



**THIS IS WHO WE ARE.**



**FACES & VOICES  
OF RECOVERY**

ADVOCATE. ACT. ADVANCE.



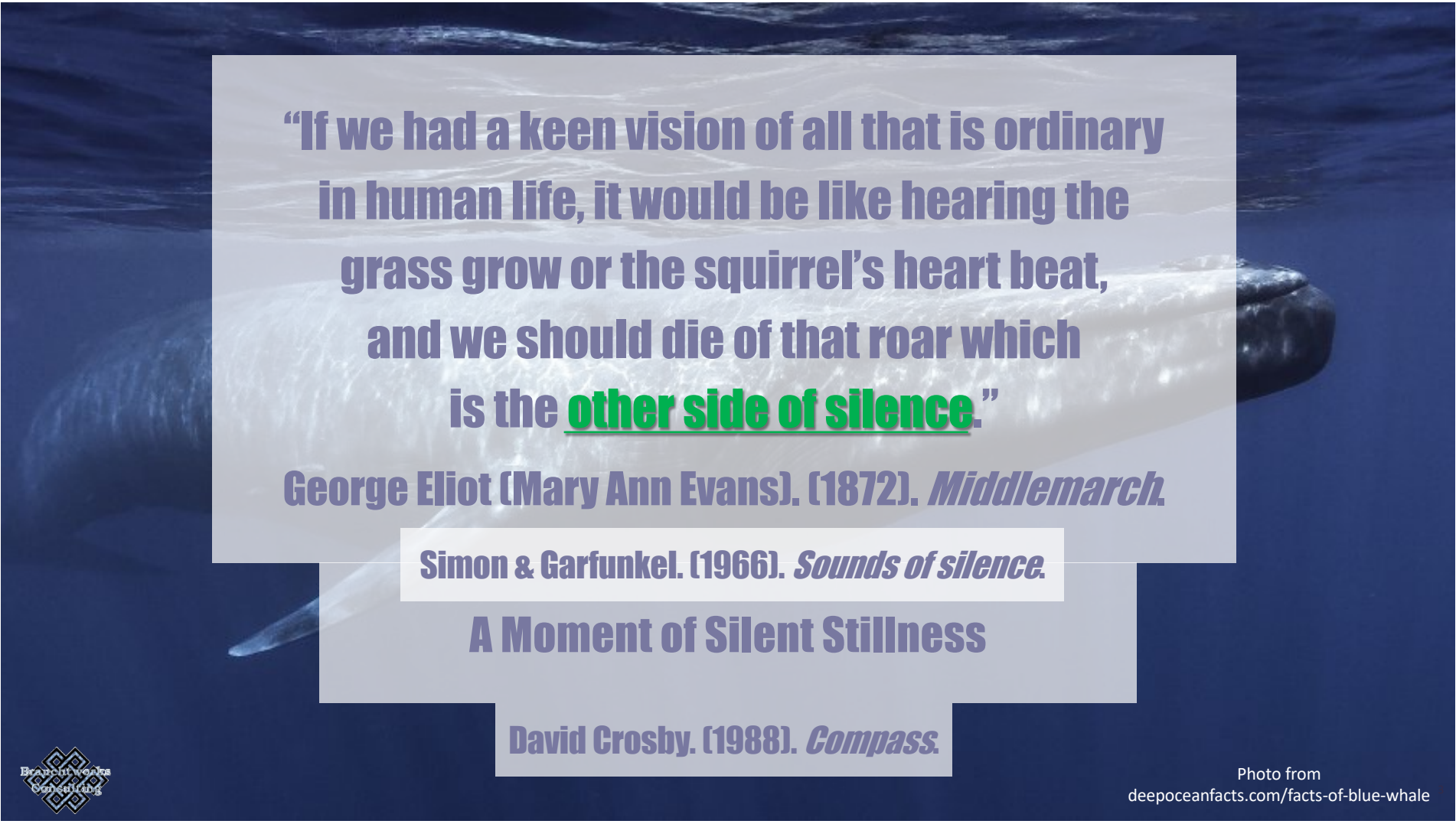
## **Faces and Voices of Recovery**

2021 Recovery Leadership Summit  
October 6, 2021; 2:15 to 3:15pm Central

### **Ethics with Recovery Community Organizations**

**George S. Braucht; LPC, CPCS & CARES**





**“If we had a keen vision of all that is ordinary  
in human life, it would be like hearing the  
grass grow or the squirrel’s heart beat,  
and we should die of that roar which  
is the other side of silence.”**

**George Eliot (Mary Ann Evans). (1872). *Middlemarch*.**

**Simon & Garfunkel. (1966). *Sounds of silence*.**

**A Moment of Silent Stillness**

**David Crosby. (1988). *Compass*.**



Photo from  
[deepoceanfacts.com/facts-of-blue-whale](https://deepoceanfacts.com/facts-of-blue-whale)

## Schedule

**\*2:15pm      Start\***

**\*3:15pm      Adjourn\***



Photo from [hthehinduportal.com/2013/08](http://hthehinduportal.com/2013/08)

Please **turn off and place out of sight** cell phones, computers, tablets, etc. except when requested.  
You deserve a break!





# My What: Promoting personal, professional and community development

"I just want to help people."



**George S. Braucht**

LPC, CPCS & CARES  
Brauchtworks Consulting  
*Applying Science to Practice*  
[brauchtworks.com](http://brauchtworks.com)

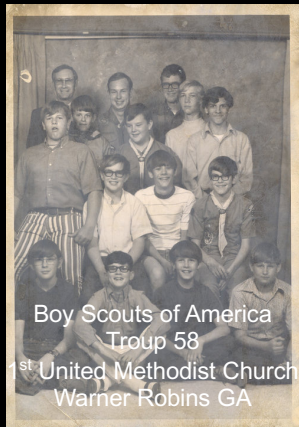


- ✓ Master of Science in **Experimental/Physiological Psychology** then **Community Psychology**; 1<sup>st</sup> psychology class taught at Georgia College in 1979
- ✓ 14,000+ hours of supervised psychotherapy experience as a **Licensed Professional Counselor** and **Certified Professional Counselor Supervisor** including 27 years with the **Georgia State Board of Pardons & Paroles/Dept. of Community Supervision**
- ✓ Co-founder and Lead Facilitator, **Certified Addiction Recovery Empowerment Specialist (CARES) Academy** and **Forensic Peer Mentor Ready4Reentry**
- ✓ Curriculum Development & Lead Faculty, **Recovery Residence Manager Training** and **REC CAP - Recovery Navigation Support Training**
- ✓ Charter Board Member, **National Alliance for Recovery Residences**
- ✓ Level II Trainer in the **Partners for Change Outcome Management System (PCOMS)**
- ✓ Recovery Consultant with SAMHSA's **Opioid Response Network**

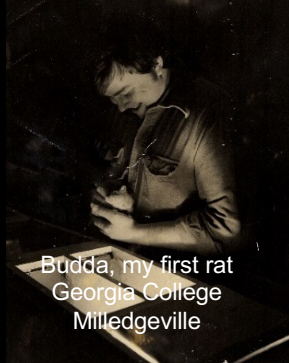
# My Why



**George S. Braucht**  
LPC, CPCS & CARES  
Brauchtworks Consulting  
*Applying Science to Practice*  
[brauchtworks.com](http://brauchtworks.com)



Boy Scouts of America  
Troup 58  
1st United Methodist Church  
Warner Robins GA



Budda, my first rat  
Georgia College  
Milledgeville



The tribe  
Cherokee NC



Matt



Frodo,  
aka  
Sampson



Laura & Kristy



Saye



Sienna, Mindy & Malory



Caleb



Jane, my Better-Half,  
Mindy  
& WayInn



Polar Plunge  
New Year's Day  
Jekyll Island GA

Y Brauchtworks Consulting - What's New

+

← → ↻

Not secure | brauchtworks.com/home

★

PDF

ABP

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Consultations

Training Handouts

Toolkit

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Contact George



**George S. Braucht: LPC, CPCS & CARES**

*Applying Science to Practice*

Garnering practice-based evidence of effectiveness using evidence-based practices

**What's New?**

1. The ASADS handout for *Ethical Decision-making with Administrators, Clinicians and Peers* is [here](#).

2. [Here](#) is the handout for *PCOMS-informed Peer Services*.

3. The *Don't Run - Call 9-1-1: Overdose Prevention* handout is [here](#).

4. The *Crisis Intervention (ED & WL): Recovery and Resilience* handout for the GCSA Community Connections training is [here](#)

5. [Here](#) is the LPCAGA Clinical Supervision Conference journal for *Ethical Decision-making with Administrators, Clinicians and Peer Service Providers*

6. [Here](#) is the *Expect Recovery: Applying the Science of Addiction Recovery* handout

7. [Finn, Prevost, Braucht, Hawk, Meredith & Johnson. \(2017\). Home visits in community supervision: A qualitative analysis of themes and tone. Criminal Justice and Behavior. DOI: https://doi.org/10.1177/0093854817711209.](#)

8. Click [here](#) for Dunn et al's (2016) *Brief Opioid Overdose Knowledge (BOOK) Questionnaire*. [Here](#) is the source article.

9. *Improving Retention, Outcomes and Supervision with PCOMS* NAADAC webinar: Click [here](#) for the handout.

10. *Enhancing Cultural Competence 2-Day Workshop*: Approved for 11 CEUs by the LPCAGA and ADACBGA. Click [here](#) for the handout.

11. *PCOMS Service Provider and Supervisor Training*: Click [here](#) for a



## Objectives. Upon completion, participants will be able to:

1. List three fundamental principles of ethical decision-making from moral psychology.
2. Conduct vital incident review sessions using an ethical decision-making worksheet to build multi-disciplinary collaboration among professionals with varied ethical behavior standards.
3. Incorporate a Catalogue of Organizational Practices and Ethics (COPE) into your agency's new employee orientation and ongoing in-service trainings.





# **Polls & Moral Psychology Principles**





Participate using  
a clicker  
or  
log your smart phone,  
tablet or computer web  
browser into  
[responseware.com](http://responseware.com)

Select "Guest"  
Enter Session ID: [ethic](http://ethic)





- ☑ Respond to each question by pressing the appropriate button
- ☑ Answers are recorded anonymously - we will see the group's results immediately



[responseware.com](http://responseware.com); Enter as “Guest” with Session ID: [ethic](#)

Alex and Jamie are siblings traveling together in France on a summer vacation from college. One night while staying alone in a cabin near the beach, they decide that it would be interesting and fun if they tried making love. At the very least, it would be a new experience for each of them. Alex is already taking birth control pills, but Jamie uses a condom too just to be safe. They both enjoy making love but decide to never do it again. They keep that night a special secret which makes them feel even closer to each other over the years. **Do you think it is acceptable for two consenting adults, who happen to be siblings, to make love?**

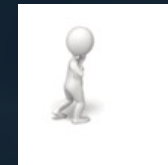
15

0

A. No

0

B. Yes



# Three points about ethical decisions

- ~69% immediately answer “No” (Haidt, 2006; Haidt, 2001; Haidt, Koller & Dias, 1993)
  1. Morality begins with culture-based affect (feelings) = instant and automatic judgement = the Elephant or System 1 (Kahneman, D. 2011)
- When asked why or how you came to that answer?
  2. We confabulate: Invent reasons (cognitions) “on the fly” = the Rider or System 2
- Refuting reasons generally doesn’t change minds (“yeah but, but, but... my answer just seems [*feels*] right!” = System 1 or the Elephant)
  3. Arguments do not diminish the cause of the position (affect: System 1: the Elephant) if we address only what was made up after the judgement occurred!

Photo by Andre Mouton  
on Unsplash



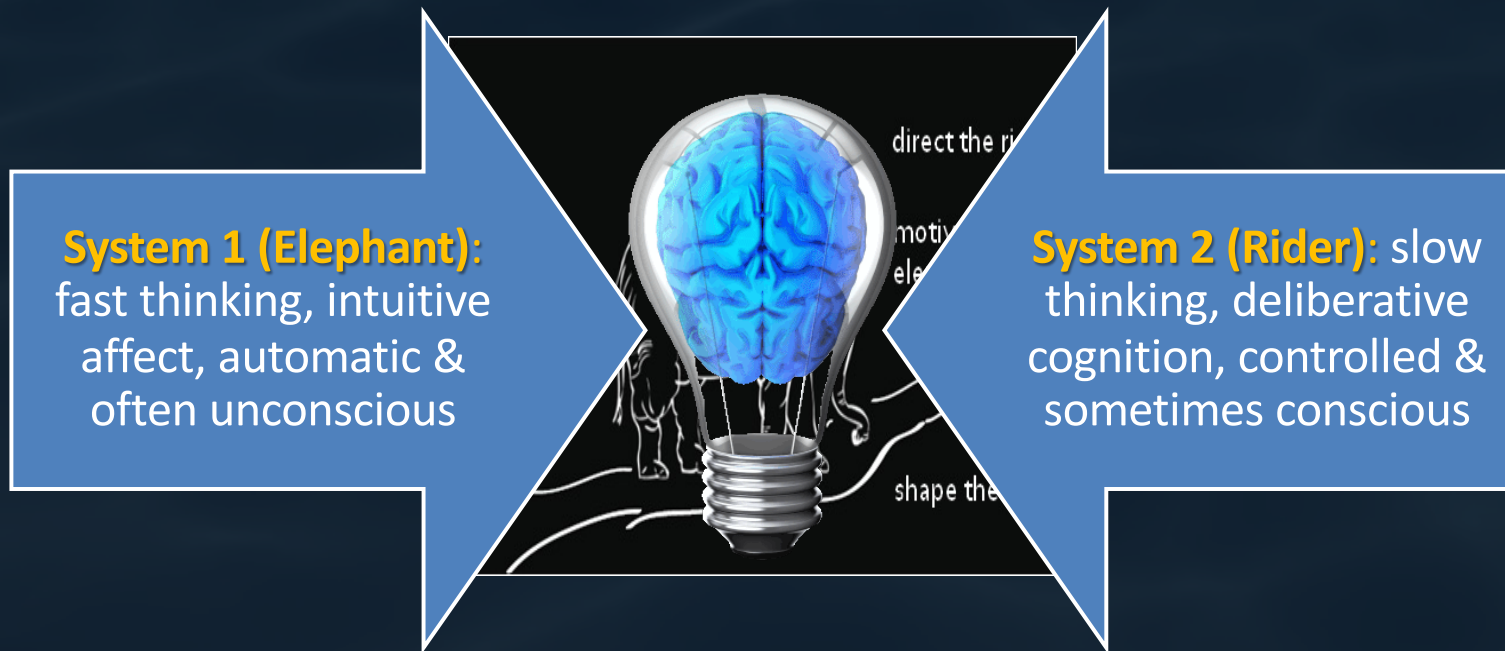
Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. New York: Perseus.

Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux.





Kahneman, D. (2011). *Thinking, fast and slow*.  
Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*.





**“I only had one drink!!!!”**

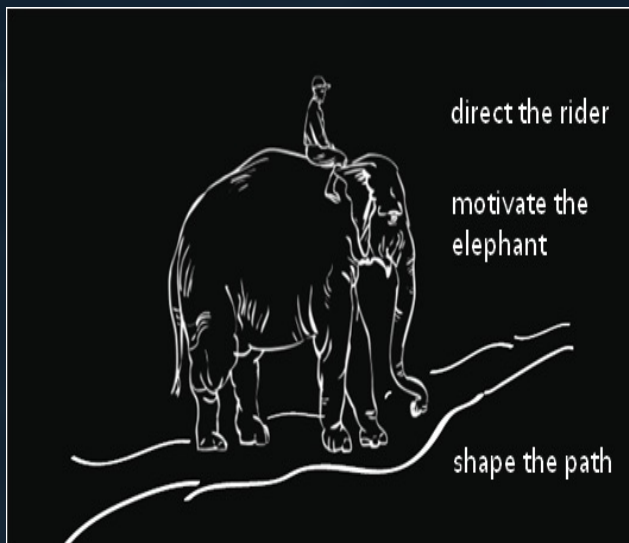


Photo from [janetthrasher@sbcglobal.net](mailto:janetthrasher@sbcglobal.net)  
[pinterest.com/pin/127648970661778563](https://www.pinterest.com/pin/127648970661778563)



# Ethical Decision-making: What Works?

Adapted from Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion.*



→ Check reference materials, e.g., COE, etc.

➡ **First, appreciate and validate the other's worldview and values!**

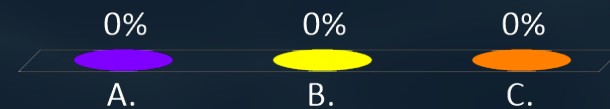
→ Develop a Catalogue of Organizational Practices and Ethics (COPE)

[responseware.com](https://responseware.com); Enter as “Guest” with Session ID: **ethic**

My agency has a set of written ethical behavior standards for staff, volunteers and clients/peers/residents.



- A. Yes
- B. No
- C. Don't know/Not sure



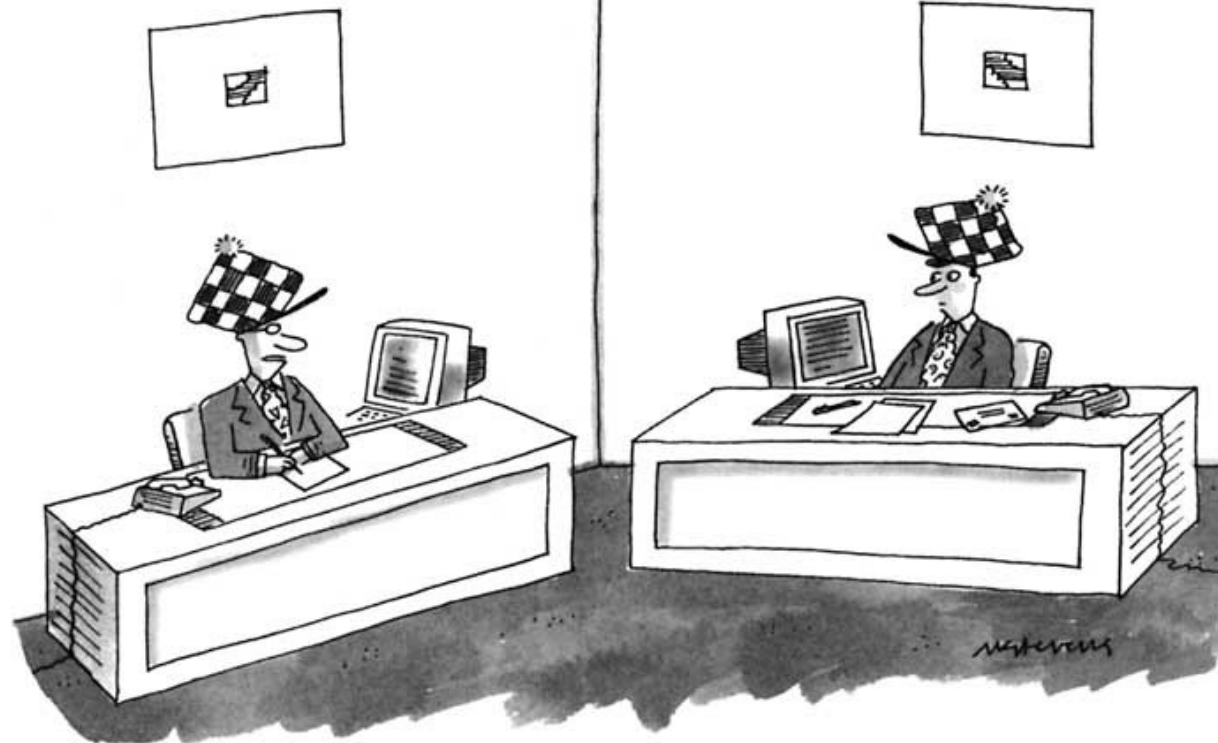
[responseware.com](https://responseware.com); Enter as “Guest” with Session ID: [ethic](#)

How many hours in the last 12 months have you participated in formal, agency-led discussions about ethical issues?

- 0% A. 0
- 0% B. 1-2
- 0% C. 3-4
- 0% D. 5-8
- 0% E. 9 or more
- 0% F. I don't know



©Cartoonbank.com



*"I don't know how it started, either. All I know is that it's part of our corporate culture."*





responseware.com; Enter as “Guest” with Session ID: ethic

I am 100% certain that my agency will back me  
in the ethical decisions that I make today.

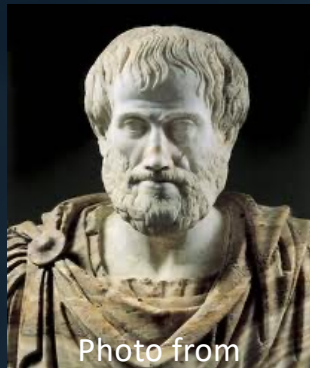


Photo from  
<https://en.wikipedia.org/wiki/Aristotle>

- A. Yes
- B. No
- C. Don't know/Not sure



A.



B.



C.

30



# Ethics Overview

# Ethics

Exercising integrity with sustained vigilance in preventing harm and injury to those to whom we have pledged our loyalty or service

Adapted from White & Popovitis. (2001, 2<sup>nd</sup> ed.). *Critical incidents*.

Professional ethics codes set  
MINIMUM standards of conduct

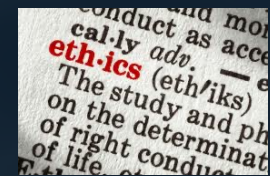


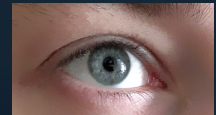
Photo from

<https://www.zdnet.com/article/data-science-ethics-and-the-massive-scumbags-problem/>



## Ethical sensitivity: Four abilities

1. Step outside one's worldview and perceive the complexities of a situation:  $B = \underline{P} \times \underline{E}$ 
  - ✓ Through others' experiences, needs & worldviews
  - 👁️ **Potentially vulnerable parties (PVP)?**  
Client/Peer/Resident (CPR), CPR's family, agency, allied institutions and/or the public
2. Project the potential consequences (+ & -) of one's action or inaction on each PVP



## Ethical sensitivity: Four abilities (cont.)



3. Identify and analyze the precise ethical issues in the situation then isolate and articulate the conflicting duties and responsibilities
4. Weight the advantages and disadvantages of various potential actions and formulate agency mission and values-congruent AND ethically appropriate responses





# Ethical Decision-making Levels

Foundation:  
Mandatory =  
Compliance with the law and  
professional ethics codes

Middle level:  
Standard of practice =  
“reasonable colleague”



Photo by [Steven Erixon](#) on [Unsplash](#)

Adapted from Corey, Corey, Corey & Callanan. (2018, 10<sup>th</sup> ed.). *Issues and ethics in the helping profession*.



## Ethical Decision-making Levels (cont.)



### Highest Level:

Continuously open to the effects of interventions on client/peer/resident welfare - above and beyond what may be required by "law"

Doing what is intrinsically right,  
regardless of the consequences

Adapted from Corey, Corey, Corey & Callanan. (2018, 10<sup>th</sup> ed.). *Issues and ethics in the helping profession*.



2 minutes:  
you alone

3 minutes  
with 4-5 others: **what  
item(s) does everyone  
have the ✓ in the  
same box**

**We all agree,  
right?**



### Boundary Management and Intimacy Issues Worksheet 150703

Adapted by George S. Braucht; LPC, CPCS & CARES with permission of William L. White.  
From White, W., the PRO-ACT Ethics Workgroup, with legal discussion by Popovits R. &  
Donohue, B. (2007). *Ethical guidelines for the delivery of peer-based recovery support services*.  
Philadelphia: Philadelphia Department of Behavioral Health and Mental Retardation Services.

I am taking this as a/an: ✓ all that apply. Administrator ☐ Clinical Supervisor ☐ Clinician ☐  
Peer service provider ☐ Service recipient (CPR) ☐

Instructions: ✓ one of the three vulnerability zones for each of the below behaviors.

Client/Peer/Resident = CPR Alcohol or other drugs = AOD The below are Service Provider behaviors	Vulnerability Continuum			Ethic code #
	Safe Always OK	Vulnerable Sometimes OK, sometimes not	Danger Never OK	
1. Give a gift to a CPR or a CPR family member				
2. Accept a gift from a CPR or a CPR's family member				
3. Lend or borrow money				
4. Manage a CPR's money				
5. Give a hug				
6. "You are a very special person"				
7. "Relapse is a part of recovery"				
8. Invite to a holiday dinner at your home				
9. Joke about breast or penis size				
10. Have sex with a former CPR				
11. Have a relationship with a CPR's family member				
12. Give a CPR your personal cell phone number				
13. Use profanity or curse words				
14. Use drug culture or street slang				
15. "I'm going (or been) through a rough divorce myself"				
16. "You're very attractive"				
17. Address the CPR by her first name				
18. Attend mutual support group meetings with CPRs				
19. Hire a CPR do some paid work at your sister's house				
20. "Praise God" or "Praise Allah"				
21. Work with a CPR to whom you previously sold AOD				
22. Sponsor a CPR who you are assigned at work				
23. Attend a CPR's wedding				
24. Tell another staff member that her/his CPR admitted using AOD during a mutual support group meeting				
25. Give a CPR a ride in your personal vehicle				





# **Ethical Decision-making in Four Steps**

## Ethical Decision-Making Worksheet 150531

Page 1 of 2

Adapted by George S. Braucht, LPC, CPCS & CARES from White, W. L. & Popovits, R. M. (2001, 2<sup>nd</sup> Edition). *Critical incidents: Ethical issues in the prevention and treatment of addiction* and Gentile, M. C. (2010). *Giving voice to values: How to speak your mind when you know what's right*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ COPE # \_\_\_\_\_

Incident title/theme: \_\_\_\_\_

Brief summary of the incident: \_\_\_\_\_

**Step One:** What is the potential risk level to each party?

Party	Potential Risk of Harm (✓)		
	Minimal	Moderate	Significant
You			
Individual/Family Being Served			
Service Provider(s)			
Service Provider Organization/Agency			
Professional Service Field			
Recovery Community			
Community/Public Safety			

**Step Two:** ✓ each core recovery value that applies to this situation. What action would that value suggest? *Note: Consider replacing the below with your organization's values.*

✓	Core Value	Suggests this Course of Action
<input type="checkbox"/>	Autonomy/Choice (Self-direction, freedom over destiny)	
<input type="checkbox"/>	Obedience (Obey legal/ethical directives)	
<input type="checkbox"/>	Conscientious Refusal (Disobey legal/ethical directives)	
<input type="checkbox"/>	Beneficence (Do good; help others)	
<input type="checkbox"/>	Gratitude (Pass good along to others)	
<input type="checkbox"/>	Competence (Knowledge/skills)	
<input type="checkbox"/>	Justice (Be fair; distribute by merit)	
<input type="checkbox"/>	Stewardship (Use resources wisely)	
<input type="checkbox"/>	Honesty and Candor (Tell the truth)	
<input type="checkbox"/>	Fidelity (Keep your promises)	
<input type="checkbox"/>	Loyalty (Don't abandon)	
<input type="checkbox"/>	Diligence (Work hard)	
<input type="checkbox"/>	Discretion (Respect confidence and privacy)	
<input type="checkbox"/>	Self-improvement (Be the best that you can be)	
<input type="checkbox"/>	Non-maleficence (Do no harm; hurt no one)	
<input type="checkbox"/>	Restitution (Make amends to injured persons)	
<input type="checkbox"/>	Self-Interest (Protect yourself)	
<input type="checkbox"/>	Other Culture-Specific Value:	

# Four Step Ethical Decision-making Process





# Ethical Incidents

[https://drive.google.com/file/d/1dIQXUF649CNDYhEy285QtjEAkS\\_hlop8/view?usp=sharing](https://drive.google.com/file/d/1dIQXUF649CNDYhEy285QtjEAkS_hlop8/view?usp=sharing)



## Ethical Decision-Making Worksheet 150531

Page 1 of 2

Adapted by George S. Braucht, LPC, CPCS & CARES from White, W. L. & Popovits, R. M. (2001, 2<sup>nd</sup> Edition). *Critical incidents: Ethical issues in the prevention and treatment of addiction* and Gentile, M. C. (2010). *Giving voice to values: How to speak your mind when you know what's right*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ COPE # \_\_\_\_\_

Incident title/theme: \_\_\_\_\_

Brief summary of the incident: \_\_\_\_\_

Step One: What is the potential risk level to each party?

Party	Potential Risk of Harm (✓)		
	Minimal	Moderate	Significant
You			
Individual/Family Being Served			
Service Provider(s)			
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Professional Service Field			
Recovery Community			
Community/Public Safety			

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	Gratitude (Pass good along to others)	
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	Fidelity (Keep your promises)	
	Loyalty (Don't abandon)	
	Diligence (Work hard)	
	Discretion (Respect confidence and privacy)	
	Self-improvement (Be the best that you can be)	
	Non-maleficence (Do no harm; hurt no one)	
	Restitution (Make amends to injured persons)	
	Self-Interest (Protect yourself)	
	Other Culture-Specific Value:	

**Step Three:** What laws, organizational policies, professional ethics codes and standards and historical practices influence your behavior in this situation?

Enablers:

Disablers:

**Step Four:** Document

1. What options you considered:

2. Who you consulted:

Enablers:

Disablers:

3. What decision-based scripts you made and what you did to rehearse:

4. The outcome of the decision(s) made and action(s) taken:





# **Catalogue of Organizational Practices and Ethics (COPE)**

# Catalogue of Organizational Practices and Ethics (COPE)

- I. Strategic purpose: Guide decisions and behaviors in pursuing the agency's vision, mission and values via explicitly defined obligations and practices
- II. Build an agency-specific, real-issues COPE that cuts across professional codes of ethics





# Catalogue of Organizational Practices and Ethics (COPE)

III. Add Ethical Decision-making Worksheets as situations arise to inform and update staff, volunteers, & CPRs

IV. Uses

- ☑ Ongoing professional development initiatives
- ☑ Monthly/quarterly in-service trainings
- ☑ New board member, employee, volunteer, and CPR orientations



Coping tools photo  
by [Anete Lusina](#)  
from [Pexels](#)



## Catalogue of Organizational Practices and Ethics (COPE) Checklist 141105

Adapted by George Braucht; LPC, CPCS & CARES with permission from William L. White.  
From: White, W. L. & Popovits, R. M. (2001, 2<sup>nd</sup> Edition). *Critical incidents: Ethical issues in the prevention and treatment of addiction*. Lighthouse Institute: Bloomington IL.  
Available at [www.chestnut.org/LL/bookstore/index.html](http://www.chestnut.org/LL/bookstore/index.html)

### A. Organizational Culture

1. Are the organization's vision and mission statements, values, performance objectives and measures, and Code of Organizational Practices and Ethics (COPE) written with sufficient clarity to allow their application in daily decision-making and discussions among staff/volunteers/clients? No ☐ Yes ☐
2. Are education, experience and certification/licensure requirements for each agency position set to promote the likelihood that staff/volunteers have prior knowledge and skill in ethical decision-making? No ☐ Yes ☐
3. Is the COPE integrated into the organization's personnel policies or corporate compliance program? No ☐ Yes ☐
4. Are organizational vision, mission, values and ethical standards included raised during employee/volunteer hiring and included in staff/volunteer/client orientations? No ☐ Yes ☐
5. Are ethical issues addressed in the in-service training schedule, not just as a special topic, but integrated as a dimension of all training topics? No ☐ Yes ☐
6. Are opportunities provided for staff/volunteers/clients to explore ethical issues with other professionals within and outside the organization? No ☐ Yes ☐
7. Are formal arrangements maintained that allow organizational leaders to access outside consultation on complex ethical-legal issues? No ☐ Yes ☐
8. Are opportunities provided for staff/volunteers/clients to periodically review and revise the COPE? No ☐ Yes ☐
9. Do organizational leaders frequently model COPE-based decision-making, recite the organization's vision and mission, explain the organization's values, and talk about key ethical issues in all communications with staff/volunteers/clients and during community outreaches? No ☐ Yes ☐
10. Is COPE adherence a component of all staff/volunteer/client performance evaluations? No ☐ Yes ☐



## Catalogue of Organizational Practices and Ethics (COPE) Checklist (cont.)

11. Is ethical conduct a core value of the organization as reflected in agency history and mythology; the organization's brand including symbols, slogans, designation of heroes and heroines; and storytelling in organizational literature and during community outreach? No ☐ Yes ☐
  12. Are rituals built into organizational life that identify and celebrate instances of COPE-compliant behavior, identify practices that undermine or deviate from COPE, and promote recommitting to the COPE, e.g., staff/volunteer/client meetings, advances (traditionally referred to as retreats), strategic planning meetings, etc.? No ☐ Yes ☐
  13. Are processes in place through which staff/volunteers/clients can identify and rectify stressors that can contribute to poor ethical decision-making (role overload/conflicts, incompatible values and procedures, etc.)? No ☐ Yes ☐
  14. Is an employee assistance program available that addresses personal impairments that could affect staff/volunteer ethical judgment and conduct? No ☐ Yes ☐
- ### B. Ethical Decision-Making
15. Have staff/volunteers/clients been oriented to the multiple parties whose interests must be reviewed in ethical decision-making? No ☐ Yes ☐
  16. Are instances of COPE compliances celebrated and violations immediately and consistently addressed? No ☐ Yes ☐
  17. Are the forums clearly defined within which ethical issues can be explored, e.g., individual supervision, team meetings, etc.? No ☐ Yes ☐
- ### C. Ethical Violations
18. Do staff/volunteers/clients clearly understand the mechanism for reporting questionable behavior or COPE violations, and the results of subsequent investigations? No ☐ Yes ☐
  19. Are the potential consequences of COPE breaches clearly defined and communicated to staff/volunteers/clients? No ☐ Yes ☐
  20. Are the procedures through which COPE violations are addressed clearly defined and communicated to staff/volunteers/clients? No ☐ Yes ☐



[responseware.com](https://responseware.com); Enter as “Guest” with Session ID: [PracticalEthic](#)

Cognitive arguments rarely change a person's position (affect) if you address only what was made up after the judgement occurred.

- A. True 😊
- B. False
- C. Not sure



## References

- Corey, G., Corey, M. S., & Callahan, P. (2018, 10<sup>th</sup> ed.). *Issues and ethics in the helping professions*.
- Gentile, M. C. (2010). *Giving voice to values: How to speak your mind when you know what's right*.
- Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*.
- Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*.
- Kahneman, D. (2011). *Thinking, fast and slow*.
- White, W. L. & Popovits, R. M. (2001, 2<sup>nd</sup> ed.). *Critical incidents: Ethical issues in the prevention and treatment of addiction*.
- White, W. L., et al. (2007). *Ethical guidelines for the delivery of peer-based recovery support services*.





## AAA Check-out: One thing that I...



1) **A**ppreciated (liked)

2) **A**h-ha! (learned)

3) **A**nticipate doing





# Questions/Answers



## Objectives. Upon completion, participants will:

1. List three fundamental principles of ethical decision-making from moral psychology.
2. Conduct vital incident review sessions using an ethical decision-making worksheet to build multi-disciplinary collaboration among professionals with varied ethical behavior standards.
3. Incorporate a Catalogue of Organizational Practices and Ethics (COPE) into your agency's new employee orientation and ongoing in-service trainings.



**Please help improve this  
training by completing a  
participant feedback form!**



[https://goo.gl/forms/Em  
yw6MzRRwEiwVPe2](https://goo.gl/forms/Emyw6MzRRwEiwVPe2)



# What Works Ethical Decision-making



## Faces and Voices of Recovery

2021 Recovery Leadership Summit  
October 6, 2021; 2:15 to 3:15pm Central

THANKS

FOR YOUR

Ethics with

ATTENTION

Recovery Community Organizations

&

George S. Braucht; LPC, CPCS & CARES

PARTICIPATION!

Brauchtworks  
Consulting







# **FACES & VOICES OF RECOVERY**

ADVOCATE. ACT. ADVANCE.

