

Dual and Multiple Relationships

- Identify measures aimed at minimizing the risks:
 - set healthy boundaries from the outset
 - secure informed consent of clients
 - discuss both potential risks and benefits
 - consult with other professionals to resolve any dilemmas
 - seek supervision when needed
 - document in clinical case notes
 - examine your own motivations
 - refer when necessary

Accepting Gifts

- Questions to consider in making a decision of whether or not to accept gifts from the client
 - What is the monetary value of the gift?
 - What are the clinical implications of accepting or rejecting the gift?
 - When in the therapy process is the offering of a gift occurring?
 - What are the therapist's motivations for accepting or rejecting a client's gift?
 - What are the cultural implications of offering a gift?

Recommendations Prior to Establishing a Bartering Relationship

- Evaluate whether it puts you at risk of impaired professional judgment
- Determine the value of goods or services in a collaborative fashion
- Determine the appropriate length of time for arrangement
- Document the arrangement
- Consult with experienced colleagues or supervisors

Bartering

- Additional guidelines to clarify bartering arrangements
 - Minimize unique financial arrangements
 - If bartering is used, it is better to exchange goods rather than services
 - Both therapist and client should have a written agreement for the compensation by bartering

Signs of Unhealthy Professional Boundaries

- I. Intimacy distortions
 - falling in love with client
 - parentification of client
- II. Inadequate boundaries
 - not noticing boundary invasion
 - over-responsible for client
 - over-involvement with client
 - over-identification with client
 - role confusion/reversal
 - inappropriate touch
 - being manipulated by client's unreasonable demands
 - responding to inappropriate personal questions
 - acting on sexual attraction

Types of Sexual Abuse in Psychotherapy

- Sexual touch as therapy
- “Learning to love” as therapy
- Exploring sexual identity
- Becoming romantically involved
- Brief loss of control
- “Bonding” and other types of closeness

Suggestions on How Therapists Can Deal with Sexual Attraction to Clients

- Acknowledge the feelings
- Explore the reasons for attraction
- Never act on feelings
- Seek out experienced colleague or supervisor for consultation
- Seek personal counseling if necessary
- Monitor boundaries by setting clear limits
- If unable to resolve feelings, terminate the relationship and refer

Continuum of Sexual Contact Between Counselor and Client

■ Psychological abuse

- The client is put in the position of becoming caretaker of counselor's needs.

■ Covert abuse

- The counselor intrudes into client's intimacy boundaries by sexual hugging, professional voyeurism, sexual gazes, over-attention to client's dress and appearance, or seductive behavior

■ Overt forms of sexual misconduct

- Counselor initiates or allows sexual remarks, passionate kissing, fondling, sexual intercourse, oral or anal sex, or sexual penetration with objects

Perspectives on Competence

- Professional codes of ethics on competence have common themes.
- Counselors practice only within the boundaries of competence, based on:
 - education
 - training
 - supervised experience
 - state and national professional credentials
 - appropriate professional experience

Making Referrals

- When
 - Counselors become aware that they do not have skills to offer client needed services
 - Counselors' do not possess the competency for effective service.
- How
 - counselors must have thorough knowledge of the type and caliber of service available in the community
- Who
 - client must agree that problem exists and be willing to work with referral

Ethical Issues in Training Therapists

- Training programs have an ethical responsibility to:
 - ❑ **establish clear selection criteria**
 - ❑ **provide exposure to major contemporary counseling theories**
 - ❑ **teach students strengths and limitations of theories**
 - ❑ **combine academic and personal learning**
 - ❑ **screen candidates to protect public from incompetent practitioners**
 - ❑ **teach range of skills to work with diverse clients**
 - ❑ **provide training in ethics**

Certification and Licensure

■ Certification

- **voluntary attempt by a group to promote professional identity**
- **attempts to verify qualifications**
- **sets minimum standards**
- **does not assure quality practice**

■ Licensure

- **governs professional practice**
 - **highlights uniqueness of an occupation**
 - **restricts both use of title and practice of occupation**
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Rights of Supervisees

- Supervisory sessions free from distractions
- To be fully informed of supervisor's approach
- Confidentiality with regard to supervisee's disclosure
- Confidentiality with regard to clients except as mandated by law
- Continual access to records maintained during supervision
- To provide feedback to supervisors concerning supervision experience
- To seek consultation from other professional as necessary

Legal Aspects of Supervision

- 1. Informed consent
- 2. Confidentiality and its limits
- 3. Liability
 - **direct liability**
 - **vicarious liability**

Multicultural Issues in Supervision

- Dimensions of a good multicultural model:
 - pluralistic philosophy
 - cultural knowledge
 - consciousness raising
 - experiential training
 - contact with racial and ethnic minorities
 - practicum or internship with culturally diverse populations

Multiple Roles and Relationships in the Supervisory Process

- Sexual intimacies during training:
 - **core issue is difference in power and status**
- Providing counseling for trainees:
 - **dual relationship standard of ethical conduct should be used**

Ethical and Professional Issues in Consultation

- Ethical standards for consultants
- Value issues in consulting
- Competence in consultation
- Consultant training
- Relationship issues in consulting
- Rights of consultees
- Issues involving consulting groups