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ONLINE ETHICAL DILEMMAS IN EDUCATIONAL PSYCHOLOGY PRACTICE

by

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DEDICATION

The research conducted is dedicated to my parents and lecturers who have supported and helped me through difficult and stressful times.

Thank you for believing in me!

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ABSTRACT

This study was aimed at identifying online ethical dilemmas that educational psychologists might come across when using Web 2.0 platforms and to recommend ways of managing these dilemmas. Web 2.0 platforms involve blog, wikis and social networks such as Facebook, Twitter, Myspace and Instagram. Educational psychologists were selected based on experience within the field, some in private practice while others worked in schools.

In this research a qualitative generic approach was taken, making use of an online questionnaire, to gain insight into existing online ethical dilemmas. The results and previous research showed that online ethical dilemmas that seemed to be the most common are confidentiality, informed consent, multiple relationships and soliciting testimonials. The idea of Googling a client and how to manage online ethical dilemmas also seemed to be a prominent aspect that arose.

The findings of this research show that when dealing with online ethical dilemmas, educational psychologists tend to take the moral high ground by not violating human rights. It also showed how easily technology can breach an ethical code and how important an educational psychologist's knowledge and training are in the field of ethics.

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CHAPTER 1:

INTRODUCTION

Many health professionals are already exploring the usefulness of online Web 2.0 technologies as a medium of delivering their services and communicating with their clients. Web 2.0 refers to platforms on the Web that allow for a variety of developments, meaning that users can go beyond just the retrieval of information on the net (Stern, 2009). Web 2.0 platforms on the Internet today are Facebook, Twitter, LinkedIn and Myspace.

The difference in online text-based information and face-to-face verbal communication is leading to new ethical dilemmas not previously encountered in the field of psychology (Childress, 2000). For example, how will confidentiality be ensured or the client's right to privacy guaranteed? To combat these ethical dilemmas, policies on ethics in the health professionals' field will need to evolve. This research study will aim to identify the online ethical dilemmas that educational psychologists face in their practice.

1.1 BACKGROUND/CONTEXT TO PROBLEM

Ethics play a role in maintaining professional conduct within the field of psychology. Ethics provide a human being with peace of mind, ensuring that their best interest is put first (Rogers, 2015). Ethics can be viewed as the systematic approach to understanding and analysing matters of right or wrong in relation to a person's best interests (Rich, 2015). According to the philosopher Immanuel Kant, ethics is the study of ideal human behaviour. Kant believed that ideal behaviour is acting in accordance to one's duty. He went on to state that one's well-being entails being treated with respect and having the ability to exercise independence, resulting in the birth to ethical determinants (Rich, 2015).

Ethical guidelines or determinants can be applied to formal theories, approaches and codes of conduct and such codes can be developed for certain professionals within a specific field (Rich, 2015). Ethical guidelines and determinants were therefore created to protect the public and help not just educational psychologists but other health professionals as well. Each country has its own form of ethical codes, governed by organisations such as the Health Professional Council of South Africa

(HPCSA), the American Psychological Association (APA) (Dunbar-Krige & Edeling, 2016) and the New Zealand Psychological Association. The HPCSA is the organisation in South Africa that oversees the ethical codes and ensures that a psychologist upholds the South African Constitution and complies with the National Health Act.

The New Zealand Psychological Association has stated what the risks of the use of social networking can be and how it can prevent an educational psychologist from acting in a professional manner (New Zealand Psychological Association, 2013). The risks such as unwanted exposure of a psychologist's or client's behaviour or even just making simple comment on a certain post can also be viewed or taken in the wrong context (New Zealand Psychological Association, 2013).

According to the American Psychological Association, there is no guarantee of complete privacy as regards online ethical dilemmas (Martin, 2010). Conversations between an educational psychologist and client can be overheard through Skype. Sending an e-mail to the wrong person can result in the violation of many ethical codes. Educational psychologists are increasingly facing ethical dilemmas surrounding the use of Web 2.0 (Anderson and Guyton, 2013). The number of people and professionals using platforms like Twitter and Facebook can result in ethical pitfalls (Martin, 2010).

The HPSCA ethical rules, regulations and policy guidelines, does not provide much on Web 2.0 technologies, but does allow for the interpretation of ethical codes. It suggests that an educational psychologist or any healthcare professional should always portray themselves as a professional and that role of a psychologist in general needs to be clearly identified (ADSA Social Media Brochure, 2014). However, there is no concrete link between the ethical codes and online Web 2.0 platforms (HPCSA Form 223) (HPCSA, BOOKLET 5).

Technology use is beginning to push the boundaries of ethics (Bratt, 2010). The internet can be a dangerous tool. In some cases, certain messages posted online can never be taken down or deleted. For Example, once a post has been shared online it can become impossible to take it down. The format in which communication takes place on the internet is making things such as privacy, confidentiality and

personal relationships confusing to both a psychologist and a non-psychologist. The role of the educational psychologist will become blurred (Humphreys, Winzelberg, & Claw, 2000).

Educational psychologists need to become wary of what they say or post on social media. Ethical codes of health professionals are beginning to be affected (Lannin & Scott, 2013). Identifying what these online ethical dilemmas that are affecting educational psychologists are will help provide them with the necessary tools to deal with these dilemmas in an ethical manner (Lindén & Rådeström, 2008).

1.2   RESEARCH PROBLEM/STATEMENT

Ethics can be considered to be a formulation for moulding attitudes and behaviours (Allen, 1990).

A problem can arise in relation to the ethical behaviour of educational psychologists and their clients when using Web 2.0 platforms. The introduction of technology is beginning to influence the behaviour of psychologists and their clients, creating distrust and moral callousness. This is why it is important to identify these online ethical dilemmas A study by Keely Kolmes (2011) suggested that 98 percent out of 854 doctoral students considered it acceptable to look up their clients online, while authors such as Barnett (2009) and Kaslow (2011) considered it a violation of the client's trust (Kolmes, 2014).

According to Ofer Zur (2010) there is almost no research done into the use of modern technologies and how these can affect the legal and ethical issues of psychologists and other health professionals. He states that issues regarding confidentiality, privacy, record-keeping, communicating online and just googling a client or psychologist have not yet extensively been addressed in the professional literature (Zur, 2010).

This territory regarding the use of Web 2.0 technologies and online ethical dilemmas is relatively uncharted (Zur, 2010). Zur states further that there are many unanswered questions when it comes to finding a link between ethics and Web 2.0 technologies. Questions thus begin to arise regarding a psychologist's ethical conduct when faced with an online ethical dilemma. (Zur 2010). The question arises

regarding what is considered to be an online ethical dilemma and what type of ethical code does it breach if any?

1.3 AIMS AND OBJECTIVES

- To explore and identify the types of online ethical dilemmas that educational psychologists face across Web 2.0 platforms.
- To make recommendations about managing online ethical dilemmas.

1.4 RESEARCH PARADIGM

The definition of the word paradigm can be traced back to the Greek language, in which it means pattern (Thomas, 2010). Thomas Kuhn is believed to be the first person to make extensive theoretical use of the word paradigm. Paradigm, according to Kuhn, refers to the integration of concepts and variables attached to parallel methodological approaches. This implies that the word paradigm involves a structured framework or system involving scientific ideas, principles and theories (Thomas, 2010).

This research makes use of a qualitative interpretive paradigm. The research being qualitative in nature allows me to interpret what educational psychologists believe to be an online ethical dilemma. The interpretive paradigm looks at the social construction of meaning (Carballo, 2003). People are considered to have free will and intentions (Carballo, 2003). The interpretive paradigm will allow me to understand the intentions and attitudes of educational psychologists through the use of open-ended research questions. This interpretive study will be idiographic, meaning that a small number of participants will be used to explore the meaning that participants place on situations involving the types of online ethical dilemmas faced. (Phothongsunan 2015).

Educational psychologists need to have an understanding of what types of online ethical dilemmas exist, resulting in the creation of new ideas and new meanings, to help indentify online ethical dilemmas. People make decisions in accordance with their understanding (Phothongsunan 2015).

The methodology is appropriate in that it is qualitative in nature. Qualitative research is concerned with developing and explaining social phenomena. The qualitative

approach was chosen to help understand the world of ethics within the online social world, which many people in today's society are using (Yin, 2011). The qualitative approach provides insight into what online ethical dilemmas are indetified and how they affect those around them, and whether existing ethical codes accomodates online ethical dilemmas (Hancock, Ockleford & Windridge, 2009).

The qualitative research approach will provide non-quantifiable data. The research pertains specifically to the type of online ethical dilemmas experienced by the participants and not how many online ethical dilemmas there are. The qualitative research approach allows for the expression of one's opinions with regard to the types of online ethical dilemmas.

1.5 RESEARCH DESIGN

The research methodology type design that will be used is generic qualitative. The study is qualitative in nature. Generic qualitative research can be used to gain subjective opinions, beliefs and reflections on experiences (Percy, Kostere & Kostere, 2015). The generic qualitative design is appropriate in that it looks at interpretive ways of determining what ethical dilemmas educational psychologists currently face online. The generic qualitative method is the methodological design that best fits the present study, as it provides insight into the ideas and opinions of educational psychologists regarding online ethical dilemmas.

The generic qualitative method also looks at the ideas people have which aren't internal in nature (Percy, Kostere & Kostere, 2015). It looks at real events and issues, which will lead to educational psychologists expressing their opinions on how they would deal with an online ethical dilemma.

1.6 DATA COLLECTION

Data will be collected by means of an online questionnaire followed by a telephonic interview if necessay, making use of interpretive techniques, such as the context (What is the online ethical dilemma?), the cause and the outcome (Elliott & Timulak, 2005). The qualitative data collection method is appropriate here in that it provides one with real-world opinions and ideas about online ethical dilemmas (Percy, Kostere, & Kostere, 2015).

This study attempts to collect the opinions and ideas of educational psychologists through the use of open-ended questions. The question posed will ask the participants to elaborate and provide examples (Elliott & Timulak, 2005).

In my data I seek only the point that relates to my research. The opinions will be subjective in nature, pertaining to the research aims and objective of the study. However, one common criticism is that using online questionnaires and telephonic interviews will result in the research not being generalisable to the larger population, meaning that the sample group has not been chosen randomly (Hancock Ockleford & Windridge, 2009). The research question seeks to provide insight into a specific subgroup of the population, because the subgroup is in a way different from the general population (Hancock Ockleford & Windridge, 2009).

The limitations of conducting an online questionnaire do vary, from having access to the internet to becoming susceptible to interviewer bias when conducting the telephone call (Wiersma,2013). A telephonic interview might be considered intrusive as well. The telephonic interview will only be used to ameliorate the shortcomings of the online questionnaire. The questions posed in the online questionnaire might not have the same meaning to each participant. The online questionnaire alone limits further probing (INFORMATION COLLECTION TOOLS, 2012).

1.7   SAMPLING

The sampling method will be purposive sampling and it will be driven by a criterion. By adopting the method of purposive sampling the interpretation of the results is limited to the participants involved in the study (Tongco, 2007). The criterion pertains specifically to educational psychologists who are experienced in using Web 2.0 technologies.

Most educational psychologists make use of some form of Web 2.0 platforms. I intend to find the participants through the internet and the professional social network site LinkedIn. The sample size is small, containing seven educational psychologists. I have chosen a small sample size in order to gather rich and relevant data. I believe that a few educational psychologists who are experienced in using online social media can provide rich opinions and helpful ideas about the types on online ethical dilemmas that exist.

1.8   DATA ANALYSIS

Data will be analysed through the thematic process. Thematic analysis provides me with a flexible way of finding data compatible with the qualitative generic research approach that I have chosen (Percy, Kostere & Kostere, 2015). Thematic analysis provides a way to analyse the qualitative data gathered using questions relating specifically to the outcomes of the research (Percy, Kostere & Kostere, 2015).

Through the use of the thematic process of analysing data, the data will be collected from each of the seven participants. Specific types of dilemmas and trends will be highlighted. The data will be looked at to see whether it relates to the aims and objectives of my research. Similar answers will indicate existing online ethical dilemmas. Different online ethical dilemmas will be identified as well, suggesting no similarities between the answers of the questionnaires. So in other words a comparison of the participants' answers with existing online ethical dilemmas will also need to take place. Patterns might shift when the comparisons are made.

The research will look at how the opinions of educational psychologists regarding what is considered an online ethical dilemma differ. Each question in the questionnaire will try to gather concrete, relevant data.

1.9   THEORIES THAT INFORM THE RESEARCH

1.9.1   Ethical Theory

The ethical theory comes into play when individuals (in this case, educational psychologists) seek guidance in making decisions. Ethical theory emphasises different aspects in how we make decisions. It can be viewed as a type of rule in society. Educational psychologists' might interprete ethical dilemmas in a manner governed by rules, societal rules (Chonko, 2012).

The theory of ethics is driven by what is considered right and the ability to do well towards others. Ethical theory is made up many different principles. In this case we look at what will bring the least harm to the client and educational psychologist (Chonko, 2012). The varieties of ethical theories provide decision-making guidance for educational psychologists, who strive to make ethical correct answers when faced with an ethical dilemma. Often when educational psychologists adopt the

theory of ethics stipulated by the HPCSA, they are in effect adopting decision-making rules (Chonko, 2012).

Ethical theory in the end looks at human conduct and the so-called criteria used to determine what society deems as ethical. The ethical principles stipulated by society can be viewed as these so-called criteria that society deems ethical. Most ethical principles are driven by a set of rules, and each profession values a certain set of ethical principles in order to protect the client as the person providing the service from harm.

When it comes to ethical theory one needs to clarify the idea of moral concepts, with regard to the judgements that educational psychologists make when dealing with issues of morality. Moral concepts such as justice, well-being and responsibility are factors that drive the theory of ethics (Dworkin, 2005). In this study I seek to challenge or broaden the idea of ethical theory, by looking at how we make morally correct decisions.

1.9.2 Constructivist Theory

Constructivist theory looks at how people construct knowledge and meaning through their experiences. With the introduction of Web 2.0 technologies people are beginning to experience new communication environments through interactive Web 2.0 platforms (Enonbun, 2010). The problem arises when these platforms allow for self-development and content sharing that is highly interactive, which is determined by the user. Due to the type of experiences taking place when using online Web 2.0 platforms, questions begin to arise as to whether the ethical codes determined by the HSPCSA actually protect the client and the psychologist from constructing biased meanings from what they see or learn online about each other.

1.9.3 Social Network Theory

In today's world almost everybody has an online social network account. Social network theory looks at the premise of how people as well as organisations interact with one another (Claywell, 2016). The study is concerned about regarding online social networks is the interactions that clients and educational psychologists have online. On what is the decision regarding whether or not a particular person needs to be part of my network based? What level of closeness would dictate a friend request

on Facebook? Social network theory looks to explore the connectedness that exists between people that exist within a network (Claywell, 2016).

Social network theory will help me understand the need for a set of online ethical guidelines for educational psychologists. These online ethical guidelines will ensure that an educational psychologist remains professional. Social network theory is broken down into three different types of networks: Ego-centric, Socio-Centric and Open-system networks (Claywell, 2016). The identification of online ethical dilemmas will allow educational psychologists to avoid Ego-centric and Open-system social networks. An Ego-centric network is one that consists of an individual and their friends (Kadushin, 2010). Open-system networks don't necessarily consist of boundaries. Socio-centric ones are closed networks, which many organisations have today (Claywell, 2016). For example an open-system network could be Wordpress and to some extent Facebook. Closed systems are systems such as Microsoft Office or web browsers.

1.10 TRUSTWORTHINESS/VALIDITY/RELIABILITY

When it comes to assessing the trustworthiness of qualitative findings, it is possible to adopt certain strategies or criteria to help ensure trustworthiness. Such strategies include validity and reliability (Guba and Lincoln 1981). Trustworthiness is a term used to measure the quality of research. It also focuses on how reliable the data analysis method is (Thomas, 2010).

Qualitative research needs to be viewed as reliable and valid by not just the researcher but by also the reader. Readers need to able to decide for themselves the extent of validity and reliability of the research by constructing their own meaning (Thomas, 2010). The trustworthiness of the data in this study will be verified by keeping records. Data will be recorded chronologically. The study is also supervised, ensuring some form of validity and trustworthiness.

Validity will also be ensured by making sure that the questions posed to the educational psychologists are intended to measure exactly what this study is designed for. The questions posed to each educational psychologist will not differ, ensuring that there remains some form of consistency. The consistency and types of

the questions will allow for all the variables to be probed, determining the objectives of the research study will also ensure reliability (Shenton, 2004).

By adopting purposive sampling and ensuring that the sample is representative of what this study is intended to research, external validity will be reached (Tongco, 2007).

Reliability is closely linked to validity. Reliability also refers to that fact that if somebody were to conduct similar research with the same participants, a similar outcome would be achieved (Shenton, 2004). By making the research process known, the study will be open to scrutiny from extrenal evaluators ensuring reliability. This may assist in ensuring that the research remains relevant and trustworthy. (Shenton, 2004).

1.11 ETHICS

The participants in this study remained anonymous. Pseudonyms were used in order to protect the participants' right to confidentiality. Participation was also voluntary. This allows for the participant not only to decline to participate in the study but also to have the right to pull out while the research is taking place. The research is not harmful in any way and will protect the cultural and ethical rights of each participant.

The research study will not mislead the participants partaking in the research. As a researcher I have to abide by the ethical standards of the society in which the research takes place (Farrel, 2005). The standards were made clear to the participants. Gaining the informed consent from the participants was essential.

An ethics consent document was sent out, asking potential participants if they wished to partake in the study. The ethics document explained the ethical rights of each participant as well as what the research study is all about. It is considered unethical to deceive the participants involved in any research. The participants knew exactly what they are going to be involved in with no deception. The participants also reserved the right to obtain a copy of the research study when complete (Resnik, 2015)

1.12 CLARIFICATION OF CENTRAL CONCEPTS

1.12.1 Web 2.0

Web 2.0 refers to a new version of the World Wide Web. It refers to the way in which software developers and users use the internet. Web 2.0 is a term used to describe a variety of platforms on the internet. Web 2.0 platforms host blogs, wikis and social networks such as Facebook, Twitter, Myspace and Instagram. Web 2.0 is a term also used to describe the evolution of the online community. This evolution allows users not only to communicate but also to generate new content (Stern, 2009).

1.12.2 Ethical Dilemma

According to Kelly Allen, for something to be considered an ethical dilemma is must meet three criteria. The first is when a psychologist must make a decision regarding which action is the best course to pursue. The second is that there must be different courses of action to select from. The third suggests that regardless of what course of action is taken an ethical principle is compromised, leading to confusion rather than a solution (Allen, 2012).

1.12.3 Internet

The internet, often referred to as the net, is a worldwide system of computer networks. The internet allows people to obtain information from any computer if they have permission. The public began using the internet only after the development of the World Wide Web. The internet can therefore be viewed as a global network that allows all computers in the world to connect and share information (Internet Basics, 2003).

1.12.4 Online Content

The sharing of online content is an integral part of today's society, but what actually makes up online content? Online content refer to the media and data on the internet. The content can be textual or visual (often in the form of videos or animations). Online content refers to the media and data on the internet (DIGIZEN, 2010).

1.12.5 Server

A server is a computer program that provides a service to other computer programs and users. They can also be used to store vital user information when running. A

server is also designed to process requests and deliver data to a personal computer over the net (DIGIZEN, 2010).

1.12.6 Hackers

A hacker is a person who has an extensive knowledge of the code that makes up a website. Hackers manipulate this code in clever ways that can compromise a person's confidentiality. Manipulating the code of a registered website can be considered illegal if that person does not work for the website (Dreyfus, 1998).

1.13 OUTLINE

Chapter 1: The first chapter identifies the purpose and reason for this study as well as creates an understanding of what the aims and objectives of this study are. This chapter looks at the methods that will be used to obtain the relevant data and how the data will be analysed. It also looks at what this study intends to do to help cultivate change within society. Chapter 1 also looks at the reliability, validity and the trustworthiness of the study. It looks at the research ethics and what relevant steps need to be taken to ensure that one as a researcher does not violate these ethical codes.

1.14 CLOSING STATEMENT

For educational psychologists as well as other healthcare professionals in South Africa the way in which we interact with clients has evolved, incorporating different modes of communication. The rise in the use of Web 2.0 platforms by clients as well as healthcare professionals is leading to unwarranted self-disclosure on the internet. What information is then considered to be appropriate to disclose online (Anderson and Guyton, 2013)? According to Anderson and Guyton, private communications online are not fullproof, and confidentiality is never guaranteed. (Anderson and Guyton, 2013). Change is upon us.

CHAPTER 2:

ONLINE ETHICAL DILEMMAS

2.1 INTRODUCTION

Modern technologies and internet technologies are beginning to proliferate across the world, giving rise to many sophisticated ethical and legal issues for psychologists, clients and other mental healthcare providers. Many psychologists are already adopting the use of technology in communication with clients and potential clients. Today educational psychologists can receive authorisations, request additional sessions and communicate with clients via the internet (e-mail).

The use of online technology is allowing for a health practitioner to establish a presence on the internet, such as building a client base. Psychologists are beginning to face new ethical dilemmas that lead to challenges. According to research the ethical dilemmas faced can be viewed as a variation of off-line ethical issues (Kolmes, 2014).

The scenarios in which clients are being treated is also changing, such as a client going on vacation, leading to online sessions via Skype or treating new clients online. Psychologists need to be wary of the kind of treatment that they provide online and ascertain whether it still falls within their scope of practice and how relevant the jurisdiction laws and regulations are. Ethical and legal regulatory infrastructures that help support psychologists are not yet in place (Martin, 2010). The HPCSA needs to create an ethical and legal infrastructure that keeps up with the changes in technology use (Evan, 2018). The focus of this study is to find out what the online ethical dilemmas are that plague educational psychologists and to make ethical recommendations regarding these percieved ethical dilemmas.

2.2 WHAT IS WEB 2.0?

The internet in the beginning was mainly used for information retrieval. Web 2.0 technologies such as blogs, wikis and social networking are beginning to provide users with new avenues of communication (LaCroix, 2009).

According to the literature Web 2.0 refers to the next evolutionary step of the World Wide Web. The World Wide Web is an information system on the internet that connects documents, enabling users to move from one document to another. In the beginning the World Wide Web or Web 1.0, as it was known, only allowed for content to be viewed in a relatively passive way (Harmelen, 2010). Web 2.0, the the evolution of the World Wide Web, goes beyond the viewing and browsing of documents: it allows the user to create, generate and share content on the internet.

According to Ashraf Darwish and Kamaljit I. Lakhtaria, the term Web 2.0 was first used back in 2004 to refer to the next generation of Web-based technologies that focus on online sharing and collaboration (Darwish & Lakhtaria, 2011). This form of data sharing has led to the creation of social software that allows users to socialise, communicate and work with each other. Web 2.0 platforms have created new ways of using the internet (Harmelen, 2010).

The introduction of Web 2.0 has led to the development of new online and communication technology platforms such as Facebook, Myspace, Twitter, Instagram, Snapchat, LinkedIn etc. (Web 2.0 technology). Facebook, Instagram, Myspace Snapchat and LinkedIn allow users to communicate with one another and share content such as images and videos. These social platforms create a online social networking experience which can lead to the creation of online communities (Darwish & Lakhtaria, 2011).
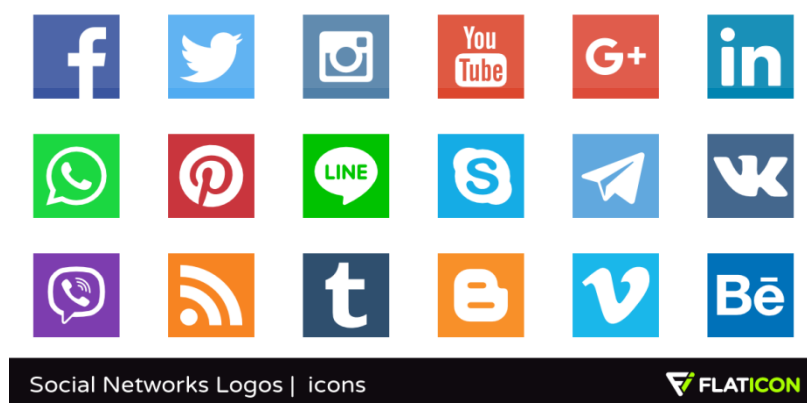
Figure 1

The figure above represents some of the Web 2.0 technology sites available. E-mail and social media are all around us, and the use of these platforms is becoming more and more common. According to research, a number of health practitioners, young people and businesses are beginning to see the benefit of these Web 2.0 platforms. The role of these platforms varies, as psychologists often use them to attract new clientele as well as a form of communication (Kolmes, 2014).

According to Blue Magnet, research shows the growing popularity of online social media between 2012 and 2016 and an increase in the number of users in the same period.
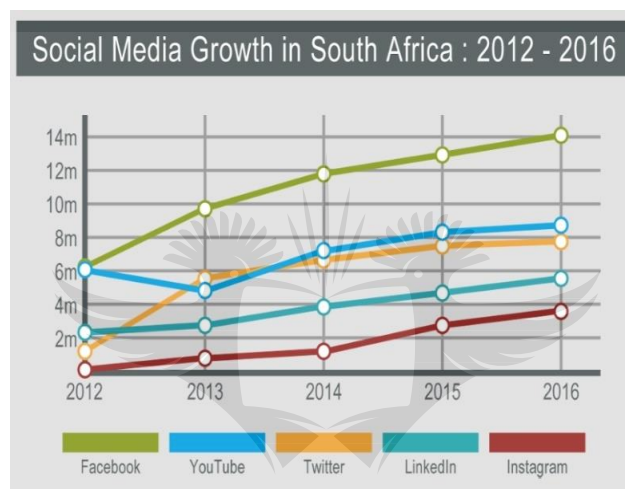
Figure 2 (Blue Magnet, 2016)

The growth of Web 2.0 technologies is evident in Figure 2, which shows the average number of users in the millions using popular social media sites in South Africa, Facebook being the most popular. Since 2004, the year Facebook was launched, the number of active users has increased exponentially. According to the Journal of Social Psychology (2015), Web 2.0 platforms have caused the largest disruption in the way people interact and engage with one another (Kende, Ujhelyi, Joinson & Greitemeyer, 2015). The rise in the use of these platforms had led to the idea of self-presentation and whether psychologists as well as their clients express their true selves online. This increase has led to the development of new ethical issues that are beginning to affect the way in which health practitioners conduct their services (Darwish & Lakhtaria, 2011).

Psychologists need to be aware of the ethical dilemmas caused by the use of Web 2.0 technologies. Communicating with your client via social media might be considered part of a client's record, making it important to consider who has access to the communication. Communications on the internet are often kept on servers, making it difficult to keep information confidential. Confidentiality is very important in ethical conduct (Martin, 2010).

Educational psychologists need to be aware of the types of online ethical issues in order to be able to determine how the use of this technology is going to influence the way in which they practise (Martin, 2010). According to Keely Kolmes (2014) the internet is beginning to cause a cultural evolution (Figure 2 represents the rapid growth of Web 2.0 technologies), making online ethical dilemmas more common. Kolmes suggests that psychologists should take pre-emptive action to tackle these dilemmas by making changes to social media policies and ethical codes, in order to formulate new approaches to online social media (Kolmes, 2014). Psychologists need to be educated and informed on how to deal with online ethical dilemmas and have the ethical obligation to be thoughtful regarding legal implications and how the ethics code applies to communication and the laws it stipulates (Kenneth & Lichstein, 2005). According to an article by Deborah Smith in 2003, psychologists often end up facing ethical dilemmas that often tend to make situations worse due to the psychologists' ignorance of their ethical obligations (Smith, 2003). Understanding the types of online ethical dilemmas might lead to psychologists being less ignorant of their ethical obligations when handling an online ethical issue.

2.3 ETHICS

2.3.1 What is Ethics?

Ethics is a concept that can be traced back to two Greek words, one meaning stable and living conditions, while the other means way of living. "Way of living" refers to an idea that orientates actions towards a better life. Ethics is not a new term and goes as far back as the Greek philosopher Socrates (Phaneuf, 2009). Phaneuf states that the area of ethics remains profoundly rooted in human experience, openness and critical reflection, which continues to this day (Phaneuf, 2009).

Ethics can be viewed as a term that is often used in a dialectical manner to identify flaws in logic and contradictions in reasoning. Ethics looks at the moral principles that govern one's behaviour. Ethics does this by applying reasoning to an issue in order to decide on the conduct that should take place when one is faced with a moral problem (Phaneuf, 2009). Ethics does not impose rules in an authoritarian manner, but is rather a systematic approach to understanding what is right or wrong (Rich, 2012). For example, when faced with an ethical issue it is important to understand and analyse the situation and see how the problem should be handled – what values, morals and human rights issues are in conflict before an ethical decision can be made (Phaneuf, 2009).

With the advances in technology it is becoming difficult to ignore the important ethical issues in the world today. Controversial ethical dilemmas are beginning to challenge healthcare professionals. Healthcare professionals need to understand the importance of ethics and the traditional philosophies of ethics. However, sometimes ethical directives are not always clear and people can tend to disagree with what is right or wrong. Understanding the concepts, theories and principles that have been used in studying ethics can help in analysing ethical dilemmas in a way that is relevant to the health practitioners of today (Rich, 2012).

So which of the big ethical theories does a psychologist or health practitioners follow: is it ethical egoism, utilitarianism, deontology or virtue ethics (Table 1)? Research shows that it isn't so easy to decide. In general, the following theories do provide objective guidelines to moral actions. For example, deciding on whether it's justifiable to conduct a certain action can be done by relating it to the abovementioned theories (Russo, 2012).

2.3.2 Table 1: Types of Ethical Theory

Ethical Egoism	Refers to acting in a way that is morally correct if it leads to the best possible outcome for oneself. An ethical egoist doesn't consider the effect of the act on others (Russo, 2012).
Utilitarianism	Refers to acting morally correctly, which leads to the best possible outcome for all those involved. The utilitarian is

	concerned not with just his own well-being but that of all those who are influenced by his or her actions (Russo, 2012).
Deontology	To act morally correct in accordance with a universal rule. A deontologist isn't interested with the consequences of how it influences others but rather if an act is right or wrong (Russo, 2012).
Virtue Ethics	Refers not to the moral action itself but rather the character of the person performing the action (Russo, 2012).

However, research also states that these ethical theories don't give concrete parallel answers or ways of how to act morally when faced with a moral situation, due to the fact that each ethical theory is grounded in different rational principles. This is what gives rise to ethical dilemmas and issues (Russo, 2012).

2.3.3 Ethics in Web 2.0 platforms

Ethics and social responsibility are important when affectively using online Web 2.0 platforms. Laws exist to protect and regulate society. According Peter Morgan, the internet has created a new society founded upon the principle that it should be unregulated (Morgan, 2011), meanin the freedom to write and say what an individual wishes. The internet has accelerated the growth of technology, forcing the reconsideration of ethical and legal frameworks (Morgan, 2011).

Online social networks like Facebook, Twitter and Instagram have a social and cultural impact on society. The creators of Facebook and many other social networking platforms have come to realise the importance of ethical principles. According to Rolf H. Weber, compliance with ethical principles improves the reputation of the social network (Weber, 2016). A number of Internet governance declarations have come into being, stating that an activity on the internet is considered unethical when it seeks to gain unauthorised access to information on the net or disrupts the intended use of the internet (Weber, 2016).

Social networks proclaim ethical standards, which is mainly used to increase the number of users and revenue. However, their public statements do not necessarily

correspond with reality (Weber, 2016). A company like Facebook or Twitter can hand over confidential information if ordered by a court of law. The terms of service agreement, which often people don't read, regulate the rights of users regarding privacy.

Hacking is considered a violation of online ethics. Just as ethics applies to the rule of law, a law or rule exists to protect the rights and dignity of a person within the online environment. This means that online theft is still theft and bullying and harassing is still considered abusive. Many social networking platforms have to sign ethical forms that regulate the content shown on their site. Facebook, for example, blocks or bans inappropriate pictures, and if someone feels that his/her human rights are being violated, the violator can be reported.

According to Andy V. Pham, being technologically competent ensures that the use of Web 2.0 platforms does not compromise what they are intended to be used for (Pham, 2014). Web 2.0 platforms are not to be used in malicious ways to force or drive psychologists towards unprofessionalism. Educational psychologists need to be aware of what Web 2.0 platforms that exist as well as the current information available online Web2.0 platforms (Pham, 2014). Learning about the Web 2.0 technologies and the intebded use reduces the risk of violating the ethical codes of the HPCSA as well.

2.4 LINK BETWEEN PROFESSIONALISM AND ETHICS

The American Board of Internal Medicine defines professionalism as the ability of the practitioner "to serve the interest of the patients above his or herself". Professionalism should inspire altruism, excellence, integrity, duty and honour. This statement is considered relevant to psychologists and their clients; however, with the development of Web 2.0 platforms the risk of compromising ethical professionalism increases (New Zealand Psychological Board, 2013).

In South Africa each health practitioner works within categories aligned with the services they provide regarding mental health care. The Health Professions Council of South Africa is the organisation that governs the scope of the profession, of an educational psychologist. This ensures that a health practitioner remains ethical. Research states that to help govern these scopes of profession ethical paradigms

and theories regarding morals and values as well as laws were adopted to ensure that the best interest of clients are upheld (Scope of Practices for Educational Psychologists, 2017).

According to the HPCSA, educational psychologists have to continually keep up to date regarding their professional knowledge. Educational psychologists need to attend not only skills workshops, but workshops on ethics and the use on the internet. Educational psychologists need to maintain their scope of practice and understand the importance of ethics in ensuring the well-bring of a client. Evidence shows that there is an important link between the scope of a profession and ethics. The scope of profession, in this case that of educational psychologists, ensures that ethics as well as human rights laws are upheld, resulting in the continued well-being of a client (Scope of Practices for Educational Psychologists, 2017)

The American Psychological Association states that the code of ethics is written to protect the client and the educational psychologist (Pham, 2014). The ethical codes refer mainly to the professional conduct of the educational psychologist (Pham, 2014). The personal problems of the educational psychologist can negatively affect the psychologist's professional duties. A study conducted in 2010 showed that graduate psychology students admitted to posting comments, photos and other content they did not want faculty administration to see (Pham, 2014). Often unprofessional content posted by an educational psychologist could compromise their professional relationships within the environment they work in. Posting suggestive material or even mentioning a client or commenting about a client online, can be considered unprofessional (PHAM, 2014).

However, with the development of Web 2.0 platforms, the line between professionalism and ethics is becoming blurred. Professionalism is linked to ethics. A violation of ethical professionalism can be considered to have occurred when an educational psychologist looks up client online, if driven by inappropriate motives, can and could be considered voyeurism (Ventola, 2014). To minimise the ethical issues that Web 2.0 technology presents to educational psychologists, educational psychologists need to be aware of ethical pitfalls and have a good understanding of what constitutes best practices (Morgan, 2011).

Unprofessional behaviour displayed by an educational psychologist online, may raise the question as to whether the psychologist is professionally competent or lacks the ability to make appropriate professional ethical judgements (Pham, 2014). Online professional behaviour should be part of Educational Psychology training programmes (Pham, 2014).

The ethical conduct of educational psychologists and other healthcare professionals registered with the HPCSA is of critical importance. Research states that some practitioners fail to uphold the high ethical value and practices stated by the HPCSA (Hoffman & Nortje, 2016). According to Hoffman and Nortje, a better understanding is needed regarding unprofessional and unethical conduct by some educational psychologist and healthcare professionals to compensate for the gap in current ethical dilemmas (Hoffman & Nortje, 2016). Research was conducted into how frequently health practitioners displayed unprofessional conduct between the years 2007 and 2013 (Hoffman & Nortje, 2016). The results revealed that a small number of registered health practitioners (between 0.11% and 0.24%) were found guilty of unprofessional conduct annually. (Hoffman & Nortje, 2016).

2.5   IDENTIFY THE MOST SIGNIFICANT ETHICAL ISSUES ONLINE

The introduction of Web 2.0 technology has created new avenues in which ethical issues such as confidentiality, informed consent, soliciting testimonials and multiple relationships can be violated. (Kolmes, 2014) The storing and retrieving of client notes over the internet adds to the problem and increases the risk of remote access to records by a third party. Using Web 2.0 technologies such as video conferencing, social networks as well as multi-user virtual environments to communicate with clients opens the door to unwarranted ethical dilemmas (Zur, 2010).

According to Keeley Kolmes (2014), confidentiality, multiple relationships, informed consent and solicited testimonials are some of the major online ethical dilemmas. The confidentiality of relationships between client and psychologist is very important, but "friending" patients or vice versa can slowly erode the confidentiality ethos between client and psychologist. The exchange of messages on non-secure sites may affect confidentiality. Information can be stolen without Informed Consent. The creation of multiple relationships begins to become an issue. Psychologists need to be aware of having multiple relationships or roles, which leads to an impairment in

the educational psychologist's ability to remain 'objective'. Remaining 'objective' prevents psychologists from exploiting their clients (Kolmes, 2014).

2.5.1 Confidentiality/Privacy

Confidentiality is a concept that refers to a psychologist holding a client's information in confidence. Confidentiality is a term recognised by law as the communication between two parties within a professional relationship (Prater, 2014). However, the client that makes up one part of the two parties has a right to privacy. The professional relationship between educational psychologist and client is based on trust. Privacy is a term that refers to who has the ability to release or disclose confidential information within a professional relationship (Pham, 2014). The educational psychologist therefore needs to determine whether or not the information gathered about a client through a social network platform is considered private and confidential (Pham, 2014).

The growth of online communication technology has led to many advances in the ways in which educational psychologists can deliver their services as well as the way in which confidential records are kept. Psychologists are embracing the use of technology such as email, social networking, electronic medical records, eHealth and the ability to communicate outside of therapy sessions (Lustgarten, 2016). Electronic records databases, eHealth and social networking have helped improve and create easier access to a client. However, for these facilities to be of benefit, the protection and privacy of a client's confidential information is essential. Clients need to be made aware that their information is kept confidential (Lustgarten, 2016).

The general problem with online technology is that many of these technologies such as social networking, E-Health and electronic record databases lack the appropriate security measures (eHealth Strategy South Africa, 2013). According to the HPCSA, the scope of educational psychology states that the client's well-being comes first, suggesting that all information regarding a client should be considered highly important and should be kept or stored in the best way possible, which ensures confidentiality (Professional Board of Psychology, 2017).

E-Health is the application of online information communication technology as a means of providing healthcare services to the public, even psychological services.

According to the Australian Psychological Association, some of their existing psychological services have already been supplemented by eHealth (Kavanagh, 2014). EHealth does offer some benefits by increasing efficiency as well as decreasing cost. However, it extends, for example, beyond just psychological services, beyond conventional boundaries, suggesting that this new form of client interaction is beginning to pose new threats to current ethical issues, more specifically confidentiality. In South Africa eHealth is something still relatively new; however, the South African Department of Health came up with an eHealth strategy for 2012 to 2016 (eHealth Strategy South Africa, 2013). The strategy states that it will allow for the sharing of patient data between professionals via electronic health records.

Problems arise when a third party gets hold of the confidential information? Most of the time it is not a software problem, but rather human error that may lead to ethical misconduct. Accidentally clicking on an illicit email, for example, or clicking on this email can provide hackers with access to confidential client files. According to an article written by Taylor (2016), one in three people have a chance of being hacked (Taylor, 2016). The digital age has increased the risk of having unauthorised access to client information. Paper records reduce the potential of breaching confidentiality. An electronic record database creates a new avenue for confidentiality to be breached. The development of online technology has made it more and more difficult to protect client information (Taylor, 2016).

The use of social networking sites and the internet is growing rapidly in South Africa and around the world (BlueMagnet, 2016). As previously stated the internet and social networking has given rise to ethical concerns regarding privacy and confidentiality. According to Afsahi, an educational psychologist could mistakenly click on a wrong button sharing client information, jeopardising confidentiality and leading to a break in trust between client and psychologist (Afsahi, 2014). Accepting a friend request or describing information about a client on a social networking site like Facebook, violates the client's right to privacy and confidentiality (Afsahi, 2014). Samuel D. Lustgarten states that social networking sites like Facebook for example have the ability to learn about and monitor user habits and monitor user habits (Lustgarten, 2016). Facebook, Twitter even email providers like Google or Yahoo

and many other online social media platforms act as an invisible third party that has access to an individual's information and contact list as well as the people one has been communicating with (Lustgarten, 2016). Practioners as well as clients need to be aware of of the possible bridges of privacy and confidentiality and the concomitant risks involved regarding whether they wish to engage in online psychological services or even to communicate online (Lustgarten, 2016).

The main problem with Web 2.0 technology is that online communication can compromise clients' mental health and well-being, especially if their private and confidential information gets leaked. It can also lead to the psychologist losing his/her integrity within their profession. Hacking increases the potential risk of online communication technology (Kumar, 2014). Hacking refers to a person gaining unauthorised access to email, cell phone records, video conferencing calls and even a person's personal computer. A client whose information is leaked or viewed without informed consent suffers a breach of confidentiality (Lau, Jaladin & Abdullah, 2013). For example, if a client's information does get leaked onto the internet, this can lead to the client being discriminated against, being labelled mental health issues, which is contrary to the ethical demeanor and role of an educational psychologist.

2.5.2 Informed Consent

Informed consent often relates to how educational psychologists communicate to their clients the course of treatment, fees and procedures of how information is collected, but collecting publicaly available information about the client can be considered a breach of informed consent (Kolmes, 2015). Another issue is that Googling or searching for client's information on Facebook compromises the trust an educational psychologist has with their client as well as the integrity of the relationship. Clients have the right to know an educational psychologist's office policies and procedures. Involving a third party like Facebook, Instagram etc, limits the ethical importance of informed consent (Kolmes, 2015).

However, according to an article written on the American Psychological Association website, in certain circumstances there may be a valid reason for looking up the client online, for example an issue of safety or confirming information, but educational psychologists need to be aware of how this fits into the professional

relationship and the type of informed consent that needs to be obtained (Martin, 2010). It is considered clinically inappropriate search for a client online for curiosity's sake, which could raise questions about the motives of the psychologist (Martin, 2010).

Ventola (2014) states that an educational psychologist violates a patient's personal boundaries by using the information found online or on social media. Informed consent is very important to ensure ethical principles are upheld (Ventola, 2014). A psychologist could exploit a client's social status regarding their wealth from the information obtained online; this is viewed as "patient targeting" (Ventola, 2014). Ventola (2014) goes on to state that informed consent should be obtained on record prior to online communication between the psychologist and the client. The client needs to be aware of the potential risks of online communication as well as how emergencies will be handled (Ventola, 2014).

Many educational psychologists are beginning to engage with their clients via email, text messages and other online communication platforms. The adoption of new uses of technology needs to lead to changes within psychological policies (Kolmes, 2014), adhering to ethical prinicples in psychology, eg remaining objective, autonomy and justice is highly important.

2.5.3 Soliciting testimonials

Soliciting testimonials is an online ethical issue. Psychologists do not solicit testimonials regarding their services (Kolmes, 2014). The issue arises when a psychologist creates a listing on a site. It is not the same thing as asking a client for a testimonial, but the internet has customer review sites, which can allow a client to gain a false impression of why psychologists are listing themselves online. It is not to get a review but online customer review sites that allow for the automatically feeding of business listings can lead to bad and/or untrue reviews of the psychologist. The reviews can also compromise the trust between psychologists and their current clients as well as confidentiality (Kolmes, 2014), especially if a psychologist wants to defend and untrue statement by a client.

According to the HPCSA's ethical rules of conduct (Act 56 of 1974) for practitioners, a psychologist cannot ask a client or any other person to provide a testimonial due to

the client circumstances or the client being vulnerable to psychologist influence, psychologists need to correct the misrepresentation of themselves if testimonials are made about them by others or themselves on social media. However, with the extensive number of people on the internet today, it can be difficult or near impossible to regulate what people say. Once something has been posted or said online it is difficult or near impossible to remove (Bratt, 2010).

2.5.4 Multiple Relationships

The internet provides an environment for the development of multiple relationships. A study was conducted that showed that patients are often the ones that extend an online friend request to their psychologist or physician (Kolmes, 2015). However, many health practitioners and psychologists do not respond or accept the friend request, as it is general ill-advised to interact with patients through social media platforms like Facebook (Ventola, 2014). A psychologist who does accept a friend request from a client on Facebook, for example, is instinctively co-participating in the client's personal life. A client might also friend-request his/her therapist under a pseudonym, which also creates multiple relationships that the psychologist is unaware of, leading to the potential blurring of professional and personal boundaries (Zur, 2010).

According to William F. Doverspike (2018) multiple or dual relationships can be classified as Foreseeable and Unforeseeable. Foreseeable is whether or not to provide psychological services to a person the psychologist knows personally, and Unforeseeable are situations that cannot reasonably be foreseen and become unpredictable (Doverspike, 2008). According to Zur (2015) digital or online multiple relationships and social networking can catch psychologists off guard (Zur, 2015). Zur also states that due to the growing development of Web 2.0 technology and the more and more it becomes integrated into society, the more accepted digital online multiple relationships are becoming primarily among young therapists and young clients, leading to the blurring of lines between therapeutic and social boundaries (Zur, 2015).

According to Keely Kolmes, the American Psychological Association (APA) in 2010 suggested that psychologists should think critically about the type of relationship they have with their clients. Like Zur, Keely also states that it can be difficult at times to

distinguish what exactly the dual or multiple role of a psychologist is and whether adopting a certain role might lead to exploitation or harm (Kolmes, 2015). Kolmes states that a digital dilemma regarding multiple relationships can occur when a past acquaintance that the psychologist has on their social media network contacts the psychologist for therapy (Kolmes, 2015). The APA ethics code does not distinguish between online and offline multiple roles, which can be problematic. Psychologists in this regard have to consider the impact of which role they should play. Dealing with this sort of online dilemma can be difficult (Kolmes, 2015). The psychologist needs to make it clear to the potential client that if they seek therapy in this way, all online social contact should end or they could refer them to another professional (Kolmes, 2015).

2.6 MAJOR WEB THREATS THAT COULD LEAD TO ONLINE ETHICAL DILEMMAS (Khan, 2013 & Kak, 2017)

Virus	A virus is a programme that spreads and copies itself. The virus's main duty is to steal user data and delete and manipulate existing files. It can also be used to steal information on users' web sessions (Khan, 2013).
Worm	Unlike a virus a worm is a self-contained program that spreads through a user's computer systems. Worms illegally stop users from entering their emails and instant messages (Kak, 2017).
Trojan Horse	A Trojan horse is a program that performs malicious actions but does not duplicate itself and spread. A Trojan horse can be used to gain access to a person's computer as well as steal information on the computer.
Phishing	Phishing is when certain people attempt to obtain another person's personal information illegally. This is done either through a fake email or instant message.
Spyware	Spyware is software that gets installed on users' computers without their knowledge. Spyware can track a user's key strokes to obtain passwords. It can capture screenshots as well as gain

	illegal access to a user's online behaviour.
Ransomware	Ransomware is software that steals information off a user's computer for extortion purposes.

2.7   GUIDANCE IN DEALING WITH ONLINE ETHICAL ISSUES

According to the American Psychological Association psychologists in general should practise within their scope of practice, and where certain ethical aspects are lacking, reasonable steps should be taken to ensure competence of work and the well-being of clients. Practitioners need to be vigilant and competent enough in understanding the online security measures and ensure that no breach of ethics will occur when using an online form of communication (Childress, 2000).

According to Drude and Lichstein (2005), the American Psychological Association has no agreed method of applying the ethics code to analyse any new tools and its application in clinical practice, especially with the speed at which online social media platforms are being developed. Without some form of guidance, psychologists are left on their own when navigating online ethical issues that arise when using social networking or e-mail to communicate with their clients. Psychologists are becoming more and more afraid about communicating with their clients online, due to the potential liability and security concerns involved (Drude & Lichstein, 2005).

When dealing with online ethical dilemmas, educational psychologists often look to their ethical codes for guidance. Guidance is important in ensuring that a psychologist does not violate any human rights and remains 'objective'.

The American Psychological Association's (APA) ethics code, which was drafted in 2002, doesn't refer to Web 2.0 technology; however, its ethical codes are quite clear as regards professional activities and electronic communication, which includes social media. The section that particularly stands out regarding social media relates to privacy, confidentiality and multiple relationships. The APA does not prohibit all social interaction, but does call on psychologists to reflect on how the relationship that they have with the client, affects the treatment relationship (Martin, 2010).

The American Psychological Association states that proper social media guidelines are being developed that will help practitioners respond to the impact that social media has had on the workplace. The creation of these ethical guidelines will provide insight regarding the connection between a psychologist's professional and personal social media roles (Martin, 2010).

Social media guidelines are being developed in response to current changes in healthcare delivery and levels of consumer engagement in this instant and very public form of communication. Social media guidelines will respond to many questions raised by practitioners related to the impact of social media in the workplace and the intersection of the professional and personal social media presence of the practitioner. Issues of privacy, technology, boundaries, provider ratings and other related issues will be addressed (Martin, 2010).

The APA has established a Committee on Professional Practice and Standards (COPPS) to provide a base for practitioners to provide input regarding social media guidelines. This allows for the APA's ethical codes to be up to date with the current Web 2.0 platforms. COPPS is a faction of the APA Board of Professional Affairs which is in charge of developing and recommending standard guidelines for psychologists. COPPS reviews the input from practitioners on a regular basis, ensuring that it reflects current issues and scientific literature, as well as the psychologist's need for guidance.

In 2013 the New Zealand Psychological Board released a document highlighting the use of the internet and the potential risk and issues that social media and the internet can cause (New Zealand Psychological Board, 2013). It also highlights the potential benefits of using social media and the internet. The document further states that psychologists need to be able to clearly define their role and boundaries when using Web 2.0 platforms (New Zealand Psychological Board, 2013). The document highlights the fact that a lack of knowledge of social media platforms raises the ethical risk, and that all social networking sites should be considered public and permanent, suggesting that once information is posted online it can still be retrieved even if it's been deleted (New Zealand Psychological Board, 2013).

The main aim of the New Zealand Psychological Board is to ensure that psychologists remain mindful and vigilant regarding how they conduct themselves on the internet and the issues regarding the use of social networking. Psychologists according to the New Zealand Psychological Board need to be aware of the boundaries between their personal and professional lives. Self-reflection is vital and professionalism needs to be upheld (New Zealand Psychological Board, 2013). Supervision can help a psychologist who is unclear about the boundaries with regard to using or appearing on the internet (New Zealand Psychological Board, 2013).

The use of Web 2.0 technology opens up a potential ethical risk to clients and educational psychologists. The use of Web 2.0 technological platforms creates unwanted ethical and practitioner risk. Psychologists and practitioners need to be aware of the security of their websites, as well as any other online profile that might have on the internet (Kolmes, 2015). Hackers are a big issue and can do things that might include sensitive information being leaked. Hackers getting hold of information is a worst-case scenario; however, with the internet today, low-tech intrusions are also possible: these include the inappropriate availability of a client's email, Facebook or twitter to the practitioner's office staff. Practitioners need to become technologically astute in how to protect themselves from violating their scope of practice. Practitioners need to consider installing firewalls, regularly changing passwords and back-up storage systems to increase the security of online communications with a client and prevent loss of information due to computer malfunctions (Childress, 2000). The use of encryption technology might be able to improve security when using email and minimise the risk of breaching a client's confidentiality (Childress, 2000).

2.8   DIGITAL AGE AND DIGITAL NATIVES

According to an article written on the TechCrunch website in 2016 society today falls in between the pre- and post-digital age (Goodwin, 2016). With the introduction of technology society has changed dramatically. For example, face-to-face interactions between people are decreasing and online interactions are increasing. Another example would be television, which since 2006 has moved away from being broadcast using analogue signals to digital video broadcasting (Chipise, Wassenaar & Wilkinson, 2018). The internet is becoming the background of information to how

people and organisations function. Society is moving towards a complete digital age (Goodwin, 2016).

Marc Prensky in 2001, stated that a person born into an innate new culture that is a rich technological environment is considered to be a digital native (Goodwin, 2016). According to research young people who are currently in school, college and university are considered digital natives or millennials (Goodwin, 2016). Digital native is a term that refers to a generation of people who are growing up in a very different society to that of the people born after the year 2000 (Helsper & Eynon, 2010). The technological environment in which these young digital natives grow up is defining the shape of their lives. Today more and younger people are looking to the internet to participate, learn, play and even socialise (Livingston & Bulger, 2014).

SUMMARY

The growth of the Internet is affecting the way health professionals and psychologists conduct themselves. The use of technology is giving rise to ethical dilemmas that didn't exist in past. Psychologists need some form of guidance in dealing with these ethical issues. The American Psychological Association, The New Zealand Psychological Association and the HPCSA do offer some guidance, but it's not clear and specific. (Chipise, Wassenaar &Wilkinson, 2018). The HPCSA for example, offers little to no guidance in dealing with online ethical dilemmas such as confidentiality, multiple relationships or informed consent. The advice it provides suggests that an educational psychologist or any other psychologist needs to be competent enough to understand and interpret the ethical dilemma and make a decision accordingly (Chipise, Wassenaar &Wilkinson, 2018). This suggests that educational psychologists need to be technological astute and understand the potential risks when using Web 2.0 technology on the internet to communicate with clients.

CHAPTER 3:

FINDINGS AND DISCUSSION OF FINDINGS

INTRODUCTION

In today's society individuals often don't think twice about disclosing personal information on the internet (Martin, 2010). Many users divulge private information on social network websites often under the false pretence that no one besides them can see the information (Waldman, 2016). Individuals often initiate online relationships even if they are not sure if they can trust the people they meet online. The information might be private to other users but the social network platform workers have access to the private information (Lannin & Scott, 2014). An educational psychologist's role is to be knowledgeable about the digital culture, while also maintaining his/her values and ethical principles. Most interactions on social media are public or on a closed network, and psychologists are at risk of violating the professional relationships they have with their clients by breaching confidentiality and informed consent, and by creating multiple relationships and soliciting testimonials (Lannin & Scott, 2014).

Research suggests that younger people are prone to using social networking platforms as we are moving towards a complete digital age (Chipise, Wassenaar & Wilkinson, 2018). Evidence shows that psychologists are also using social networking sites (Chipise, Wassenaar & Wilkinson, 2018). Research states that new psychologists entering the field are prone to using online communication platforms and are navigating uncharted territory with regard to ethics (Chipise, Wassenaar & Wilkinson, 2018).

As stated in Chapter 1, the focus of Chapter 3 was to explore the types of ethical dilemmas that educational psychologists face, as well as make recommendations about managing online ethical dilemmas.

3.1 COLLECTION OF DATA

Data was collected using a qualitative questionnaire. The data was analysed in accordance with what Chapter 1 says, regarding the identification of major themes and how they relates to the relevant literature of ethics and decision-making. Specific

types of dilemmas and trends will also be highlighted. The data was collected from seven educational psychologists in private practice as well as in school environments. The questions pertained mainly to the aims of the study – to explore and identify the types of online ethical dilemmas that educational psychologists face across Web 2.0 platforms and to make recommendations about managing online ethical dilemmas.

A total of 13 questionnaires were distributed of which 7 participant's respsonded.

3.2   ANALYSIS OF DATA

The two tables below show the questions I posed to the educational psychologists and their responses to each question.

The data will be analysed through the thematic process as stated in Chapter 1 (Percy, Kostere & Kostere, 2015). Specific types of dilemmas and trends will be highlighted. Similar answers to the open-ended questions will indicate existing online ethical dilemmas (Percy, Kostere & Kostere, 2015). Different online ethical dilemmas will be identified and explored ethically.

The research will look at how the opinions of educational psychologists regarding what they consider an online ethical dilemma. Each question in the questionnaire will try to gather the relevant data required. Relevant themes will be highlighted and explained.

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
1. Do you consider yourself technological savvy?	(No Response)	Yes	Yes	Yes	Yes	Yes	No
2. Kindly motivate your answer on the above question?	(No Response)	Psychologist in private practice as well as within a cooperation requires knowledge and technical skill to secure private and confidential information provided by clients. It is also important to uphold professional practice by maintaining online privacy due to the nature of our role as Educational Psychologist	I kee up with technological advances, make use of social media, utlize voice activated software in my practice, etc	I regularly use a computer, a cell phone, tablet for my work. I try to keep up to date with technological innovations.	Experience with creating a website, utilising varied social network sites and spend a considerable time during the day working with computers, devices and device apps.	(No repsonse)	Use of Technology is limited to, labtops, and cellphones, email, reports etc.
3. Do you have a social network account?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4. Select the Type of social network account you have?	Facebook, Snapchat, LinkedIn, Twitter, Email	Facebook, Twitter, Instagram, Skype, LinkedIn, Email	Facebook, Twitter, Instagram, Skype, LinkedIn, Email	Facebook, Twitter, Skype, LinkedIn, Email	Facebook, Twitter, Instagram, Skype, LinkedIn, Email	Facebook, Email	LinkedIn, Email
5. Is there value in communicating with clients on social networking platforms?	Yes, It is one of the quickest ways to build a client base and establish your own personal brand. I feel that it is a great return on investment.	No, With the exception of scheduling appointments and sending important intake information such as office procedures, invoices and receipts, social identities should be kept separate from professional identities.	Not sure, I have a personal and professional Facebook account and only respond to client on the professional page. I will not accept them as friends on social media sites. I prefer dealing with personal emails, calls and face to face	No, I would have preferred a third response – sometimes. I don't see any value in communicating with clients on Facebook or Twitter. It is, however, next to impossible to prevent a client from accessing your Facebook or Twitter tweets (I have a Twitter account but don't use it). I am mindful of what I am disclosing and I would not friend a client on social media. Email, however, is a common and efficient way of communicating with regard to appointments, sharing of initial practice information, fees, etc.	Yes, but in a limited context. Communicating with clients via social networking sites can lead to boundary violations, self-disclosures and unnecessary transparency. One exception may relate to making appointments or providing updates via email.	Yes, Clients with concerns can get advise quickly and confidentially.	No, To respect the boundaries and privacy of client and professionals.
6. Do you use online communication technology when communicating with clients?	Yes	Yes	No	Yes	Yes	Yes	Yes
7. Provide some examples of online communication technology that you might use?	My receptionist occasionally uses Whatsapp if clients need to change appointment times. I often email clients.	Email	(No response)	I use email and WhatsApp	Email and emergency WhatsApp contact number.	Facebook Messenger	Whatsapp, mainly used for setting up appointments

Table 2

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
8. What kind of ethical dilemmas do you consider a major online ethical dilemma? (Can you rank them from 1 to 4. 1 being most significant and 4 being the least significant one)	1. Confidentiality and Informed Consent; 2. Multiple Realtionships; 4. Solicitating Testimonials	1. Confidentiality; 2. Solicitating Testimonials; 3. Multiple Realtionships; 4. Informed Consent	1. Confidentiality; 2. Informed Consent; 3. Multiple Realationships; 4. Soliciting Testimonials	1, Confidentaility, 2. Multiple Realtionships; 3. Informed Consent; 4. Solicitating Testimonials	1, Confidentiality, 2. Multiple Realtionships; 3. Informed Consent; 4. Solicitating Testimonials	1. Informed Consent; 2. Confidentiality; 3. Solicitating Testimonials; 4. Multiple Relationships;	Considers all online Dilemmas to be quite signicant
9. Based on your above ranking and the other dilemmas you might have experienced, explain why this is a major online ethical dilemma?	I found that clients would often send confidential information via whatsapp to my practice phone or email, asking for psychological advice	With reference to the Protection of Personal Information Act (POPI) Confidentiality for both the Psychologist and Client should be upheld at all times to avoid conflict with multiple relationships and to maintain personal security of private information.	Information can be accessed by those more tech savvy. I don't believe information on the Web is truly confidential. It puts client's personal information at risk.	Social media is public, and so confidentiality could be breached. If you friend a client, you are entering into multiple relationships.	times seek to maintain professional principles of beneficence, non-maleficence and integrity. Online processes can complicate maintenance of these principles and invites the stated dilemmas, as online security is extremely difficult to ensure. Example 1: Use of public social media profiles, such as Facebook and Twitter, can harm the professional veil of the practitioner, and can lead to self-disclosures from the practitioner Example 2: Email security can (as displayed by former presidential candidate Hillary Clinton) also be difficult to establish and maintain	You need signed written consent and on online platforms this is challenging	Unless online therapy is encrypted there is a danger of private information becoming public, there may be issues of trust between client +therapist, there may be misunderstandings and misinterpretation
10. What is your opinion about Googling a client?	I don't do it unless the client explicitly tells me to google them	Professional objectivity should not be impaired by achieving information from a client's online information, however should the information provided by the client be in direct conflict to therapy then this achievable information may be beneficial to the best interest of the client	Unethical	I don't do this. If I need information on my client, it should come from him/her/the parents. Googling a client feels a bit like stalking.	Unnecessary and a clear boundary violation from the practitioner (especially if no consent has been provided by the client).	Not Ethical	I think it would be unethical of me as a professional to google a client without their consent
11. Do you provide psychological services such as therapy?	No	No	No	No	No	No	No

Table 3

3.3 ANALYSIS OF QUESTIONNAIRE

The above tables highlight the qualitative questionnaires posed to the educational psychologists with regard to online ethical dilemmas they face. In the first place, the analysis shows that the majority of the participants consider themselves to be technologically astute, meaning that they have a good understanding of how online technology platforms work. Participants 5 and 2 went on to say that it was vital to uphold professional practices and have the knowledge and competency to protect private client information. Participant 4 stated that it is vital to keep up with the advances in technology such as cell phones and computers. However, Patcipant 7 suggested that their use of technology is limited to cell phones, emails and reports. Participant 5 stated that he has experience in creating a website and makes use of various social networks.

Secondly, all participants stated that they have some form of social network account. Facebook, Twitter and LinkedIn seem to be the most popular. The 6 of the of the 7 participants also stated that they use some form of online communication when communicating with a client, such as WhatsApp, Facebook Messenger and email.

Thirdly, participants stated that social media is the quickest way to build a client base, establish a personal brand and help clients with concerns by providing them with information quickly and confidentially. Participant 5 said that social media is effective but within a limited context, suggesting that communicating with clients online can lead to boundary violations and self-disclosures, but can potentially be used to make appointments and provide updates. Participant 3 stated that an educational psychologist needs to respect the boundaries and privacy of clients and professionals and would rather deal with clients face to face.

Participant 5 stated that they were not sure, however they did state that they have two Facebook accounts a personal and professional account and only respond to clients using the professional account. Participant 4 said that there is no value in communicating with clients on Facebook or Twitter, suggesting that there is no way of preventing a client from accessing your Facebook or Twitter tweets. All 7 participants in some form stated that the value in online communication lies with the ability to make appointments, send invoices and provide initial practice information.

Participant 5 said that as an educational psychologist maintaining professionalism is highly important and that social media platforms such as Twitter and Facebook can harm a practitioner's professional veil.

Fourthly, the 6 out of the 7 participants also stated that confidentiality seems to be the major online ethical dilemma. However, some participants view all online dilemmas, such as confidentiality, informed consent, multiple relationships and soliciting testimonials, as equally significant. The participants were asked to elaborate and explain why they consider the online dilemma they view as significant to be a major online ethical dilemma (refer to Question 9 on Table 3). Participant 1 stated that their clients at times sent confidential information on Whatsapp. Another participant stated that information on the Web is not truly confidential: social media is public not confidential and can create multiple relationships. Participant 7 stated that an issue of trust between the client and practitioner can lead to misunderstandings if confidential information is made public. Participant 6 stated that obtaining signed written consent online can be difficult. Participant 2 said that with the Protection of Personal Information Act (POPI), the confidentiality of both the client and psychologist should be upheld to avoid conflict with multiple relationships and maintain personal security and privacy.

Lastly, in relation to the question pertaining to whether an educational psychologist should Google a client, Participants 3 and 6 stated that it was unethical. Participant 1 stated that they only do it if the client specifically tells them to do it. Participant 2 stated that professional objectivity is not necessarily impaired by looking up a client online, unless the information is in direct conflict to therapy. Participant 4 stated that Googling a client is a bit like stalking and that information should come from the client themselves. Participant 5 stated that it is unnecessary and a clear boundary violation. Participant 7 stated that consent from the client needs to obtained to Google a client and it is unethical if consent is not obtained. All seven participants stated that they do not engage in online therapy.

3.4 DISCUSSION OF FINDINGS

Tables 2 and 3 above show the responses to the questions made by the participants, and the different types of social networking platforms such as Facebook, Twitter, LinkedIn, Snapchat, Instagram, Email and Skype. Facebook, Twitter, Instagram and

LinkedIn are popular Web 2.0 platforms that allow users to sign up and create a profile. These platforms also allow the users to upload photos and videos as well as send messages and keep in touch with family, friends and colleagues. The Web 2.0 platforms create an ethical dilemma when applied to confidentiality, informed consent, the solicitation of testimonials and multiple relationships within the health practitioner field (Chipise, Wassenaar & Wilkinson, 2018). The use of these platforms can be regulated by the users, by applying privacy settings. However, the platform itself still has access to the information. Recently it was found that Google was tracking users through their phones even when their mobiles were switched off (Dreyfuss, 2018).

Table 2 Question 4 reflects the types of social networking accounts that educational psychologists have. Facebook, Twitter, LinkedIn and the use of email seem to be the most popular. The research seems to suggest that some educational psychologists view the ethical risks of using online technology as being quite high, therefore limiting their digital footprint. Table 2 Question 5 asks whether there is value in communicating with clients online. Online communication does provide value to an educational psychologist in some way, such as providing clients with quicker access to information. However, the participants see technology as a potential risk of violating a client's rights as well as leading to the development of an ethical dilemma.

Table 2 Question 6 explores whether or not the participants as educational psychologists use online communication to communicate with their clients. The majority of the participants stated that they communicate with clients via email, or WhatsApp only to schedule appointments. Question 6 shows why certain educational psychologists are beginning to embrace expects of Web 2.0 technology; however, there are still many concerns about the ethical risk involved. Social networking sites are being used more in a more concrete manner, meaning that the risk of creating and causing ethical dilemmas is highly unlikely, because these sites are used merely to schedule or cancel appointments and issuing invoices. However, educational psychologists are beginning using social network sites to establish a client base and get information to their clients quickly and efficiently, which can lead to online ethical dilemmas. This is why it is so important to have an understanding of how the security and privacy of social network sites work (see Chapter 2).

Evidence in the questionnaire shows that the educational psychologists interviewed are competent enough to see the dangers the Web 2.0 technologies pose and interpret the current HPCSA guidelines to what they believe is the correct course of action towards upholding the rights of the client.

Figure 1 highlights the online ethical dilemmas that the participants view to be the most problematic when using Web 2.0 technology
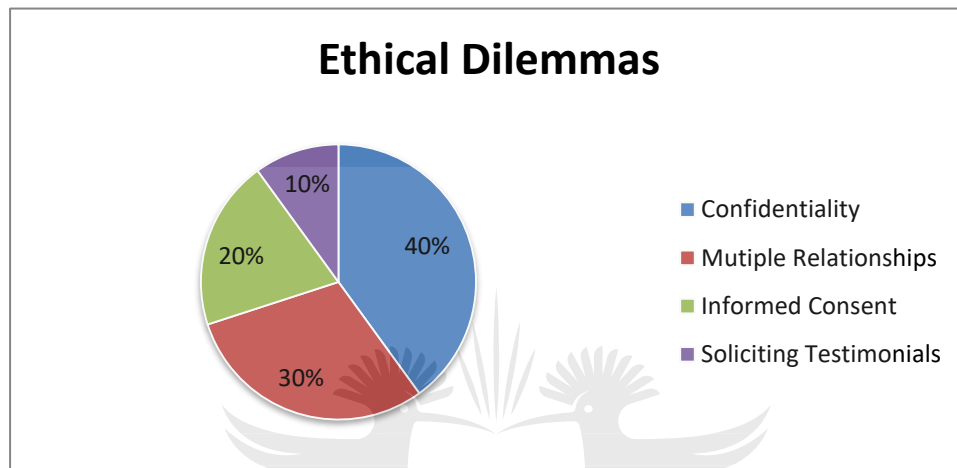

Figure 1

3.4.1 Confidentiality

5 out of the 7 participants indicated that confidentiality was an issue. As stated in Chapter 2, online information today creates problems with regard to privacy and confidentiality (Chipise, Wassenaar & Wilkinson, 2018). Information is freely shared by users, which does create the appeal of social network applications (Chipise, Wassenaar & Wilkinson, 2018). However, many users fail to understand the implications of sharing information of social network applications. Information shared online by educational psychologists through Web 2.0 (Chipise, Wassenaar & Wilkinson, 2018) applications can lead to decreased privacy for the client and the educational psychologist as well. Some educational psychologists try to solve this problem by having two social network accounts – one for business and one for personal use (Chipise, Wassenaar & Wilkinson, 2018).

Web 2.0 technologies can be viewed as applications to enhance or intensify human sociality (Darwish & Lakhtaria 2011). But Web 2.0 technologies didn't necessarily take confidentiality into account. The privacy controls didn't take into account the

overlapping nature of social spheres. When it comes to online ethical dilemmas when dealing with social network applications, context is important. Contextual integrity suggests that users respect context-sensitive privacy norms when assessing whether the information a person posts online is considered private or public. 2.5.1 of Chapter 2 stated that it is important to an educational psychologist to deliberate on what information is considered confidential and private (Pham, 2014). Evidence suggests that context is important. For example, if a client has suicidal tendencies, the educational psychologist can ask the permission of the client to gain access to confidential online information to ensure that the client upholds a no-self-harm contract. Security and encryption is highly important, and online therapy needs to be encrypted to ensure that private information does not become public. Issues of trust between client and therapist might arise as well as misinterpretations and misunderstandings.

3.4.2 Multiple Relationships

Multiple relationships can begin to develop if a client friends their psychologist on social media. Health practitioners should at all times maintain professional principles and integrity; however, participant 3 stated that the online processes can complicate the maintenance of ethical principles as online security is extremely difficult to secure.

3 out of the 7 participants viewed multiple relationships as the second most significant ethical dilemma. The risk of creating multiple relationships is high when dealing with online ethical dilemmas. Chapter 2 explores how educational psychologists respond to friend requests (Ventola, 2014). Participant 7 states that it can lead to a lack of trust between the client and psychologist. Participant 3 stated that they would not accept a friend request from a client and deal with the client only in professional manner. Participant 5 stated that it could lead to boundary violations as well. The participants seem to avoid accepting friend requests because it can lead the potential blurring of professional and personal boundaries as stated in Chapter 2 (Zur, 2010). The blurring of boundaries can lead psychologists losing their competency to deal with clients in a professional manner.

3.4.3 Informed consent

Informed consent seemed to be the third most significant ethical dilemma, chapter 2 states that permission must be given by the client for confidential information to be released. Participant 6 stated that to get signed written consent on online platforms can be difficult. This is difficult, as publicly available information about a client can also be viewed as a breach of consent. Consent from the client is vitally important when searching for them online. Online platforms make this very challenging, as the client does not necessarily know who is viewing their online profile.

However, the issue of Googling a client also plays a role when dealing with informed consent. Information posted online according to some could be viewed as a being public and not private. According to the Zur Institutes public information can be viewed as informations that everyone can access (Zur, 2010). If the information on the internet is public then anyone should be able to view it. This suggests that some psychologists might not view informed consent as either necessary or mandatory.

Participant 2 stated that looking up a client online should not impair professionalism, however if the information provided by the client be in direct conflict to the therapy provided then the information found online could be beneficial for the interest of the client (To do what is in the best interest of the client). So for example, an issue of safety or a matter of confirming information may be a reason to search for a client, but an educational psychologist needs to look at how this works within the professional relationship and the type of informed consent needed. Curiosity is not a valid reason to Google a client. A psychologists needs to question his/her motive, especially if there is no valid reason for conducting the search (Martin, 2010).

The other issue that the evidence substantiates is that educational psychologists feel that the client must provide informed consent and issues surrounding Googling of the client need to be discussed with the client prior to Googling them (Zur, 2010). Another issue which is evident is that some educational psychologists view the Googling of a client to be negative and voyeuristic, so they don't do it and consider it unethical. Some educational psychologists see it as being intrusive and potentially disastrous within the therapeutic frame. An educational psychologist can lose his/her objectivity (Zur, 2010).

3.4.4 Soliciting Testimonials

As discussed in Chapter 2, soliciting testimonials online is an ethical issue (Kolmes, 2014). The majority of the participants see soliciting testimonials as the least important online ethical issue; however, it is still a problem (Kolmes, 2014). Many of the participants were searched for and found to have listings online. None of the participants have testimonials or reviews by clients. Testimonials by clients can be quite risky and it can be seen as the psychologist unintentionally influencing a client who is vulnerable to persuasion (Kolmes, 2014). The problem arises with the continuous development of online communication platforms can be difficult to manage. This is why educational psychologists need to aware of false and incorrect information in dealing with these kinds of situations and also consult malpractice insurance providers (Kolmes, 2014).

3.5 DISCUSSION AND RECOMMENDATIONS

Web 2.0 platforms are providing users with an easy way to access professional and social networks. Social networking platforms are beginning to be used as a form of communication, of sharing information and sharing attitudes and behaviours (Townsend & Wallace, 2017). Social networking platforms have begun to add new layers to current debates regarding computers and informational privacy (Darwish & Lakhtaria 2011). The issue is whether privacy should be viewed as controlling information, restricting access or contextual integrity. As discussed in Chapter 2, research does suggest that circumstances could motivate an educational psychologist search for a client online (Kolmes, 2015). However, there must be consent from the client as well as a form of mutual trust or integrity (Kolmes, 2015).

One of the major concerns with the use of Web 2.0 technology is whether the data posted online should be considered public or private (Kolmes, 2014). A way to deal with this is that the user when signing up for a social network platform agrees to the platform's terms and conditions (Darwish & Lakhtaria 2011). As discussed in 2.3.3 of Chapter 2 Ethics in Web 2.0 platforms, many people don't seem to read web related terms and conditions. Individuals should read the terms and conditions, because often they provide information regarding third-party access (Morgan, 2011). If users agree to these terms, should the information be considered in the public domain? Chapter 2 also states that the digital age has led to an increase in unauthorised

access to information, which leaves clients and educational psychologists at risk of being hacked (Taylor, 2016).

However, there is the issue of accidental online contacts (Ventola, 2014). What this means is that an educational psychologist might accidently find the client online by looking for something else. All health professionals in this regard need to be mindful that any online activity could be shared or inadvertently forwarded or shared with the client or someone who knows the client (Kolmes & Taube, 2014). The risk and harm it can lead to can be detrimental to the client (Kolmes & Taube, 2014). This also confirms why educational psychologists need to be mindful of what they are using Web 2.0 platforms to search for (see Chapter 2).

Collecting data on a client via the internet poses many ethical concerns. The emerging context of Web 2.0 platforms suggests that there are still no clear ethical frameworks for online ethical dilemmas (Townsend & Wallace, 2017). The lack of HPCSA guidelines prevents educational psychologists from using Web 2.0 plarforms to conduct online therapy or share information. Educational psychologist attitudes to Googling their clients are not determined by how old they are or how technolgical astute they are (Figar & Dorđević, 2016). Chapter 2 suggests that there are few more factors involved that may determine whether an educational psychologist will search a client online (Ventola, 2014) The varying responses obtained are relative to the educational psychologist's attitude regarding therapeutic boundaries and the therapeutic frame, suggesting that they are less likely to cross ethical boundaries and search for the client online, as the risk and harm it can lead to is quite high.

3.6   DICUSSION OF THEMES

The following themes where identified when analysing and discussing the findings of the questionnaire. The analysis of the data provided on the questionnaire shows that each participant has different views on how they would manage and solve online ethical dilemmas. The issue of privacy and confidentiality seems to also be a major theme. The risk and harm of using online technology, as well as an educational psychologist's competency to deal with the online ethical dilemmas and whether a trusting relationship can be built through the use of social networking platforms.

3.6.1 Managing of Online Ethical Dilemmas

Educational psychologists don't just make ethical decisions. All individuals in life make choices and decisions. Often the decision is driven by choice: in choosing something or a direction, the variables of choices available will dictate an outcome (Figar & Đorđević, 2016). The idea is to choose or make the best decision for a given client and the unique situation they are in (Chipise, Wassenaar & Wilkinson, 2018). However, everybody is different. For example, an educational psychologist may choose to go left, while another educational psychologist might choose to go right when dealing with an online ethical dilemma. An ethical dilemma with a general context focuses on whether a decision made by the educational psychologist is good or bad, fair or unfair or moral or immoral (Lannin & Scott, 2014).

In managing an online ethical dilemma, the situation normally involves a choice or decision, the choice between being ethical or unethical (Phaneuf, 2009). Educational psychologists should choose the best possible action (Figar & Đorđević, 2016). The choice or decision made by the educational psychologist can reflect a number of principles that guide the decision of an educational psychologist. This suggests that when managing an online ethical dilemma educational psychologists should apply their scope of practice or existing ethical principles and procedures to guide their decision making (Figar & Đorđević, 2016). Evidence of this is stated above, where the participants when faced with an online ethical dilemma seemingly apply and interpret the current general principles of the HPCSA's ethical principles to help navigate an online ethical dilemma. The research (Chipise, Wassenaar & Wilkinson, 2018), also states that due to the lack of principles to help in governing online ethical dilemmas, educational psychologists tend to avoid the ethical issues that would lead to an online ethical dilemma (Lannin & Scott, 2014).

3.6.2 Risk and Harm

Another underlying theme is the harm online social networking platforms can cause. Educational psychologists tend to take a stance that reduces the risk of harm to the client (Chipise, Wassenaar & Wilkinson, 2018). The risk of using Web 2.0 technology seems to be greater than the benefits of using Web 2.0 technology. It would seem that the ethical dilemmas that the use of technology creates can impact the therapeutic and professional relationship clients have with their educational

psychologist (Townsend, & Wallace 2017). The lack of confidence that educational psychologists have in using online communication platforms and social media platforms seem to come down to security issues and how confidential and private personal information is (Ferreira & du Plessis 2009). The research conducted by Chipise, Wassenaar & Wilkinson (2018) also shows that educational psychologists tend to prevent issues that can cause an ethical dilemma by simply avoiding them, especially when using Web 2.0 technologies (Chipise, Wassenaar & Wilkinson, 2018).

However, the use of online social networking can have potential benefits, such as improved collaboration and the increased speed with which information is shared (eHealth Strategy South Africa, 2013). Online social networking may also enhance communication between fellow educational psychologists may improve service delivery. However, the harm it can cause can be quite severe: it can lead to multiple relationships, a breach of confidentiality and in some cases a violation of a person's rights (Ferreira & du Plessis 2009). The therapeutic space is supposed to be a safe space, but conducting therapy online poses the question whether or not it really is a safe private space (Palomares, Bufka, & Baker 2016). Googling or searching for a client online can give a psychologist a false impression of the client, which results in the educational psychologist not remaining 'objective' (Scarton, 2010). Remaining objective or havih an open stance is important, because it allows an educational psychology to remove emotion in order to allow for rational thinking, resulting in an equitable environment where psychotherapeutic practices can take place.

The concern with social networking and online communication platforms is that they are intended primarily to build a friendship between physically separated individuals and are not intended for professional use. Psychologists often engage with clients online in a professional manner so as not to put the client at risk. The risks of using online communication technology can lead to ethical violations and ethical dilemmas, which can lead to embarrassment, reputational damage or prosecution (Townsend, & Wallace 2017). The world is changing and the privacy controls on these applications need to be user-friendly. In other words, social platforms need to consider how online communication technologies privacy controls, be made accessible and more socially intuitive for users? (Townsend, & Wallace 2017).

Other concerns when using Web 2.0 technologies is the potential availability of user data to third parties for commercial marketing, data mining, surveillance and even research (Townsend, & Wallace 2017). The frequent and illegal access of a user's information can lead to social network stalking, illicit monitoring and the publishing of confidential information (Ferreira & du Plessis 2009). It is highly important that educational psychologists understand privacy settings as well as ensuring their passwords are regularly changed. For example, if a client consulting an educational psychologist is technologically adept he/she can gain access to the educational psychologist's private information (Townsend, & Wallace 2017).

3.6.3 Competency

It is important for an educational psychologist to be competent when dealing with online ethical dilemmas (Gamble, 2014). The lack of competence by an educational psychologist could be due to the generation gap, personal reasons and cultural structures (Gamble, 2014). Competency also lies within political and institutional obstacles that lack the ability in solving ethical dilemmas Gamble, 2014). Insufficient programs or ethical principles that lack the information to correctly dealing with online ethical dilemmas can lead to a lack of competency in the educational psychologist (Akfert, 2012).

Competency is linked to knowledge: having sufficient knowledge of an online communication platform or Web 2.0 platform can lead to better decision-making and even exploring the idea of using more advanced online communication (Akfert, 2012). A lack of knowledge in both ethics and Web 2.0 platforms can lead to an educational psychologist feeling incompetent. Evidence from the online questionnaire would suggest a lack of knowledge in relation to technology. Educational psychologists tend to stay away from using social networking platforms when communicating with clients (Akfert, 2012).

The HPCSA not displaying competency in not having guidelines on the use of online applications, can also lead to educational psychologists making incompetent decisions, especially if that psychologist is using a new form of online communication to communicate with their clients, or is just entering the profession and doesn't have sufficient knowledge of applying existing ethical principles to an online ethical dilemma (Akfert, 2012). Improved HPCSA guidelines on online social networking can

help educational psychologists make quicker and more competent decisions when dealing with online ethical dilemmas. Interpeting the answers of the online questionnaire with regards dealing with social networks and Web 2.0 platforms, educational psychologists feel very incompetent professionally (Gamble, 2014). This suggests that some educational psychologists focus on the harm it can cause and completely avoid utilising social networks. There is a grey area when dealing with online ethical dilemmas, which without sufficient guidelines can make a dilemma worse. The grey area is: do I really need informed consent, public vs private information? This again comes down to competency and what judgement calls an educational psychologist would possibly make (Gamble, 2014).

Successful managing of online ethical dilemmas can vary based on decisions, but there is no suggestion that use of technology should not be embraced (Chonko, 2012). Psychologists can extend and develop their services by understanding the proper and effective use of Web 2.0 platforms. However, the educational psychologist needs to have the knowledge of how Web 2.0 platforms work. Competency comes into play in determining whether the educational psychologist is competent enough to integrate ethical principles with social media, in order to reduce ethical breaches (Gamble, 2014).

3.6.4 Privacy

According to the online questionnaire another theme that seems to be of vital importance, is that of privacy. Privacy online can be difficult and sometimes involves a user's morality when accessing online social networks. Defining privacy can be difficult, as privacy in the past meant to be left alone, but with the development of the computer and the internet, privacy now also refers to an individual or group request to determine when and how their information may be disclosed to a third party (Turculet, 2014). Privacy doesn't necessarily suggest hiding. Hiding refers to blocking or withholding information (Lustgarten, 2016). Privacy can be viewed as an individual's control over their own information and disclosing it to whom they wish (Turculet, 2014). This however suggests that third-party access from an employee at Facebook is still a possibility, as they are not blocked from viewing the information, because they themselves manage the information (Afsahi, 2014). This is a grey area that many third parties tend to exploit.The right to privacy links closely to the ethical

prinicples of autonomy, the duty to protect a client's right to live a free and self-directed life (Chipise, Wassenaar & Wilkinson, 2018).

Issues related to the privacy of an individual's information online involve the monitoring of an individual's internet activity and taking personal information out of context (Lustgarten, 2016). Other issues also involve the government collecting user data. The rapid growth of technology is creating new challenging issues when dealing with privacy (Turculet, 2014). Educational psychologists see technology as a threat to confidentiality and client privacy (Kolmes, 2014). Social networks as stated allow the user to create a personal profile, which automatically leads to the creation of an online community of friends (Claywell, 2016). However, a user's participation on the social network is mainly used for the exchange of information – often information of a private nature, which is contradictory as third parties still have access to information believed to be private (Turculet, 2014). Social network use has increased and one of the reasons is that most of the time people disclose personal information about themselves with the only purpose of keeping their profile as dynamic as possible (Turculet, 2014).

Often users don't necessarily take the time to activate the privacy settings on social media (Turculet, 2014). Research has shown that social network platforms such as Facebook, LinkedIn, Twitter and Instagram have major problems when it comes to privacy issues (Zur, 2010). For example, a guard at a prison has inmates on his friends list in Facebook and forgets to activate the privacy settings. This can lead to the guard being fired (Turculet, 2014). The same applies to an educational psychologist believing that they are having a private conversation with a client on Facebook. Privacy can also be viewed from the values that humans have, such as moral autonomy, equality and justice (Turculet, 2014). The online questionnaire shows that many educational psychologists, if not all, would take the moral stance when dealing with an online ethical dilemma (Chipise, Wassenaar & Wilkinson, 2018).

3.6.5 Trust

Morality is highly important and cannot exist without trust. Trust is also important in personal relationships, for building a client's trust as well as for building self-trust within an educational psychologist. An educational psychologist's client needs to be

able to trust their psychologist and vice versa. Aristotle stated that trust is grounded in goodwill (Turculet, 2014). Goodwill involves trust between individuals and symbolises mutual goodwill and not being unfair to each other (Turculet, 2014). A psychotherapist's relationship is based on trust: the client trusts the therapist to not disclose their private information or go behind their back to Google them. If there is trust a person is most likely going to open up to that person. Trust, when it comes to the virtual world, gives rise to problems, specifically problems surrounding the lack of face-to-face contact between psychologist and client (Turculet, 2014). There is a lack of empathy; social networks often do not obey the expected behavioural values and morals, which can lead to mistrust (Weber, 2016). This suggests that all users are at risk of having their information leaked to third parties. An example would be Facebook leaking the profiles of 87 million users to the data-mining firm Cambridge Analytica (Newton, 2018).

Social networks of today also don't necessarily require a user's real name or address (Zur, 2010). The research shows that none of the educational psychologists engage in online therapy due to the risk and harm it creates. A virtual space eliminates the client's sense of being in a safe space (Turculet, 2014).

Facebook, the most popular of today's social network platforms, has over a billion users across the world (Turculet, 2014). Users often have friends that they haven't necessarily met in real face-to-face interactions (Chipise, Wassenaar & Wilkinson, 2018). Are these people they have never met trustworthy? The internet has rules, but these are not followed by all users. Online communication can lead to mistrust. Face-to-face interactions represent real bodily presence and a fundamental way of building trust (Scarton, 2010), due to the congruency between verbal and non-verbal behaviour. Trust within the online environment is made up of written of partially observed communication and thus creates more vulnerability (Scarton, 2010). This suggests that an educational psychologist unwttinigly use the communication to exploit a client's vulnerability by looking them up online (Turculet, 2014).

Trust is something individuals learn during childhood, and is built through face-to-face interactions, suggesting that trust is founded on the feeling of security (Turculet, 2014). The internet does not have this sense of trustworthiness, which is evident in

this study presented, and the lack of security doesn't help (Turculet, 2014). Trust can also be viewed in the sense of cyber threats and cyber security (Weber, 2016). An educational psychologist who doesn't trust a social media platform won't necessarily use it.

Human action should be driven by moral action (Dworkin, 2005), meaning that educational psychologists need to act in a way that is lawful. Educational psychologists can be deceived by what they see when Googling a client (Zur, 2010). For example, what if a client's online social account gets hacked and the psychologist is deceived by this false information (Turculet, 2014)? The false information can be detrimental and dissolve the trust built between educational psychologist and client. Often people online pretend to be someone they are not, which can hinder a psychologist's ability to remain objective or even to build a trusting relationship with a client (Zur, 2010).

3.6.6 Solving an online ethical dilemmas

An ethical dilemma according to Figar & Dorđević, (2016) is a situation where a choice is made between two or more alternatives. An educational psychologist can find themselves in a difficult situation where he/she has to make a choice between ethical and unethical alternatives. The selection or choice is reflected by a large number of principles (Figar & Dorđević, 2016), such as emotions, situations, ethical principles, scope of practice and human rights. Accoriding the HPCSA (Form23) unless it is in the best interest of the client, certain decisions should or shouldn't be carried out (Figar & Dorđević, 2016). This suggests that each variaible is weighed when resolving an ethical dilemma and that the best choice or decision is put first, (Figar & Dorđević, 2016). For example, is the educational psychologist making the right decision by taking into account all variables?

The rules to solving an online ethical dilemma can be simple or multiple (Figar & Dorđević, 2016). So the educational psychologists who participated in this research stated different but similar answers, because the ethical rules when interpreted might relate to consequences regarding the decisions that they made.

The golden rule according to Figar & Dorđević, (2016) is that an educational psychologist take a moral stand towards an ethical dilemma by treating their clients

in ways the educational psychologist themselves would like to be treated, putting one's self into the shoes of the client (Figar & Dorđević, 2016). The rule of symmetry suggests that everybody behaves in the same way and expresses similar behaviour (Figar & Dorđević, 2016). Ethical principles, however, do consist of several simple rules, such as scope of practice, professionalism and the rule of maximum justice. The Scope of practice states that educational psychologists must fulfil their moral obligations to their client, and the rule of justice states that an educational psychologist must ensure equal rights and freedom to everybody (Figar & Dorđević, 2016).

However, the lack of ethical rules can tend to sway the behaviour of an individual. The introduction of Web 2.0 technologies has made it more difficult in dealing with ethical dilemmas that exist on the World Wide Web. The behaviour of an individual online is not necessarily driven by morality (Figar & Dorđević, 2016), and can also be driven by heinous thoughts. The variables within an online ethical dilemma can sway a person's behaviour and another variable can justify the choice or action taken by the psychologist when dealing with the online ethical dilemma (Figar & Dorđević, 2016).

3.7 CONCLUSION

Chapter 3 highlights not only the types of online ethical dilemmas that transpired from this research, but also looked at some of the themes that may lead to potential recommendations. Recommendations would look at educating educational psychologists about possible online ethical issues and how to try to avoid them, reducing the potential risk and harm to the educational psychologist and client. Chapter 2 touched on e-health and some of the benefits of e-health. Having the correct knowledge and training of how to use Web 2.0 platforms safely may be one good way of avoiding online ethical dilemmas. Being train in online ethical conduct at master's level before fully being qualified would be beneficial to clients and potential psychologists. Chapter 2 also highlighted the online issues that a lack of knowledge can create, such as being vulnerable to cyber threats. Another recommendation would be to improve and expand existing ethical principles, to include regulations regarding online confidentiality, how to obtain informed consent from a client to gain access to their online information, how to avoid online multiple relationships and how to prevent the solicitation of online testimonials.

The themes identified by this study showed insight into how each participant views the use of social networking platforms in relation to psychological practice, the possibility of managing an online ethical dilemma by reducing the risk and harm to the client (Drude & Lichstein, 2005). Competency arose by viewing each participant's answer and realising that an educational psychologist needs to be competent enough to understand how Web 2.0 platforms work and how to reduce the risk and harm their use can cause. Privacy came about in looking at the how the participants viewed the rights of their client as well as understanding the scope of practice as stipulated by the HPCSA. Trust was also an important theme. Clients trust their therapists and the use of Web 2.0 platforms can lead to a breach of the trusting relationship with the client. Solving ethical dilemmas is a theme that linked all other themes with regard to the choice an educational psychologists takes when dealing with an online ethical dilemma.

CHAPTER 4:

RECAPITULATION OF PURPOSE AND FINDINGS

The aim of the study was to explore and identify the types of online ethical dilemmas that educational psychologists may face across web 2.0 platforms and to make recommendations about managing online ethical dilemmas. The findings show that the four main types of online ethical dilemmas was confirmed by educational psychologist particioants are:

- Confidentiality
- Multiple Relationships
- Informed Consent
- Soliciting Testimonials

The study shows the participants view on how they use Web 2.0 platforms Themes identified regarding the use of Web 2.0 platforms by educational psychologists participants were:

- The way in which online ethical dilemmas are managed.
- The harm and risk social networking and online communication platforms can lead to or cause
- Issues of trust between client and psychologist
- Competency
- How privatcy is viewed in relation to online communication
- Solving online ethical dilemmas.

4.1 RELATING THE FINDINGS TO PREVIOUS RESEARCH

The research question addressed the online ethical dilemmas educational psychologists face. Many of the journal articles and studies reviewed in Chapter 2 characterise online ethical dilemmas in Educational Psychology to be a growing problem. (Kolmes, 2014)

Chapter 2 also focused on the current literature available on online ethical dilemmas from a psychological perspective as well as looking at existing online ethical

dilemmas and how they are currently being managed by institutes like the HPCSA (see 2.5 of Chapter 2). It also highlighted the lack of online ethical guidelines from a South African perspective. Chapter 3 focused on data collection through the use of an online questionnaire in order to answer questions relating to the research study. Chapter 3 also looked at the analysis of responses of the participants, which led to the identification of the themes mentioned.

The findings in Chapter 3 are broadly in line with the findings of the literature reviwed in Chapter 2 (identifying the most significant online ethical dilemmas) with regard to the types of online ethical dilemma. Previous research stated in 2.7 of Chapter 2, The Guidance in dealing with Online Ethical Dilemmas relates to theme of managing online ethical dilemma. 2.7 of Chapter 2 looks at the importance of having ethical principles to guide decisions whereas 3.6.1 of Chapter 3 looks at the variables that could influence an educational psychologists decisions regarding online ethical dilemmas. 2.4 of Chapter 2, the link between professionalism and ethics, also influenced the findings, in that many of the participants when faced with an ethical dilemma behaved in a way that constitutes professionalism and ethics. However, having knowledge about how online communication platforms work is also a vital aspect mentioned in the findings and in previous research. Although the findings are generally compatible within the outcomes of this study, there are several areas that need to looked at further such as the constant changing of technology and its constant influence on ethics, especially with the introduction of e-health (see 2.5.1 of Chapter 2), The concept of the digital age and digital natives is also addressed (see 2.8 of Chapter 2).

4.2   IMPLICATIONS OF FINDINGS

The study appears to support the notion that technology is giving rise to online ethical dilemmas. The study offers evidence as to what type of online ethical dilemmas educational psychologists confirmed. It also seems to affirm which are the most common online ethical dilemmas. The study also shows that with the rise in online social networking and communication, there is a grey area that ethical principles do not necessarily cover. The study also showed some confirmation of the benfits Web 2.0 platforms they can provide.

The study also shows that for Psychologists need to remain relevant and competent, to keep up with technological changes, and ethical conduct regarding online communication.

4.3 RECOMMENDATIONS (FOR RESEARCH; FOR ACTION / POLICY CHANGE)

A possible area for research is to explore ethics per se within the technological environment. Future research into online ethical dilemmas needs to be conducted, due to technology and the use thereof, constantly changing. The introduction of virtual reality may help with service delivery, but we need to address the online ethical issues surrounding confidentiality, informed consent, multiple relationships and how health practitioners can provide a private, safe environment. Third-party access needs to be limited to ensure client privacy. The current ethical principles need to be adjusted and expandable to include pychologist-client online interaction and communication guidelines. Without further research into pscychologist-client online ethical dilemmas, the future may bring more online ethical dilemmas potentially causing ethical misdeameanors and legal issues.

The findings of the research study have given rise to some recommendations based on the identified types of online ethical dilemmas. The aim of making recommendations is to improve current knowledge and to recommend improvements based on research findings.

Practical solutions need to be adopted. For example, the HPCSA can adopt the methods of the American Psychological Association by creating a platform where practitioners can provide input regarding online ethical issues (Martin, 2010). Another practical solution is that people should educate themselves on how to secure online information. Further research needs to be done in online ethics, as moral ethics in the World Wide Web can become blurred with third-party access and hackers. Educational psychologists need to look at whether they are violating their client's constitutional right to privacy. Rich (2012) stated that ethical directives aren't always clear. The HPCSA can strife to give clear directives on online client-psychologist conduct. Understanding the rights of the client will help in analysing the dilemma in a professional and competent way (Rich 2012). Contracting between

psychologist and client should include information on the ethical use of technology and social media.

The study also showed how important it is for educational psychologists to manage their online presence. This suggests that practically an educational psychologist should ensure that he keeps his digital footprint to minimal. However this can be difficult given the amount of people using social media platforms. Another option would be to ensure that social networking platforms like Facebook, Twitter and Instagram are not used to conduct business which can put both the psychologist and client in vulnerable positions (Dunbar-Krige & Edeling, 2016).

Unfortunately as stated the ethical principles in South Africa do not take into account the issues raised by the advancement in technology (Evan, 2018). Educational psychologists need ethical guidelines and principles on what they can do to protect themselves and thier clients. Such guidelines should incorperate the following practical actions (Evan, 2018):

- To consider what is in the best interest of the client.
- Psychologists should engage in continuous professional development.
- Installing and updating antivirus software.
- Ensuring that emails go to the intended recipient by verifying that the email address obtained is valid.
- Psychologists need to be mindful of what they post online.
- Educational psychologists need to ensure that these online ethical issues are covered by malpractice insurance.
- To consider having two social network accounts, one for business use and the other for personal use.
- Psychologists should respect the clients right to privacy and not search for information about a client online.

4.3.1 Confidentiality

Confidentiality was viewed as the most significant online ethical dilemma. Confidentiality seems to be the most difficult issue to maintain when dealing with the World Wide Web in general. It would also seem that more training at master's level and/or continuous professional development on how to use online communication

platforms is needed. Educational psychologists work in an environment where many clients live in the digital age. Another issue would be to improve and expand ethical codes to incorporate online guidelines dealing with online breaches in confidentiality and how to go about avoiding unwanted access to private information.

Contracting is also vitally important: it is important to contract with clients to ensure that they understand that using social media as a communications tool can lead to a breach in confidentiality and the risks involved, as information that exists on the World Wide Web is not necessarily secure (Dunbar-Krige & Edeling, 2016). Furthermore, it is recommended that educational psychologists provide clear directions to clients about the use of Web 2.0 platforms. Providing clear directions will when using Twitter, Whatsapp, Facebook, and Instagram may ensure that confidentiality is maintained. The study has also shown that many of the social network platforms are used for administrative purposes by the participants, such as to make and reschedule appointments.

Practically an educational psychologist can use social networking platforms for administrative purposes (Dunbar-Krige & Edeling, 2016). However the psychologist when contracting must clearly stipulate what can be communicated across the social network platform. For example, using it only to make or cancel appointments.

Educational psychologists often write confidential assessment reports. Sending a report to a client online increases the risk of a breach in confidentiality. However the report should only be sent to the person intended. Educational psychologists can encrypt the file to ensure the document is not tampered with if confidentiality is breached due to third party access. Encryting a file is quite simple. It can be password protected by (Dunbar-Krige & Edeling, 2016):

- Converting it to a PDF
- Opening a document in MS word, going to 'File'; then to 'Info'; then to 'Protect document' and selecting Encrypt with password. This will allow for the document to be password protected.

It is also highly important to give clarification and to obtain written consent from a client if the report has to be sent to a third-party. The client needs to sign a letter of

agreement regarding who it should be sent to. The option of delivering the report personally reduces the potential risk of breaching confidentiality.

4.3.2 Informed Consent

Informed consent needs to be more clarified when dealing with ethical issues online. The ethical code should stipulate when informed consent is needed. As stated in Chapters 2 and 3, information online is either public or private, but when is it public or private? The ethical guidelines proposed should incorporate what information about a client is considered public or private and when informed consent is needed.

Contracting with clients ensures that clients provide consent regarding access to their public social media profile or to allow the educational psychologist to Google them. The risk and harm of the use of online information needs to communicated in the contract as well. Contracting with a client also provide the educational psychologist with the necessary consent to send an assessment report online when needed (Levin & Bukett, 2011).

4.3.3 Multiple Relationships

Multiple relationships may be a problem, as linking on social media can lead to the blurring of client and educational psychologist roles. In terms of recommendations, educating psychologists as well as master's students on how to appropriately navigate a friend request from a client or communicate with a client online is vital. It will allow psychologists to use Web 2.0 platforms to communicate with clients and help maintain an ethical trusting relationship without the risk of it leading to multiple relationships with a client.

4.3.4 Soliciting Testimonials

Soliciting testimonials is difficult to control, as social media is difficult to control. The HPCSA's ethical rules of conduct (Act 56 of 1974) says that testimonials are forbidden, but once a post is on the internet it is very difficult, and sometimes impossible, to remove. Educating master's students and educational psychologists on how to navigate illegal testimonials is important in protecting the client and psychologist. A client could write a fake online testimonial, for example complaining about a psychologist, but the psychologist acted appropriately. Informing educational

psychologists on how to navigate an illegal invalid testimonial is important as well, as the legal action the psychologist can take is well within their rights.

4.3.5 Social Network Policies

Social networking policies for educational psychologists and health professionals need to be created and incorporated into existing HPCSA ethical principles. The policies should consist of informing health professionals of the dangers of online communications, as well as the importance of contracting when dealing with an online ethical issue. Social network policies have to be put into place to ensure that a client's human rights aren't violated and that the client and psychologist maintain a professional relationship. Boundaries need to be stipulated clearly, especially if there is a risk of multiple relationships. The importance of contracting with a client also needs to be incorporated to ensure competency and maintain professionalism within scope of practice (Dunbar-Krige & Edeilng, 2016).

4.4 LIMITATIONS OF THE RESEARCH

The current research endevored to provide insight and findings into limited online ethical dilemmas, as affirmed by the limited number (7) of educational psychologists in private practice and/or schools. However, the restrictions of a minor dissertation can lead to inevitable limitations in a study. Limitations can be seen as potential weaknesses in the study that are outside the limits of control.

The study is limited to a specific group of health professionals, namely educational psychologists. This limits the potential to view similar experiences of other health professionals when dealing with online ethical dilemmas. Technology is influencing all types of health practitioners, not just educational psychologists (refer to Chapter 2 that deals with e-health).

Another limitation is that the study focuses mainly on the responses of educational psychologists and not that of clients. Potentially looking at it from both the client's and educational psychologist's perspective might yield further insight into how to deal with online ethical dilemmas more efficiently.

The study was also limited by the amount of literature reviewed. The amount of literature available in dealing with online ethical dilemmas seems to be rather

insufficient from the psychological perspective, imposing further limitations on the study.

The study was also limited by the number of participants willing to fill in a questionnaire emailed to them online. Some suggested that they were too busy, while others did not respond at all.

4.5   PROBLEMS ARISING DURING THE RESEARCH

A possible further problem that arose was the use of emails, as not a lot of people check their emails that often. Another problem was the limiting of the sample size due the fact that qualitative research is a research method that makes use of the systematic collection, organising and interpretations of data, unlike quantitative, where the collection of data is more controlled (Carballo, 2003). The use of qualitative research allows for the insertion of questions that focus on interpretation and textual information. Confidentiality can also be easily broken, especially between participants (Percy, Kostere & Kostere, 2015). For instance, one could forward all the participants the questionnaire rather than seeing them individually. The participant can then see who else is participating in the research, compromising the anonymity of the research participants as well as putting them at risk which canbe viewed as unethical.

4.6   TRUSTWORTHINESS AND ETHICAL CONSIDERATIONS

The trustworthiness of this study was ensured by supplementing the data with evidence from existing resources. The use of ethical documentation to ensure member participation, also ensured validity and trusworthiness of the study. I met regularly with my supervisor, who looked at and reviewed different areas of this study.

Ethical procedures had been abided with to ensure no ethical violations occurred. This study underwent ethical review by the Faculty of Education and Research Ethics Committee of the University of Johannesburg, and the committee granted clearance. General research ethics as stipulated in Chapter 1 were upheld. Ethical procedures such as confidentiality and informed consent were also explained to the participants, when they signed the inform consent form. The study was also completely voluntary. Steps were taken to ensure that there was no harm to

participants. To ensure that the study was conducted ethically and that there is no plagiarism, the study will be subjected to a plagiarism programme known as Turn-it-in.

4.7 CONTRIBUTION TO RESEARCH AND CONCLUDING REMARKS

Chapter 4 provides a summary of the study and explores the limitations, recommendations, trustworthiness as well as the link between the themes and the online ethical dilemmas identified. The recommendations were made to explore the types of online ethical dilemmas further.

In addition to the provision of some directions in future research, my study has explored the types of online ethical dilemmas further and made recommendations about the managing of online ethical dilemmas. The participants involved were all educational psychologists ranging in age and experience. The type of online ethical dilemma that the majority of the participants saw as the most significant was that of confidentiality. My study has also covered a relatively new area in ethics and ethical conduct, as there is still only limited research on how Web 2.0's social networking platforms influence the ethical decisions of educational psychologists. My study has also contributed to the awareness of how fast technology is influencing the way in which health practitioners of today work. My investigation into online ethical dilemmas has increased the originality of my work. Ofer Zur and Keeley Kolmes have been tracking the influence of social networking on therapy and counselling for some time now, and hopefully this study adds to the research on online ethical dilemmas.

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ADDENDUM A: Questionnaire

ONLINE ETHICAL DILEMMAS IN EDUCATIONAL PSYCHOLOGY PRACTICE

All questions contained in this qualitative questionnaire are strictly confidential.

The aim of this research project is to explore and identify online ethical dilemmas that Educational Psychologists could face or have faced. This research is also intended to be used to help make recommendations about managing online ethical dilemmas.

QUALITATIVE QUESTIONNAIRE		
How many years of experience do you have as an Educational Psychologist?		
☐ 2 to 3 years	☐ 3 to 4 Years	☐ More than 4 years
Do you consider yourself technological savvy?		
☐ Yes	☐ No	
Kindly motivate your answer on the above question?		

Do you have any form of social network account?	☐ Yes	☐ No
Select the types of social network accounts you might have. (Can select more than one)	☐ Facebook	☐ Snapchat
	☐ Twitter	☐ Linkdin
	☐ Instagram	☐ Email
	☐ Skype	☐ Other

Is there value in communicating with clients on social networking platforms?	
☐ Yes	☐ No
Kindly motivate your answer on the above question?	

Do you use online communication technology when communicating with clients?	
☐ Yes	☐ No
Provide some examples of the online communication technology you might use?	

What kind of ethical dilemmas do you consider a major online ethical dilemma? (Can you rank them from 1 to 4. 1 being most significant and 4 being the least significant one)	☐ Confidentiality	☐ Multiple Relationships
	☐ Informed Consent	**Below name any other online ethical dilemmas you might have experienced?**
	☐ Soliciting Testimonials	
Based on your above ranking and the other dilemmas you might have experienced, explain why this is a major online ethical dilemma?		

Do you provide online Psychological services such as therapy?		
☐ Yes	☐	No
What is your opinion about Googling a client?		75

ADDENDUM B: Ethical Clearance to Conduct Research

UNIVERSITY
— OF —
JOHANNESBURG

ETHICS CLEARANCE

Dear S Morar

Ethical Clearance Number: 2017-021

The online Ethical Dilemmas that Educational psychologists face

Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, it remains the duty of the student to submit a new application.
- It remains the student's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

The Faculty of Education Research Ethics Committee has decided to

☒ Grant ethical clearance for the proposed research.
☐ Provisionally grant ethical clearance for the proposed research
☐ Recommend revision and resubmission of the ethical clearance documents

Sincerely,

Prof Geoffrey Lautenbach
Chair: FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
3 April 2017

ADDENDUM C: Ethical Form with Consent Form

Ethics Clearance Application – Faculty of Education

I, Shailen Morar (The researcher) hereby confirm that:

1. The information provided in this ethics clearance application to undertake research with human participants is accurate to the best of my knowledge;
2. I understand the principles of conducting ethical research;
3. I will endeavor to conduct all the research in an ethical manner as prescribed by Faculty and University rules; and
4. I will inform the Faculty of Education Research Ethics Committee (REC) of any substantive changes to the project that might impact on the ethical clearance of the project.
5. This project has not been submitted to another REC or Review Board for review

_____

Signature - Researcher / Student

17 August 2017

Please select one:

☒ This *student research project (up to Masters level)* and associated ethics application have both been approved by the relevant Department or Centre of the Faculty of Education for submission to the REC.

☐ This *student research project (PhD)* and associated ethics application have both been approved by the relevant Doctoral Committee for submission to the REC.

☐ This *staff research project* and associated ethics application have both been approved by the relevant Department or Centre of the Faculty of Education for submission to the REC

☐ This *student group research project* and associated ethics application have both been approved by the relevant Department or Centre of the Faculty of Education for submission to the REC. This application covers the broad ethical issues pertaining to the group project.

☐ This *external research project proposal* and associated ethics application have both been submitted to the Faculty of Education REC for approval.

☐ This *UJICE project* and associated ethics application has been approved by the UJICE Management for submission to the relevant committees of the Faculty of Education.

_____

Signature - Supervisor / Staff Researcher / External Researcher

17 August 2017

Research Design

Please supply the relevant information.

1. Data Collection Types
   - ☒ Qualitative
   - ☐ Quantitative
   - ☐ Mixed Methods

2. Research Methodologies/Approaches
   - ☐ Biographical
   - ☐ Phenomenological
   - ☐ Grounded Theory
   - ☐ Ethnographical
   - ☐ Case Study
   - ☐ Design Experiment
   - ☐ Action Research
   - ☐ Survey or other quantitative strategy (please provide details below)
   - ☒ Other (please provide details)

   Generic Qulitative

3. Research Instruments/Methods
   - ☐ Document analyses
   - ☒ Questionnaires
   - ☐ Surveys
   - ☐ Individual interviews
   - ☐ Group interviews
   - ☐ Observations
   - ☐ Other (please provide details)

4. Sampling
   - ☐ Random
   - ☐ Targeted
   - ☒ Purposeful
   - ☐ Snow balling
   - ☐ Other (please provide details)

5. Sample size
   - ☐ < 11
   - ☐ 11- 50
   - ☐ > 50
   - ☒ Other (please provide details)

   7 participants, in order to gather rich relevant data pertaining to the outcomes of the research

6. Age of participants
   - ☐ < 14
   - ☐ 14-17
   - ☐ >= 18

   Greater then 18, participants must be qualified in the field of Educational Psychology and have experience in using online social media platforms

   Please provide the name and designation of an adult who will protect the rights of the child who has neither parents nor a guardian, or who is younger than 18 years of age.

SECTION C: Information for participants on ethical procedures

(to be used as part of the informed consent process)

Faculty of Education - Research Project Information
Online ethical dilemmas in educational psychology practice

Background to the study including the nature of the research
I, Shailen Morar am doing research on the types of online ethical dilemmas that Educational Psychologists face. Research is the process whereby data is gatherered through participants in order derive new conclusions and establish facts. In this study I want to learn about the types of online ethical dilemmas but also how Educational Psychologists handle these types of dilemmas. I would also like to learn and see how an Educational Psychologist conducts themselves ethically online. The reason for identifying these online ethical dilemmas is to make recommendations, recommendations that involve the creation of new ethical guidelines. The goal is also to show that current ethical codes in South Africa don't provide sufficient guidance when dealing with an online ethical dilemmas. We are inviting you to participate in this research study as it will provide the basis for future research into online ethical dilemmas, reducing the ethical risk of online communication between client and Psychologist

Professionalism is vital in the Educational Psychology field, ethical policies are in place by the HPCSA to help protect the clients and Educational Psychologists by governing said professionalism. The increase in the amount of people using technology today has resulted in online ethical dilemmas. Is communicating online with a client a hundred percent confidential, how much information can I disclose online as a psychologist to my client or vice versa.

Technology is beginning to push the bounderies of what is considered to be ethical. New ethical problems are beginning to arise. By participating in this research it wil also ensure that ethics is here to stay and that the highest standard of professionalism is upheld by all Educational Psychologists in South Africa

Intention of the project
Research associated with this project attempts to:
Explore what are the different types of online ethical dilemmas that educational psychologists face across online social media platforms. By identifying these online ethical dilemmas we can stimulate change. The intention of this research is to breathe further research into online ethical dilemmas and to make recommednations.

Procedures involved in the research
I will collect the data by means of an online questionnaire follwed by a telephonic interview. The questions shall be open-ended, which allow you as the participant to formulate your own answers to the questions posed. The questionnaire will strive to collect the non-emotive opinions and ideas of educational psychologists when dealing with online ethical dilemmas. The followup telephonic interview will be used if more details is required.

Potential Risks
The risks are minimal as you do not have to disclose perosnal or confidential information regarding there clients. As a resercher it my duty to ensure that no harm will come to you as a participant in any way or form. The data will be collected in such a way that no expressive or emotive experiences of the participants will be collected, which minimises the risk. While you might feel uncomfortable, anxious or stressful, there are minimal to no risks involved in participating in this study

Potential Benefits
The benfits of participating in this research is that it strives to stimulate further research into a world that is forever changing. It will also help you as an Educational Psychologist deal with online ethical issues in a fast an appropriate manner, protecting both the client and Educational Psychologist. It will also help imporve and revise existing ethical documents regarding online ethical dilemmas.

Informed consent

SECTION C: Information for participants on ethical procedures

(to be used as part of the informed consent process)

We recognize that participants are not capable of consent unless "informed". We have, therefore, disclosed the nature of the research, the aims, the duration, the risks and benefits, the nature of interventions throughout the study, compensations where appropriate, researcher details, and details of the ethical review process. Where appropriate, communities, employers, departments and other instances are also part of the informed consent process.

Confidentiality
Every effort will be made to protect (guarantee) your confidentiality and privacy. I will not use your name or any information that would allow you to be identified. In addition, all data collected will be anonymous and only the researchers will have access to the data that will be securely stored for no longer than 2 years after publication of research reports, or papers. Thereafter, all collected data will be destroyed. You must, however, be aware that there is always the risk of group or cohort identification in research reports, but your personal identity will always remain confidential. You must also be aware that if information you have provided is requested by legal authorities I may be required to comply.
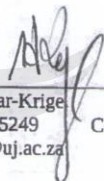
Participation and Withdrawal
Your participation in this study is voluntary. You may withdraw your consent to participate in the project at any time during the project. If you decide to withdraw, there will be no consequences to you. Your decision whether or not to be part of the study will not affect your continuing access to any services that might be part of this study.

Future interest and Feedback
You may contact me (see below) at any time during or after the study for additional information, or if you have questions related to the findings of the study. You may indicate your need to see the findings of the research in the attached consent form.

Shailen Morar
Tell: (011)646-3846   Cell: 0826387915
Email: s.n.morar@gmail.com

Dr Helen Dunbar-Krige
Tell: (011) 559-5249   Cell: 0825726950
Email: helenk@uj.ac.za

17 August 2017

SECTION D: Signatures required for consent/assent

(for all participants, parents, guardians and other stakeholders)

Informed Consent/Assent Form

Project Title:
The Online Ethical Dilemmas that Educational Psychologists Face

Investigator:
Shailen Morar   Tell: (011) 646-3847   Cell: 0826387915   Email: s.n.morar@gmail.com

Date:
17 August 2017

Please mark the appropriate checkboxes. I hereby:
☐ Agree to be involved in the above research project as a participant.
☐ Agree to be involved in the above research project as an observer to protect the rights of:
    ☐ Children younger than 18 years of age;
    ☐ Children younger than 18 years of age that might be vulnerable*; and/or
    ☐ Children younger than 18 years of age who are part of a child-headed family.
☐ Agree that my child, _____ may participate in the above research project.
☐ Agree that my staff may be involved in the above research project as participants.

☐ I have read the research information sheet pertaining to this research project (or had it explained to me) and I understand the nature of the research and my role in it. I have had the opportunity to ask questions about my involvement in this study. I understand that my personal details (and any identifying data) will be kept strictly confidential. I understand that I may withdraw my consent and participation in this study at any time with no penalty.

☐ Please allow me to review the report prior to publication. I supply my details below for this purpose:
☐ Please allow me to review the report after publication. I supply my details below for this purpose:
☐ I would like to retain a copy of this signed document as proof of the contractual agreement between myself and the researcher

Name: _____

Phone or Cell number: _____

e-mail address: _____

Signature: _____

If applicable:
☐ I willingly provide my consent/assent for using audio recording of my/the participant's contributions.
☐ I willingly provide my consent/assent for using video recording of my/the participant's contributions.
☐ I willingly provide my consent/assent for the use of photographs in this study.

Signature (and date): _____

Signature of person taking the consent (and date): _____

Faculty of Education Research Ethics Committee, University of Johannesburg, Updated February 2017
Please report any instance of unethical research practice to geoffl@uj.ac.za or 011 559 3016

ADDENDUM D: Proof of Editing

PROFESSOR CRAIG MACKENZIE | EDITOR & LITERARY CONSULTANT
Formerly Professor of English, University of Johannesburg
BA (Hons), MA (Natal), PhD (Rhodes)

22 September 2018

To Whom It May Concern:

This is to confirm that I edited "Online Ethical Dilemmas in Educational Psychology Practice" by Shailen Naran Morar.

All errors identified were corrected electronically and marked with the 'track changes' function. In cases where formulations were unclear, these were flagged for the author's attention.

The document was edited in accordance with the latest conventions of English style and expression.

Sincerely

Prof. C. H. MacKenzie