VALUE DIFFERENCES: ETHICAL DECISION MAKING FOR CHRISTIAN COUNSELORS WORKING WITH LGBTQ INDIVIDUALS

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LEARNING OBJECTIVES

• Participants will understand the importance of the ACA’s Code of Ethics
• Participants will analyze the ALGBTIC Competencies for working with LGBQQIA and Transgender individuals
• Participants will apply an ethical decision making model to an ethical dilemma stemming from a difference in values between client and counselor
ACA CODE OF ETHICS

• A.4.b – Personal Values
• A.11.b – Values Within Termination and Referral

(ACA, 2014)
ACA CODE OF ETHICS

• C.2.a – Boundaries of Competence

(ACA, 2014)
ACA CODE OF ETHICS

• C.2.f – Continuing Education
ACA CODE OF ETHICS

• C.7.a – Scientific Basis for Treatment

(ACA, 2014)
ALGBTIC COMPETENCIES

• C. 4 – Acknowledge and Collaborate

(Awareness for counselors, Advocacy for clients, Equality for all)
ALGBTIC COMPETENCIES

• C.18 – Continued Education

(Taskforce et al., 2013)
ALGBTIC COMPETENCIES

• B. 4 – Influence of Prejudice and Discrimination on Counseling Relationship

(ALGBTIC, 2009)
ALGBTIC COMPETENCIES

• C. 2. – Personhood of the Counselor

(ALGBTIC, 2009)
ALGBTIC COMPETENCIES

C. 3. – Client’s Primary Concern for Counseling

(ALGBTIC, 2009)
RATIONAL – COUNSELORS WHO IDENTIFY AS CHRISTIAN

• Challenges faced – Brittany

• Judged and marginalized – John
ETHICAL DILEMMA PRESENTED BY ACA

- Sarah is a master’s student who is a first-semester intern in a high school.
- Sarah has been doing good work with a 15-year-old client until the client reveals, in their 4th session, that she is sure she is lesbian and wants help in coming out to her classmates and her parents.
- Sarah is a member of a conservative Christian religion that teaches homosexuality is a sin, and she sincerely believes that to be a Biblical truth.
- She adds that she realizes “it’s not about me” and has learned, through her previous coursework, that she must set aside her personal values.
- But where she is struggling now is that she is being asked to be LGBT-affirmative as a counselor.
- She thinks she can be values-neutral in her sessions but she would be incongruent with her true self and would be actively encouraging sin if she were to be LGBT-affirmative in working with the client.

(ACA, 2016)
ETHICAL DECISION MAKING MODEL

• Identify the Problem

(Forester-Miller & Davis, 2016)
ETHICAL DECISION MAKING MODEL

• Apply the 2014 ACA Code of Ethics

(Forster-Miller & Davis, 2016)
ETHICAL DECISION MAKING MODEL

• Determine Nature and Dimensions of Dilemma – Part 1
  – Consider implications for each foundational principle
    • Autonomy
    • Non-maleficence
    • Beneficence
    • Justice
    • Fidelity

(Forster-Miller & Davis, 2016)
ETHICAL DECISION MAKING MODEL

• Determine Nature and Dimensions of Dilemma – Part II
  – Relevant professional literature
  – Consult colleagues
  – Consult professional associations

(Forester-Miller & Davis, 2016)
ETHICAL DECISION MAKING MODEL

• Generate potential courses of action

• Consider potential consequences of each course of action for all parties involved.

(Forster-Miller & Davis, 2016)
ETHICAL DECISION MAKING MODEL

• Evaluate the Selected Course of Action
  – Consider Justice
  – Consider Publicity
  – Consider Universality

(Forster-Miller & Davis, 2016)
ETHICAL DECISION MAKING MODEL

• Implement your Course of Action
  – Follow up
  – Evaluate

(Forester-Miller & Davis, 2016)
ETHICAL DILEMMA PRESENTED BY ACA
THINK, PAIR, SHARE

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(ACA, 2016)
REFERENCES


