

**RESOURCE GUIDE FOR PSYCHOLOGISTS:
ETHICAL SUPERVISION IN TEACHING, RESEARCH,
PRACTICE, AND ADMINISTRATION**

Jean L. Pettifor, Michelle C. E. McCarron, Greg Schoepp, Cannie Stark, & Don
Stewart

Approved by the Board of Directors of the Canadian Psychological Association
6 November 2010

Table of Contents

Forewords	iii
John Pearce	iii
Carol Falender	iv
Acknowledgments	vi
I. Introduction	1
II. Demonstrations of Ethical Decision Making	2
Teaching Example	3
Research Example	5
Practice Example	7
Administration Example	9
III. Vignettes of Ethical Dilemmas in Supervision	10
Teaching	11
Research	13
Practice	17
Administration	24
Authors' Note	29
References	30
Appendix: <i>Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration</i> (Canadian Psychological Association, 2009).....	31

Forewords

Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration, adopted by the Canadian Psychological Association on 7 February 2009, is an invaluable contribution to the literature on supervision. It offers professional psychologists in diverse areas of practice a comprehensive array of guidelines to facilitate ethical conduct in the provision of supervision.

The *Ethical Guidelines*' authors, Drs. Jean Pettifor, Michelle McCarron, Greg Schoepp, Cannie Stark, and Don Stewart, deserve our highest commendation for this timely, cogent document. Some of us would have stopped there, content with the *Ethical Guidelines* as a stand-alone document. But not these authors! They subsequently developed *Resource Guide for Psychologists: Ethical Supervision in Teaching, Research, Practice, and Administration*. I am honoured to introduce this document.

Several overarching themes about the nature of supervision inform the *Ethical Guidelines* and the *Resource Guide*. Supervision is a distinct area of psychology practice and is constituted by specific knowledge domains, skills, and competencies. Like any area of psychological endeavour, we cannot assume that competent supervision flows inevitably and naturally from one's skills as a competent practitioner, researcher, teacher, or administrator. Rather, supervision competence is the result of the confluence of numerous factors and experiences – didactic instruction and critical analysis of the scholarly and empirical literature, an examination of personal values, and supervised experiences in the provision of supervision. Moreover, like all areas of psychology, it is imperative for us to be informed and guided by the highest ethical principles. The *Resource Guide* offers a practical and comprehensive document that is eminently applicable to supervision.

The *Resource Guide* has several unique features. Rather than restricting itself to clinical or counselling psychology, the *Resource Guide* is applicable to a much broader sphere of current psychological practice and presents vignettes to which the reader is invited to respond. How many of us have had this broader exposure to ethical issues regarding the supervision of teaching, research, or administration?

The vignettes reflect the everyday complexity of ethical dilemmas in supervision. Often there are no easy or simplistic answers. Instead of taking the easy way and spoon-feeding readers with the “right” answer, the *Resource Guide* poses key questions to be considered and describes a set of steps for ethical decision-making. Some consumers may contend that all they need is a neat set of rigid guidelines that quickly resolve any ethical dilemmas. They are misguided. The application of ethical principles is a complicated process that frequently taxes our intellectual, moral, and personal resources. Guidelines cannot be reduced to a cookbook approach that does an injustice to the richness and complexity of such questions. The

Resource Guide offers us a pathway, albeit complicated and replete with many detours, rather than a quick exit that leads us and the people we serve to a dead end.

Kudos to authors Pettifor, McCarron, Schoepp, Stark, and Stewart. They have served us and our profession well,

John W. Pearce, Ph.D., R.Psych.
Child Abuse Service
Alberta Children's Hospital
Calgary, Alberta

It is my pleasure to introduce *Resource Guide for Psychologists: Ethical Supervision in Teaching, Research, Practice, and Administration*, by Jean L. Pettifor, Michelle C. E. McCarron, Greg Schoepp, Cannie Stark, and Don Stewart. This *Resource Guide* carries forward the groundbreaking work of *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration* -- the landmark, comprehensive, and essential work adopted by the Canadian Psychological Association in 2009. The publication of *Ethical Guidelines* demonstrated Canadian leadership in this critical field. The *Resource Guide* increases accessibility of the *Ethical Guidelines* for training and education and contributes to the concept of ethics as a living and relevant document. The authors are to be lauded for their comprehensive and eminently useful contribution.

A major limitation of many ethical standards is difficulty in their day-to-day application. For two reasons, this is even truer of ethical guidelines relating to supervision. First, there has been a historical neglect in thinking of supervision as a distinct professional activity. Second, ethical standards have an often-confusing and conflicting simultaneous impact on multiple parties – client(s), supervisee/therapist, supervisor, and organization.

Ethical education has been critiqued as occurring primarily through informal means or by osmosis (Handelsman, 1986). Such informal exposure is inadequate for training students to identify ethical dilemmas in vivo, and difficult to extrapolate to real situations, most specially to supervision (Falender & Shafranske, 2004; Keith-Spiegel & Koocher, 2008). This *Resource Guide* will be an essential resource in systematic and comprehensive ethical training based on the *Ethical Guidelines*. It is certain to become an essential tool of ethics education and discourse in Canada and internationally.

What distinguishes this work is that each of its vignettes represents the complexity and the sheer practicality of supervision. It blends aspirational principles that lend themselves to reflection with the necessity of immediate concrete decision making. It

presents these issues within the frame of morality, with attention to regulation of professional behaviour (Pettifor, 2004). It will minimize violations by making the process of reasoning on ethical issues accessible, transparent, and clearly articulated. The familiarity of the vignettes is misleading, as they serve as portals to the most complex discussions of the multiple factors of supervision ethics. Abbreviated steps for ethical decision making and elaborated examples for teaching, research, practice, and administration provide a framework which communicates complexity in ethical thinking in local and diverse settings across the multitude of psychologists' roles.

I am honoured as an American psychologist to write this foreword. As someone who has been supervising for over 30 years, and who writes extensively in the field of supervision, I am very excited by the leadership exhibited by this wonderful *Resource Guide*. We are fortunate that these authors have undertaken such a worthy task which resulted in an exemplary and excellent product.

Carol Falender, Ph.D.
Clinical Professor
University of California at Los Angeles

Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.

Handelsman, M. M. (1986). Problems with ethics training by "osmosis." *Professional Psychology: Research and Practice*, 17, 371-372.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology: Professional standards and cases* (3rd ed.). New York, NY: Oxford University Press.

Pettifor, J. L. (2004). Professional ethics across national boundaries. *European Psychologist*, 9, 264-272.

Acknowledgments

Special thanks are extended to Carole Sinclair for her continuing support, wisdom, and patience during the completion of *Resource Guide for Psychologists: Ethical Supervision in Teaching, Research, Practice, and Administration*. In addition, we wish to thank the numerous others who have contributed to the *Resource Guide*, including Martin Antony, members of the Canadian Psychological Association Board of Directors, members of the CPA Committee on Ethics, and the many individuals and groups who provided feedback regarding the various drafts that were circulated for comment. We also especially thank the students who provided their perspectives on the ethics of supervision. The content has been enhanced by this diverse input and by the complexity of ethical dilemmas encountered daily in our profession. We appreciate the positive evaluations in the Forewords written by John Pearce and Carol Falender.

Our thanks to everyone who contributed to this *Resource Guide*.

I. Introduction

Increasingly, psychologists are recognizing that supervision is a specialized area of psychological activity that has its own foundation of knowledge, skills, and attitudes, which are enhanced by education and training. As the discipline of psychology develops its standards and regulations for competent practice in supervision, and establishes curricula for the education and training of students, there is also a need to develop ethical guidelines to assist both supervisees and supervisors in maintaining healthy working relationships. To help meet this need, the CPA adopted *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice and Administration* on 7 February 2009 (see Appendix).

Ethical Guidelines for Supervision in Psychology provides an application of the ethical principles of the *Canadian Code of Ethics for Psychologists* (namely, Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society; CPA, 2000) to the specialty area of supervision. The intent of this *Resource Guide for Psychologists* is to support psychologists in applying the *Ethical Guidelines* in real-life situations. The *Resource Guide* includes an introduction, demonstrates an ethical decision-making model, and presents realistic examples of dilemmas that psychologists may encounter in their professional lives in such areas as teaching, research, practice, and administration.

Ethical Guidelines for Supervision in Psychology has several unique features of value in advancing the discipline of psychology:

1. Each guideline is linked to one of the four ethical principles of the *Canadian Code of Ethics for Psychologists*, thus highlighting the overarching philosophical and moral framework of the *Code*.
2. The guidelines apply to all aspects of psychological activities; that is, they are not limited to any one specialty such as clinical psychology.
3. Supervisees and supervisors share ethical responsibilities and obligations, although supervisors, by reason of their positions of power and knowledge, must accept greater responsibility for maintaining functional and appropriate working relationships.
4. The guidelines are not enforceable practice standards, but rather they encourage reflection and ethical decision making that are especially useful in situations where the most ethical course of action is unclear.

II. Demonstrations of Ethical Decision Making

The practice of using realistic vignettes of ethical dilemmas in the teaching and learning of ethical principles, values, standards, and decision making is widespread among professional disciplines. The vignettes presented in this *Resource Guide* have been adapted from real or plausible examples collected over several decades from a variety of sources and a variety of locations (e.g., examples of “ethically troubling” events submitted by psychologists, the *Companion Manual to the Canadian Code of Ethics for Psychologists* [Sinclair & Pettifor, 2001], public records, publications, workshops, and conferences). The vignettes illustrate the types of ethical dilemmas that supervisors and supervisees may encounter in real life. The intention in using these examples is to support individuals in making informed decisions when faced with similar situations, to prevent ethically questionable behaviour, and thereby enhance the quality of psychology’s contributions to society in teaching, research, practice, and administration. All of the vignettes have been modified significantly so that any resemblance to a real person is coincidental or unintended. The situations portrayed are not unique to any one location and can occur anywhere. The educational process is enhanced by using the vignettes to reflect on both the complexity and the practicality of supervision, as well as on the aspirational principles and the need for timely action.

Vignettes can be presented in different ways. Some simply provide an example of actions that are clearly ethical or unethical, or deemed right or wrong. For these, the educational exercise is to discuss why they are right or wrong or how the situation might have been avoided or resolved earlier. Some provide descriptions of situations that may occur infrequently but for which reference to the *Canadian Code of Ethics for Psychologists* may provide immediate answers. Some vignettes may be presented in segments; for example, after discussing an appropriate response to a dilemma, the instructor adds more information that further complicates the task. For some complex situations, there may be a conflict between ethical principles or between the interests of different parties, resulting in conflicting loyalties and obligations. Finding the best course of action can be assisted by referencing the *Code*’s four overarching ethical principles (Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society), and the *Code*’s suggested ethical decision-making model. Dilemmas in supervision can be complicated, especially those in which there is potential for conflicting interests between different parties. Many of the chosen vignettes involve conflicting interests, and hence careful reflection is required.

Ethical decision making involves rational problem-solving steps. Increasingly, however, psychologists recognize that: (a) personal beliefs, values, and attitudes cannot be totally excluded from the decision-making process; (b) psychologists work within larger systems with their own regulations, structures, and rules that must be taken into consideration and that can add to the complexity of decision making; and

(c) in complex, difficult dilemmas, consultation with colleagues or advisory bodies that can add knowledge and/or objectivity to the situation is sometimes needed. These three factors are considered within the ethical decision-making model of the *Canadian Code of Ethics for Psychologists*.

An abbreviated set of steps for ethical decision making, adapted from the *Canadian Code of Ethics for Psychologists*, can be found below. This is followed by examples of how a supervisor or supervisee might apply the steps in considering four sample vignettes. The vignettes include one example from each of the areas of Teaching, Research, Practice, and Administration. They are provided as examples only. Some are worked out in more detail than others. It is recognized that there may be more than one ethical way of resolving a dilemma.

Ethical Decision-Making Steps:

1. Who are the individuals, groups, and organizations that are potentially affected by your decision? For whom do you have the greatest responsibility?
2. What is the nature of the dilemma, including consideration of the interests, rights, and characteristics of the persons and organizations involved?
3. How might personal biases, stresses, or self-interest influence your choices?
4. Consider whether any external or systemic issues have contributed to the problem and consider whether they can be addressed in a positive way.
5. Develop alternative courses of action and analyze the short-term, ongoing, and long-term risks and benefits of each course of action.
6. Based on relevant ethical principles, values, and standards, choose and act on what appears to be the best decision.
7. Evaluate the consequences of the course of action and assume responsibility for corrective action if it is needed.

Teaching Example

You agree to complete the teaching of a social psychology course designed by an instructor who has become seriously ill and who is unable to return during the current academic year. The teaching responsibilities include supervision of the students' involvement in an REB-approved research project that fulfills part of the course requirements. For this project, students must use Friday evenings and Saturday mornings to observe children engaging in community sports. Regular class time is spent partly on theory and partly on group supervision of the project. Shortly after you begin teaching the course, several students complain that, although they were informed in the first week of classes about the weekend field observation, they did not realize how difficult it would be for them to arrange the weekend hours or how disruptive it would be to their personal lives.

How do you respond to this complaint?

1. The parties affected by my decision are the students, the university, and me. The students' grade for the course is, in part, dependent on how well they perform in conducting these field observations. I have a responsibility to uphold the university's standards. In addition, my integrity and authority in the classroom and the students' course evaluations of my performance will be affected by this situation. I believe my greatest responsibility in this situation is to the students (Responsible Caring, Integrity in Relationships, Responsibility to Society).
2. One of the main issues in the dilemma relates to the students' understanding of the implications of the information provided to them at the outset of the course (Respect for the Dignity of Persons). The assignment, on the face of it, seems to have great potential as a learning experience (e.g., practice in conducting and reporting on research and seeing, first hand, social psychological principles in action), and therefore is in the students' interest (Responsible Caring). However, I am not convinced that the previous instructor provided the students with information that was complete enough for the students to make an informed decision about whether to drop the course (Respect for the Dignity of Persons, Integrity in Relationships). Also, the instructor may not have adequately considered how difficult and possibly unfair the assignment might be for some of the students who are employed outside the university on weekends or who have family obligations at those times (Respect for the Dignity of Persons).
3. A personal factor that might influence my response to the students' complaint is my feeling that I already had a full teaching load and felt somewhat pressured by the circumstances to take on this additional course. It is possible that this could lead me to inappropriately dismiss the students' concerns out of hand, rather than taking the time to ensure that the ethical issues are properly considered. I need to be careful not to let this happen.
4. I also should consider whether there were external or systemic issues that contributed to the problem. For example, did the ever-present pressure to publish influence the decision of the previous instructor to design the project without necessarily thinking of the possible impact on the students? What about my department's expectation that experiential learning be incorporated into all courses? Are the expectations of the REB regarding such projects unclear? How am I affected by the inaccessibility of more senior faculty to go to for advice?
5. Alternative actions I may consider are (taking into account potential risks and benefits):
 - a) Find an alternative assignment that applies to everyone equally, and has as

much learning potential as the previous assignment. However, students who have no difficulties with or objections to the weekend hours may feel unfairly treated.

- b) Find an alternative assignment for those who cannot be available on Friday evenings and Saturday mornings. This addresses the short-term concerns but may not be seen as fair, or this special group may be seen as favoured.
 - c) Consult with trusted colleagues who may have valuable suggestions.
 - d) Take the dilemma to the class for discussion. The students may develop strategies that I had not thought of or considered.
6. Implement the course of action that appears to be the most ethical resolution to the dilemma. Remember that more than one solution may be ethical.
 7. Evaluate the outcomes of my decision(s), and, if necessary, take corrective action.

Research Example

A graduate student whom you are supervising comes to you with a problem. The student is conducting qualitative research on the experiences of women who have been sexually involved with previous therapists, and has promised to maintain anonymity regarding the information that the women provide. However, consistent with ethical safeguards that you established for the research, that were approved by the Research Ethics Board, the student asked the women not to give the names of the offending therapists, informing them that, in the jurisdiction in which they lived, the student would be obliged to report the therapists to the therapists' professional bodies. Unwittingly, one of the women provided the name of the offending therapist. The student reminded the research participants that, now that she knew the name of the therapist, she must report the name to the appropriate body. Upon hearing this, the woman became very upset, begging the student not to file a report, saying that, even though her own name would not be reported, the therapist would be "sure to know it was me." As the supervisor, you appear to be faced with conflicting obligations.

1. The parties most directly affected by my decision are my supervisee, the research participant who named the offending therapist, the offending therapist, the therapist's current clients, and psychology as a discipline. I believe that my greatest responsibility in this situation is to the research participant (Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships).
2. Both my supervisee and I know that sexual involvement with therapy clients

is harmful and unethical behaviour that is based on an exploitation of the imbalance of power inherent in the therapist-client relationship. However, in this situation, we see multiple and conflicting responsibilities to the research participant's wish that a report not be made (Respect for the Dignity of Persons), to current clients of the offending therapists (Responsible Caring), and to respecting any law governing mandatory reporting in this type of situation (Responsibility to Society). There is obviously a problem of conflicting loyalties in an emotionally charged situation.

3. As supervisor, I am worried about complaints being made against me and the student if the report is not made. I also feel very strongly about the harm and exploitation involved in therapist-client sex. I need to be careful not to allow my personal feelings to be the primary determining factor in what I advise. I want to give my student sound advice.
4. I do not see systemic issues in this situation; however, the context of responding to practice concerns/issues as an individual whose primary experience is in research is part of the context and a complicating factor.
5. Some alternative actions I could consider (taking into account their potential risks and benefits) are:
 - a) Consider filing the report immediately, but find a colleague who has experience in clinical work with women who have been abused by their therapists in order to obtain advice about how best to handle the research participant's upset and fear.
 - b) Consider not filing the report until the colleague has been consulted, the advice has been implemented, and the research participant informs the student that she is now ready for the report to be filed. However, I also need to consider what risk there might be to the therapist's future clients if this choice is made.
 - c) Consider whether this is a situation which calls for civil disobedience, in which potential harm to the research participant outweighs the requirement of following the law. Do not file a report. To take care of the potential risk to the therapist's future clients, consider my supervisee and/or me confronting the offending therapist without providing the names of the research participant. However, also consider what risks there might be to the research participant if this is done. Would the therapist indeed be able to identify the research participant? What would the risks be to the supervisee and her future career goals if she participated in such a confrontation? Should I/we take others with us to the meetings

with the therapist? How would the research participant react to knowing what action we had taken?

- d) In this situation, do the potential risks outweigh the potential benefits? Is it possible that the best course of action is to do nothing more than inform the research participants about what options are available to them?
 - e) Are there are other options to consider regarding how to balance respect for the individual research participant, responsible caring for the therapist's future clients, and responsibility to society?
6. After careful reflection about my options, and the associated risks and benefits, I need to act on what appears to be the most ethical resolution to the conflicting responsibilities involved.
7. I will evaluate the outcome of what I decide to do and, if required, take corrective action.

Practice Example

You have a private practice with adult clientele, and are competent in serving your clients. You wish to expand your practice to include children. You work in a jurisdiction where the regulatory body does not have formal procedures for allowing psychologists to expand their practice, but does expect psychologists to ensure that they have developed the competencies needed through sufficient training and experience related to any new area of practice. A good friend of yours serves children and informs you that he is willing to provide you with supervision in exchange for your working for free two days a week for him, including doing some office work. You wonder why you are not feeling comfortable about this proposed arrangement. How can you determine how best to respond?

1. The parties directly affected by my decision are my clients, my potential supervisor (who also is my good friend), and me. I believe my greatest responsibility in this situation is to ensure that I serve my clients competently (Responsible Caring).
2. In examining my discomfort, I believe that I am concerned that our personal friendship may interfere with my openness and objectivity in supervision, with the quality of the supervision I receive, and with my friend's ability to provide me with an objective evaluation of whether I have developed the necessary skills and expertise to work with children (Responsible Caring, Integrity in Relationships). I also question whether my friend is expecting too

much in return for providing supervision, especially the office work (Respect for the Dignity of Persons). However, I am hesitant to clarify the issue with him. I also am beginning to question whether supervised experience alone is sufficient for me to become competent in serving this younger population.

3. As for personal biases, I have to admit that I would prefer to work with a friend rather than a stranger. I believe that my friend is competent. I am very alert, perhaps overly alert, to the potential of being exploited, and may be wrong in judging his proposal to be unfair. However, I know that my feelings are easily hurt and that I avoid confrontations. Is it possible that I should become a full-time student to ensure my competence in this new area? If so, my family situation at this time makes this impossible.
4. I also am influenced by external circumstances over which I have little control. There are very few resources in my community for obtaining this type of experience and this makes my friend's offer appealing. A major new facility for the treatment of children is in the planning stages and I wish to be qualified to provide services to children when it opens.
5. Some alternative actions I could consider (taking into account their potential risks and benefits) are:
 - a) Define as specifically as possible what I need to achieve before exploring options for getting there.
 - b) Accept the arrangement for supervision from my friend and see how it goes.
 - c) Ask my friend to recommend someone else who is competent in the area to supervise me.
 - d) Explore the possibility of part-time employment in an agency where supervision would be provided.
 - e) Explore possibilities of specialized training from the local university or through distance education.
 - f) Decide not to expand my area of practice, at least not for now.
 - g) Other.
6. Act on what appears to be the best ethical approach regarding my wish to expand my practice.

7. Evaluate the outcomes of the actions I take and, if necessary, take corrective action.

Administration Example

You are the head of a university psychology department and you receive a complaint from a member of the community about the 'private practice' of one of the doctoral-level graduate students in your department. As you come to understand it, this student, who is a single parent, has been working about four hours a week as a counsellor for members of her faith community, many of whom came forward in support of her services when they heard about the complaint. It is your responsibility to address this issue. How do you proceed?

1. The parties who would be most directly affected by my actions regarding this issue are the members of the faith community and the student. Indirectly, the student's family is affected due to the possible loss of income, and the university psychology department, whose reputation may be affected. I believe that my greatest responsibility in this situation is to the members of the faith community receiving services from the student (Responsible Caring).
2. The dilemma is complex, because it involves a seemingly well-intentioned effort by the student both to help members of her faith community through her professional training and provide for her family by earning additional income. Moreover, I realize that there are limited options available for psychological treatment in the community and that there may be a negative effect on members of the faith community if her services are withdrawn. However, due to the risk of harm, and the need of the discipline to respect societal structures that regulate entry into the profession in order to minimize the possibility of harm, I believe that it is unethical for any student to provide services to the public without adequate supervision. I am worried that she either did not know that this was wrong or intentionally hid it from her supervisors and other program personnel. From the point of view of my gatekeeping role, the former would be easier to address than the latter. Fairness and an appropriate process will be important in exploring this with the student (Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society).
3. I feel sympathy for the student, and realize that it is possible that her services are benefiting and not harming her clients. In addition, as a person who entered the profession two decades ago when there were not so many "rules," I sometimes feel that the current "rules" are "too much." I realize this could lead me to choose a course of action that is reactive rather than thoughtful. In

addition, I have a responsibility to protect the reputation of the university and the department, and my anxiety to meet this responsibility also could lead me to an inappropriate course of action.

4. Contextual issues contributing to the dilemma include limited treatment options in the community, underfunding of students, and the quality of training in professional ethics made available to the students.
5. Some alternative actions that I could consider (taking into account their potential risks and benefits) are:
 - a) Work with the student to determine the best way of discontinuing her counselling for the faith community, seeking to minimize distress for her clients.
 - b) Consider whether the student might continue to provide services under supervision, either through the private practice of a certified psychologist or as a practicum experience under the supervision of program personnel.
 - c) Consult with the student's supervisors and the training director to understand what, if anything, they knew about this situation and to clarify what messages are being provided to students about the need for supervision of any practice activity. Consider implementing an enhanced training module on this topic.
 - d) Determine whether any of the departmental professional unsuitability criteria have been met and whether a disciplinary sanction is required.
 - e) Undertake a review of funding options in the department and accessibility to students.
 - f) Consider whether relevant departmental policies (e.g., provision of clinical services outside of the program) need to be developed or updated.
6. After careful reflection about my alternatives, and the associated risks and benefits, I need to carry out what appears to be the most ethical resolution to the conflicting responsibilities involved.
7. I will evaluate the outcome of what I decide to do and, if required, take corrective action.

IV. Vignettes of Ethical Dilemmas in Supervision

The following vignettes are grouped into four sections: Teaching, Research, Practice, and Administration. Each section includes a variety of situations. Some describe a

situation in which known unethical behaviour has occurred. Some describe situations for which specific standards and guidelines exist and need to be consulted. Some involve complex dilemmas that require reflective and conscious decision making to resolve. At the end of each vignette, a prompt, a question, and/or one possible beginning thought is presented. To further evaluate and/or enrich your personal knowledge of ethical conduct in supervisory situations, you may want to think through the questions using the brief decision-making steps presented above in light of the four ethical principles, along with any other relevant guidelines, codes of conduct, or legislation that govern the practice of psychology. You also might want to consider what changes in the context might influence how you would change your choice of a course of action.

Teaching

1. You have been assigned to teach a university course that you have not taught before, and you have little time for preparation. To the best of your knowledge, your university's policies do not limit the number of classes in a course that can be delegated to someone else. It would be a big help to you if you asked each of your supervisees to teach a portion of the course as part of their learning experience, even though you have not used this approach before. You believe this may be a creative way to meet the needs of yourself, your supervisees, and your students. *(How do you think through the ethical issues involved in making a decision?)*
2. You attend a series of seminars offered by your university to assist instructors to improve their methods for teaching and supervision. One of the seminars is entitled "The Ethics of Respect." After this seminar, one of your colleagues says to you that always showing respect to students and supervisees does not help to maintain a high quality of scholarship or practice, and that sarcasm and insults help to shake students out of entrenched beliefs and develop skills in critical thinking. You are taken aback by this point of view and arrange to meet with your colleague to discuss your concerns about the statement. However, your colleague continues to disagree with your perspective on the matter. You still believe sarcasm and insults are harmful and disrespectful. *(What are your responsibilities? What should you do?)*
3. You are a graduate student working as a teaching assistant in an undergraduate course taught by your advisor. Over the course of the semester, you have noticed that your advisor appears to give female students in the class preferential treatment; for instance, male students are chastised if they arrive late or if their cell phones ring while female students are not. In addition, you believe that some of the statements made by your advisor to you and others have implied that men are emotionally and

cognitively inferior to women. *(What should you do?)*

4. You are in charge of admissions to the graduate program of a university psychology department and have received an application from a student who is the son of a family friend. *(What are the ethical issues? How should you proceed?)*
5. An academically marginal student has submitted a very well written paper as a class assignment. It is reasoned, well written, and completely out of keeping with the student's earlier performances. You suspect plagiarism; however, final grades are due and you feel you do not have the time or energy to check it out. *(What are the ethical issues? What should you do?)*
6. In your graduate class in ethics in psychology, a student periodically disrupts sessions with what appear to be hostile comments, such as "I don't see why psychologists should be held to a higher standard of moral conduct than the general population." In an apparent effort to bolster the view that psychologists are no better than anyone else, the student goes on to describe several examples of boundary violations and dual relationships among faculty members. *(How can you handle this situation in a respectful manner?)*
7. You are a university instructor who is seen to be generous in the time that you spend with students. You believe that a good personal relationship is an asset to learning. A student whom you are supervising confides that family problems are interfering with her academic achievement. You decide to increase your time with this student in order to allow her to talk about the personal issues that are interfering with her academic performance. A colleague suggests that doing this is unethical. You are not sure that you agree with this opinion. *(What ethical issues should you consider before making a final decision about whether to provide extra time for this student to talk about her personal issues?)*
8. You are mentoring a new faculty member who reports having noticed increasing hostility and tension in one of the courses that he is teaching. For example, when a certain student speaks, some of the other students whisper and snicker among themselves. The instructor does not know the reason for this behaviour, but you both consider it very disrespectful. Not knowing how to handle it, the instructor has ignored it thus far. *(How do you respond?)*
9. You have been assigned to teach a graduate counselling psychology course and to supervise each of the students in the required practicum. You find yourself unclear about your role and competency as a practicum supervisor. Your natural inclination is to lecture and refer students to the literature. Students say that that does not help them much in learning to counsel real

clients. The students are confused and so are you. (*What do you see as the problem and the possible solutions?*)

10. Your university supervisor requires his supervisees to participate in a “personal growth” weekend that he leads and in which the participants are expected to talk freely about themselves. Supervisees are graded on their performance during the weekend. There are a number of personal events in your life that you hesitate to share with your supervisor. He has made a number of comments that make you wonder whether the university psychology department has approved this personal growth weekend. You do not feel safe in this situation. (*What options are open to you?*)

Research

11. You are supervising a mature student who is completing a doctoral dissertation. You find that you have many common interests outside of the university and feel quite attracted to the student. When with the student, you find that you are spending more time fantasizing about the student than concerning yourself with the research project. However, you believe that you can get yourself in hand and continue the supervisory relationship. (*What are the ethical issues and what options do you have for addressing them?*)
12. A graduate student asks you to serve as his supervisor for his master’s thesis. You are very interested in the topic of the student’s thesis but have limited knowledge in the area. The student is bright, a self-starter, and there are no real experts on the topic in the department. You want to accept. You believe that the student can be responsible for the content, and that you can provide guidance on the administrative and technical requirements. (*How do you decide if the arrangement is in the best interests of the student? How are the ethical principles of Respect, Responsible Caring, and Integrity involved?*)
13. You are a university instructor who asks a student whom you are supervising to change a number of things in her thesis. The student becomes angry, saying the changes may delay graduation and the student’s ability to take an offered position in another province. The student makes the changes and graduates on time. After the student’s convocation and move to the province, word gets back to you that she is spreading what you consider to be malicious rumours about you. No formal complaint has been made by her. You believe that she is acting out of spite and revenge. You wonder whether you missed something that you could have done that would have prevented this situation. (*What are your current options?*)
14. You are very busy and feel fortunate not to need to spend much time with

one of your supervisees, who is bright and conscientious and can work independently. Without letting the supervisee know, you submit the student's work for presentation at an international congress, with you as first author and the student as second author. On finding out about this, the student challenges you. You maintain that you have done the student a favour by making the submission and that the student would not have had the money to attend anyway. On further reflection, you realize that you have made an error. *(What are your options for remedying the situation?)*

15. An international student asks you to be his supervisor to complete his master's thesis regarding the effect of mothers working outside the home on the development of young children. When talking with him about his request, the student casually mentions that he believes the cause of family violence in North America is that women do not respect their proper role in society. You find yourself becoming quite angry. *(Taking into account the student's likely struggle between his worldview and the worldview of western culture, how do you respond in a respectful and culturally sensitive manner?)*
16. You are a graduate student who has just completed a manuscript based on your master's thesis. Your thesis supervisor expects all of his students to list him as an author on any work that they publish. However, you think that your supervisor's involvement in your research was so minimal that his contribution does not warrant authorship. *(What should you do?)*
17. In a public forum, a supervisor reports on a student's research without giving credit to the student who conducted the research. In the student's view, the results also are misrepresented by the supervisor. The student is afraid to raise these issues with the supervisor before the thesis defence, believing that to do so will have a negative impact on how the defence might evolve. *(How can the student respond to this dilemma?)*
18. You have just completed your master's degree and will be pursuing a PhD at the same university. Your current supervisor has been wonderful to work with and has been a steadfast supporter throughout your graduate education. However, during the course of your master's program, you gained research experience in another professor's lab; you wish to pursue this other line of research for your doctoral dissertation. *(Are you ethically obligated to remain with your current supervisor? Why? Why not?)*
19. You are the senior graduate student in your supervisor's lab. Lately, your supervisor has had concerns about the work ethic of one of the other students. This student has been putting in fewer hours than required, rarely checks email, and comes late for meetings. You know that the student is experiencing problems at home, but the student has asked you not to tell

anyone, including the supervisor. The supervisor is concerned and says that if you know what is going on that you need to provide this information. You feel caught in a loyalty conflict. *(What should you do? How can you be helpful?)*

20. You are mid-stream in completing your doctoral dissertation. Your supervisor often has missed your supervision sessions. You are dismayed to learn that the supervisor has accepted a position at another university and has made no arrangements to cover your need to complete your work. *(What are your options in remedying the situation?)*
21. You are a graduate student who is completing your research dissertation. Your supervisor tells you that it would be helpful to you academically if the two of you developed a closer personal relationship, and suggests that you meet in the evenings in your respective homes where there are fewer distractions. You do not wish to offend, but you are unclear about the supervisor's intentions. *(What options do you have for clarifying your ethical concerns and increasing your comfort zone?)*
22. You are a graduate student whose research supervisor has high expectations of the members of her lab. There seems to be an "unwritten rule" that graduate students may not decline work (paid or unpaid) that is assigned by the supervisor. However, your physical and psychological health has been declining due to lack of sleep and what you believe is an unreasonable workload. You believe you cannot take the pressure much longer, but you need your supervisor to provide you with a reference letter, and if you complain you would be perceived as incompetent or lazy. *(What options are open to you?)*
23. A doctoral student is among the first in the department to use an innovative methodology that is growing in acceptance in the research community. One of the student's dissertation committee members is adamant that the methodology does not conform to the traditional research paradigm and has no credibility. Hurtful remarks are exchanged between the supervisor and the committee member. The supervisor insists that the process proceed, and in the end the dissertation defence is successful. The supervisor believed that he did what was right, but in retrospect wonders what he could have done differently to avoid the very upsetting events. *(Consider whether the process could have been managed in a more positive way.)*
24. Your advisor has been funding you with her grant money for the past two years and you rely on this income to support you as you progress through the program. A major portion of the grant-funded project has not generated the results that your advisor anticipated, and she asks you to "work with the

data” to bring them more in line with what she expected. These data will form part of a conference presentation for which you are a co-presenter. You sympathize with your advisor’s dilemma, but are concerned about the consequences for your reputation if you do as she asks. You also are worried that your funding may be jeopardized if you do not go along with her request. *(How do you find ways to address your ethical concerns? What ethical options did the advisor have in reacting to her disappointment in the initial results?)*

25. You discover that your advisor has taken some of your preliminary thesis research results and used them in a paper without crediting you. When you ask him about this, he replies that anything that comes out of his lab is his property, since he is the one who oversees and funds all of the projects. You are currently applying for post-doctoral positions and are relying on him to provide letters of reference. You feel angry and betrayed by his actions, yet you hesitate to make a formal complaint because of possible career-damaging consequences for you. *(What options are available to you?)*
26. A colleague consults with you on what to do about a disturbing situation that one of her supervisees has shared with her. The supervisee, a graduate student, reported that she is involved in a sexual relationship with her academic advisor. The student explained to her supervisor that she felt pressured into the relationship due to the possible consequences (e.g., dismissal from the program) if she refused. She now is losing sleep, depressed, and beginning to hate herself. You and your colleague agree that neither of you has confidence in the university administration’s ability to appropriately investigate and address the current situation. *(What are your ethical obligations?)*
27. You are a graduate student newly admitted to an experimental psychology program. You are very excited to begin working with your new advisor, who has an excellent reputation in his field. While on a tour of the lab, your advisor makes a point of showing you the couch “that all of the new students sleep on for the first year, because they are too busy to go home.” Your advisor then makes a point, seemingly in jest, that he often makes “surprise visits” to the lab after hours “just to make sure you are working.” Although the advisor has a reputation for a sense of humour, you are not sure how to take these comments and feel concerned about what you may have gotten yourself into. *(What is the nature of your ethical concerns and how can you deal with them?)*
28. You are a faculty member of an interdepartmental discussion forum comprised of faculty and students. One of the other members of the forum states emphatically that her students do not experience stress as a result of their work in her lab; instead, they quite enjoy the volume of work. You

are aware that some of her students have reported finding their lab workloads very stressful; however, knowing her opinions, they do not feel free to let her know. *(In what way does this present an ethical problem for you? How can you address it?)*

29. You were the dissertation supervisor for a graduate student whose doctoral research was funded by a grant you helped obtain and who promised to write up the dissertation for publication. The graduate student left the university over a year ago and still has not written up the dissertation for publication. Your attempts to communicate with your former student remain unanswered. You believe that there is an obligation to the research participants who gave their time to the research with the understanding that it would contribute to knowledge. *(What are the ethical issues? What options are open to you?)*

Practice

30. A new employee approaches you as a wise elder psychologist for advice about his relationship with his clinical supervisor. The employee is from a nonwestern country, was trained in that country, and came to Canada as a refugee. He has obtained employment in a mental health centre specifically to serve his own ethnic community. He lives in the ethnic community, where he attends religious services and social events, and has come to know many of the people who live there. He informs you that his Canadian-born and Canadian-trained supervisor reprimanded him for having “multiple relationships,” telling him that living in the same community as his clients will interfere with his ability to be objective. He tells you that he is very confused about what to do because he knows that people in his community do not hold western ideas of mental health, tend not to seek professional help, and unless he continues to live as part of their community will not trust him and allow him to help them. When you suggest that he speak directly with his supervisor about the cultural issues, he says that he thinks it would be disrespectful for him to do so and that he is fearful of losing his job. *(What ethical obligations do you have in this situation? It may take some reflection to arrive at a decision since there are several parties with conflicting interests.)*
31. You supervise several practicum students assigned by the university to do their practicum in the alcohol and drug addictions centre in which you work. One practicum student has come recently from a non-western country to attend university in Canada. She comes to you very distressed, telling you that she believes people who drink are sinful and do not deserve compassion or care. *(Taking into account the student’s likely struggle between her own worldview and the worldview of western culture, how do you respond in a respectful and culturally sensitive manner?)*

32. You are supervising the work of a number of trainee psychologists. After discussing in some detail in individual supervision what is causing one of the trainees to have difficulty in interviewing certain clients, you learn that the trainee has some serious personal problems. Since you already have a trusting relationship with the trainee, you are considering providing the trainee with personal therapy. *(What are the ethical issues?)*
33. You work in a clinic setting and are supervising an intern who worked as a psychometrist for several years before returning to university to complete a doctoral degree. The intern wishes to use an assessment tool for which she received specialized training and administered for several years under the supervision of a psychologist. She makes a strong case for the potential benefits of using the tool in assessing clinic clients. However, you have no experience in using the tool. *(As her supervisor, what are your responsibilities? What options might you have?)*
34. You supervise a junior psychologist in your agency. Although the junior psychologist sometimes performs excellently, from time to time you have some concerns about her work. You have just received a letter from another agency complaining about an “incompetent assessment” that she has performed and about the “inappropriate recommendations.” You are asked by the other agency to “remedy the situation immediately.” *(What is the most ethical approach to take in responding to the complaint? How much responsibility is yours and how much is the supervisee’s?)*
35. You are supervising a trainee who is exceptionally competent and you have full confidence in the trainee’s work. You are expected to review and co-sign a considerable number of reports prepared by the trainee. Since you are a busy person, you have a signature stamp made that she can use to countersign the reports. A colleague tells you that this practice is irresponsible. You see no harm in it. *(What are your ethical obligations in supervising this trainee?)*
36. You are a respected psychologist with excellent credentials. You are thrilled to be asked to undertake supervision of your first intern. You find, in your first meeting, that the intern is angry at being assigned to a younger supervisor who she believes, because of less experience, is less competent than she is. The intern asks for a change of supervisors. You feel rejected and angry. *(How do you manage this situation in a respectful way?)*
37. You are supervising a young female graduate student on her first practicum placement. She is assigned a client for weekly psychotherapy who has a history of sexual offences. She informs you that she does not feel safe

being left alone with this client, as the client made inappropriate comments to her during the intake assessment. You worry that she is overly anxious and could become overly dependent on your advice and direction. Therefore, you tell her she must continue to see this client, but that she is free to bring up any concerns during your regular once-a-week supervision sessions. You wonder if you should have offered more support. *(How do you assess your responsibilities from an ethical point of view?)*

38. As a student in a clinical setting, part of your training involves observation of more experienced professionals conducting assessments and interventions. You, your supervisor, and a child's parents are observing an assessment of the child through a one-way mirror. Part way through the assessment, your supervisor makes disparaging remarks about the assessor's assessment technique in front of the parents. You believe that the parents' confidence in the assessor is shaken. You wonder whether you should report the behaviour of your supervisor to somebody but are worried about being labelled a trouble maker and receiving a poor evaluation from the supervisor. *(How do you resolve your dilemma?)*
39. As a student on a clinical placement, you are struggling with how much and what type of personal information you should be disclosing to your supervisor. Among your concerns is your own mental health history. You are currently being treated for depression. You do not believe that your performance as a clinician will be affected by this fact, and you are concerned that you will be stigmatized if you reveal the information. *(How do you resolve your dilemma?)*
40. You are an intern assigned to work with a child whose parents are concerned about her lack of boundaries following an incident in which she was touched inappropriately by another child. You are using doll play to help the child practice saying 'no' when the doll character feels uncomfortable with others invading her personal space. When the child's father comes to pick her up, he tries to help her on with her coat, but the child says, "I don't want you to touch me." Her father is startled and angrily asks what you have done to his child, and then quickly exits with the child. You are not aware of any indications of physical or sexual abuse within the family and, in discussing the incident with another intern after the child and father leave, are told that the incident was probably simply the child practicing asserting her boundaries. However, you wonder whether the incident should be reported to child protective services for investigation. You cannot consult your supervisor because it is Friday and her day off, and she has not provided a contact number where you can reach her. *(What are the ethical issues in this dilemma? What should you do?).*

41. On several occasions, you have heard your supervisee use what you consider to be pejorative language when referring to clients, such as “she is socially stupid” or “he is a retard” or “she is a schiz.” You are aware that some of your colleagues use similar language when they are not around clients, and you have always found it highly disrespectful and offensive. You are not comfortable confronting the supervisee about this inappropriate behaviour when you are not prepared to do the same with your colleagues. *(How do you find an ethical solution to your ambivalence?)*
42. You are a community-based supervisor who agrees with your supervisees that they have received insufficient training in clinical interventions before being assigned to gain experience in community settings. The training program takes the position that students should acquire their clinical skills “on the job,” and that the purpose of their coursework is to ensure that they have sound theoretical foundations. You do not have the time needed to take on the full task of teaching clinical skills to the students. Although students are expected to meet with you regularly, they often are expected to “go solo” in sessions with clients. *(In these circumstances how does the supervisor meet his/her responsibilities in a competent and ethical manner? What options are available?)*
43. You discover that your clinical supervisor altered the results of a child’s cognitive assessment in order to enable the child to meet eligibility requirements for admission into a special educational program. You raise your concerns about this with her, but she argues that it is “only a couple of points” and that admission to the program depends on the child receiving a score below a certain numerical cut-off. She argues that this cut-off is rigidly enforced by the government agency that provides funding for children to participate in the program. You agree that the child probably would benefit from the program, but you disagree with falsifying the child’s assessment results in order to accomplish this goal. You wonder which is more unethical: being honest but denying the child admission to this program, or falsifying results in order to enable the child to benefit from the program. You wonder if there is anything else you should do. *(This dilemma involves conflicting ethical principles. What options can you consider?)*
44. You are a registered psychologist and pleased to have found employment at a well-respected counselling agency in the city. You feel especially welcomed when your supervisor at the agency, also a registered psychologist, invites you out for dinner and a movie. When he takes you home, he tells you how much he admires you and wants to continue seeing you socially. He says that you are the only person who has accepted him without reservations regarding his disability. *(What needs to be considered in managing this situation in a respectful and caring manner?)*

45. You are a trainee in a counselling centre. Your supervisor directs you to call yourself Dr. Smith to your clients, even though you do not have a doctorate. The supervisor's rationale is that your clients will have more confidence in your expertise and therefore will benefit more from your counselling. *(What are the ethical issues? What should you do?)*
46. Your agency supervisor shows you a new brochure advertising its services. Under "Staff," you are listed as having a PhD degree. You protest that you do not have a PhD yet. Your supervisor says that is no problem inasmuch as you will have the degree within one month and they do not want to reprint brochures every other day. *(What should you do?)*
47. You are a Canadian student with an internship in forensic psychology in a state in the U.S. that has the death penalty. In this state, a person may not be executed unless he is competent enough to be aware of the penalty and the reason for it. You are personally opposed to the death penalty. You have been assigned a therapy case in which the objective is for the prisoner to become competent enough that the death penalty can be implemented. Distressed by this situation, you go to your American supervisor. He points out that this is a good learning experience for you, and that continuing to provide therapy for this purpose is perfectly sound legally and clinically. *(This is a complicated situation in which you have been left to find a solution that you can live with. What are your options?)*
48. In your first meeting with a supervisee, you share that you are gay. The supervisee seems shocked, is unwilling to discuss further, and later asks to be assigned to another supervisor. *(How should you respond?)*
49. You have had many problems in supervising a certain student as an intern. Now, as former supervisor, you are requested to write a reference to support the individual's application to become licensed to practice. The individual knows that you have had concerns about the quality of his work and begs you to give a good reference because otherwise he is unlikely to become licensed. *(What is the nature of your conflict? How do you respond with respect, caring and honesty?)*
50. You are a university student who has been assigned a practicum to work in a school with a child who has very little speech. You find that the mother and the teacher strongly disagree about how to handle the child. The mother is telling you to handle the child in ways that you consider harmful. No one in the school seems responsible for supervising you. Your university instructor says that the school is to provide the supervision, not the university. You are left to solve your own problems. *(What options do you*

have in dealing with this situation? The problem is not with the quality of the supervisory relationship, but rather that there is no supervisory relationship.)

51. In a counselling program, a practicum supervisor assigns each of his supervisees to recruit three other students to act as the supervisee's counselling clients. You persuade three of your friends to help you out as practice clients, and later question whether this was a good idea. *(What are the ethical issues and how would you resolve them?)*
52. You conduct an evaluation of the impact of budget cuts on the quality of life of a group of agency clients who have disabilities. After completing the study to the satisfaction of your supervisor and yourself, and its submission to the director of the agency, your supervisor asks you to make changes in your report. The director of the agency wants it to be written in a "more affirmative and useful fashion" and wants deletion of data that could be interpreted as critical of the government. The director of the agency wants to use the report in a proposed interagency advocacy effort as justification for additional funding from the government. *(Conflicting interests add to the complexity of resolving this dilemma. What options are open to you in dealing with it?)*
53. You are employed to conduct formal psychological assessments on large numbers of school children and to make diagnoses consistent with categories for special funding from the government. You are conservative when making diagnoses and do not wish to label children with the more serious diagnoses as you believe this could stigmatize them and reduce their future opportunities. Your supervisor reminds you that special funding is available for the more serious conditions, whereas it is not available for the less serious conditions. You wonder to what extent the purpose of testing is to get more money for the school system rather than doing what is in the best interests of the children. *(How do resolve your dilemma?)*
54. As a psychologist employed in a hospital setting, your program manager requests that you to take on the supervision of PhD psychology residents using a specific therapeutic modality that you only recently began using yourself. Although you feel confident about your supervisory skills, you consider whether you possess adequate clinical knowledge in this area to effectively supervise residents. Given the shortage of supervisors in your setting, you feel considerable pressure to assume the requested supervisory responsibilities. *(How can competence issues be addressed should you accept the supervision responsibilities?)*
55. You are asked by the provincial psychology regulatory body to supervise a psychologist who, as a result of a recent disciplinary hearing, is now required to have his practice in the area of assessments supervised for one

year. You have never worked with this psychologist before but you have seen some of his past therapy clients in your own practice and you have some concerns about his ability in the area of therapy as well. *(How do you respond to the request from the regulatory body? What issues do you need to consider?)*

56. A colleague of yours was recently disciplined by the provincial psychology regulatory body and now requires supervision in the area of family therapy for a period of one year. She asks you to serve as her supervisor knowing that you are familiar with her work and that you also have some knowledge about the complicated situation that led to the disciplinary action. *(How would you respond to her request? What issues do you need to consider?)*

57. You have been serving as a mandated supervisor for a disciplined psychologist over the past year. The regulatory body is now requesting a document from you indicating that the disciplined psychologist has met all of the requirements to demonstrate competency in the area for which supervision was mandated. You are surprised by this request as the regulatory body did not make it clear at the outset that you would have to make the determination about whether the supervisee is now competent for independent practice in this area. You are feeling pressured by both the supervisee and the regulatory body to sign off on this. *(What options are open to you? What issues should you consider?)*

58. You agree to provide another psychologist with supervision that is mandated by the profession's disciplinary committee. The areas of concern are clearly identified. You believe that you can establish a good working alliance with this psychologist who is a casual acquaintance of yours. You find that he makes cruel and demeaning remarks about clients, and resents you pointing out to him that such behaviour is inappropriate. His anger and frustration with the "system," and you as its agent, is increasing. He begs you "as a friend" to give positive reports on his progress since it may be the only way "to beat the unfair system." *(What are your main concerns? How do you respond to the psychologist's request?)*

59. You are the field supervisor of a practicum student who has disclosed personal difficulties to you. You have prepared what you believe is an accurate evaluation of the student's performance, which will be submitted to the university in accordance with your facility's agreement with the student's university. Prior to sending it to the university, you meet with the student to discuss the evaluation. The student is upset by the evaluation and states that you should understand how the personal difficulties interfered with successful performance. The student asks you to revise your evaluation. *(What are the ethical issues? What should you do?)*

60. You are a psychologist employed by a youth residential treatment facility. The head of one of the units lets you know that some of the youth were overheard talking about the social networking page of one of the psychology interns you supervise. The unit head reports checking the website and finding “racy” pictures of the intern, as well as pictures of the intern participating in a “legalize marijuana” protest. *(What are the ethical issues? What are your responsibilities?)*

Administration

61. You are the administrator and clinical supervisor of a small residential treatment program for adults with cognitive deficits. Recently a female member of your staff has become friends with one of the female clients. You agreed for the employee to take the client to her home for Christmas dinner with her family because she was the only client who did not have relatives to visit for the holidays. However, with no further request for approval, now the employee is taking the client home for an entire weekend once per month. She has been a model employee for over 20 years. The program has no specific policy on professional boundaries, as there did not seem to be a need. Given her work history, and the fact that she has recently experienced the death of a close family member, you are hesitant to confront her about the matter. Other staff members are frustrated by your lack of action. You worry that one of them may go over your head to complain to the Board of Directors. *(How can you resolve your ambivalence regarding what is appropriate action from both an administrative and a clinical perspective?)*
62. As head of a university psychology department you can no longer ignore the fact that, after a long and distinguished career, one of the oldest members of your faculty is no longer competent to conduct classes. He does not recognize that he is hopelessly out of date. You know that he would be deeply hurt if you assigned his classes to someone else, but you also have to consider the welfare of the students and the reputation of the university. *(This is a complex situation that requires careful consideration. How do you find a solution that is respectful and caring of all parties?)*
63. Just before the last lecture in a course, a failing student complains about the instructor to the Dean. Without checking or consulting with the instructor, the Dean allows the student to withdraw from the course without a failing grade. The instructor asks the Dean what the grounds were for his decision. The Dean will not divulge the details of the complaints made against the instructor; therefore, the instructor can neither acknowledge nor refute them. *(Were any ethical principles breached? If so, what were they? How might this situation have been avoided? Are there systemic issues that need to be addressed?)*

64. You are the director of a university's clinical program. A student complains to you about alleged highly unethical behaviour on the part of the internship supervisor of a highly sought-after internship site, the only one of its kind in the city. You have never experienced any problems with this supervisor, nor have you received any prior complaints. The student insists that the allegations are true, but you do not have any evidence other than the student's word and do not wish to alienate the supervisor. *(As director, what do you think would be an appropriate response?)*
65. As an academic administrator, you are aware that one of your faculty members has an abrasive and insulting interpersonal style. This has been tolerated because he is an excellent researcher who brings a substantial amount of grant money into the university. Recently, however, a newly hired faculty member has complained to you that she and her students find his behaviour to be intimidating, contributing to what she describes as a hostile environment. She asks why nothing has been done in the past to address this situation, and what you intend to do about it now. *(How do you respond? What options do you have for maintaining a respectful and positive learning environment?)*
66. While reviewing course evaluations, a department head comes across an allegation by a student that the instructor has been involved in a sexual relationship with another student in the course. The department head brings this allegation to the attention of the instructor who admits that it is true but who also states that, since course evaluations are anonymous, the department head cannot sanction him. *(What options does the department head have in addressing this situation? How might it have been avoided? What systemic issues might need to be addressed to prevent this from happening again?)*
67. You are the head of a university department of psychology. A year ago, you recruited a new faculty member with excellent academic credentials. The faculty member complains to you that student attendance in her classes is very poor. When you look into the matter, students say that the new faculty member's spoken English is so poor that they cannot understand what she is saying, and this is the main reason why they do not regularly attend her classes. *(How do you find a solution that is fair and respectful to all parties?)*
68. You are the paid administrator of an interagency council in a conservative religious community and you are the supervisor of two full-time staff members. One is a recently hired female community psychologist who is working primarily with the women in the community to help improve their quality of life. Before long, you receive a delegation of men asking for

removal of the new staff member. They say that their wives are telling them that she is trying to get the women to establish day care centres so that they can work outside their homes, make sure men “don’t take advantage of them,” and is advocating for readily available contraceptives for adolescents. The men say that they and many of the women are upset by this, and wonder why you hired someone who seems to be trying to break down the religious values of their community. When you speak with the psychologist, she says that she believes that the overall wellbeing of any community, including the quality of life for women, depends on women having as much mastery of their lives as men. *(This is a complex problem that requires careful consideration. How do you handle it in a fair and respectful manner?)*

69. You are head of a psychology department in a mental health clinic, and a staff member comes to you with a claim that a psychology intern was publicly misrepresenting himself as a ‘sex therapist’ and is planning to start a part time private practice. This intern has applied for a position in your clinic with an excellent academic and internship record. Until hearing the claim from the staff member you were favourable to hiring the intern. *(How do you handle the allegations against this individual?)*
70. A graduate student complains to you as head of a university psychology department that her supervisor, one of your colleagues, has been the cause of her being delayed in the completion of her degree. She maintains that the supervisor continues to take months to provide feedback on each draft of her thesis, gives the student no reason for the long delays, and refuses to discuss the student’s concerns about the delays. The student seems to believe that, having informed you of her concerns, you will find her another supervisor. You are uncertain what action to take, especially since you have always admired the scholarly work of this colleague. *(What are the ethical issues? What should you do?)*
71. As an administrator in a psychiatric hospital you have initiated a comprehensive project designed to move long-term patients into community settings. The project is to take place over a period of 18 months. Five months into the project, you receive a memorandum from the Board of Directors of the facility stating that the current building, which is more than 100 years old, has been declared structurally unsafe and that all patients must be moved within the month. Your request for an extension is refused. You fear that the patients will suffer harm if moved so quickly. *(What ethical obligations do have in this situation?)*
72. You are the administrator of a residential facility for emotionally disturbed adolescents. A few months ago, a resident complained about abuse by a staff member. When an internal investigation found a pattern of serious

abuse by the staff member, the person was dismissed. Neither the resident, nor the resident's family, wanted to press charges. Recently, you learned that the former staff member is now working in a similar agency with young people. The managers in your facility inform you that they were never asked for references, and that if they had been asked they would have been very careful what they said since they understood that they could be sued for libel if they provided any negative information. *(What are your ethical responsibilities?)*

73. You are an administrator of a large organization that provides outpatient adult mental health services. The organization is struggling financially, and probably will have a significant deficit at the end of the fiscal year. You believe that the organization has been very open with staff about the financial situation. One of your managers has just requested the upgrading of the audio-visual equipment, which is used partly for service delivery and partly for supervision and training of staff and students. In the memo, the manager states that, if the wellbeing of clients means anything to you, you will agree to the upgrading. You feel angry that you are being blamed for restrictions that are beyond your control. *(What should you do next? What is your reasoning?)*
74. You share administrative and clinical supervision responsibilities in a mental health facility. Your intake supervisors tell you that a representative from the provincial Ministry has given them instructions to submit to the Ministry all intake forms from the last 12 months for a special audit. You are immediately concerned about confidentiality because these forms contain identifying information and a great deal of sensitive personal information. You contact the Ministry and are assured that although they do not require all the information on the forms, there is nothing to worry about because all the information will be kept confidential. You are not convinced that it is even legal to comply with the request. *(What do you do next to meet legal and ethical obligations?)*
75. You are administratively responsible in a rural region for social services under the auspices of a provincial Ministry. In a directive, a high ranking civil servant requires you to explain, within 48 hours, the following situation and take appropriate corrective measures. The Minister has received a letter from one of your employees in which the employee, apparently on behalf of several local community agencies, criticizes the Minister for not providing adequate services in the region. The letter has been written on Ministry letterhead. You have encouraged employees in rural areas to be involved in the community, but you have not condoned their criticizing Ministers on government letterhead. *(What do you consider appropriate action with regard to the employee, and what should you report back to the*

civil servant?)

76. You are the assistant administrator of the local hospital. A former patient complains that her hospital records have not been kept confidential. Her estranged husband has information, apparently from her patient record, that he and his lawyer plan to use to support his claim for custody of the children. A hospital audit reveals that a hospital employee accessed the computer record ten times without authorization. *(What are your responsibilities in this situation, if any?)*
77. As head of the counselling psychology department at the university, you receive a small delegation of students who complain that one of the faculty members assigns a classroom exercise that requires students to share sensitive and painful personal experiences. The students are graded on the assignment. The alleged purpose is to enhance their counselling skills through the development of self-awareness, empathy, and objectivity. The students have concerns about grades, coercion, lack of privacy, and confidentiality. You are uncertain how to address this dilemma inasmuch as you recognize both the potential for the personal/professional growth of the students, and the strong belief of faculty that there should be no interference in their academic freedom to conduct their own courses as they choose. *(How do you assess the competing interests in finding an ethical solution?)*
78. You are the head of a psychology department in a school board and are informed by one of your psychology staff that personnel from a student support service have been administering subtests from the Wechsler Intelligence Scale for Children and providing reports on the results. The reports are being placed in the children's school record. None of the personnel in question are psychologists; nor, to your knowledge, have any of them received training or appropriate supervision for their work in this area. The head of the student support service is relatively new to the board; however, you know there have been long-standing tensions between your staff and the personnel of this service. *(What are the ethical issues? How should you proceed?)*

Authors' Note

Co-authoring *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration* (CPA, 2009) and *Resource Guide for Psychologists: Ethical Supervision in Teaching, Research, Practice, and Administration* has been an exciting, reflective, and informative experience that has been based on wide consultation. It is only recently that psychology has focused on competency and ethics in providing supervision. We hope that readers will find that this *Resource Guide* provides support, encouragement, and joy in carrying out their supervisory responsibilities. May the discourse on ethics and supervision continue to thrive.

References

- Canadian Psychological Association (2000). *Canadian code of ethics for psychologists, Third edition*. Ottawa, ON: Author. Also available at <http://www.cpa.ca>
- Canadian Psychological Association (2009). *Ethical guidelines for supervision in psychology: Teaching, research, practice, and administration*. Ottawa, ON: Author. Also available at <http://www.cpa.ca> and in Appendix of current document.
- Sinclair, C., & Pettifor J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists, third edition*. Ottawa, ON: Canadian Psychological Association.

APPENDIX
CANADIAN PSYCHOLOGICAL ASSOCIATION

**ETHICAL GUIDELINES FOR SUPERVISION IN PSYCHOLOGY:
TEACHING, RESEARCH, PRACTICE, AND ADMINISTRATION¹**

Table of Contents

Preamble.....	32
Introduction.....	33
Definitions.....	35
Guidelines for Ethical Supervision.....	36
Principle I: Respect for the Dignity of Persons.....	36
Principle II: Responsible Caring.....	36
Principle III: Integrity in Relationships.....	37
Principle IV: Responsibility to Society.....	38
References/Selected Bibliography.....	40

¹ *Ethical Guidelines for Supervision: Teaching, Research, Practice, and Administration* was adopted by the Canadian Psychological Association on 7 February 2009. The document was prepared by the CPA Committee on Ethics Supervision Guidelines Sub-Committee consisting of Jean Pettifor (Chair), Michelle McCarron, Greg Schoepp, Cannie Stark, and Don Stewart.

Preamble

Psychologists have a responsibility to engage in ethical conduct in all aspects of their work. A number of inter-related documents serve as a foundation for supporting psychologists in maintaining ethical standards and good professional judgment when carrying out their psychological activities.

Ethical principles (Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society) and corresponding values and standards are articulated in the *Canadian Code of Ethics for Psychologists* (CPA, 2000). This *Code* serves as a guide for all work undertaken by psychologists and has been adopted by the majority of Canadian regulatory jurisdictions and voluntary associations. Included in the *Code* is an ethical decision-making process that is helpful for psychologists in resolving ethical dilemmas that may arise in all aspects of their work. Further assistance for psychologists on the use of the *Code* and on ethical decision making is found in the *Companion Manual to the Canadian Code of Ethics for Psychologists* (Sinclair & Pettifor, 2001), which contains elaborations on the principles described in the *Code* as well as vignettes of ethical dilemmas that demonstrate conflicts between ethical principles or values and examples of using the decision-making process in resolving such dilemmas.

Codes of conduct have been developed in many North American jurisdictions. Such codes (sometimes called “standards of professional conduct” or “standards of conduct”) serve as vehicles for the translation of relevant pieces of legislation and the profession’s ethical principles and values into more specific definitions of behaviour. From a regulatory perspective, such codes constitute enforceable rules to be used in adjudicating disciplinary complaints. Rules tend to constitute minimally acceptable behaviours for registered psychologists providing services in a jurisdiction, whereas ethical principles provide a framework for ethical attitudes and behaviours that go beyond the minimally acceptable, and apply to all psychologists in all of their activities.

From time to time, further elaboration of the application of the principles and values underlying a code of ethics is needed to help guide psychologists in a particular area of activity. The current *Guidelines* provide such an elaboration to the practice of supervision. Unlike government legislation or codes of conduct of regulatory bodies, these *Guidelines* do not have the force of law. Rather, they provide advice on the applications or interpretations of ethical principles and values to a specialized area of psychological activity.

In Canada, guidelines often are cross-referenced to reflect the four ethical principles of the *Canadian Code of Ethics for Psychologists* (CPA, 2000).² The current *Ethical*

² To date, CPA has approved the following guidelines: *Guidelines for Non-Sexist Research* (Stark-Adamec & Kimball, 1984), *Guidelines for Psychologists Addressing Recovered Memories* (CPA, 1996/2001), *Guidelines for Non-Discriminatory Practice*

Guidelines for Supervision in Psychology: Teaching Research, Practice, and Administration are primarily aspirational and facilitative, and may require professional judgment in applying them in specific situations. The *Guidelines* are intended to support ethical decision making when ethical principles or the interests of different parties appear to be in conflict. The *Guidelines* should be read in conjunction with relevant sections of the *Canadian Code of Ethics for Psychologists* (CPA, 2000) and other guidelines that pertain to the reader's area of specialization. As guidelines, they demonstrate how the *Canadian Code of Ethics for Psychologists* may be applied to supervision as a special area of activity.

Introduction

Psychologists recognize that supervision is a specialized area of psychological activity that has its own foundation of knowledge and skills that are enhanced by education and training. Supervisors have an ethical responsibility to pursue available opportunities and resources to continuously improve their ability as supervisors. This could include formal mechanisms, such as workshops and supervision training, as well as informal mechanisms, such as reading, peer discussion, and mentoring.

The application of ethical principles by both supervisor and supervisee is important in maintaining a positive learning situation that will maximize benefits for all concerned. The supervisory process is interactive, with both supervisors and supervisees being responsible for adhering to ethical guidelines in their relationships. Therefore, wherever possible in this document, ethical guidelines are presented as shared responsibilities. However, the supervisor, because of the higher status, power, and knowledge, has the greater responsibility, and recognizes that the supervisee is more vulnerable when problems arise. Many psychology supervisors and supervisees find supervision to be a rewarding experience. However, some supervisees complain of perceived incompetence or neglect, or of exploitation and abuse on the part of supervisors, and some supervisors complain of a lack of awareness by the supervisee of his/her appropriate supervisee role, or the supervisee's lack of adequate prior learning and/or openness to new learning.

The purpose of these *Guidelines* is to provide an ethical framework for maintaining an effective and mutually respectful working alliance between supervisor and supervisee. Such a positive relationship enhances learning, which in turn results in the supervisee working to a higher standard of performance that protects from harm those who are affected by their work (e.g., students, clients, research participants, supervisees, supervisors, and relevant organizations). The supervisor has a special responsibility to address fluctuations and possible ruptures in the supervisory relationship in ways that are respectful, constructive and open.

Supervision occurs in a variety of settings (e.g., clinical, educational, organizational,

(CPA, 1996/2001), and *Guidelines for Ethical Psychological Practice with Women* (CPA SWAP, 2007).

research, and administrative). Supervision may be educational in contributing to skill development in a variety of different areas and, at the same time, may serve an evaluative gatekeeper role in determining who graduates from a training program or who is admitted to practice in the profession by the provincial/territorial regulatory body. Supervision may serve an administrative or management function that emphasizes quality control. Supervision may be formal or informal, contractual or implied, and subject to change over time. Therefore, the required content knowledge of each area of activity varies, but the ethical nature of the supervisory relationship is similar across all the areas of activity. In addition, there may be a gradation in supervisory roles, for example, the immediate supervisor may be accountable to a senior supervisor who is accountable to the Director or administrative head of a service or academic program. All levels of supervision are complementary. Where differences, conflicts or problems arise, the senior levels of supervisors have greater responsibility for resolving them in ways that are respectful, collaborative and positive. A key issue in supervision is the management and resolution of multiple responsibilities.

Most of the literature on supervision as a special area of activity relates to clinical psychology. However, psychologists provide supervision in research, practice, and administration across a variety of domains, including counselling, clinical, school, organizations, and social policy. The ethical issues are similar. All forms of supervision involve learning and ensuring the safety, effectiveness, and quality of psychological performance.

There are various definitions and models of supervision, but all seem to include the following skills for supervisors: maintaining a working alliance; observing, evaluating, and gatekeeping; supporting; providing constructive feedback; facilitating self-evaluation; instructing; modelling; mentoring; and mutual problem solving. Education in and training for these skills often has been minimal or absent from the psychologist's professional preparation. Complementary to the skills for supervisors, skills for supervisees include: understanding the tasks, purpose, roles, and boundaries of supervision; maintaining a working alliance; preparing adequately for supervision sessions; remaining open to feedback; and taking initiative in discussing innovative ideas.

The supervisor and supervisee recognize the power differential that exists between their respective roles and the potential for conflict between the interests of the supervisee and the evaluations that the supervisor as gatekeeper may make regarding the supervisee's graduation from the training program, entrance to the profession, or advancement in an organization. Special skills are required in managing these potentially different roles in a positive constructive manner.

These *Guidelines* do not specifically address situations in which psychologists supervise non-psychologists, or where psychologists are supervised by non-psychologists. However, clarification and agreement on roles, expectations and required competencies are especially important in these situations to maintaining positive supervisory relationships.

Definitions

The content of the following three definitions of supervision appear relevant to all contexts for supervision, despite the fact that they are selected from sources in which the focus is primarily on clinical practice.

Definition of supervision from the *Mutual Recognition Agreement* (2001, p. 10):

[Supervision is] a kind of management that involves responsibility for the services provided under one's supervision and may involve teaching in the context of a relationship focused on developing or enhancing the competence of the person being supervised. Supervision is a preferred vehicle for the integration of practice, theory and research, with the supervisor as role model.

Definition of supervision from Falender and Shafranske (2004, p. 3)

Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, the facilitation of supervisee self-assessment, and the acquisition of knowledge and skills by instruction, modeling, and mutual problem solving. In addition, by building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy. Supervision ... is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large.

Definition of supervision from Bernard and Goodyear (2004, p. 8)

Supervision is an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the clients that she, he, or they see, and serving as a gatekeeper for those who are to enter the particular profession.

With respect to the gatekeeper function mentioned in this third definition, supervisors have an obligation to ensure that successful supervisees meet at least minimal standards of competence for their level of training in their area of activity by the end of supervision; moreover, supervisors assume responsibility for addressing problematic areas of concern identified during the supervisory relationship and for not passing or certifying supervisees who are not meeting developmentally appropriate standards.

There are two major categories of supervision; viz., developmental supervision and administrative supervision. For developmental supervision, the focus is on educating/training/mentoring supervisees to improve their skills in some way. Administrative supervision reflects a type of accountability or quality control that serves more as a management function than an educational one. Both forms of supervision involve monitoring for safety and effectiveness, and both involve some form of

evaluation (e.g., meeting departmental practice guidelines for a hospital-based psychologist; expectations for progress in skill development for a psychology practicum student; meeting standards for conducting research).

Guidelines for Ethical Supervision

PRINCIPLE I: RESPECT FOR THE DIGNITY OF PERSONS

The principle of Respect for the Dignity of Persons requires supervisors and supervisees to demonstrate respect for each other as well as for all other persons with whom they relate in their psychological activities. Respect involves valuing the innate worth of persons and not using them solely as a means to an end. Respect is an essential characteristic in the relationship between supervisors and supervisees. The supervisee shares the responsibility for respect, even though the supervisor has the greater responsibility for modelling and maintaining a respectful relationship and for addressing problems that may arise. The power differential adds to the complexity of the supervisory relationship.

Supervisors and supervisees should:

1. Demonstrate respect, courtesy, and understanding for each other in their respective roles.
2. Be vigilant in all situations to prevent discrimination on the basis of personal characteristics, e.g., ethnicity, race, religion, gender, sex, sexual orientation, gender identity and expression, marital status, age, and socioeconomic status.
3. Share in defining the goals and role expectations for the supervisory relationship.
4. When establishing a supervisory relationship, disclose preferences for theories and practices, as well as strive to disclose personal biases, beliefs, and personal characteristics that may affect the supervisory process.
5. Address professional and interpersonal differences between supervisor and supervisee in as open, amicable, and constructive a way as possible. If appropriate, they should consider third party consultation or mediation.
6. Clearly define the parameters of supervisee and supervisor confidentiality of personal information shared during supervision, including stated limitations relevant to reasonable curricular and educational planning for the enhancement of learning, evaluations of competency for independent practice as required by regulatory bodies, and legal requirements to prevent serious and imminent harm.
7. Make reasonable accommodations for valid crises or unexpected events in the life of the supervisee or supervisor that may temporarily interfere with supervision.

PRINCIPLE II: RESPONSIBLE CARING

The principle of Responsible Caring requires supervisors and supervisees to care for the wellbeing and best interests of persons who, and organizations that, benefit directly from their work and, where the benefit is indirect, to take care that their work meets expected standards of performance. Responsible caring also involves self-awareness and self-exploration of personal attitudes and beliefs that may influence how they conduct their

psychological activities. Knowledge regarding, and attitudes toward a range of population diversities are especially important. The supervisee shares these responsibilities even though the supervisor has the greater responsibility for maintaining a level of caring that benefits concerned parties.

Supervisors and supervisees should:

1. Share, under the leadership of the supervisor, a clarification and understanding of their respective roles and how to use them to enhance learning and performance in psychology. They should be well prepared, make efficient use of time, and be receptive to mutual learning.
2. Keep up to date with the standards, guidelines, codes, laws, and regulations that are specific to the work undertaken or to the workplace, and which support supervisor-supervisee learning. They should commit themselves to long term continuing-competence activities.
3. Establish their current levels of competence in the relevant areas as a basis for defining supervision goals, procedures, and conditions.
4. Aspire to the same standard of work by supervisees as would be required of competent psychologists not receiving supervision.
5. Keep up to date with current knowledge and competencies in supervision, as appropriate to your role expectations.
6. Be aware of professional and personal limitations that may affect working relationships, be open to and elicit feedback regarding issues, and manage limitations in ways that support a positive supervisory relationship.
7. Maintain records to a standard required by the nature of the psychological activity and setting, and to the extent needed to maintain an effective supervisory relationship.
8. Ensure availability for supervision at all regular times and ensure that there are special arrangements for communication in the event of unanticipated circumstances or emergencies.
9. Ensure that articulated plans are in place to address emergencies or other serious events.
10. Maintain supervision on site where appropriate and possible, and where inappropriate or not possible, maintain the quality of supervision through creative use of distance technology.
11. Seek clarification of the respective responsibilities of supervisees and supervisors when supervision is provided concurrently from more than one supervisor (e.g., university supervisor and field supervisors, supervisors in different specialty areas, cross-disciplinary supervision).

PRINCIPLE III: INTEGRITY IN RELATIONSHIPS

The principle of Integrity in Relationships requires openness, objectivity, honesty, straightforwardness, and avoidance of conflict of interest in keeping with respect and caring for others. Any exceptions need to be justified by the ethical principles of the *Canadian Code of Ethics for Psychologists* and are not permitted only as a matter of convenience. The supervisee shares these responsibilities even though the supervisor has

the greater responsibility for maintaining an open trusting relationship and for addressing problems that may arise.

Supervisors and supervisees should:

1. Identify and address conflict in the supervisory relationship in open, honest, and beneficial ways.
2. Explore personal values as they are relevant to maintaining adequate objectivity to the work under supervision or to the supervisory process.
3. Respect each other's substantive contributions to research findings and to publications, give credit as earned, and avoid any distortion of results for personal, political, or other reasons.
4. Avoid all forms of exploitation, or actions that harm the supervisor or supervisee (e.g., financial, sexual, gossip, blackmail, false allegations, and coercion in the supervisory and the work relationships).
5. Strive for the highest level of competence consistent with the supervisee's developmental level, training and experience.
6. On an ongoing basis, be open in sharing information with each other about the supervisee's level of professional development.
7. Avoid dual or multiple relationships that may be harmful to themselves, to others, or that interfere with the learning objectives of the supervisory process.
8. Be aware of professional boundaries in the supervisory relationship, and manage additional roles (e.g., social relationships) in a manner that does not compromise the supervisory relationship. Intimate sexual relationships, however, are prohibited.
9. Ensure that relevant parties (e.g., clients, guardians, and research participants) are informed that the services/activities are being performed by an individual who is under supervision, are discussed with a supervisor, and that these parties if they wish may request a meeting with the supervisor.
10. Present accurate evaluations in providing direct feedback and in providing references.

PRINCIPLE IV: RESPONSIBILITY TO SOCIETY

The principle of Responsibility to Society requires that psychologists have a responsibility to promote the collective wellbeing of society. There are many ways from a foundation of teaching, research, practice, and administration that supervisors and supervisees can contribute to the welfare of society. Psychologists who practice their discipline with high standards serve the public interest, as do those who advocate for change in social policies. There is a wide range of ways in which psychologists may contribute to the greater good of society. The supervisee and supervisor need to be aware of the responsibility to promote the collective wellbeing of society.

Supervisors and supervisees should:

1. Be open to considering appropriate roles for psychologists in promoting social advocacy or social justice.
2. Take into account systemic issues that apply to the particular area of work that is being supervised and in the management of conflicting interests.

3. Ensure that issues of ethics and standards, and the legal and regulatory requirements that apply to the particular area of work are addressed.
4. Strive to achieve the highest quality of learning from the supervisory relationship in order to use their combined competence to serve the public interest.

References/Selected Bibliography

A comprehensive bibliography is provided below for the benefit of persons who wish to familiarize themselves with the literature on competency issues in supervision of psychologists.

Allen, T.D., & Poteet, M.L. (1999). Developing effective mentoring relationships: Strategies from the mentor's viewpoint. *Career Development Quarterly*, 4, 59-73.

Alonso, A. (2000). On being skilled and deskilled as a psychotherapy supervisor. *Journal of Psychotherapy Practice and Research*, 9, 55-61.

Bartell, P. A., & Rubin, L. J. (1990). Dangerous liaisons: Sexual intimacies in supervision. *Professional Psychology: Research and Practice*, 21, 442-450.

Berger, S. S., & Buchholz, E. S. (1993). On becoming a supervisee: Preparation for learning in a supervisory relationship. *Psychotherapy: Theory, Research, Practice, Training*, 30, 86-92.

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd Ed.). Boston: Allyn & Bacon.

Bond Claire, J., Valus, L., & Dwyer, E. (2000). Supervisor and intern perspectives on supervision. *Cognitive & Behavioral Practice*, 7, 187-193.

Bridge, P., & Bascus, L. O. (1990). Documentation of psychotherapy supervision. *Psychotherapy in Private Practice*, 8 (1), 79-86.

Canadian Psychological Association. (1980). *Guidelines for therapy and counselling with women*. Prepared by J. Pettifor, C. Larsen, & L. Cammaert for CPA. Ottawa, ON: Author.

Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd Ed.). Ottawa, ON: Author.

Canadian Psychological Association. (1996/2001). *Guidelines for non-discriminatory practice*. (Rev. Ed.). Prepared by S. Crozier, S. Harris, C. Larsen, J. Pettifor, & L. Sloan for CPA. Ottawa, ON: Author.

Canadian Psychological Association. (1996/2001). *Guidelines for psychologists addressing recovered memories*. Prepared for CPA by S. Crozier & J. Pettifor. Ottawa, ON: author.

Canadian Psychological Association Section on Women and Psychology (SWAP). (1980). *Guidelines for therapy and counselling with women*. Ottawa, ON: Author.

Canadian Psychological Association Section on Women and Psychology (SWAP). (2007). *Guidelines for Ethical Psychological Practice with Women*. Ottawa, ON:

Author.

- Carifio, M. S., & Hess, A. K. (1987). Who is the ideal supervisor? *Professional Psychology: Research and Practice*, 18, 244-250.
- Cikanek, K., McCarthy Veach, P., & Braun, C. (2004). Advanced doctoral students' knowledge and understanding of clinical supervisor ethical responsibilities: A brief report. *The Clinical Supervisor*, 23(1), 191-196.
- College of Alberta Psychologists. (2006). *Guidelines for supervisors and registered provisional psychologists*. Retrieved 18 April 2007, from <http://www.cap.ab.ca/pdfs/supofprovguideline.pdf>
- Constantine, M. G. (2001). Perspectives on multicultural supervision. *Journal of Multicultural Counseling and Development*, 29, 98-101.
- Delourme, A., Edmond, et al. (2007). *La supervision en psychanalyse et en psychothérapie*. Paris: Dunod.
- Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Falender, C.A., & Shafranske, E.P. (Eds.). (2008). *Casebook for clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Fedida, P. (1983). La supervision des cures psychothérapeutiques et la question du tiers. *Psychothérapies*, III, (1), 19-26.
- Gatmon, D., Jackson, D., Koshkarian, L., Martos-Perry, N., Molina, A., Patel, N., et al. (2001). Exploring ethnic, gender, and sexual orientation variables in supervision: Do they really matter? *Journal of Multicultural Counseling and Development*, 29, 102-113.
- De Perrot, E. (1995). De la supervision de la psychothérapie d'inspiration psychanalytique: Essai sur la dimension pédagogique. *Psychothérapies*, XV, 125-126.
- De Perrot, E. (1996). De la supervision de la psychothérapie d'inspiration psychanalytique: Essai sur le maniement du contre-transfert. *Psychothérapies*, XVI, 93-100.
- De Perrot, E., Rozmuski-Dreyfus, C., Schneider, P-B., & Stauffacher, M. (2002). *La supervision de la psychothérapie*. Paris: Masson.
- Goodyear, R. K., Crego, C. A., & Johnston, M. W. (1992). Ethics issues in the supervision of student research: A study of critical incidents. *Professional Psychology: Research and Practice*, 23, 203-210.

- Harrar, W. R., VandeCreek, L., & Knapp, S. (1990). Ethical and legal aspects of clinical supervision. *Professional Psychology: Research and Practice*, 21, 37-41.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision for the helping professions: A practical guide*. Pacific Grove, CA: Brooks/Cole.
- Henderson, C. E., Stringer Cawyer, C., & Watkins, C. E., Jr. (1999). A comparison of student and supervisor perceptions of effective practicum supervision. *The Clinical Supervisor*, 18 (1), 47-74.
- Holloway, E., & Carroll, M. (Eds.). (1999). *Training counselling supervisors: Strategies, methods, and techniques*. London: Sage.
- Huwe, J. M., & Johnson, W. B. (2003). On being an excellent protégé: What graduate students need to know. *Journal of College Student Psychotherapy*, 17, 41-57.
- Johnson, E. A., & Stewart, D. W. (2000). Clinical supervision in Canadian academic and service settings: The importance of education, training, and workplace support for supervisor development. *Canadian Psychology*, 41, 124-130.
- Johnson, W. B. (2002). The intentional mentor: Strategies and guidelines for the practice of mentoring. *Professional Psychology: Research and Practice*, 33, 88-96.
- Johnson, W. B., Huwe, J. M., & Lucas, J. L. (2000). Rational mentoring. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 18, 39-54.
- Johnson, W. B., Elman, N. S., Forrest, L., Robiner, W. N., Rodolfa, E., & Schaffer, J. B. (2008). Addressing professional competence problems in trainees: Some ethical considerations. *Professional Psychology: Research and Practice*, 39, 589-599.
- Kanz, J. E. (2001). Clinical-supervision.com: Issues in the provision of online supervision. *Professional Psychology: Research and Practice*, 32, 415-420.
- Ladany, M., Friedlander, M. L., & Nelson, M. L. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington, DC: American Psychological Association.
- Lecomte, C. (2002). La supervision clinique: un espace de réflexion pour le développement de la compétence professionnelle. *Prisme*, 39, 184-191.
- Lecomte, C., Castonguay, L-G., Cyr, M., & Sabourin, S. (1993). Supervision and instruction in psychotherapy integration in C. Stricker & J. Gold (Eds.). *Comprehensive handbook in psychotherapy integration*. New York, NY: Plenum.
- Lecomte, C., & Savard, R. (2004). La supervision clinique: Un processus de réflexion essentiel au développement de la compétence professionnelle. Dans T. Lecomte et C. Leclerc, *Manuel de réadaptation psychiatrique*. Presses de l'Université du Québec.

- Lecomte, C., Savard, C., Drouin, M.S., & Guillon, V. (2004). Qui sont les psychothérapeutes efficaces? Implications pour la formation en psychologie clinique. *Revue Québécoise de Psychologie*, 25, 73-102.
- Mutual recognition agreement of the regulatory bodies for professional psychologists in Canada*. (2001). Retrieved 18 April 2007, from <http://www.cpa.ca/documents/MRA.pdf>
- Nelson, M. L., & Friedlander, M. L. (2001). A close look at conflictual supervisory relationships: The trainee's perspective. *Journal of Counseling Psychology*, 48, 384-395.
- Pope, K. S., & Vasquez, M. J. T. (2007). *Ethics in psychotherapy and counseling: A practical guide* (3rd ed.). San Francisco: Jossey-Bass.
- Reichelt, S., & Skjerve, J. (2002). Correspondence between supervisors and trainees in their perception of supervision events. *Journal of Clinical Psychology*, 58, 759-772.
- Robiner, W. N., & Schofield, W. (1990). References on supervision in clinical and counseling psychology. *Professional Psychology: Research and Practice*, 21, 297-312.
- Schultz, W. E., Sheppard, G. W., Lehr, R., & Shepard, B. (2006). *Counselling ethics: Issues and cases*. Ottawa, ON: Canadian Counselling Association.
- Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists, third edition*. Ottawa, ON: Canadian Psychological Association.
- Stark-Adamec, C., & Kimball, M. (1984). Science free of sexism: A psychologist's guide to the conduct of non-sexist research. *Canadian Psychology*, 25, 23-34.
- Stark (-Adamec), C., & Pettifor, J. (1995). *Ethical decision making for practising social scientists: Putting values into practice*. Ottawa, ON: Social Science Federation of Canada.
- Stoltenberg, C. D., McNeill, B., Delworth, U. (1998). *IDM supervision: An integrated developmental model for supervising counselors and therapists*. San Francisco: Jossey-Bass.
- Tri-council policy statement: Ethical conduct for research involving humans*. (August 1998, Updates May 2000, September 2002). Ottawa, ON: Government of Canada.
- United Nations. (1948). *Universal Declaration of Human Rights*. New York: Author.
- Vacha-Haase, T., Davenport, D., & Kerewskky, S. (2004). Problematic students: Gatekeeping practices of academic professional psychology programs. *Professional Psychology: Research and Practice*, 35, 115-122.

- Vasquez, M. J. T. (1992). Psychologist as clinical supervisor: Promoting ethical practice. *Professional Psychology: Research and Practice*, 23, 196-202.
- Vespia, K. M., Heckman-Stone, C., & Delworth, U. (2002). Describing and facilitating effective supervision behaviour in counseling trainees. *Psychotherapy: Theory, Research, Practice, Training*, 39, 56-65.
- Wood, J. A. V., Miller, T. W., & Hargrove, D. S. (2005). Clinical supervision in rural settings: A telehealth model. *Professional Psychology: Research and Practice*, 36, 173-179.
- Worthington, R.L., Tan, J.A., & Poulin, K. (2002). Ethically questionable behaviors among supervisees: An exploratory investigation. *Ethics & Behavior*, 12, 323-351.