

6TH EUROPEAN CONFERENCE IN E-GUIDANCE: *WIDENING ACCESS TO LIFELONG GUIDANCE*

ABSTRACT

TITLE OF THE SPEECH

Information and training in terms of ethics and privacy towards e-guidance beneficiaries.

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Trainer and consultant for communication since 2004. Competences in Information Security Management, Risk Management, Project Management: planning and control. Knowledge of SAP: Basis, ABAP, Controlling, FM. Good communication skills, good experience in project and team management acquired through training and work, good command of quality control processes and IT security policies.

ABSTRACT

Ethical implications of e-guidance

The goal of establishing ethical principles for the design and use of ICT in career guidance is to promote the effective provision of career resources and the effective delivery of career services. The intention of ethics is also to protect the welfare of clients by identifying potentially harmful computer applications as well as identifying services making inappropriate use of ICT. Guidance practitioner competences are essential to the effectiveness of ICT-based career resources and services. Achieving an appropriate level of practitioner competency with ICT also helps to avoid potential ethical problems resulting from guidance practitioners' actions or failure to act.

We made a comparison between guidance services offered traditionally (face-to-face) and the use of ICT tools in e-guidance. We identified possible risks that may occur by providing e-guidance using ICT tools, namely: inadequate guidance support for individuals using e-guidance resources, problems with distance guidance, and the validity of career assessments and information available on the Internet.

Service delivery at a distance is a key element of e-Guidance and includes client use of Internet Web sites with support from a career guidance practitioner or practitioner interaction without use of a Web site. Practitioners can interact with clients via e-mail, chat, telephone, or videoconferencing. Distance interventions range from practitioners offering brief

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answers to simple questions to the provision of several sessions of guidance. A variety of service-delivery levels can be facilitated at a distance, including supported self-help, brief assistance, or intensive assistance.

While some individuals can make good use of e-guidance resources on a Web site, others cannot make effective use of assessments and information with out assistance from a guidance practitioner. Most Web sites provide no recommendations indicating the circumstances when self-help is inappropriate and a guidance intervention is needed. Individuals may use Web-based self-help resources, experience difficulty, and inappropriately conclude that they cannot be helped, when in fact a guidance intervention might have been effective (Sampson, 1999).

When using distance services, clients need to be fully informed about the nature of the services they are receiving, including what the service entails and how it is delivered. Privacy, confidentiality, legal and ethical questions, grievances, termination and other appropriate questions should be addressed in the service delivery process.

A variety of emergency situations can result in harm to clients or others. A critical emergency situation can occur when a client discloses that they are contemplating harming themselves, including committing suicide. Another critical situation can arise when a client discloses that they are planning to harm another person (Ravis, 2007). Both of these situations require prompt and decisive action by the counselor.

If practitioners have limited awareness of various multicultural issues, they may be unprepared to provide guidance services to clients in distant communities that differ from the groups they typically serve (Anthony & Jamieson, 2005; Malone, 2007b; Ravis, 2007)

There are some recommendations for ethics in e-guidance:

- Web sites that provide career assessments and information should include links to qualified and credentialed practitioners who can provide guidance when needed.
- Guidance professionals use informed consent to indicate to clients what persons are collecting and have access to the client's personal information, what security issues exist with an online format, and for how long records will be stored.
- Guidance professionals educate their clients concerning the challenges and problematic situations that may occur during distant guidance.
- Guidance professionals screen clients for suitability with respect to the specific distance services intended to be used.
- If possible guidance practitioners should limit distance guidance to clients from cultural backgrounds that are familiar, or do appropriate preparation when offering services to clients from cultures that are different from one's own.
- Guidance practitioners should assess their own level of preparedness to work with clients from a different locale.
- Evidence of the quality of the assessment, including reliability and validity, need to be included in the professional manual and training materials for the measure.
- The intended purpose, the target audience, and the potential use of the information should be clearly identified.

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Personal data protection and privacy

Privacy is internationally recognized as a human right in Article 12 of the 1948 Universal Declaration of Human Rights and in Article 17 of the International Covenant on Civil and Political Rights (ICCPR). On the regional level, treaties that make privacy a legally enforceable right include the European Convention for the Protection of Human Rights. In the context of e-Government, “privacy” specifically refers to principles for the fair use of information. The concept of fair information practices holds that the citizen retains an interest in the information collected by the government in the course of a required or voluntary interaction. The citizen’s rights include a right to insist that the information be used only for the purposes for which it was collected, that it be retained no longer than necessary, that it not be re-disclosed, that it be kept in accurate form. Taken together, these rules for the fair use of information are known as “fair information practices.” They are globally recognized by international and regional bodies and are enshrined in key human rights instruments.

It is important to protect the health and safety of clients. This can be done creating a safe and secure environment for using ICT tools:

- An infrastructure of awareness, responsibilities, policies and procedures
- A secure ICT system
- A comprehensive internet safety education

There are some ‘simple, everyday’ security measures such as:

- not sharing password information
- logging out of software and not leaving their computers unattended
- regular backing up of vital assessment data

FOR ADDITIONAL INFO

<http://www.egos-cip.eu/node/139>

http://europa.eu/legislation_summaries/information_society/l14012_en.htm