You will remember at the beginning of the semester I gave you a sheet to sign that included the Principles of Confidentiality below. The following cases are good tests for building relationships through confidentiality, trust and responsibility.

Understanding Confidentiality

Confidentiality involves keeping private information private. It is your obligation to respect the privacy of your tutees and of your placement teacher. Confidentiality is critical to gaining and maintaining the other person’s trust in you. These principles of confidentiality, adapted from E.S. Foster's book, *Tutoring: Learning by helping*, outline how you must behave inside and outside of your placement.

Principles of Confidentiality

1. Tutors must act in an ethical manner and adhere to a high standard of conduct.
2. Tutors must not talk about any student, teacher, or tutoring situation outside of the training or placement areas.
3. Telling just one person about a confidential matter breaks the ethical code of confidence. It takes weeks and months to build the trust of another person, but only a minute to destroy it.
4. Confidentiality must be broken, and an adult must be informed if:
   - someone is going to hurt themselves
   - someone is going to be hurt
   - someone is presently being hurt

Read the following cases and respond to the App questions on the class webpage. Those of you who took GPP3O (Gr. 11 Peer Helping) should recognize these cases.

The Case of Frank

Frank, one of your tutees, earned 21% on a mid-term examination that was worth 10% of his final grade. You know, based on Frank's other grades, that he needed to pass that exam in order to pass the term. The teacher has been generous; however, and is allowing Frank to rewrite his mid-term on Monday, in the hopes that he will improve his average.

You happen to be best friends with Frank's older sister, Grace. Grace tells you that her parents are grudgingly letting Frank go away to Toronto for the entire weekend. They think he deserves a break from school, because he has done a lot of work in his room of late. Neither Frank's parents nor his sister is aware of his failing mark, and he has told you in private that there is no way that anyone will find out about it before the weekend.
You know that Frank needs to study in order to pass the re-write and the term. His parents will be furious with him if he fails the term. However, you also do not want to break confidentiality. What should you do?

a. Say nothing to anybody. This is Frank's responsibility and his choice. Besides, you are bound by confidentiality.

b. Tell the teacher about Frank's weekend plans in the hopes that the teacher phones home. Ultimately, the teacher is accountable for Frank's performance in the course.

c. Talk to Frank directly and encourage him to stay at home this weekend to study. You have a strong relationship with him, and you think you could persuade him to improve his study habits.

d. Hint cryptically to Grace that her brother is not doing very well in school. You feel you owe her at least that much. Let Grace break the bad news to her parents, to whom you also feel a responsibility.

e. Casually suggest to Frank's parents tonight when you see them that they should have a look at Frank's recent mid-term. You are not really breaking confidentiality that way, are you?

f. Be direct. The next time you see Frank's parents, tell them everything. They are the parents and they have a right to know.

g. Other.

The Case of Irene

You are circulating in your grade nine classroom, and you accidentally overhear a conversation between two girls, Irene and Stella. Irene is talking excitedly about a date that she is going on tonight with a 19-year-old named Joe. Although you do not hear the entire conversation, you hear portions. Phrases like "tonight at a secluded cottage", "my first time", "my parents would kill me if they knew", and "pharmacy for condoms" reach your ears. You feel confident that you can deduce the rest. Stella's wide-eyed reaction seems to confirm your worst fears. What do you do?

a. Pretend that you heard nothing. After all, the girls were so engrossed in their discussion that they barely noticed your presence. Besides, you are not sure you caught the whole conversation, and a tutee's sexuality is none of your business.

b. Let the girls know that you heard their conversation. Tap their desks, stare at them in a
shocked manner, and encourage them to get back to work. Your job is to tutor academics and keep students on track, not act as a social worker.

c. Speak privately to Irene at the first appropriate time. Let her know what you heard, and that you are concerned for her well-being. Encourage her to see an adult she trusts before she goes on her date.

d. Tell the teacher that you need to remove Irene from the class for a moment. Take her outside in the hall, tell her what you heard, and escort her to the guidance office immediately.

e. After class, tell the teacher what you heard. Express your concern for Irene's safety, and let the teacher deal with it as she sees fit.

f. Talk to your IDC4U program teacher about the situation. You would like to set up a three-way meeting between you, Irene, and the program teacher who has training in counselling.

g. Other.

---

**The Case of Helena**

You are doing a homework check in class. When you visit the back of the room, you find that Helena does not have her work complete. This is nothing new for Helena. In fact, Helena is typically negligent of her duties as a student, even though she is on a strict contract with the main office. She has already been suspended three times this year for not complying with the school's expectations, yet she does not seem to care. The teacher is at the end of his rope with Helena, and he told you just as much the other day. He said, "I have tried every possible thing to get that girl to work! Nothing can convince her to put effort into her studies. I swear, the next time that girl doesn't have her work done, I'm sending her straight to the office. Her contract is obviously not working, so she might as well be kicked out of school and work for a while." According to the teacher, the vice-principal is also fed up with Helena, and seems ready and willing to retire her from school.

Normally, when Helena does not have her work done, she admits it freely and seems unconcerned. Today, however, Helena's reaction to her homework is different. When you ask her where her homework is, Helena frantically whispers, "I did it! I swear! It's at home. I left it behind on my desk last night when I had to leave home suddenly." You notice then that Helena has a yellowish bruise under her left eye. She begs you tearfully, "Please, don't tell anyone. Can't you just write down that I have the work done? I'll get it to you tomorrow. I promise." What do you do?

a. Tell Helena to forget it. You have heard a million of her excuses, and you would not be surprised if her "bruise" was just strategically applied makeup. In your teacher's mark
book, you note that Helena did not have her homework complete.

b. Explain to Helena that you need to give her the mark that she deserves, and that you must inform your teacher about the bruise. You tell your teacher this news in private and let your teacher do as he sees fit with her.

c. Close the mark book and take Helena out in the hall. You ask her questions about the homework and her personal life. After you have ascertained that she was abused, you take her to the guidance office.

d. In the teacher's mark book, you record Helena as having the work done. Then you make a deal with her; the mark will stay the same so long as she shows you the work the next day. You ignore the bruise.

e. You make up a fake mark for Helena - one that will not look too suspicious - and keep her bruise a secret. After all, she did tell you not to tell anyone.

f. Other.