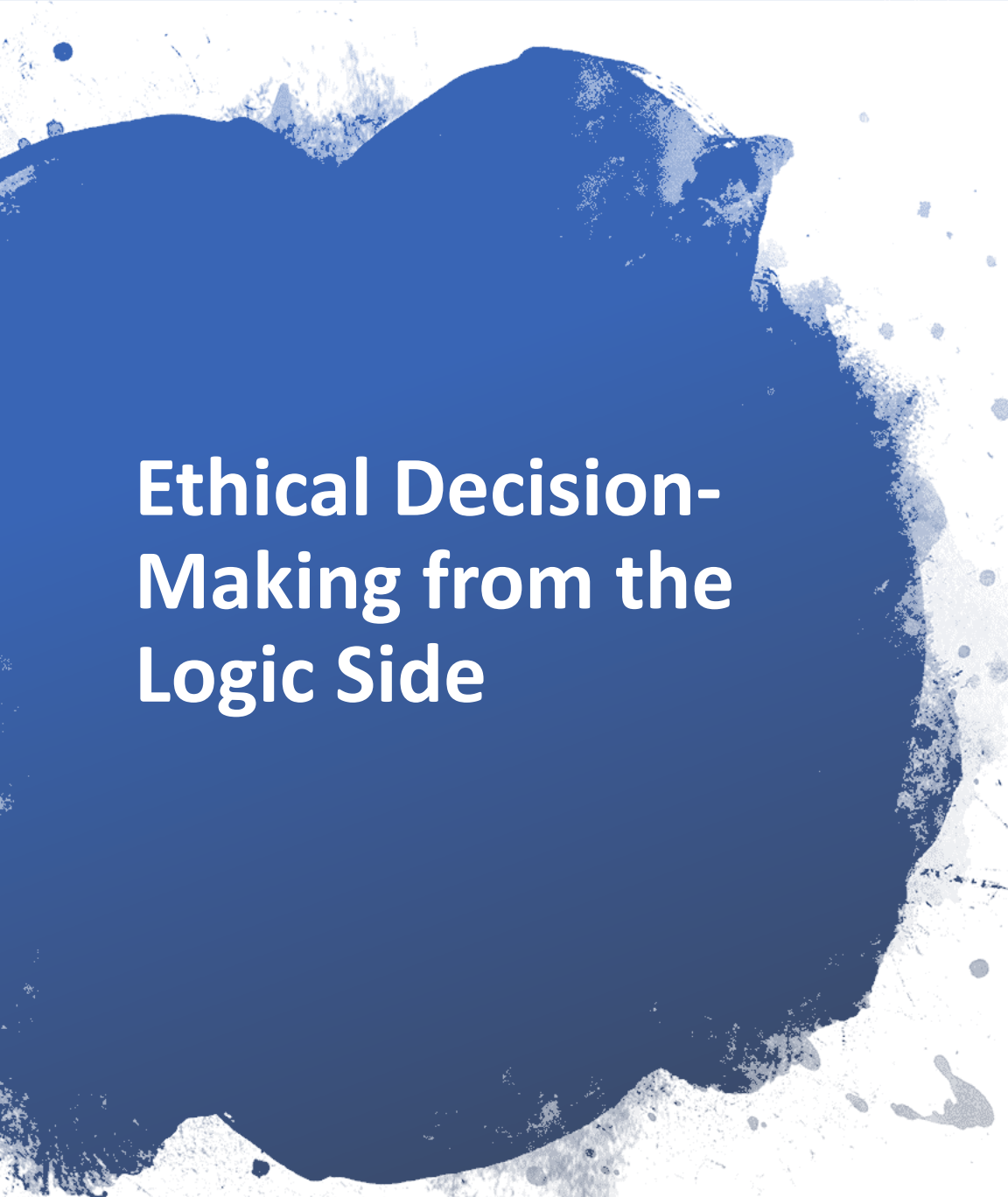


- **Ethics**—systematic rules or principles governing right conduct.
- **Professional ethics:** acceptable or good practice according to agreed upon rules or standards of practice established by a profession, as in counseling, psychology, social work, or marriage/family therapy.
(Cottone & Tarvydas, 2016)



Ethical Decision- Making from the Logic Side

- Kant believed: absolute universally moral principles *can be derived* from the *essence* of pure practical *reason*,
- That *passion is reason's antagonist*
- Passion struggles with reason over the control of the will (Kant, 1994).
- His writing formed the basis of the ethical theory of *deontology* (duty- based ethics), that forms the basis of most health care ethical codes. (Leget, 2004)



Ethical Decision- Making from the Logic Side

- *Deontology* theory: an individual is acting rightly when he or she is acting according to duties and rights.
- “Many health care professionals-- who embrace the centrality of rationality in decision making—see the acknowledgement of emotions and feelings as unprofessional behavior and at times, weakness” (Leget, 2004)

Ethical Dilemma

A circumstance that stymies or confuses the counselor because

(a) there are competing or conflicting ethical standards that apply,

(b) there is a conflict between what is ethical and moral,

(c) the situation is such that complexities make application of ethical standards unclear, or


(d) some other circumstance prevents a clear application of standards (Cottone & Tarvydas, 2016).

**When
counselors
are faced
with an
ethical
dilemma,
they ...**

Must be alert to ethical and legal standards.



Must be educated as to what is considered acceptable and competent counseling practice.



Should be educated about the ethical nuances involved in practice with special populations or in types of specialty practice.

**When
counselors
are faced
with an
ethical
dilemma,
they ...**

Must have a sense of their own morals and values and how those morals and values interplay with professional standards.

Must know how to recognize ethical dilemmas, so that they may make informed and ethical decisions.



Decision-Making Models

When there is a dilemma between ethical behavior and the law, a decision-making model can help the caregiver make a wise decision.

Keith-Spiegel and Koocher Model of Ethical Decision Making

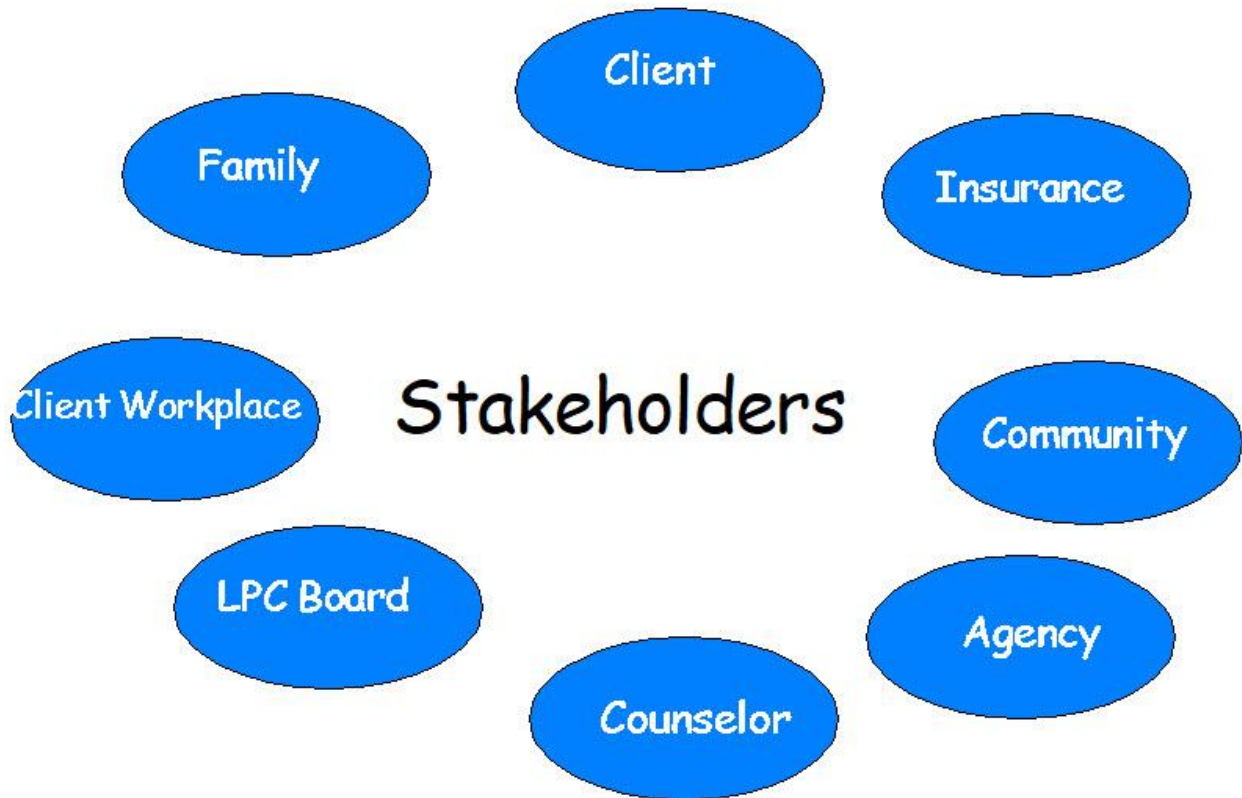
- **1. Describe the Parameters**
 - A. Identify circumstances which have been presented
 - B. Consider elements of situation by careful assessment and identification of the whole picture.
 - C. Opens opportunity to consider complete context instead of the situation in isolation. (Keith-Spiegel & Koocher, 2008)

3. Consult Legal and Ethical Guidelines

- A. Knowledge and awareness of legal precedents, practice traditions, specific instructions, codes of ethics and related applications of these factors are essential.



4. Evaluate the Rights, Responsibilities, and Welfare for All



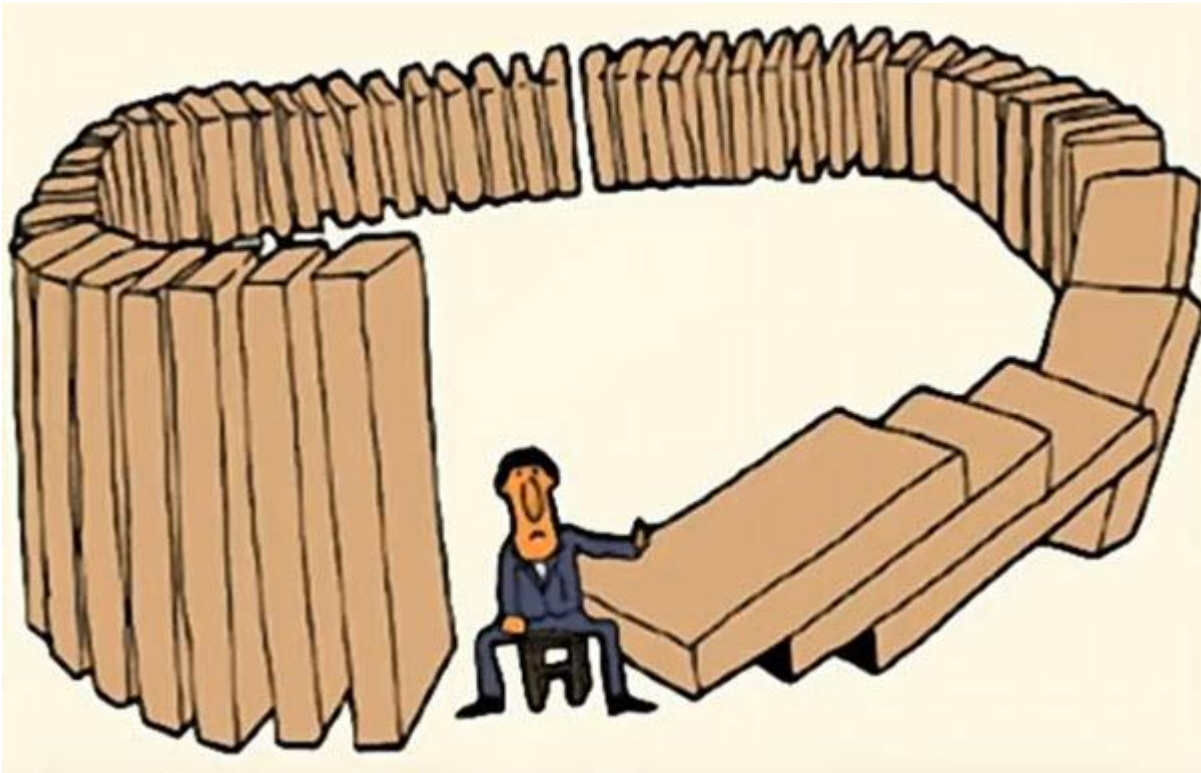
- Must be careful not to take on responsibilities that should fall to the client or others.

5. Generate alternate decisions

- Engage in brainstorming possible solutions for the dilemma. Don't forget to consider timing.



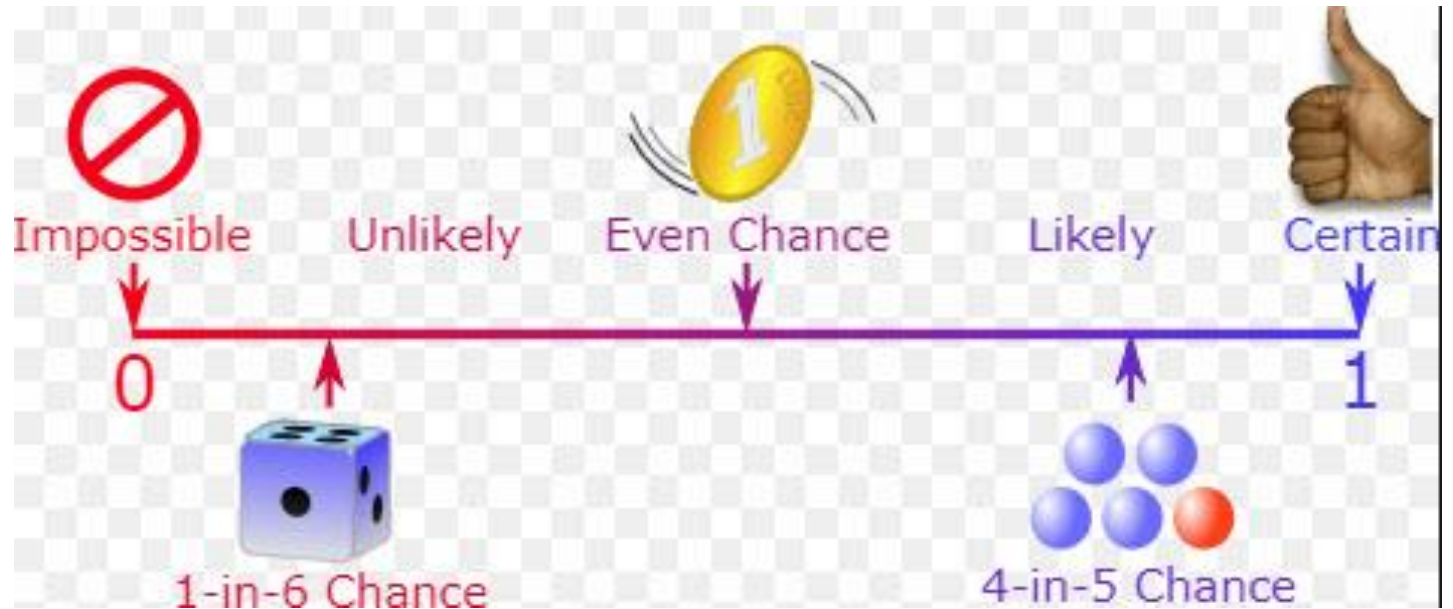
6. Enumerate the consequences of each decision



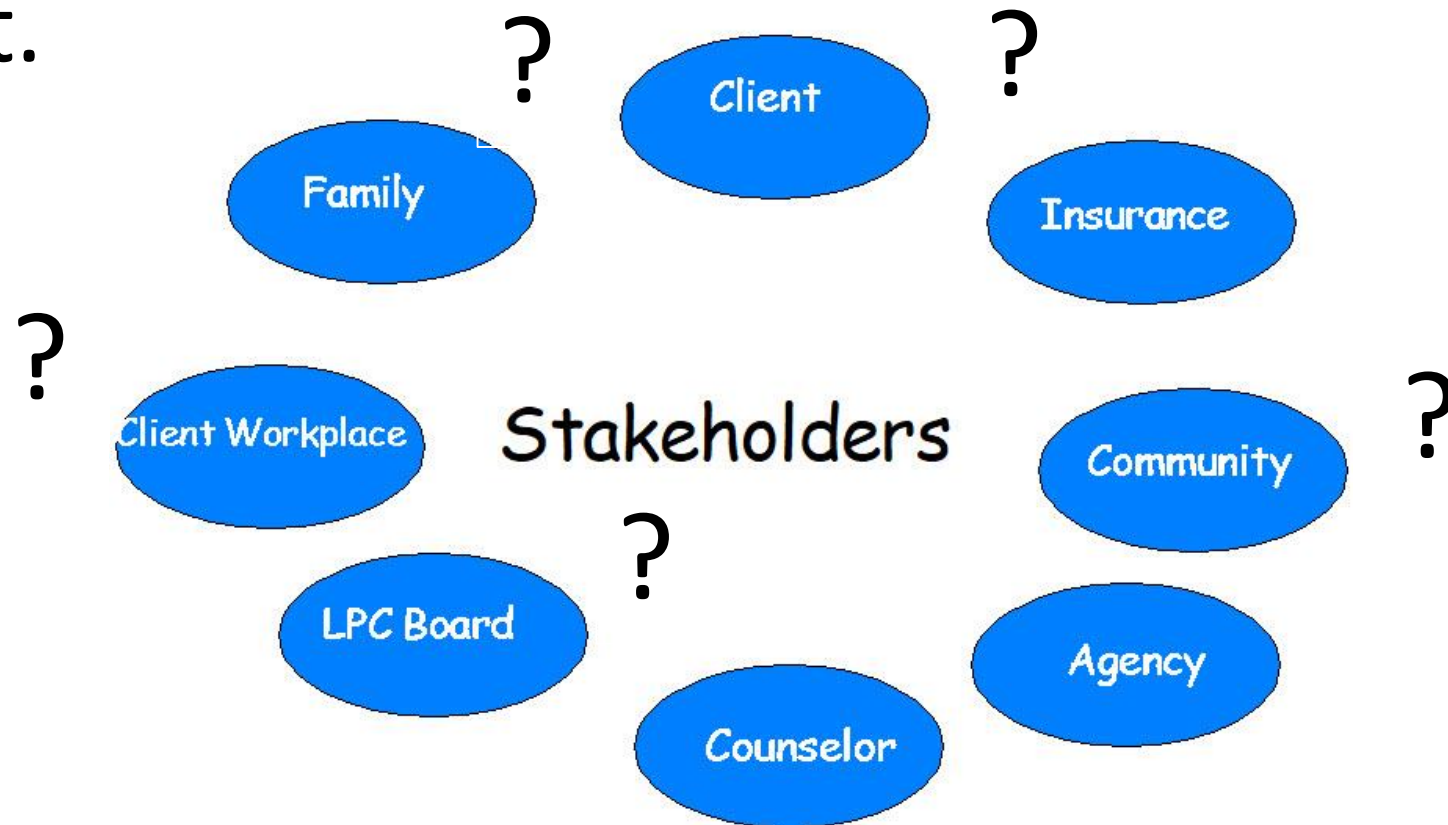
- Consider potential aftermath of a decision

7. Estimate probability for outcomes of each decision

- Both pleasant and unpleasant consequences associated with the dilemma.



- Since probability for possible outcomes may rely on actions taken by others, (parents, external agencies, other therapists), factor the ability and willingness of others to act in concert with the actions of the therapist.



8. Make the Decision



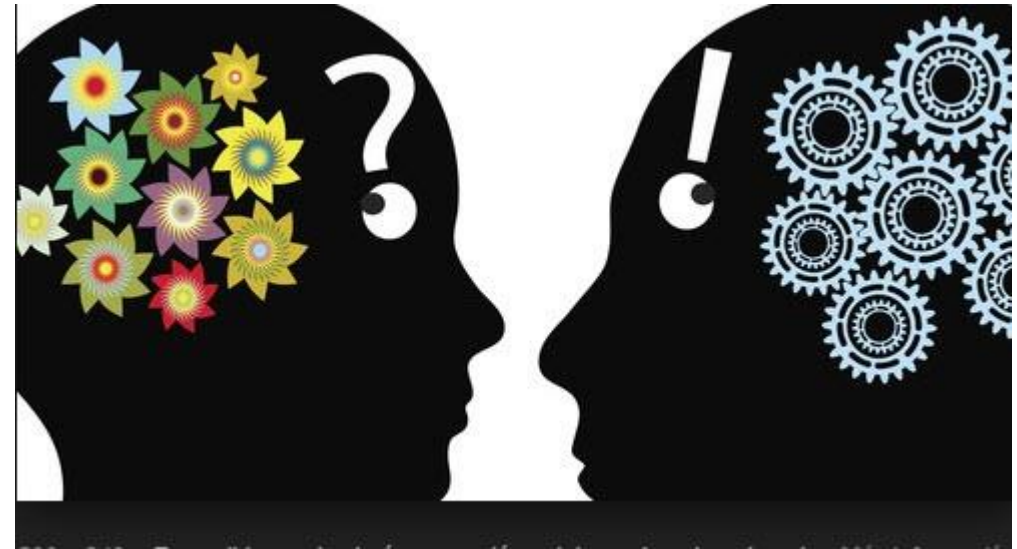
A decision *to defer* on an action is a deliberate decision within this model

Emotions and Moral Behavior

“The ethical decision-making model provides a *rational framework to make ethical decisions*, but...

provides little information about how we actually identify an issue or dilemma as moral (moral sensitivity) and how we make a commitment to take a particular ethical action (moral motivation)”

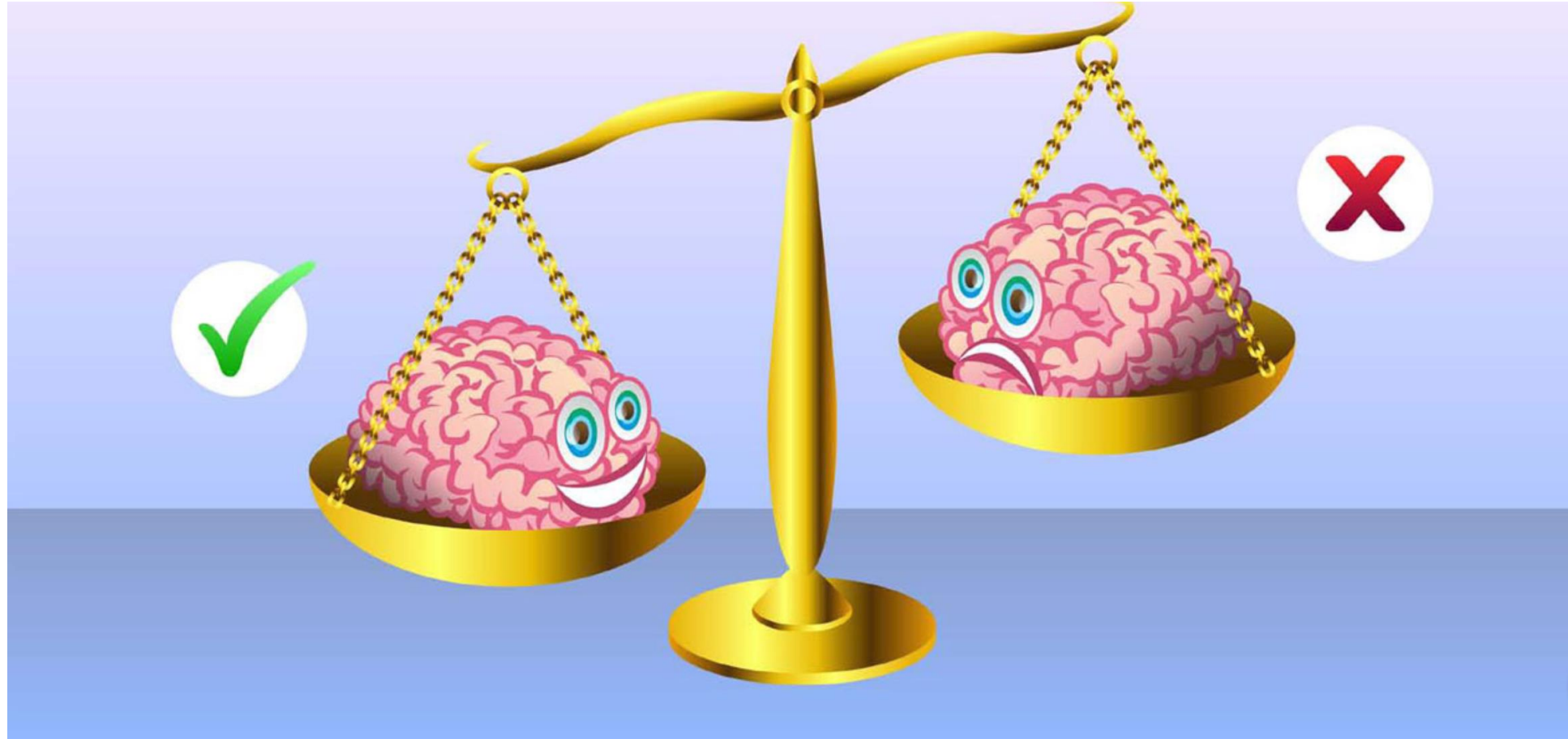
(Greenfield, 2007).



Models: Ethical Decision-Making and Emotions

1. Neuroethics or Neuroscience Model
2. Rest: Model of Major Determinants of Moral Behavior
3. Tarvydas Integrative Model

Neuroethics/Neuroscience Model



Neuroethics/Neuroscience Model



- Be aware of how your emotions are triggered... in order to learn how and why you might react to a moral dilemma and
- how reason plays a role in your decision making.

Neuroethics/Neuroscience Model

Advantages of neuroethics model:

- Links emotions to moral behavior
- Provides a framework for integrating emotions with reason.





Neuroethics/Neuroscience Model

- Consistent with evidence-based practice
- Consistent with future trends in health care research and practice.

Neuroethics/Neuroscience Model



- Provides a template to explore and discuss psychosocial issues related to practice that may affect client care, therapist-client interactions, client motivation, and client outcomes (Greenfield, 2007).

Neuroscience-- Definitions:

- “**Affect**: hard-wired, physiological building blocks from which feeling, emotion, and mood are constructed” (Omaha, J. , 2004).
- **Nine basic affects**: excitement, joy, startle, fear, anger, anguish, shame, disgust, and dissmell [refers to the pattern of actions produced by a noxious odor] (Nathanson, 1992).

Neuroscience-- Definitions:

- “Research in the *neurobiology of fear* demonstrates that each affect has a unique neurophysiological expression that is genetically encoded”
(Haddad, 2005).
- Nervous system generates physiological responses such as change in heart rate, alteration in muscle tension, perspiration, etc.

Neuroscience-- Definitions

- **Feeling:** “Affect becomes a feeling when the organism becomes aware of the affect.”
- **Emotion:** involves memory. “Affects are experienced in particular situations and the events and the affects assembled with them are stored in memory and retrieved again and again in new situations” (Omaha, 2004, p. 4).

Neuroscience-- Definitions

- **“Emotion is the complex experience of affect alloyed by memory, thought, and image”** (Omaha, 2004, p. 5).
- **“Affect is biology, emotion is biography”** (Nathanson, 1992, p. 50).

Neuroscience: Emotions and Decision-Making



“AFFECTS AND EMOTIONS INFLUENCE THE SUBSTANCE OF PERCEPTIONS, THE CONTENT OF THOUGHT, AND THE TYPE OF ACTIONS UNDERTAKEN.



AFFECTS MOTIVATE, AND THE AFFECT A PERSON IS EXPERIENCING WILL DETERMINE WHAT BEHAVIORS GET MOTIVATED (OMAHA, 2004, P. 20)



Neuroscience: Emotions and Decision-Making

How people appraise a situation and the decisions they make are swayed by affect and emotions.

Even moral judgments—once believed to be the exclusive bastion of thought—turn out to be motivated in part by affect. (Omaha, 2004, p. 20)

Neuroscience: Emotions and Decision-Making

- “All mammalian brains apparently have a direct link from the retina to the hypothalamus that provides for generation of an affective reaction on the basis of purely sensory input”

(Omaha, 2004, p. 21)





Neuroscience: Emotions and Decision Making

- fMRI studies demonstrate the possibility of obtaining measurements of biological correlates of complex human processes such as...
- existential thought and decision-making,



Neuroscience: Emotions and Decision Making

- moral and non-moral social judgment,
- love and altruism,
- personality, and human competition. (Illes & Bird, 2006)

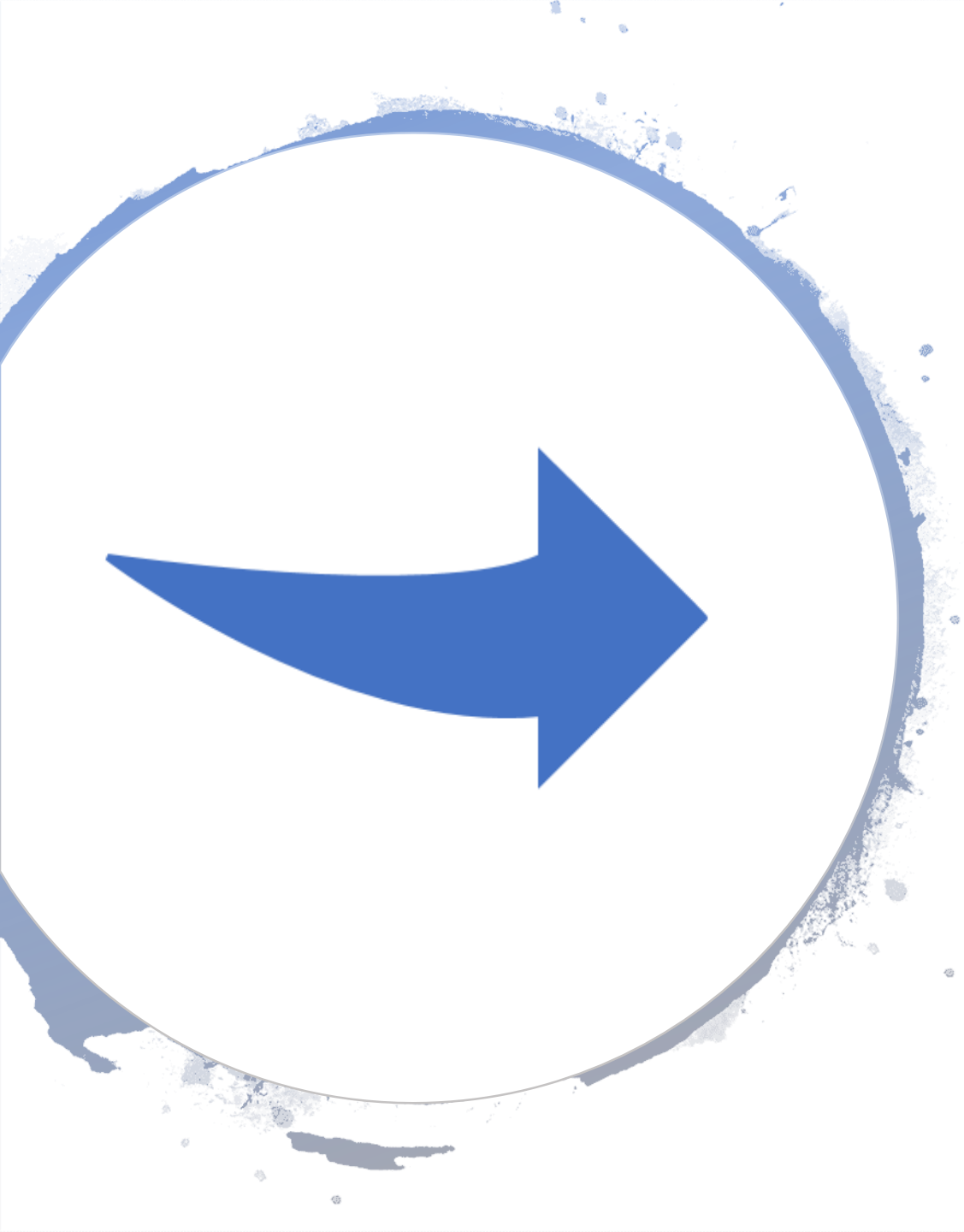


Neuroscience: Emotions and Decision-Making

Functional magnetic resonance imaging (fMRI) has shown that **emotion is involved** in formulating moral judgments, an area that rationalists have believed to be purely **cognitive** (Greene, Sommerville, Nystrom, Darlety, & Cohen, 2001).

Neuroscience: Emotions and Decision-Making

- Do these studies demonstrate a definitive neural basis of morality or consciousness?
- Certainly not.
- Rather, they emphasize the complex and closely interrelated mechanisms that underlie emotion, values and thought.



Neuroscience: Emotions and Decision-Making

“Affect can enter into—
intrude on—the
command level decision
and derail a decision
even before the problem
itself is considered.

(Omaha, 2004, p. 22).



Neuroscience: Emotions and Decision-Making

- How do emotions interact with reason to influence our moral behavior?
- Neuroscientists have described neural circuits in our brains that pattern the way we reason about morality.

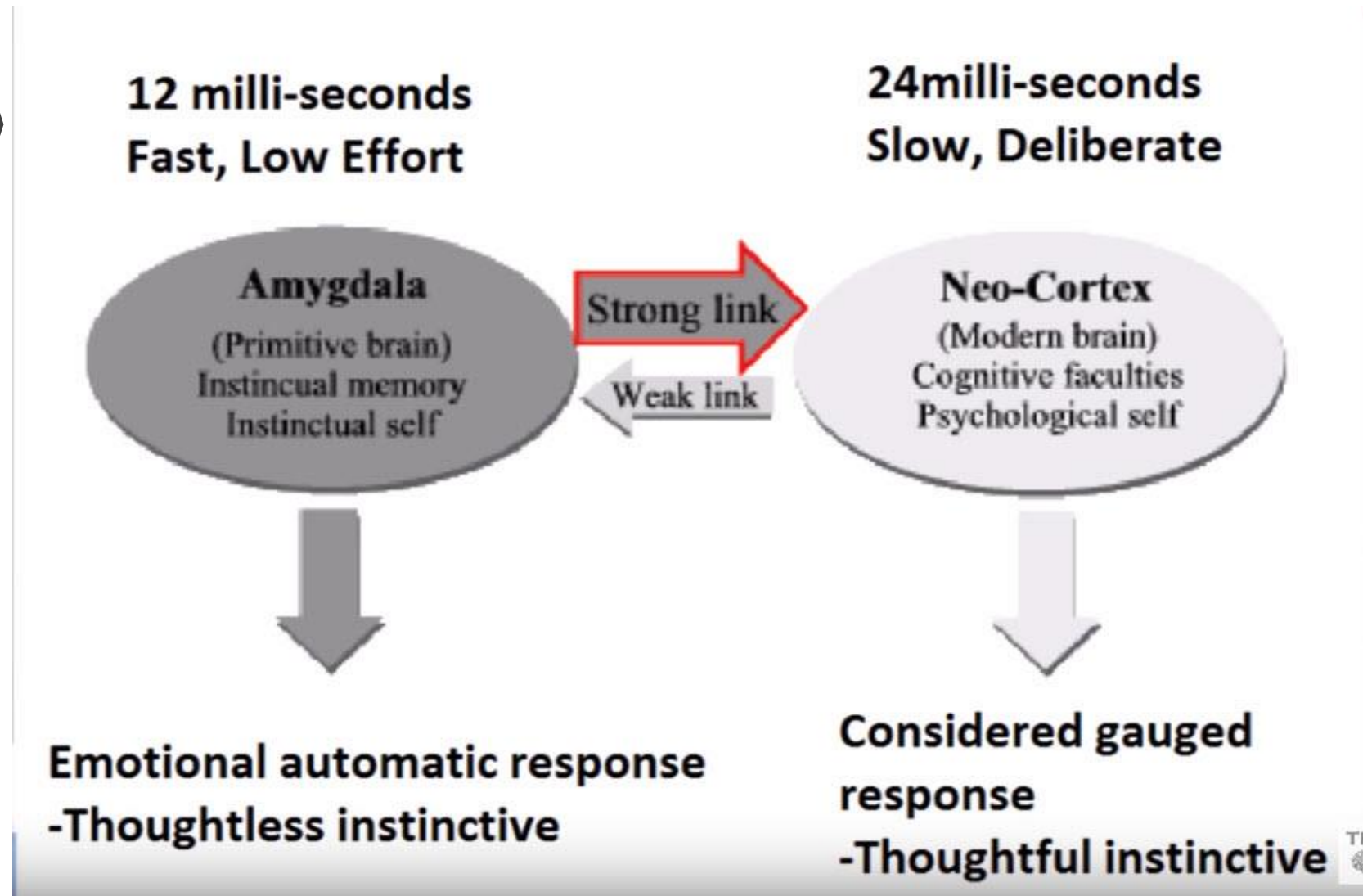


Neuroscience: Emotions and Decision-Making

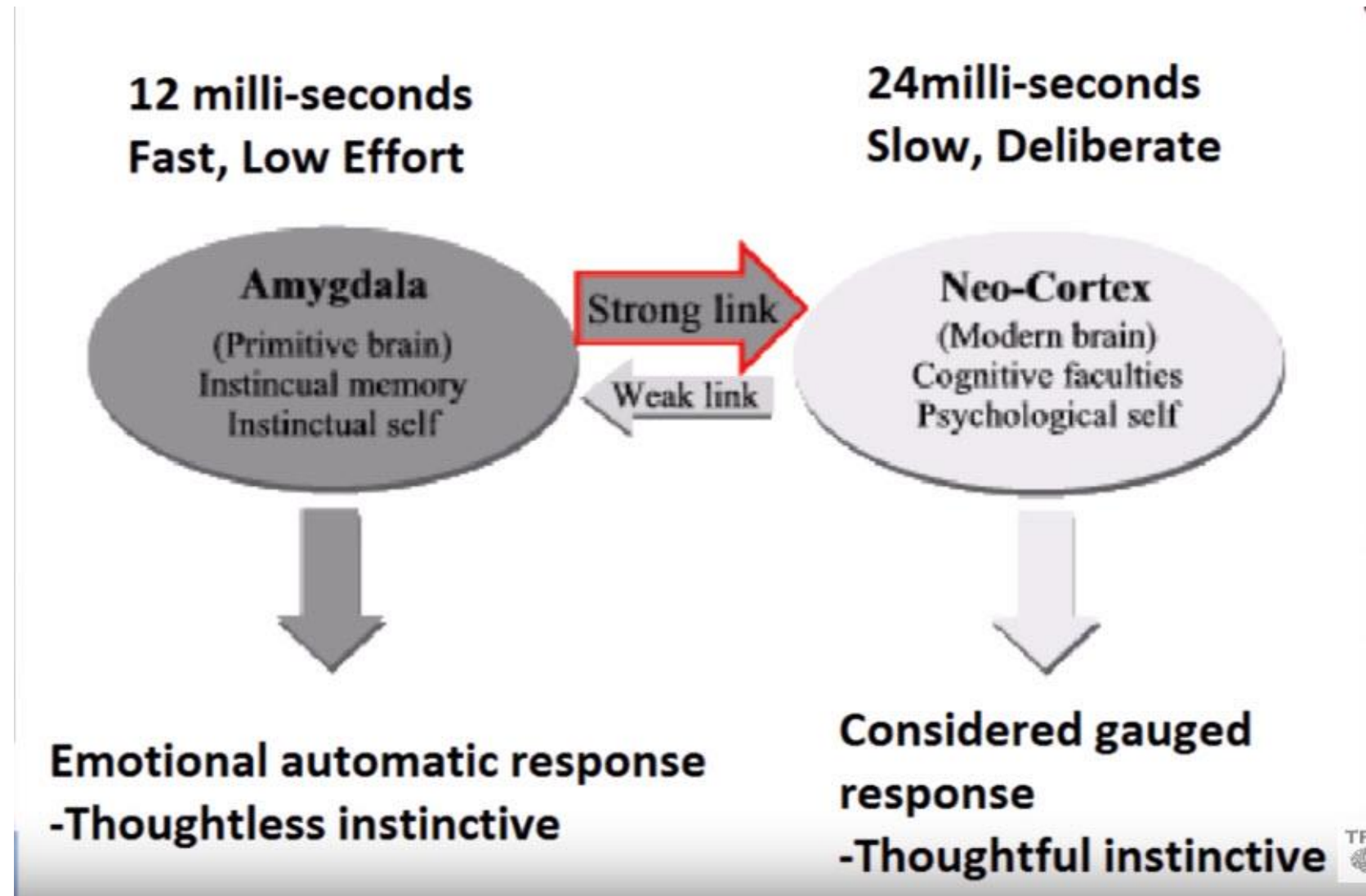
- Neuroethics is the neuro-science of ethics that examines the neurobiological basis of cognition and emotions in moral reasoning (Greenfield, 2007).

Neuroscience: Emotions and Decision- Making

- A complex, high-dimensional neural network extends from the limbic system to the prefrontal lobe that results in complex patterns of activation for social perception and action.



- The prefrontal cortex is both a convergence zone and signaling system that does the following (Galderisi, 2000):



Neuroscience: Emotions and Decision-Making



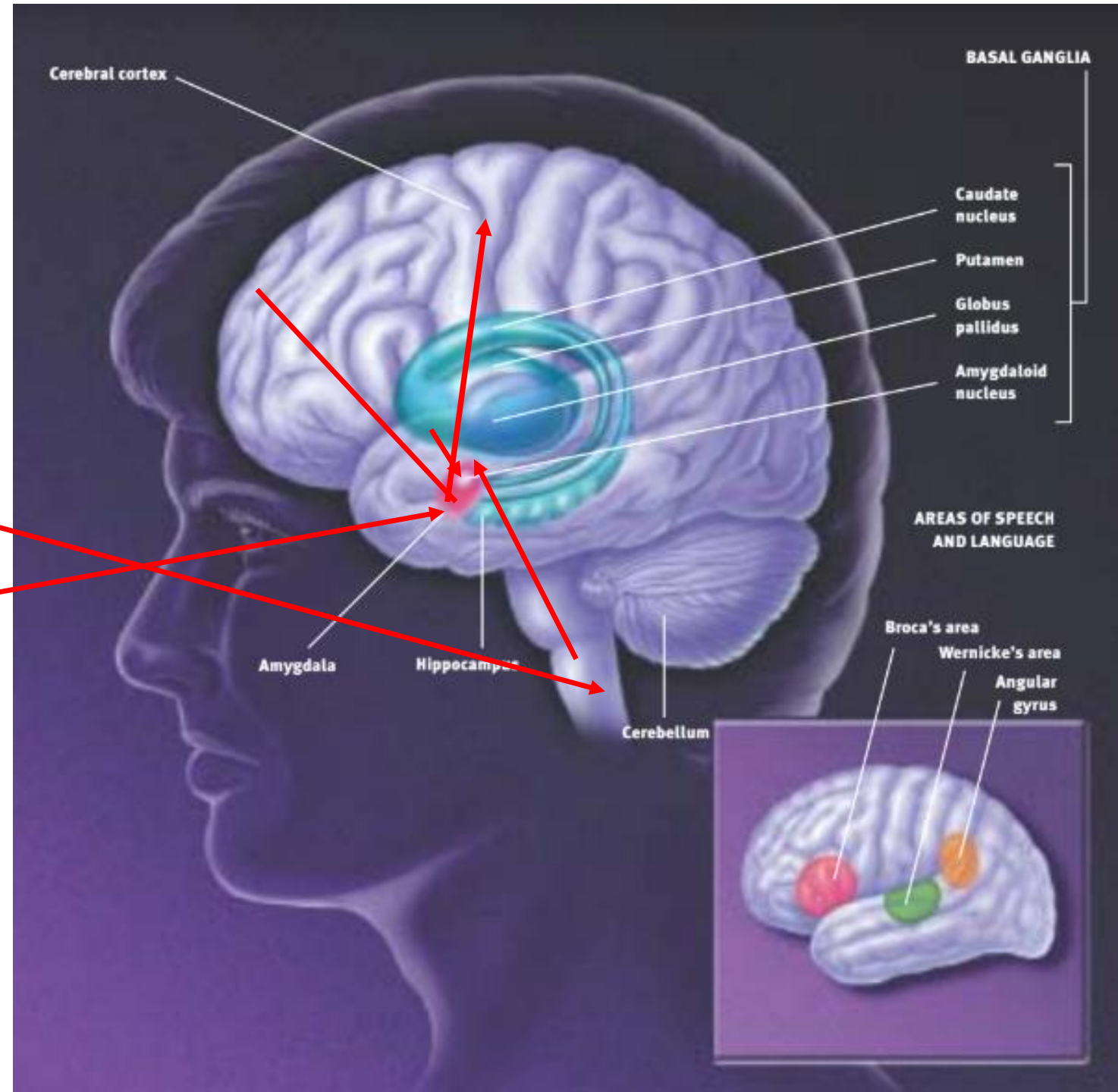
- 1. Integrates emotional response (occurs in the limbic system, principally in the amygdala) with thought, planning, calculation, and decision making (particularly in social situations)
- 2. Mediates anticipatory planning;
- 3. Modulates empathy, altruistic feelings, and visual interpretations of gestures, crying and laughing,



Neuroscience: Emotions and Decision-Making

- 4. Directly connects to every neural pathway that mediates motor and chemical response that exists in the brain.

Cranial nerves (5 senses) & Spinal nerves → hypothalamus → limbic system → neocortex → limbic system



Neuroscience: Emotions and Decision-Making



- Multiple projection systems extend from the limbic system to the cortex--projections that appear to modulate processing within the cortex.
- Limbic system circuits often are activated long before the neocortex.



Neuroscience: Emotions and Decision-Making

- Reason is crucially shaped by the neural structures of the brain; it is mostly unconscious and it is emotionally engaged

(Tredway, Knapp, Tredway & Thomas, 1999).



Neuroscience: Emotions and Decision-Making

- “My mind may be a survival machine with predetermined choices, but I live inside it. I can embrace the fact of neurobiology, while using it to convey my subjective experience.”

Neuroscience: Emotions and Decision-Making

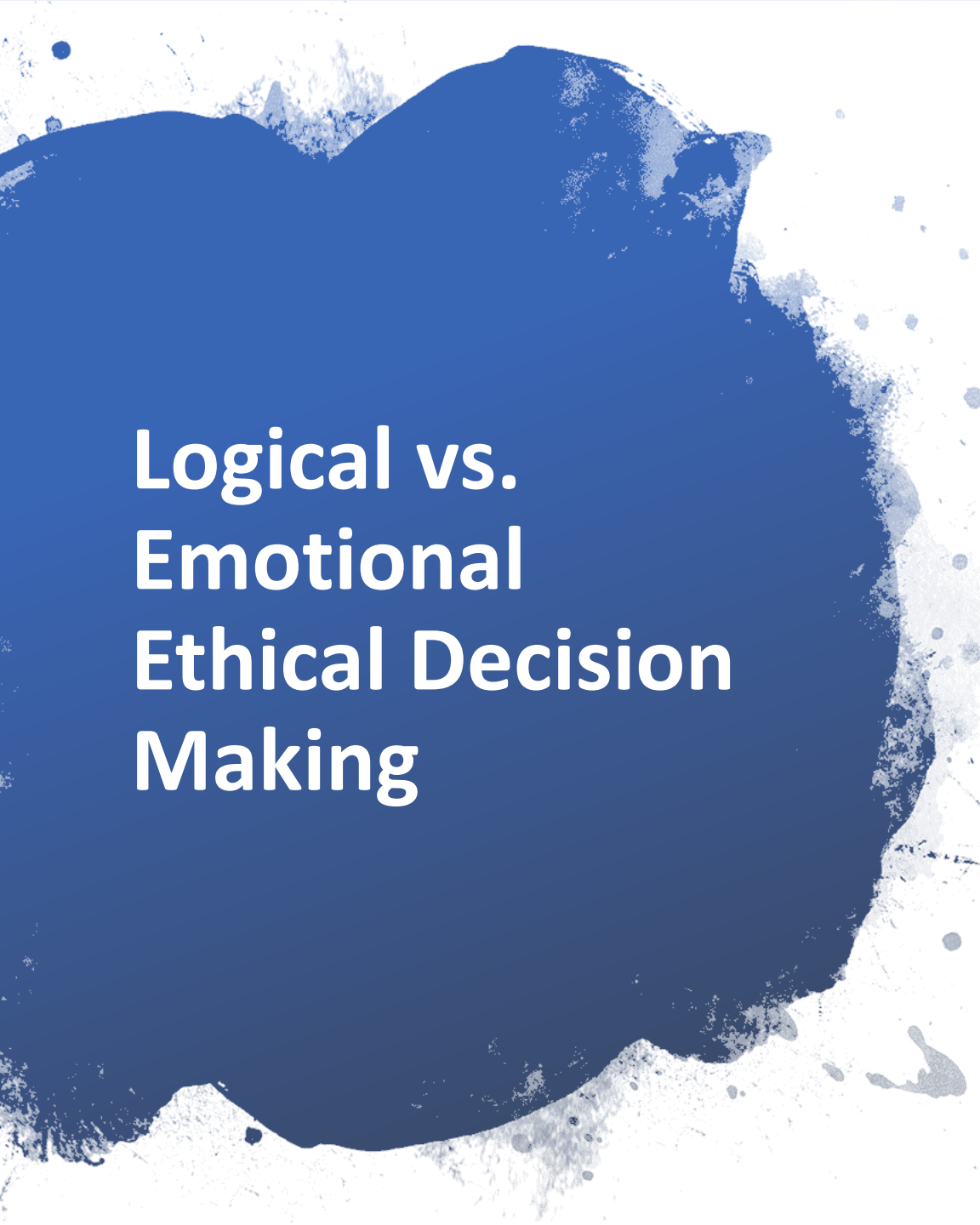
- Would I say....
- “I was walking on a dark street and the central nucleus of my amygdala reported signals to the basolateral ganglia”.





Neuroscience: Emotions and Decision-Making

- No, I would say:
- “I was afraid.”
- You immediately know what I mean because you have been afraid, and the unique capacity for language based intersubjectivity allows you to understand me. (Konner, 2003, p. 18)



Logical vs. Emotional Ethical Decision Making

“Emotions and thinking are, in sum, complementary, synergistic, parallel processes, constantly blending and interacting as a person functions”

(Callahan, 1988, p. 9)

Emotions and the Brain

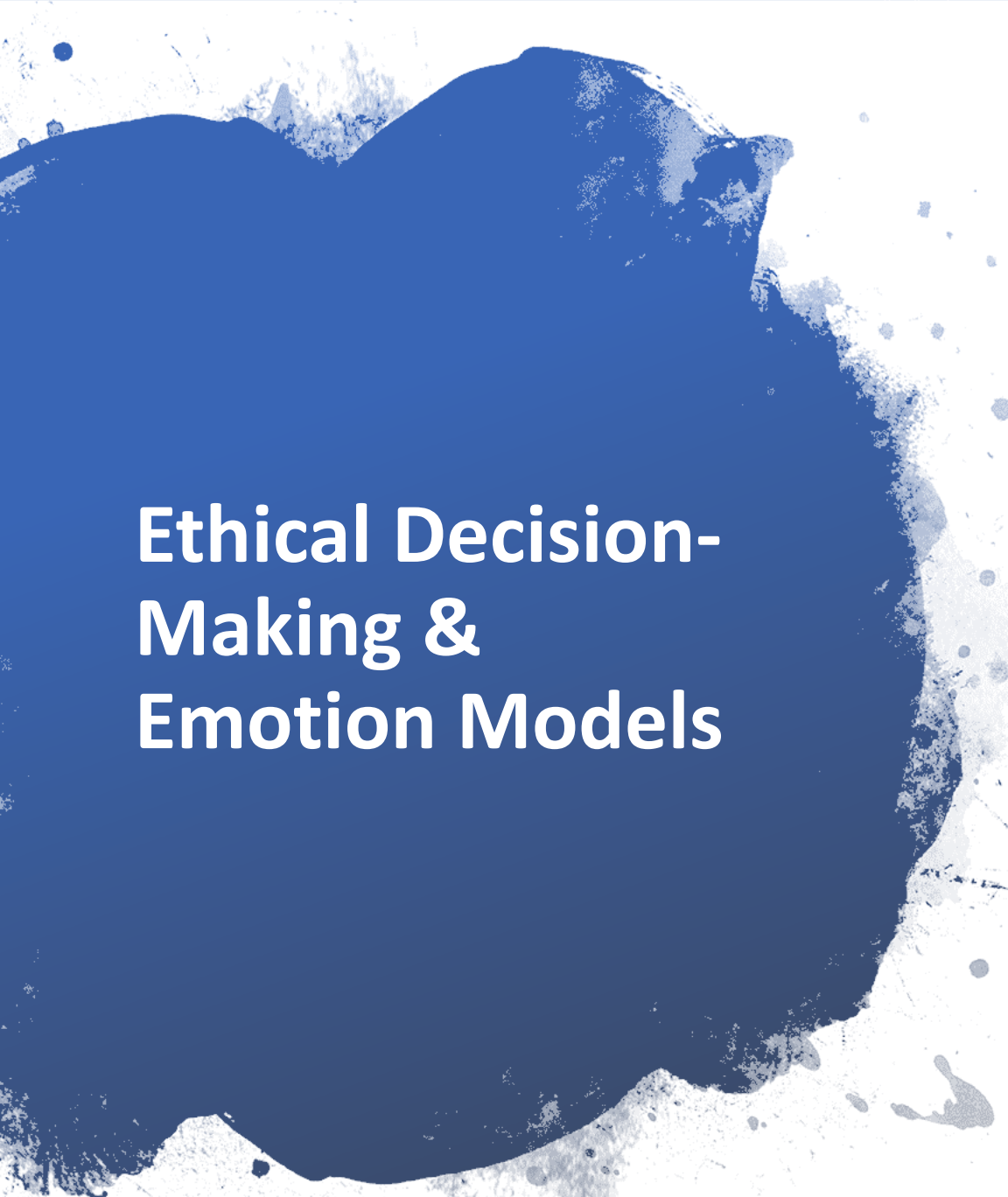


The Emotional Brain



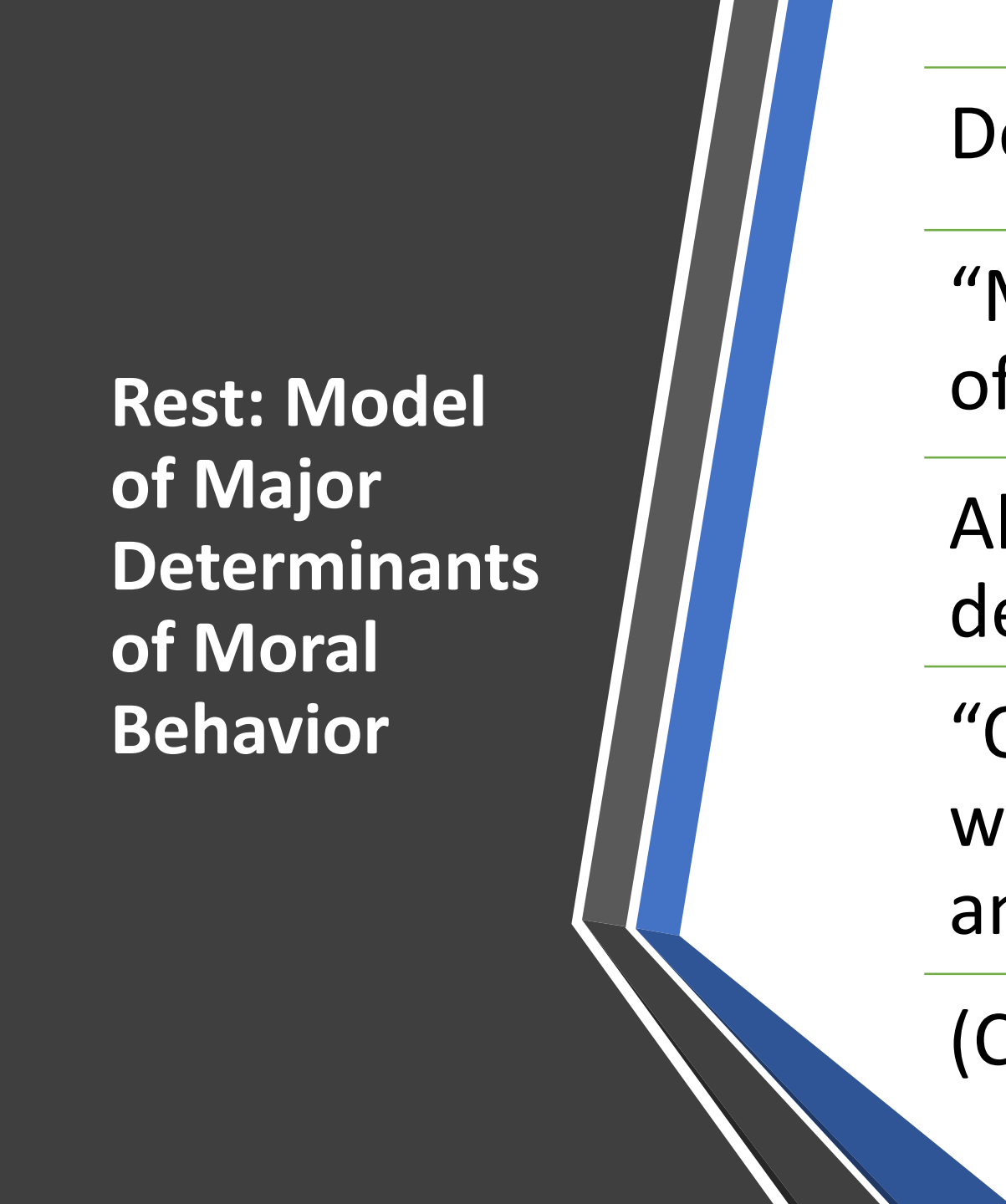
Logical vs. Emotional Ethical Decision Making

“an individual is far too complex and personal consciousness (and preconsciousness) operates too instantaneously for simple linear processing.”
(Callahan, 1988, p. 13)



Ethical Decision-
Making &
Emotion Models

1. Neuroethics or Neuroscience Model
2. **J. Rest: Model of Major Determinants of Moral Behavior**
3. Tarvydas Integrative Model



**Rest: Model
of Major
Determinants
of Moral
Behavior**

Developed 4 components

“Moral failure can occur because of deficiency in any component.

All four components are determinants of moral action.

“One of the most empirically well-grounded approaches for analyzing moral behavior”

(Cottone & Tarvydas, 2016, p. 61)

Rest: Model of Major Determinants of Moral Behavior




Moral
Sensitivity

Moral
Judgment

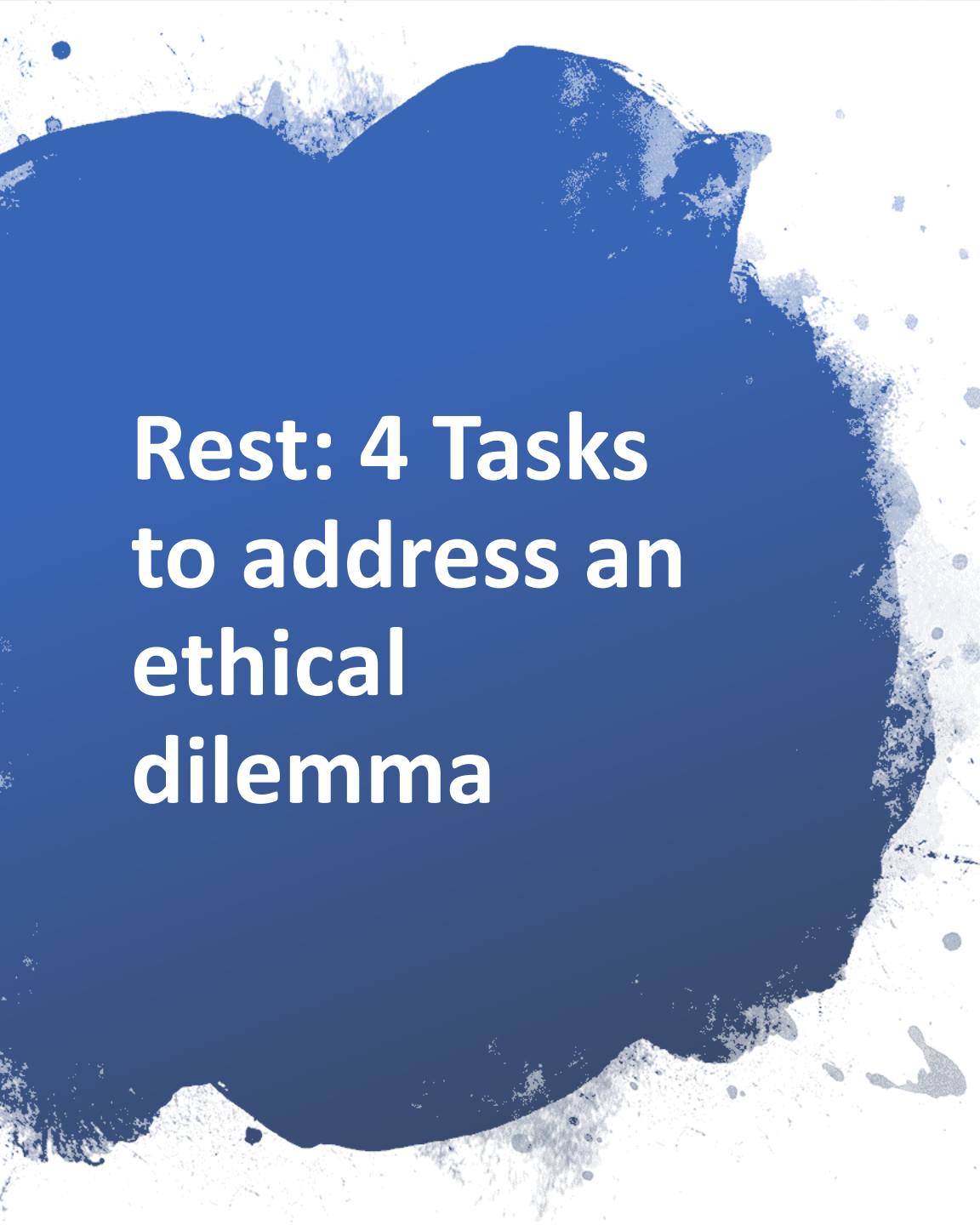
Moral
Motivation

Moral
Character



Rest: 4 Tasks to address an ethical dilemma

- **1. Moral/Ethical sensitivity:**
- The ability to identify and interpret a situation that has moral content
- Understand how the actions of an individual may affect others;
- Includes cognitive and emotional dimensions.



Rest: 4 Tasks to address an ethical dilemma


1. Moral/Ethical sensitivity:

- Cognitive dimension: a person experiences an intellectual recognition that harm is possible
- Emotional dimension: a person empathically connects with the person who is subject to the possible harm.



Rest: 1. Moral/Ethical Sensitivity:

- What are possible cognitive dimensions involved in: Deciding whether to attend a client's wedding or graduation?
- What are possible emotional dimensions involved in: Deciding whether to attend a client's wedding or graduation?



Rest: 4 Tasks to address an ethical dilemma

2. Moral/Ethical Judgment:

- moves beyond recognition of a dilemma—
- involves consideration of possible responses,
- recognizing ethical and unethical choices,
- the ability to make the best possible choice even if the available options are not desirable.

Rest: 2. Moral/Ethical Judgment:

- Example: a 14 year old teen asks you to not reveal to her parents that she is pregnant.
- What are possible responses?
- What are possible ethical choices?
- What are possible unethical choices?
- What is the best possible choice?
- What are possible emotional dimensions involved in: Deciding whether to tell parents about a 14 year-old teen's pregnancy?



Rest:3. Moral/Ethical Motivations (unwillingness)

- Implicated by their choice when multiple ethical or unethical options vie for their attention.
- *These “competing values” include personal and professional interests not always aligned together;*
- At any given time one set of interests may weigh more heavily in the mind of the decision-maker than another.



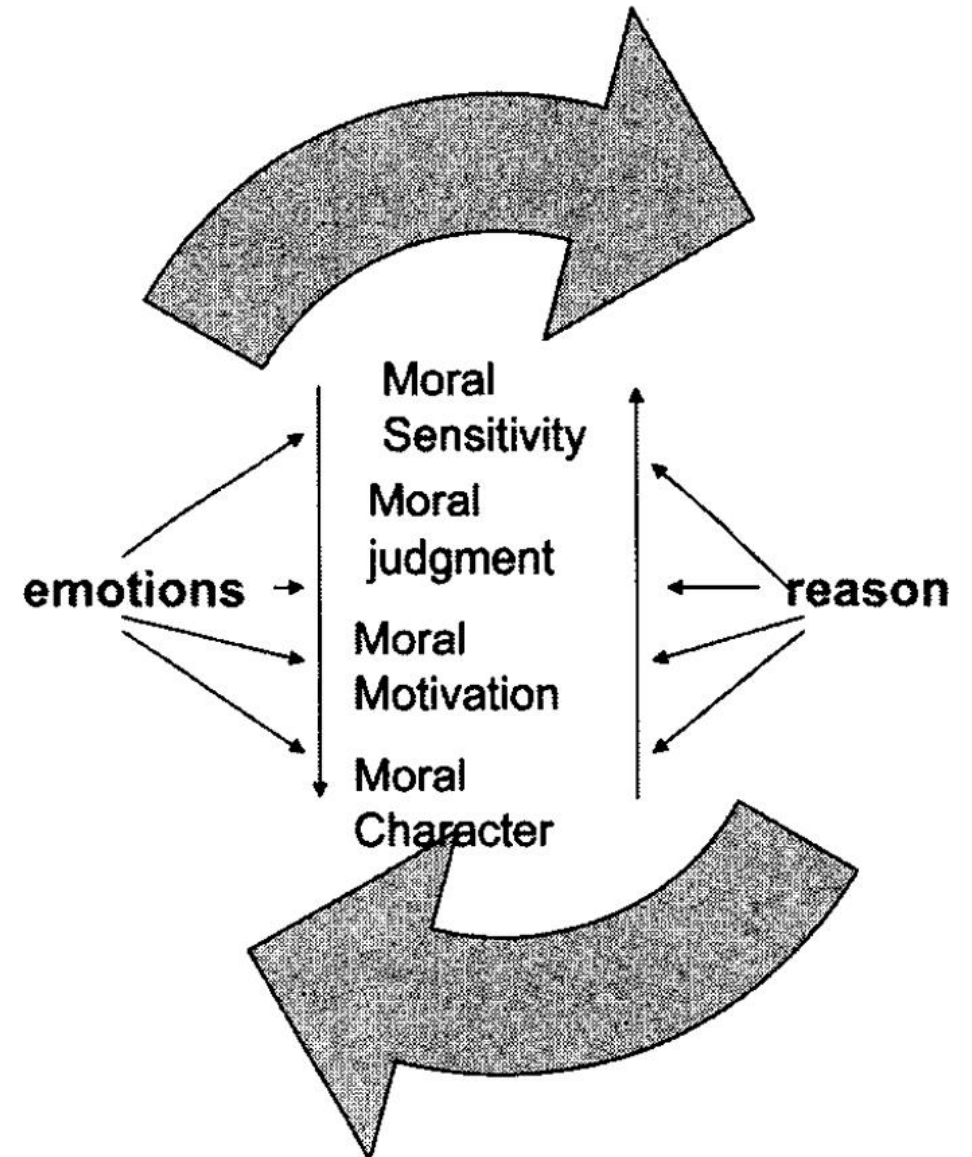


Rest: 4. Moral/Ethical Character (resoluteness)

- The courage needed to act on moral decisions;
- The strength of convictions
- Overcoming distractions and obstacles to make an ethical decision.

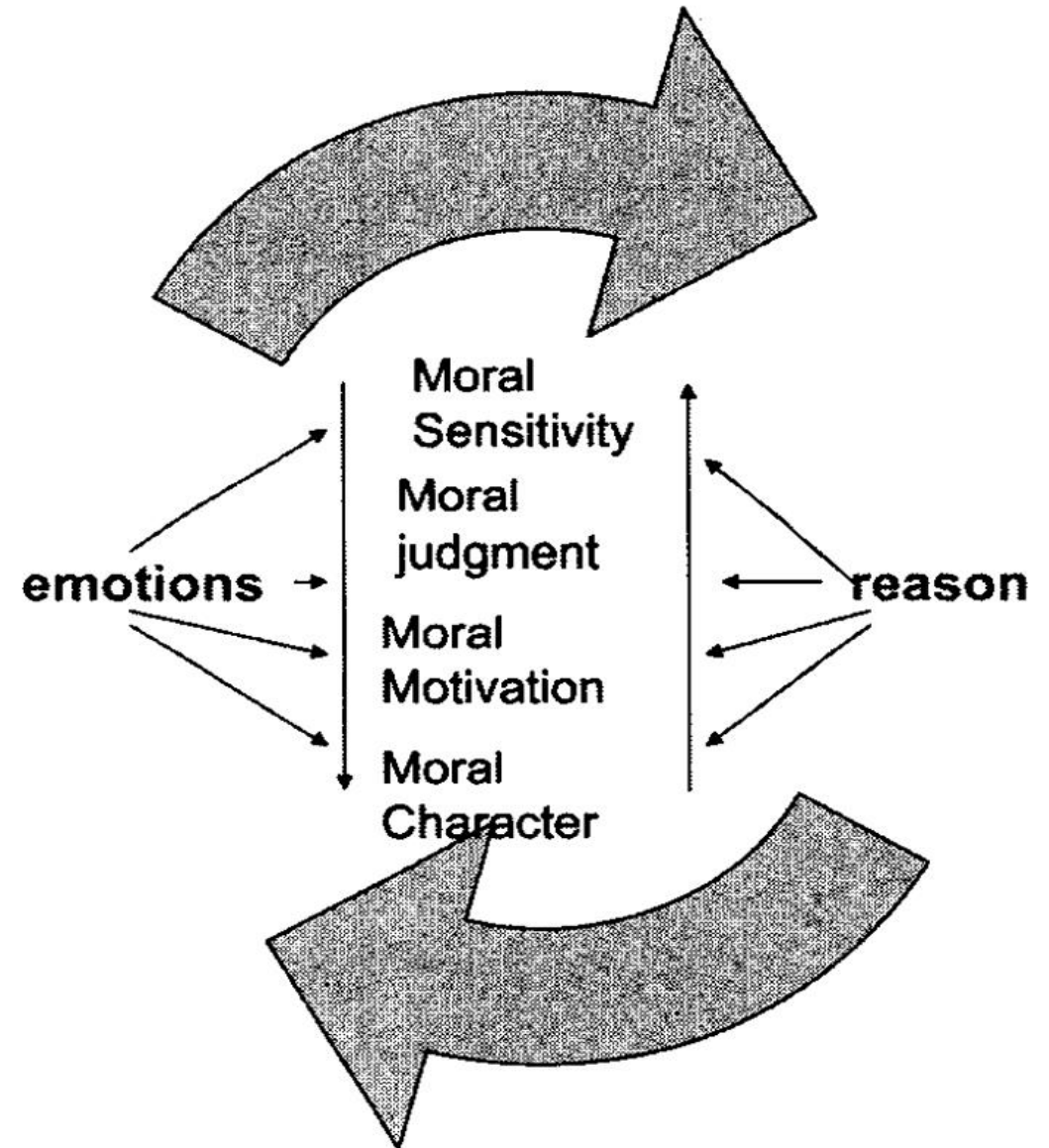
“Emotions and reasoning are constantly interacting to influence our moral behavior.”
(Greenfield, 2007)

Figure 1. A conceptual model of factors that influence moral behavior.



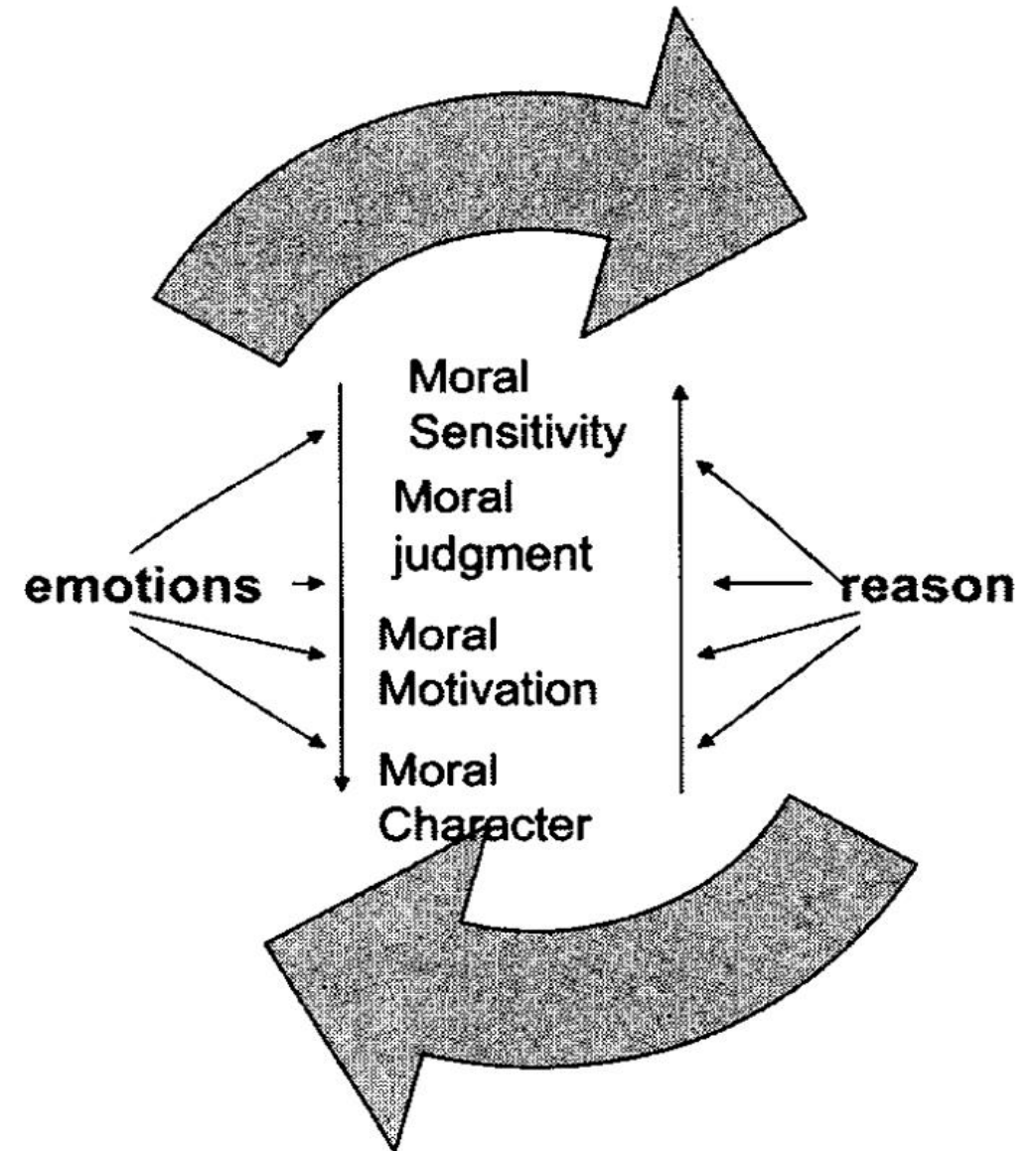
The vertical arrows remind us that these components are not mutually exclusive of each other, or naturally sequential.

Figure 1. A conceptual model of factors that influence moral behavior.



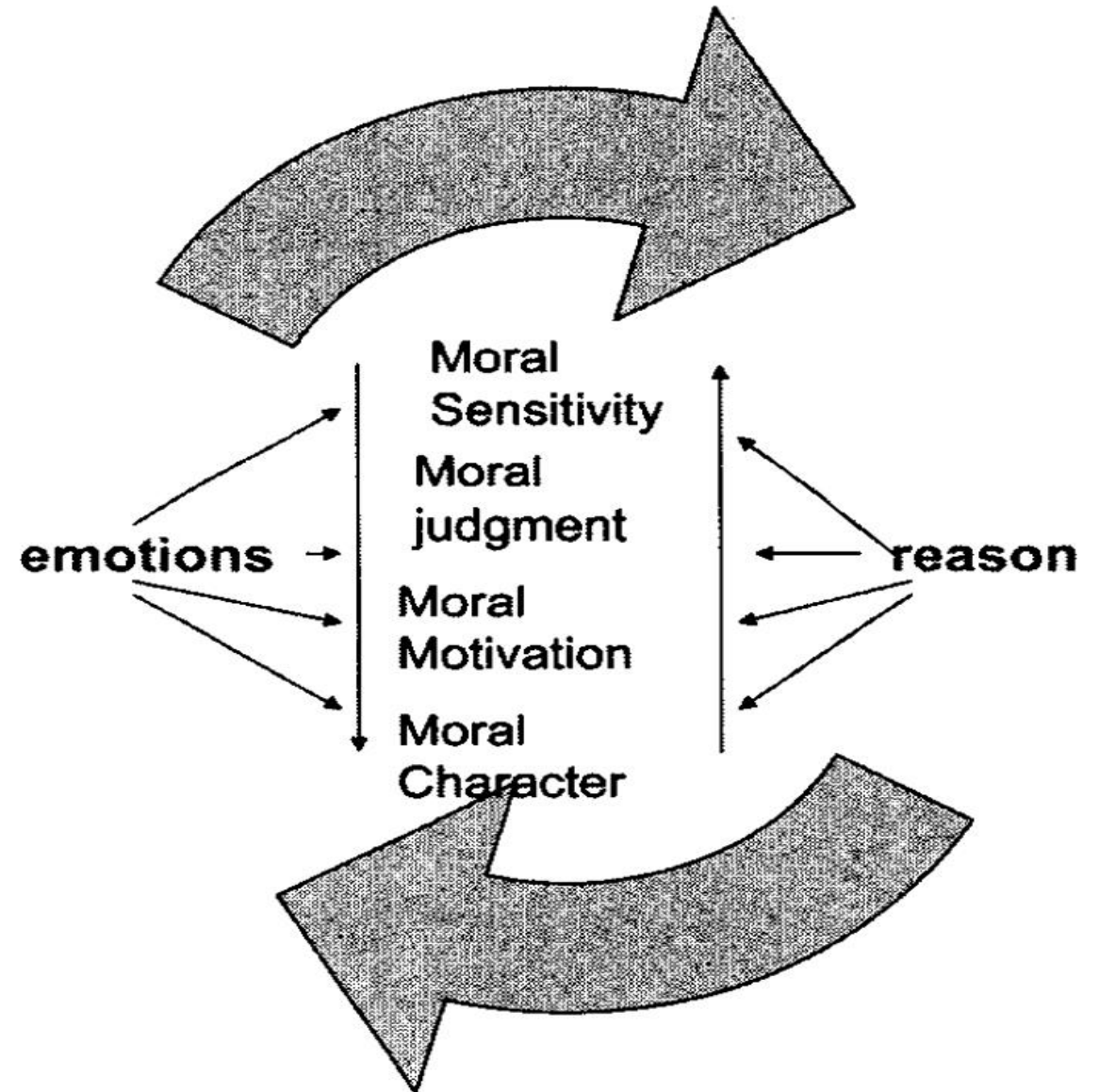
Our moral sensitivity may be instrumental in our recognition of a moral issue or dilemma, but it also influences the nature of our engrossment in a particular clinical situation, as well as our commitment to find a solution that is fair and equitable to all parties.

Figure 1. A conceptual model of factors that influence moral behavior.



- Our emotions and reasoning are constantly interacting to influence our moral behavior.
- How does this occur?

Figure 1. A conceptual model of factors that influence moral behavior.



Emotions and Moral Behavior

The ethical decision-making model provides a rational framework to make ethical decisions,

It provides little information about how we actually identify an issue or dilemma as moral (moral sensitivity) and

How we make a commitment to take a particular ethical action (moral motivation)? (Greenfield, 2007).

A person with a backpack is walking away from the viewer on a cracked, dry, brown path that leads towards a bright, glowing opening in a dark, stormy sea. The water is turbulent and dark blue-green, with white foam from the waves crashing against the path. The light from the opening creates a strong lens flare effect, illuminating the scene and casting a long shadow of the person on the cracked ground.

Emotions and Moral Behavior

Callahan argued that we often enter ethical decision-making midstream.

Emotions and Moral Behavior

- The context of making an ethical decision can be messy, often involving a complexity of personalities and shifting alliances that challenge our professional and personal obligations and duties and create tensions and anxieties.



Research: What role do emotions play in Ethical Decision Making?

- Betan and Stanton: How emotional responses and contextual concerns related to psychotherapists' willingness to implement ethical interventions.
- Ethical case scenario
- (264 psychotherapists during in-resident training)...
- asked participants to imagine being aware that a fellow student's drinking behavior is interfering with his or her functioning as a therapist in the clinic where they both work

Research: What role do emotions play in Ethical Decision Making?

- According to the ACA or AAMFT, or Social Work Code, what should you do?
- A. Nothing
- B. Suggest he get help for this problem.
- C. Keep trying to get him to stop drinking.
- D. Tell Casey that if he doesn't get his drinking under control you will have to report it to his clinical supervisor at your agency.
- E. Tell the supervisor, the Director of the Agency, or the LPC Board.

Research: What role do emotions play in Ethical Decision Making?

- 2. What do you think you probably would do if actually confronted with this situation with a fellow counselor who is your close friend?
- A. Nothing
- B. Suggest he get help for this problem.
- C. Keep trying to get him to stop drinking.
- D. Tell Casey that if he doesn't get his drinking under control you will have to report it to his clinical supervisor at your agency.
- E. Tell the supervisor, the Director of the Agency, or the LPC Board.

**Research:
What role do
emotions play
in Ethical
Decision
Making?**

- 3. How serious is Casey's violation of the Ethics Code?
- A. Very minor
- B. Somewhat minor
- C. Unsure or Undecided
- D. Somewhat serious
- E. Serious
- F. Very serious

Research: What role do emotions play in Ethical Decision Making?

- 4. If your friend has more experience than you do as a LPC, how likely is it that you would act on your decision to (b,c,d,or e)
- A. Very unlikely
- B. Unlikely
- C. Somewhat unlikely
- D. Unsure or Undecided
- E. somewhat likely
- F. Likely
- G. Very Likely

**Research:
What role do
emotions play
in Ethical
Decision
Making?**

- 5. If you have consulted with other counselors that suggested nothing should be done, how likely is it that you would act on your decision to (b,c,d,or e)
- A. Very unlikely
- B. Unlikely
- C. Somewhat unlikely
- D. Unsure or Undecided
- E. somewhat likely
- F. Likely
- G. Very Likely

**Research:
What role do
emotions play
in Ethical
Decision
Making?**

- 6. If your friend threatens to make an unfounded accusation against you, how likely is it that you would act on your decision to (b,c,d, or e)
- A. Very unlikely
- B. Unlikely
- C. Somewhat unlikely
- D. Unsure or Undecided
- E. somewhat likely
- F. Likely
- G. Very Likely

Research: What role do emotions play in Ethical Decision Making?

- 7. If you have consulted with the Agency Director that suggested that nothing should be done, how likely is it that you would act on your decision to (b,c,d,or e)
- A. Very unlikely
- B. Unlikely
- C. Somewhat unlikely
- D. Unsure or Undecided
- E. somewhat likely
- F. Likely
- G. Very Likely

**Research:
What role do
emotions play
in Ethical
Decision
Making?**

- 8. If your friend threatens to publicize embarrassing information about you, how likely is it that you would act on your decision to (b,c,d,or e)?
- A. Very unlikely
- B. Unlikely
- C. Somewhat unlikely
- D. Unsure or Undecided
- E. somewhat likely
- F. Likely
- G. Very Likely

Research: What role do emotions play in Ethical Decision Making?

- Participants also responded to open-ended questions regarding their considerations in choosing an intervention and how they perceived that emotions influenced their ethical decision making.
- For many, *emotional responses were integral* in guiding their ethical action
- Heightened their sensitivity to the interpersonal implications of making an ethical decision, or toward the client.



Ethical Decision- Making & Emotion Models

1. Neuroethics or Neuroscience Model
2. Rest: Model of Major Determinants of Moral Behavior
3. **Tarvydas Integrative Model**



Tarvydas Integrative Model

- Builds on well-known decision making models-- Rest (1984), and Kitchener (1984).
- Emphasizes the process of interaction between principle ethics and virtue ethics, and places a reflective attitude at the heart of the process (Cottone & Tarvydas, 2016).



Tarvydas Integrative Model

- Adds a four-level model of ethical practice: contextual forces. The four levels are hierarchical:
 1. Clinical counseling level (client-counselor relationship focus)
 2. The clinical interdisciplinary level (practitioner to practitioner dynamics)



Tarvydas Integrative Model

3. Agency level (agency policy, practitioner-supervisor styles & practices, and staffing patterns might have influence; institutional goals, marketing strategies, corporate oversight processes)

4. Societal resource/public policy level (scarce health care resources, insurance and policies, privatization of mental health care; work and productivity)



Tarvydas Integrative Model

- Four underlying themes or attitudes:
 1. maintaining a stance of reflection (concerning one's own conscious awareness of personal issues, values, etc.)
 2. Address balance between issues and parties to the ethical dilemma
 3. Pay close attention to the context(s) of the situation
 4. Utilize a process of collaboration with all rightful parties to the situation.

**Tarvydas
Integrative
Model:
Stage 1**

Interpreting the Situation through
Awareness and Fact Finding

Component 1: Enhance sensitivity
and awareness

Component 2: Determine the major
stakeholders and their ethical claims
in the situation

Component 3: Engage in the fact-
finding process.



Tarvydas Integrative Model: Stage 1

Interpreting the Situation
through Awareness and Fact
Finding

Component 1: Enhance
sensitivity and awareness

Component 2: Determine the
major stakeholders and their
ethical claims in the situation

Component 3: Engage in the
fact-finding process.



Tarvydas Integrative Model: Stage 2

- Formulating an Ethical Decision
 - Component 1: Review the problem or dilemma
 - Component 2: determine what ethical codes, laws, ethical principles, and institutional policies and procedures exist that apply to the dilemma.
 - Component 3: Generate possible and probable courses of action



Tarvydas Integrative Model: Stage 2

- Component 4: Consider potential positive and negative consequences for each course of action
- Component 5: Consult with supervisors and other knowledgeable professionals
- Component 6: Select the best ethical course of action

- Most models stop here



Tarvydas Integrative Model: Stage 3

- Selecting an Action by Weighing Competing, Non-moral Values, Personal Blind Spots, or Prejudices
- Component 1: Engage in reflective recognition and analysis of personal competing nonmoral values, personal blind spots, or prejudices
- Component 2: Consider contextual influences on values selection at the counselor-client, team, institutional, and societal levels
- Component 3: Select the preferred course of action



Tarvydas Integrative Model: Stage 4

- Planning and executing the selected course of action
- Component 1: Figure out a reasonable sequence of concrete actions to be taken
- Component 2: Anticipate and work out personal and contextual barriers to effective execution of the plan of action, and effective counter-measures for them.
- Component 3: Carry out, document, and evaluate the course of action as planned.



Ethical Decision- Making & Emotion Models

1. Neuroethics or Neuroscience Model
2. Rest: Model of Major Determinants of Moral Behavior
3. Tarvydas Integrative Model

Ethical Decision-Making and Emotions: Objectives

2. Analyze specific strategies for balancing the use of emotions and logical thinking in ethical decision making.

3. Practice exercises to heighten awareness of emotions involved in ethical decision-making and to practice case vignettes using both emotional awareness and logical processes.



Ethics and Emotions

- “It is not enough for professionals to have relevant knowledge and protocols (e.g. ethical theories and ethical codes).
- Professionals must be involved in “in-depth learning,” about their own beliefs and identity, and their emotions that are tied up with their identity (Keinemans, 2014).
- Counselor letter and Client letter

Analyze specific strategies:



**Identify
hidden or
unknown
emotions**



**Awareness
of personal
value
system**



**Moral
Reflection**



**Conversation
Tools**



**Socratic
Dialogue**



**Meta-
Conversation**

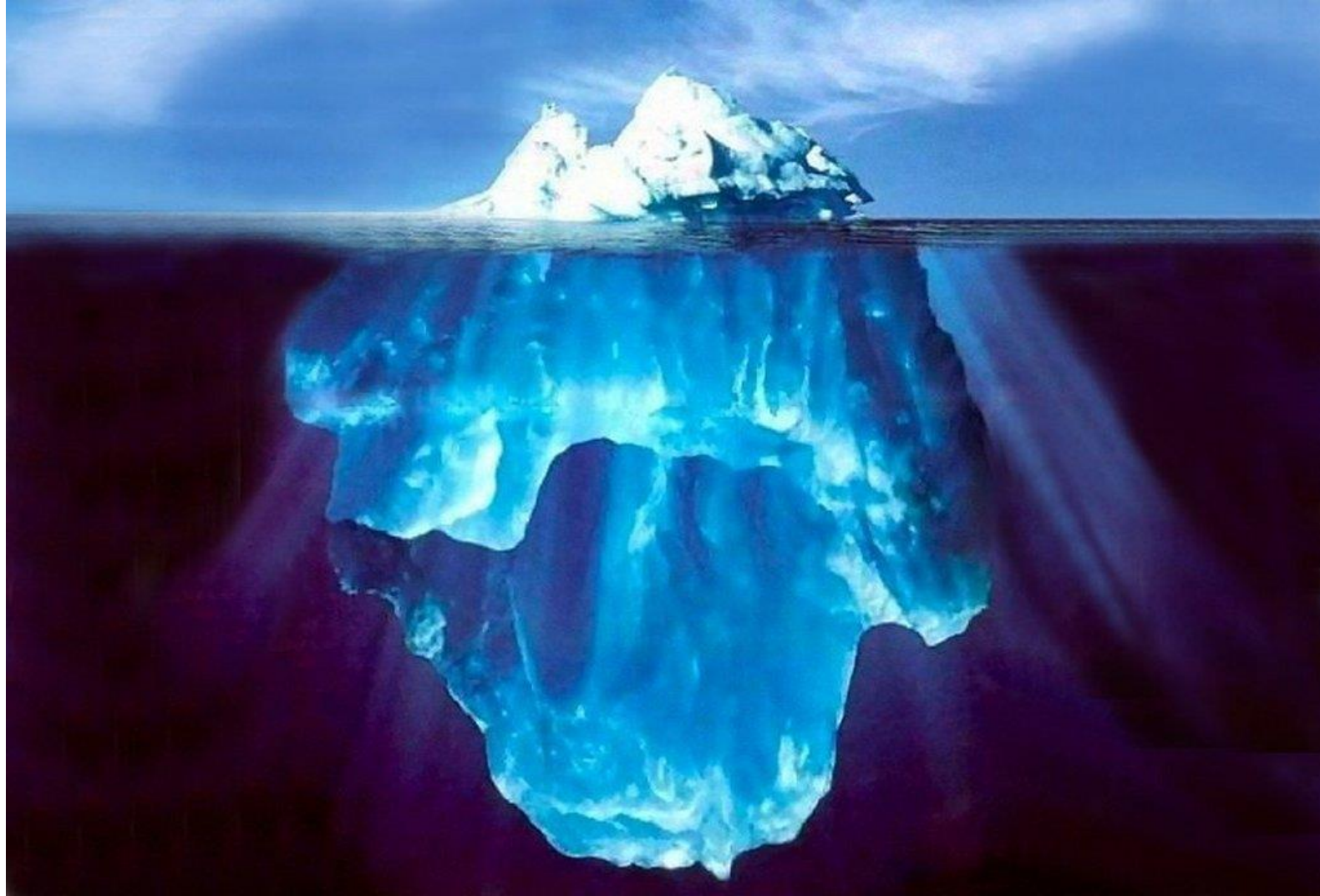


**Aristotelian
Conversation
Method**

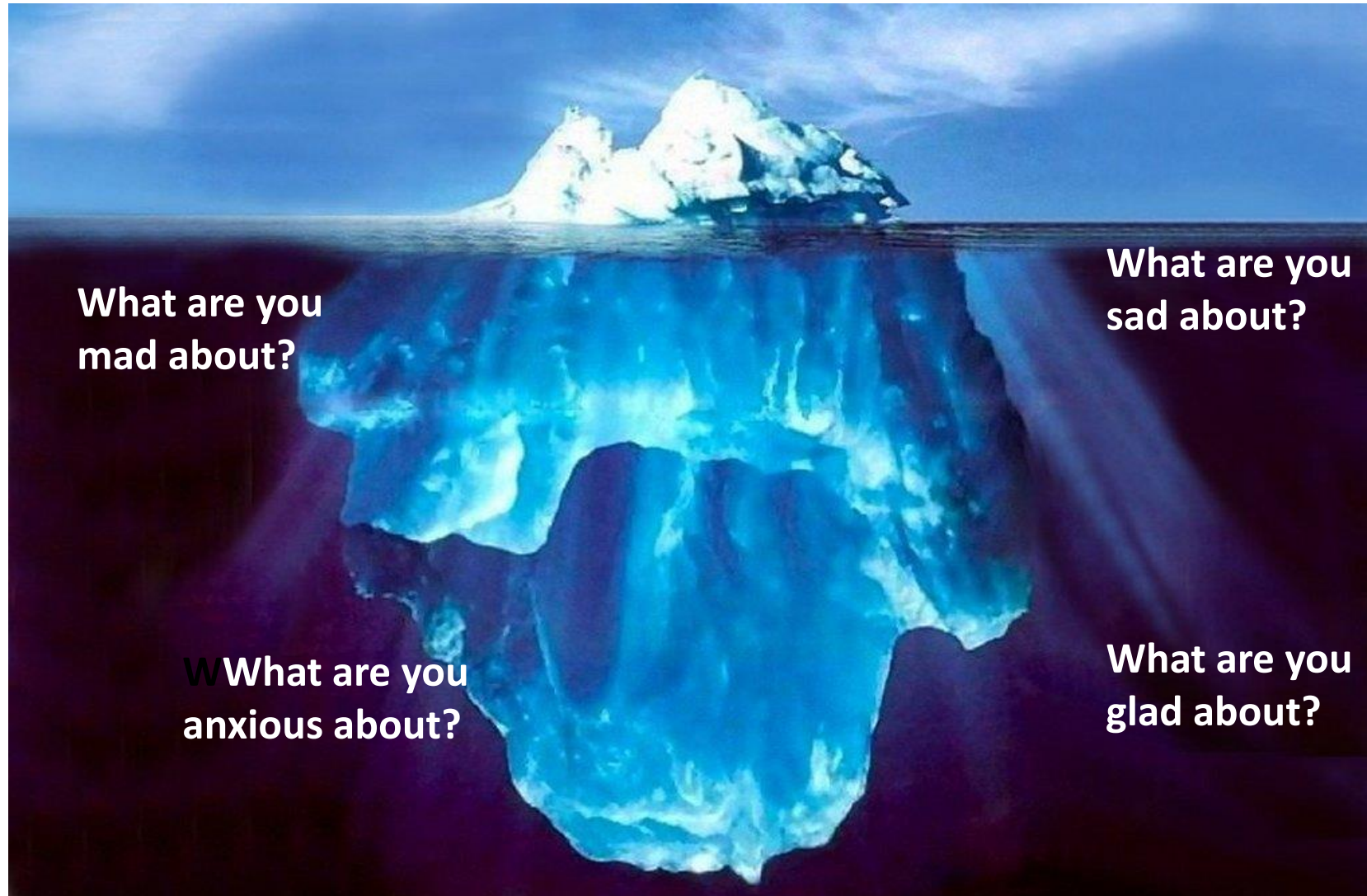
Iceberg Model

What Lies Beneath The Surface

(Identifying your hidden /unknown emotions)



Explore the Iceberg



Identify Hidden or Unknown Emotions



- Given a case scenario containing a moral dilemma, draw a horizontal line representing “personal comfort, with polar ends marked high and low.” (Misch and Peloquin, 2006, p. 46).
- Plot with an X to indicate your comfort and emotional responses to the moral dilemma during multiple stages of ethical decision making.

Identify Hidden or Unknown Emotions



- I know how I feel, how might that affect my behavior?
- What do I do about it?
- What might my client and client's family feel?
- How do I make an ethical decision while considering the feelings of all those concerned? (Greenfield, 2007, p. 20)



Emotions are the core of the professional's moral identity

- Emotions reveal the personal and professional value system of a professional
- The therapist must be aware of their own value system and accompanying emotions and should be able to reflect on them.

Analyze specific strategies:



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Ethics work on Values and Emotions

- “The effort people put into seeing ethical aspects of situations, developing themselves as good practitioners, working out the right course of action and justifying who they are and what they have done” (Banks, 2012, p. 14)

Ethics work on Values and Emotions



- Examine the signaling function of emotions:
- Do they provide information about the values that are at stake in a certain situation?
- Emotions may sensitize the professional to the moral dimension in their work, and reflection on emotions may help to obtain a clear picture of morally relevant scenes.

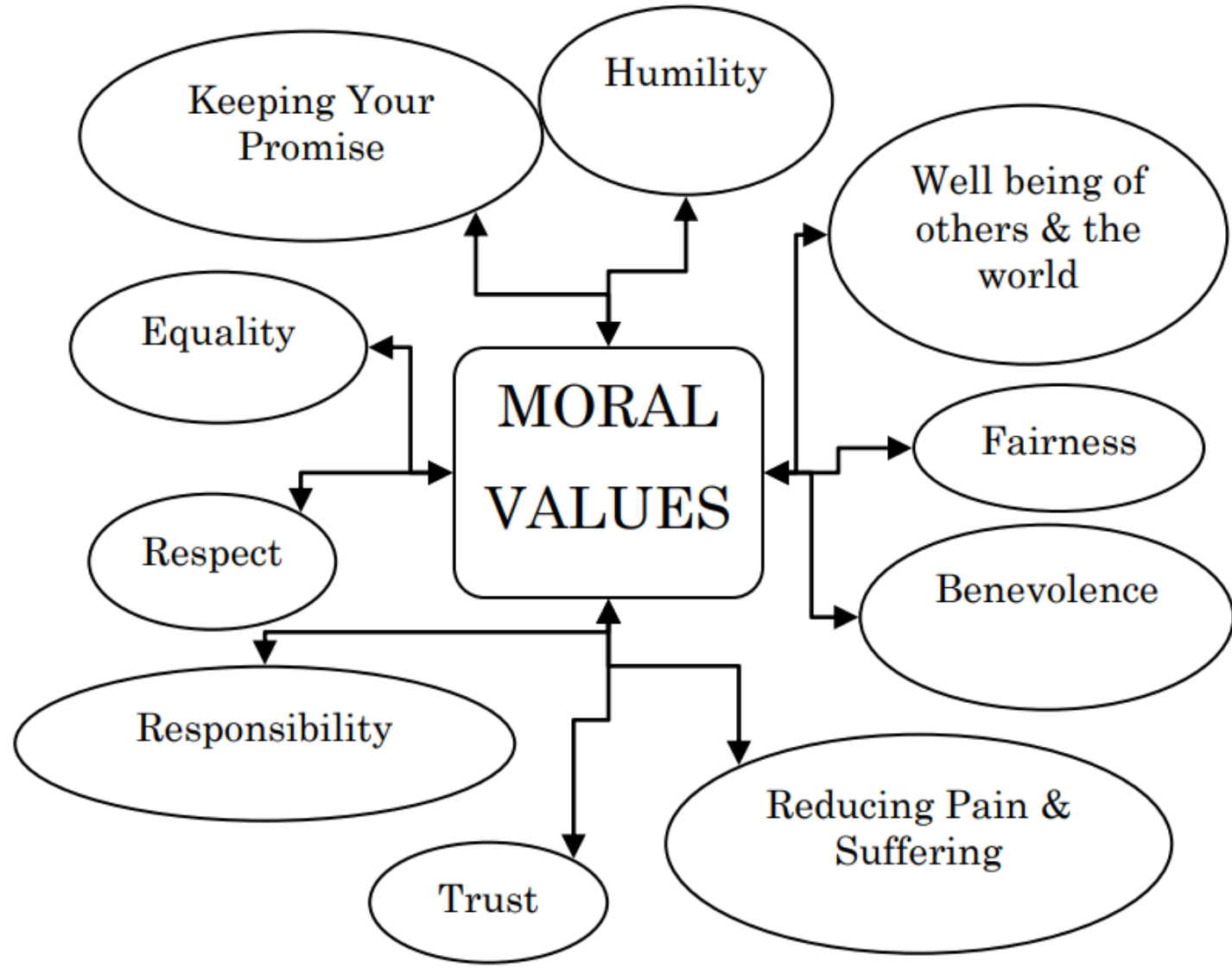


Ethics work on Values and Emotions

- Realize that the emotions you experience are related to your own value systems, and that they reveal something about your moral identity.
- Reflection on these value systems and identity is in order



Identify Your Values

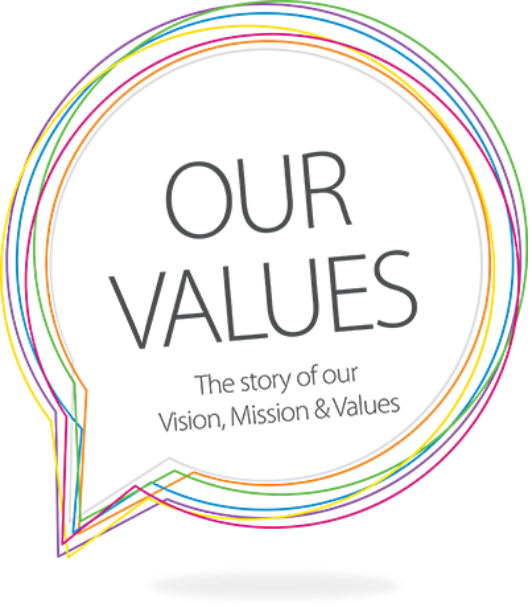




Values Exercise (on your own)

- **Core Values**

Inventory <http://www.hcllc.info/files/Core-Values-Inventory.pdf>



Values Exercise 2 (Cottone & Tarvydas, 2016):

- What do you find is your ideal type of client to work with? Why? What is your most dreaded type of client? Why?
- What makes you happiest about your work as a counselor? What causes you to become the most upset or afraid?
- Who is the living person who has most influenced your desire to work in counseling? Why and how?



Values Exercise 3:

- What do you find gives you the greatest boost to your effectiveness as a counselor and why?
- What do you find is the biggest threat to your effectiveness as a counselor and why?
- What makes you proudest about your choice to be a counselor?
- What about the counseling profession makes you proud?

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Ethics work on Values and Emotions



- Reflection on these value systems and identity is in order:
- Are professional and personal values reconcilable?
- Are they relevant to the situation encountered?



Ethics work on Values and Emotions

- Emotions are necessary motivators of moral action.
- Without emotions, concepts such as “justice” or “care” are meaningless
- Feeling pity for a client or annoyed by injustices we encounter makes it easier to judge and act on these principles.
- How does an emotion interfere with our moral action, or can we use it to come to moral action in specific situations?

Morals and emotions



- Emotional responses to moral issues and dilemmas include both negative and positive emotions
- Negative emotions behave like red buttons, focusing in on a problem and setting in motion a corrective action

Morals and emotions



- Positive emotions often occur in less stressful situations and help to broaden an individual's moral creativity and judgment to take a action.
- In either case, moral emotions bias our moral behavior.

Morals and Emotions



- Emotions are response to perceived changes, threats, and opportunities that may alert us to a moral issue.
- Remember both positive and negative emotions can influence each component of moral behavior.
- Emotions are often directed at an object, embody certain beliefs about the object, and are concerned with values.

Analyze specific strategies:



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**Awareness
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Moral Reflection and Conversation Tools

1. Explain emotions experienced at the beginning of any deliberation.

- What affects you?
- Each participant explains his or her emotions, realizing these emotions are subject of moral inquiry during the deliberation.

(Molewijk, Kleinlugtenbelt and Widdershoven, 2011).



Moral Reflection and Conversation Tools



- By explaining one's emotions and thoughts that accompany them, the core issue of the case becomes more visible.
- This allows the moral deliberation to use the informative function of emotions.
- Paying attention to emotions may stimulate the involvement of professionals in the case, enhancing the quality and focus of the participants.

Analyze specific strategies:



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Socratic Dialogue



- Discuss whether emotions are appropriate in certain practice situations.
- Problem solving tools can be expanded by questions on emotions. Examine what values might be at stake.

Socratic Dialogue

Problem solving model by Hill, Glaser and Harden (1998)

1. Recognizing the problem—
acknowledge that moral issues are
most frequently recognized by a
feeling of discomfort.

2. Identify aspects of those
feelings that are not relevant to
the matter in hand.

.



Socratic Dialogue

Problem solving model by Hill, Glaser and Harden (1998)

3. Define the problem: begin to use felt experience as additional information about the ethical dilemma.



Analyze specific strategies:



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Meta-Conversation

(Keinemans, 2014)



- When emotions dominate moral issues, or seem to hinder a solid moral judgement, decision or action, it can be fruitful to examine these emotions, discuss them and reduce them to acceptable proportions.
- Instead of controlling, curtailing, or ignoring emotions in clinical ethics support services, the intellectual dimension of emotions in moral deliberation and moral decision making should be appreciated and developed further.

Meta-Conversation



- Both participants and facilitators need to learn to reflect on the moral knowledge inherent in emotions.
- They need to understand the emotional aspects of moral inquiry and find their own middle position in dealing with emotions, in order to further develop clinical ethics as a respectful and creative enterprise.

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Aristotelian Conversation Method



1. Describe three ways of dealing with your emotions. (each person does this individually).
- Recall a situation which bothered you and in which you experienced a specific emotion. The moral case deliberation begins with a brief description of the emotion in that situation.

Aristotelian Conversation Method



- Can be positive emotions (love, proud, joy) or
- negative emotions (envy, anger, anxiety).
- Describe in three short notes both the extremes and the happy medium in dealing with the emotion by answering these 3 questions

Check which emotion you had in that situation. (anger, apathy, love, sadness, loneliness, compassion, fear, disgust, love, sadness, loneliness, compassion, fear, disgust, boredom, proud, or joy).

Imagine you are in that situation again.

1. What would you do if the emotion leads you completely? In other words, the emotion is too strong?

2. What would you do if you neglect the emotion, if you put the emotion aside? In other words, the emotion is too weak?

3. What would you do if you had found the right attitude to the emotion? The emotion is not too strong and not too weak. You stand midway between both extremes in your action.

- Reflect upon the situation again: which answer is nearest to what you actually experienced?

2. Address the emotion and understanding the factual situation

- To reflect on the rightness of an emotion, one must understand what the emotion is, and in which concrete situation the emotion played a role.
- With this, one can imagine what it means to be in that situation.
- It is important not to judge the emotion or the situation, and not to explore the thoughts behind the emotion, but only to ask for the facts in the concrete situation.

3. Take part in a moral inquiry towards the emotion

- Reflect on the three notes which were written in Step
Use these questions:

1. How did I relate to this emotion at that time?

When do I have a free attitude to the emotion?

When does the emotion lead me completely (too much)?

When do I neglect the emotion (too little)?

2. Which thoughts are connected with the emotion?

3. Take part in a moral inquiry towards the emotion

3. Do I actually stay in the middle position (not too much, not too little) towards the emotion in the given situation?

4. Which alternative actions in the situation could be closer to the middle position?

5. Which virtue or excellence is at issue in this situation?

6. What are the differences between the action I took in that case and what I see now as the middle way?

4. Each person formulates their right attitude towards the emotion.

- By seeking the right attitude to the emotion, the right thoughts and the right virtue controls the emotion in a good way.
- Reflect on the following questions:
- Does the virtue regulate the emotion in a way that is connected with the thoughts that are present?
- Do we show the emotion to the right person(s)?

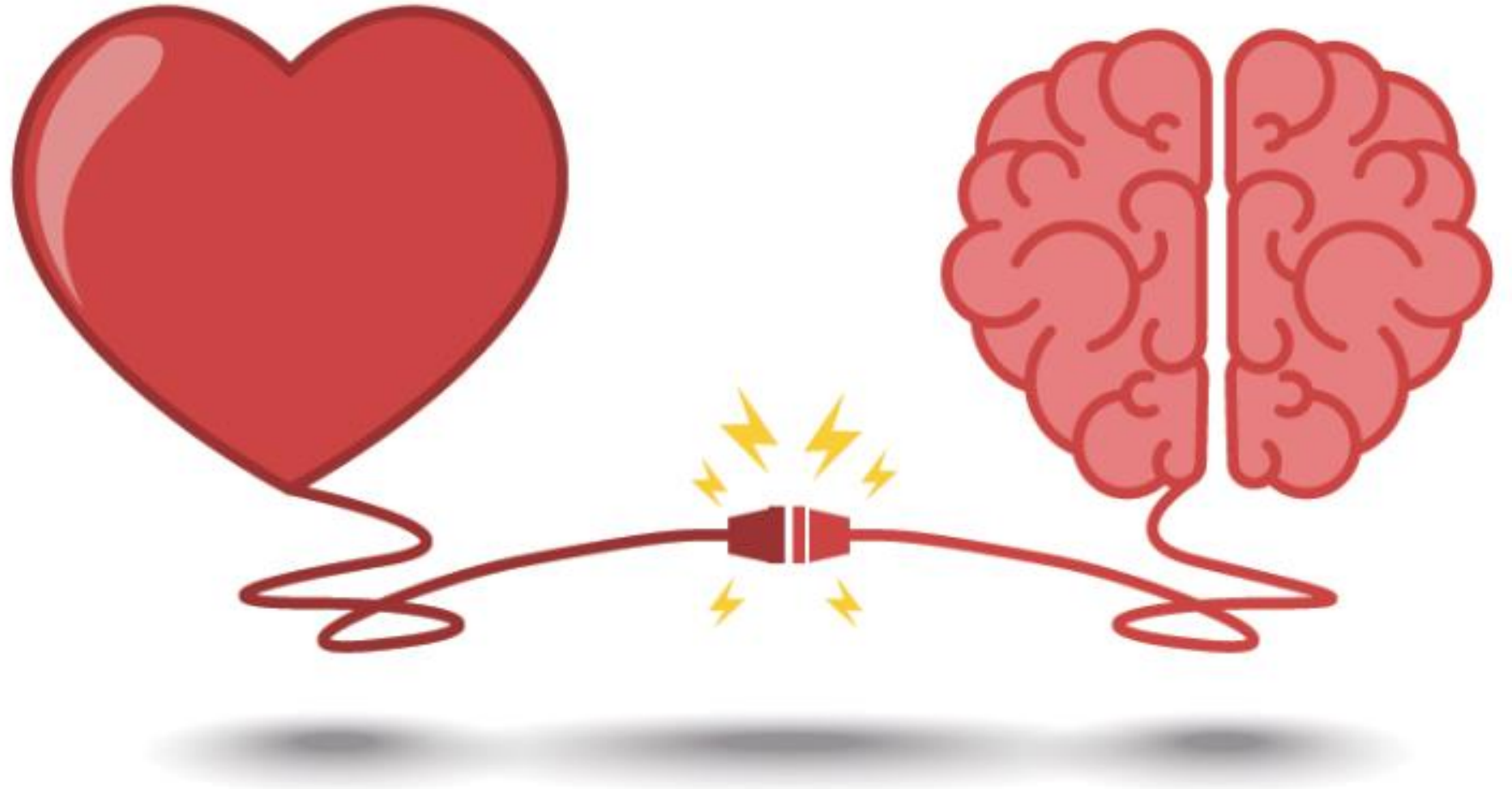
4. Each person formulates their right attitude towards the emotion.

- Do we show the emotion at the right moment?
- Is the emotion based on the right reasons (i.e. thoughts)?
- Do we express the emotion with the right intentions?
- Do we express the emotion in the right way (attitude and treatment)?
- Do we express the emotion with the right intensity (moderation)?

5. Based on this moral inquiry, what should I do?

- What do we have to do, and based on which considerations?
- What are the lessons learned?
- What should we personally take into account?
- In which way could or should we influence future situations like this? (consider various contextual elements such as organizational, systematic or policy issues).

Ethical
Decision-
Making and
Emotions...
You cannot
escape the
combination!
Take action!
Decide, not
slide!



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