

Session 6

3.4.4. Duties to users

3.4.4.1. Patients or clients

What term should psychologists use to describe the people they work with? Patients or clients?

Does it matter?

I've heard the argument that it doesn't matter. As one clinician said: "I've asked patients if they would prefer to be called clients and they don't mind what I call them".

Yes it is true that people seeking help don't necessarily care themselves whether they are referred to as patients or clients; but this misses the point.

The words we use reflect how we think about the help we offer. The term a therapist uses is important, not because of what the patient thinks, but because of what the therapist thinks.

Each of the different terms reflects a different ideology on the part of the helper.

The term patient implies the language of medicine and puts the therapist in a doctor-like position in which they have expertise on what is best for the patient. The word patient portrays someone as damaged, impaired and deficient. Psychotherapists who adopt the language of medicine need to diagnose the disorder affecting the patient in order to provide the right treatment.

The word client was developed to signify a rejection of this medical way of thinking, replacing it with the humanistic language of growth and change in which it is the client who has expertise on what is best for them. Psychological problems are not illnesses to be cured but states of self and social alienation. As such, therapy is not about curing illness but about helping people to find solutions and new directions in life for themselves.

In this way I do think the choice of language matters. But the debate is not so much about the word actually used in conversation, or about what word people seeking help prefer, it is about how it signifies what way the therapist thinks.

3.4.5. Duties to the suppliers

Duties to the suppliers, is who in their activity is related to the market of good or service whether they take part in decisions about pricing, distribution, communication, promotion and product characteristics desired by consumers and general providers.

Responsibilities: suppliers and consumers are responsible for their practice exercise of considering the outcome of their decisions, recommendations and actions of service society, organizations and consumers in specific particular.

Professional Responsibilities: providers, in the exercise of their professional practice, must take into consideration the following guidelines as the areas are involved: in the goods and services - should be aware that the goods or services are offered to the market correctly to the needs of the society organizations and consumers in particular pointing of nature and functions of what is offered, guarantees and time reposition. Signs all additional costs incurred with the purchase of a product. The company's obligation to receive communication from consumers either to post-sale services, complaints or inform guaranties. The provider to not knowingly assist in the dissemination of products that cause harm or medium atmosphere. In persons with communication and promotion. Reject any advertising that may lead to falsehoods, misrepresentations, half-truths or frustrations consumers. Reject the wishes of any manipulation or deceptive tactics in the sale or promotion, deforms the offers are clear in product specifications, price, payment terms and performing a lost. The compromise advertising has no adult content, vulgar or offensive to the values of the society in which consumers. They have no obligation to pay for goods or services that have not been demanded. In distribution channels. Do not use coercion, threats or any kind of manipulation distribution channels. Responsibility

for delivery of the product, except it does not say anything against it, bidder, who also meets the deadlines. The consumer may cancel the order a product that has not come in time specific. In prices. Clearly informed of the final price of any product or service offered. No practice pricing strategies that may lead to monopoly situations .

Every supplier must

- (a) Ensure that any tool, equipment, machine or device, or any biological, chemical or physical agent, supplied by the supplier is safe when used in accordance with the directions provided by the supplier and complies with this Part and the regulations,
- (b) Provide directions respecting the safe use of any tool, equipment, machine or device, or any biological, chemical or physical agent, that is obtained from the supplier to be used at a workplace by workers,
- (c) Ensure that any biological, chemical or physical agent supplied by the supplier is labelled in accordance with the applicable federal and provincial enactments,
- (d) if the supplier has responsibility under a leasing agreement to maintain any tool, equipment, machine, device or other thing, maintain it in safe condition and in compliance with this Part, the regulations and any applicable orders, and
- (e) Comply with this Part, the regulations and any applicable orders.

3.4.6. Duties to the immediate society

Article 34 - . The professional must provide the social service professional solidarity conviction and social consciousness.

Article 35 - . The professional must serve the indigent or economically any unprotected person when requested to do so.

Article 36 - . The professional must be respectful of the traditions, customs and culture of the various groups that make up the Mexican nation.

Article 37 ° - . The professional must make available to the government their professional services when emergency circumstances occur.

Article 38 - . The professional must serve as auxiliary scientific research institutions, providing these documents or reports required.

Article 39 - . The professional must actively participate in the social environment by spreading the culture and national values.

Article 40: - . The clinician must balance between the different aspects of human development and conservation of natural resources and the environment, taking into account the rights of future generations.

Article 41 - . The professional must ensure their performance and professional development in locations where it can contribute their knowledge to national development.

3.4.7. Duties to toward the environment and the word.

Traditionally, the subject of ethics has not been linked to aspects concerning the nature and the environment. The old issues of the relationship between being and duty, the cause and the end, the nature and value, which are the domain of ethics, have been confined to an area where it has been excluded environmental theme. And only until recent decades, this issue has come to have a significant ethical concern, except in the case of medicine that has been a tradition in the matter since antiquity.

He says Hans Jonas (1979) , that all ethical gotten so far, and should take the form of direct precepts to do certain things and not do others, or a determination of the principles of such provisions ,

or the submission of a foundation of the obligation to obey such principles, tacitly shared the following premises interconnected :

- 1) Human, condition resulting from the nature of man and things, remains essentially fixed once and for all,
- 2) On that base is clearly possible to determine without difficulty the human good;
- 3) The scope of human action and, therefore, of human responsibility is strictly delimited.

But the epoch which started from the mid-twentieth century, with a man's ability to break the constant relationship between man and nature, through scientific and technological development, has significantly changed the landscape. Before our time, human interventions in nature, as he saw them, were essentially superficial and unable to harm your permanent equilibrium. But now, things have changed. The traditional domain of ethics was limited to the relation between men in the city. Human life passed between the permanent and the changeable: it was permanent nature, the changing, and their own works. The largest of these was the city, which could give some permanence to the laws that she devised and proposed that respect. Nature was not the subject of human responsibility, and she took care of herself and also took care of the man. Against the use of nature not ethics but of intelligence and capacity for invention was made. All the ethics that have been transmitted to us, therefore, dwell infrahuman this framework, the city. But what we have known in the twentieth century is that nature is vulnerable. The modern scientific and technological development has shown us the tremendous vulnerability of nature, a vulnerability that was not suspected before that was done in recognizable damage. And it is this ability to damage to nature, which makes us consider the importance of prior knowledge, such as the precautionary principle against our actions. No previous ethics had to take into account global conditions of human life or the remote, even further, the very existence of the species. The fact that today are precisely those things in play requires , in short, a new

conception of rights and duties , something for which no previous ethics or metaphysics provides principles and even less a doctrine ready.

It is not meaningless to ask whether the state of human nature, the biosphere as a whole and in its parts, which is now under our power has become precisely why a well entrusted to our care and may ask something as a moral imperative, not only because of us but because of her and her own right. It is at this point that the principle of accountability appears as the base element to consider a new ethics. Because it is not that man do things with the diligence of accomplishment. What it is to make them responsible, taking into account the existence of nature, the actions include the present and the future. It is the indefinite future rather than the contemporary space of the action, which provides significant horizon of responsibility. This requires a new kind of ethical imperatives. In principle, the moral will then invade the sphere of economic production, which remained far above, and must do so in the form of public policy. In fact the amended essence of human action modifies the basic essence of politics. In short, ethics has to do with the environment, is the ethic of responsibility. As already said, it's a responsibility to the future.

Ethics education is distinguished by its universality, and prescriptively. While values education involves universal elements of defined ethical principles, and may also involve specific social customs and rules for a context or social group. Values education can be considered a part of ethics education, as long as the values are transmitted in accordance with universal ethical principles, and in this case specifically discuss education in moral values. By this we mean that we will always refer to education in moral values , whenever we mention the issue of values , but without forgetting that those values are also rules and customs of their own taste and desire of a community, but cannot be exactly moral values. Let's begin with the question of an environmental intervention. There are always different possibilities or alternatives to a society interventions proposed in relation to the environment. It is always possible to find more than a possibility, when it comes to a proposed intervention, for example,

in the construction of a hydroelectric plant, it is possible to propose alternative mechanisms for cogeneration of electricity, probably with lower economic costs, social and environmental.

So we see that, as in the process of Constructive Technology Assessment ECT, where always available several technology when making decisions about the choice of a particular technology trajectories (Callan, 1995), in the forest issue must take into account the different possibilities that are generated by taking either alternative intervention on the environment. This leads therefore to plan not only the election, but the decisions and responsibilities accordingly. Why take this or that decision? Who do you take and depending on which criteria? What are the mechanisms of decision making? What are the consequences given decision in the short, medium and long term? In short, depending on what value system has been taken that decision?

As we see are questions of major importance for society, questions that schools can promote and develop as a learning mechanism for social debate. School can be one of the best places to learn to clarify the value system that is hidden behind an environmental intervention. Hence, in the case of the school, the environmental education should not be a transmission device predetermined values that should not be your primary function, the goal of environmental education in relation to the issue of values, our view, is to enable the educational community to advance the construction of behavior, standards and behaviors toward sustainability of a given society, without losing sight of the planet as a whole.