



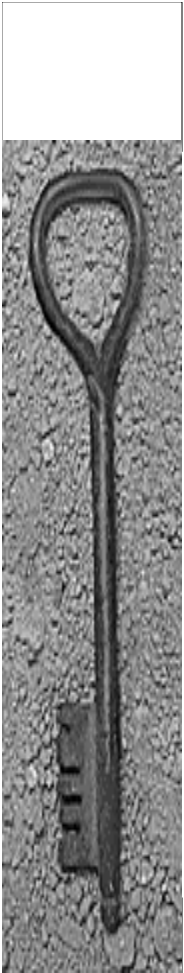
Youth Work Ethics: *basing your actions on our highest understanding*

Presented by:

Frank Eckles

Senior Ethics Instructor

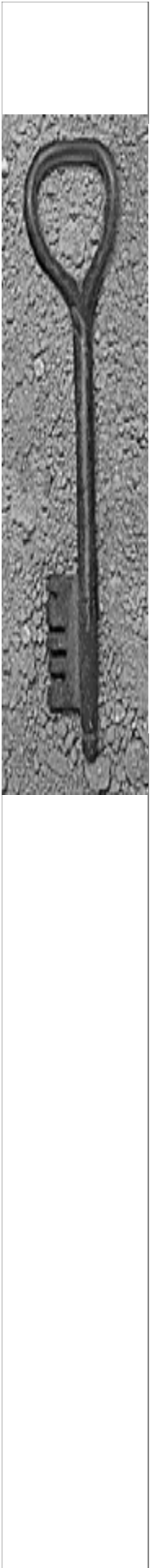
*Texas Youth & Child Care Worker
Association*




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“Ethical dilemmas rarely present themselves as such. They usually pass by before we know it or develop so gradually that we can only recognize them in hindsight - a little like noticing the snake after you have been bitten.”



Based on the course
developed by:

Martha A. Mattingly, PhD, CYC-P

Program in Applied Developmental
Psychology

University of Pittsburg
Pittsburgh, Pennsylvania

And offered by

Texas Youth and Child Care

Worker Association

College Station, Texas



Course Objectives

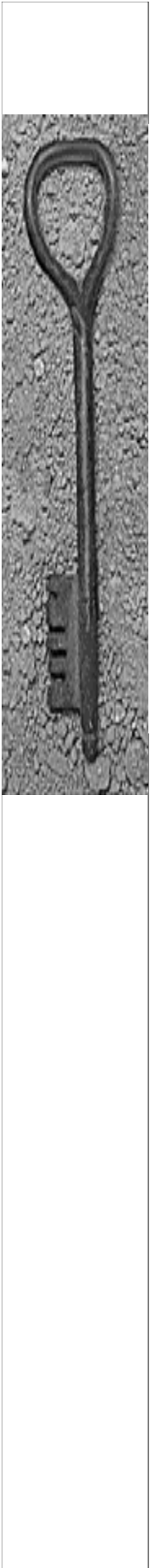
At the completion of training, participants will be:

- ◆ Familiar with the Standards for Practice of North American Child and Youth Care Professionals.
- ◆ Able to use the steps in the process of “doing” professional ethics.
- ◆ Able to apply the ethics code to practice scenarios to develop ethics-based solutions to practice dilemmas.



To participate **TODAY**
you will need to
download:

- ◆ The Ethics Code
- ◆ Case Development Form



How do ethics fit into
professional practice?



Components of a profession:

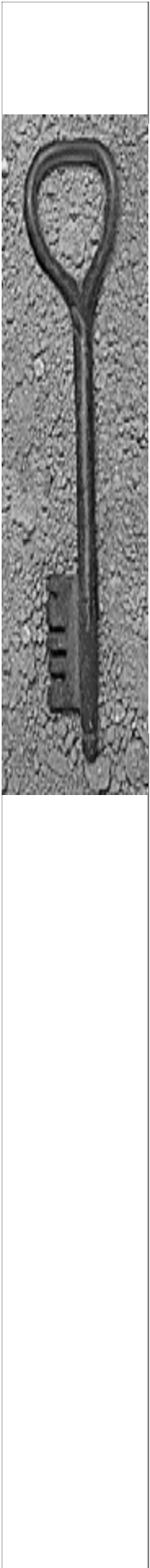
Body of
knowledge and
skills

Professional
ethics

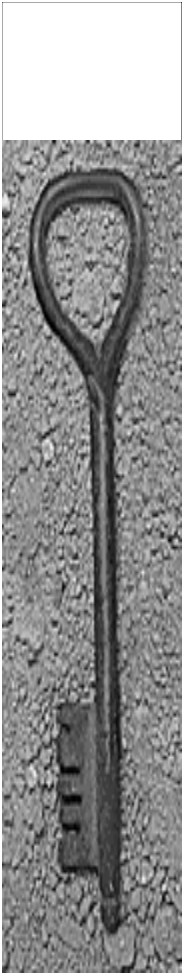
Professional
authority and
culture

Recognition from
society and other
professional groups

(Greenwood, 1957)



What are professional ethics?



Professional Ethics are:

Organized principles

to which we hold a


common commitment

and their

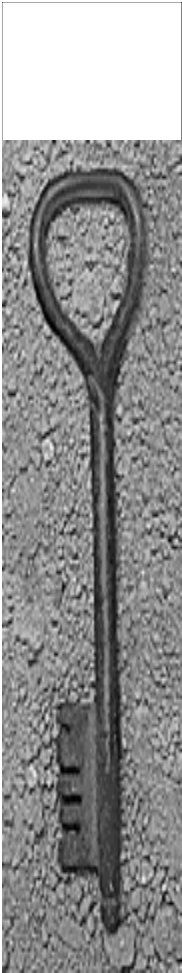
application to practice



Professional ethics are
NOT:



Agency Policies
Laws and Regulations
Personal Values



Where did the code come from?

- ◆ The code was developed by a committee of the *International Leadership Coalition for Professional Child and Youth Care* under the leadership of Martha Mattingly.
- ◆ The document was completed in 1995.
- ◆ On-going development of the document is assigned to a subcommittee of the Association for Child and Youth Care Practice (ACYCP)



Who endorses the code?

- ◆ International Leadership Coalition for Professional Child and Youth Care Practice
- ◆ Association for Child and Youth Care Practice
- ◆ Academy of Child and Youth Care Professionals
- ◆ Child and Youth Care Education Consortium
- ◆ Canadian Council of Child and Youth Care Associations
- ◆ Professional Child and Youth Care Associations of:
 - Texas
 - Ohio
 - Wisconsin
 - Wyoming
- ◆ Maine Association of Group Care Providers



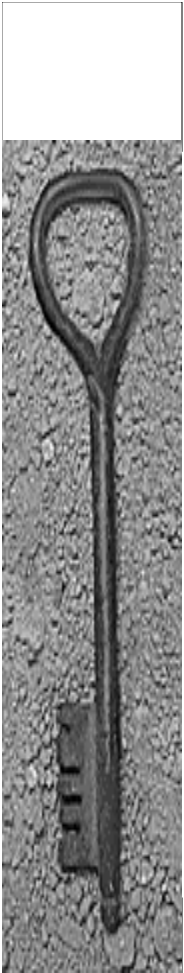
Who requires the code?

- ◆ All of the major child and youth care credentialing programs sponsored by CYC professional associations include the code in their certification requirements.



Structure of the code of ethics:

- ◆ Introduction
- ◆ Current Description of the Field
- ◆ Preamble
- ◆ Body
 - Areas (content domains)
 - Principles (value statements)
 - Standards (practice applications)
 - Cases (specific issues)
- ◆ Codes reviewed prior to drafting
- ◆ Committee membership
- ◆ Issues for further discussion

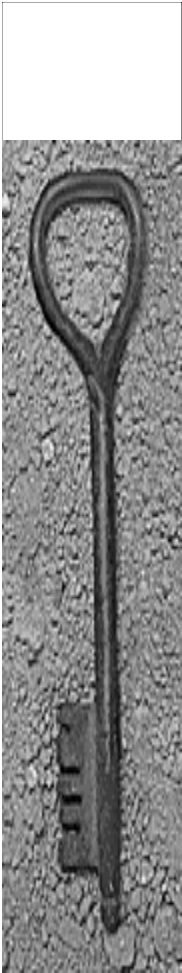


Code of Ethics:

Standards for Practice of North American Child and Youth Care Professionals

It is:

- An ethical statement arising from practitioners.
- A living document, which belongs to all of us.
- Always in progress – never finished.



Code of Ethics:

Standards for Practice of North
American Child and Youth Care

Professionals

Composed of principles and
standards:

- I. Responsibility for self.
- II. Responsibility to the client.
- III. Responsibility to the employer/employing organization.
- IV. Responsibility to the profession.
- V. Responsibility to society.



Process of Doing Ethics:

- I. Develop an ethical vision.
- II. Get the issue ready.
- III. Explore resolutions / interventions.
- IV. Choose and implement the resolutions / interventions.



Steps in an ethics discussion:

1. Develop an ethics perspective.
2. Identify the ethics statement to which you are committed.
3. Describe the ethical dilemma.
4. Identify the principles/standards which apply.
5. Distinguish between useful and unacceptable disagreements.
6. Encourage a broad range of discussion (tolerate ambiguity).
7. Conclude what a good practitioner would be expected to do.
8. Consider possible interventions.



Resolutions in ethics discussions:

A statement that provides specific and compelling guidance.

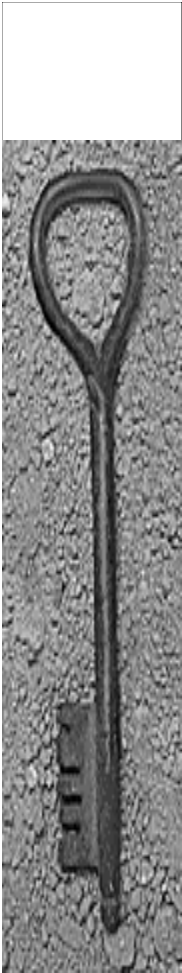
Statement provides guidance which must be enriched with sound professional judgment and consultation to achieve a good practice solution.

Statement provides an understanding of the issues involved and leads to further consideration.



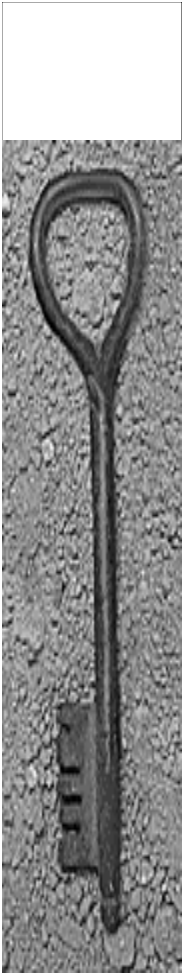
Case development:

1. Briefly describe a specific ethical problem.
2. Identify the practitioner who has the ethical problem.
3. Specify the ethical principles involved.
4. Specify the resolution (What would a 'good' practitioner do?).
5. Design an intervention.



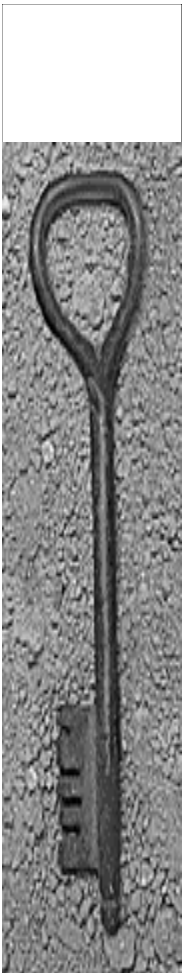
Scenario #1

One of the youth in your program, 12-year-old Sara, comes to you privately. She asks you if you can keep a secret because there is something that she wants to tell you because you are the only person she can trust. She then reveals that her 17-year-old brother is making sexual advances on her and is coming into her room at night. What will you do?



Case development:

1. Briefly describe a specific ethical problem.
2. Identify the practitioner who has the ethical problem.
3. Specify the ethical principles involved.
4. Specify the resolution (What would a 'good' practitioner do?).
5. Design an intervention.



Scenario #2

You always do special activities for the holidays, especially Christmas. Your program even participates in the local Christmas parade. This year you have a 17-year-old youth who is a Jehovah Witness in your group. The child's family does not believe in celebrating holidays. You are not sure what to do. You don't want to involve the youth in something against her family's beliefs, but you don't want to give up the celebrations that the other children really enjoy. What should you do?



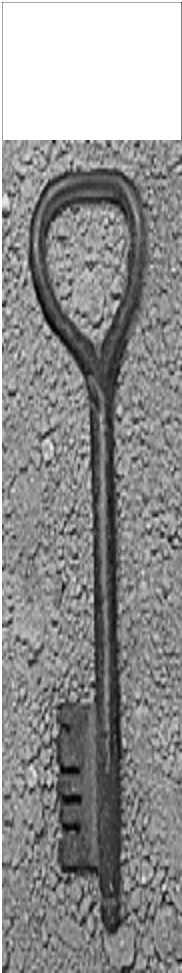
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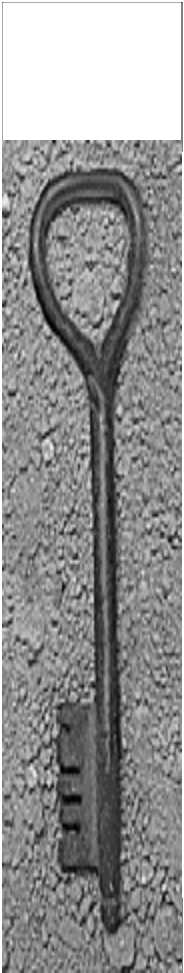
Scenario #3

Susan, a 15 year old in your program, lives alone with her mother, who works long hours. Susan often comes to the program dirty and smelly. Even the other children make fun of Susan because of the way she smells. You are faced with several problems. What should you say to Susan's mother? Should you report neglect to Family and Child Protective Services? What do you tell the other children in your class? What should you say to Susan?



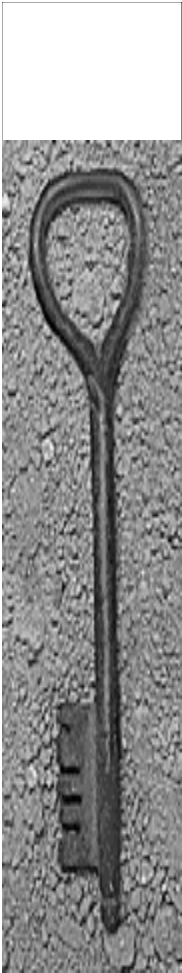
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Make Ethics an inherent part of positive practice

- ◆ Too often the code is brought into play when a problem has arisen.
- ◆ Systematically review the code.
- ◆ Consider ideas for enhancing positive practice (using the code before the problem arises)



Ethics as **positive practice:**

Some ideas:

- ◆ Post the code in staff offices and public areas.
- ◆ Include discussion of the code in staff meetings and trainings.
- ◆ Include ethics review when developing programs and policy.
- ◆ Discuss the code and its implications with new staff and volunteers.



For more information:

Association for Child and Youth
Care Practice (ACYCP)

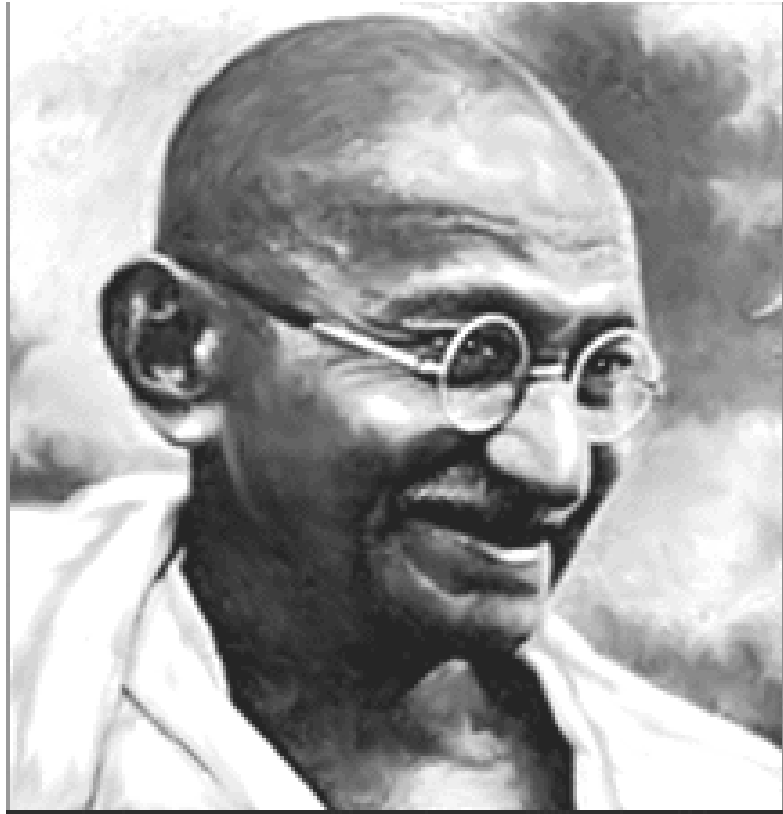
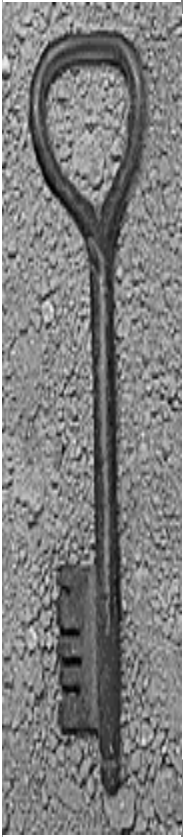
www.acycp.org

Texas Youth and Child Care Worker
Association (TYCCWA)

(979) 764-7303

www.tyccwa.org

*TYCCWA has trained over 3500 CYC
professionals and offers courses for
Practitioners, Supervisors, Program
Administrators and Trainers*



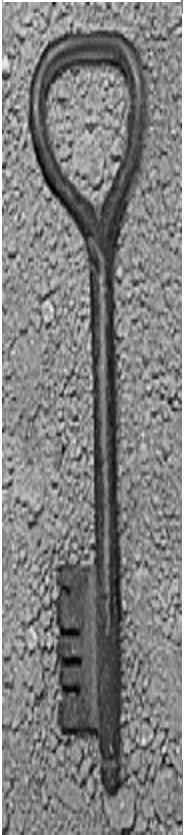
We must be the
change we seek.

Mahatma Gandhi



Scenario #4

You walk into an activity area and notice two co-workers talking about one of the youth in the program. You notice that several youth are slyly listening to the conversation. What will you do?



Scenario #5

One of your co-workers takes care of her own children as part of the afterschool program she works in. One day you are visiting the classroom. You notice 6-year-old Rex eating his snacks at a table alone. You invite him to join you where you are sitting with your co-worker's children and several others. As Rex begins to move to your table, your co-worker tells you that Rex is not allowed to sit with her children because he 'bothers' them. She then redirects Rex back to his isolated table. What will you do?



Scenario #6

One of the young people in your program reveals that she is an atheist. You believe that her life will be so much better if she gets involved with church and learn to have faith in God. What will you do?