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"Doing Ethics" in Child and Youth Care Practice

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Abstract

The importance of ethics education and training is recognized by the child and youth care (CYC) field and many other related human service fields of practice. While most CYC-related professions require members to receive ethics training to maintain professional licenses and certification, there appears to be no universally agreed-upon approach to the training of ethics. This article describes a model for ethics training and provides brief examples of learning activities that address each element of the ethics training model..

Keywords: Child and youth care practice, culturally responsive CYC practice, ethical considerations in youth work, inter-professional practice (CYC and Education), poverty and youth work, and socio-economic mobility for youth

The importance of ethics education and training is recognized by the child and youth care field and many other related human service fields of practice (Brophy-Herb, et al., 1998; 2001; Curry, 2005). According to the Association for Child and Youth Care Practice (2022) employers and other child and youth care leaders are obligated to make the Standards for Practice of North American Child and Youth Care (SPNACYC) a "living document" for child and youth care practitioners. This mandate calls for "ongoing training pertaining to ethical practice" (Section VI, part b).

While most CYC-related professions require members to receive ethics training to maintain professional licenses and certification, there appears to be no universally agreed-upon approach to the training of ethics. This article will describe a model for ethics training and provide brief examples of learning activities that address each element of the ethics training model.

Brophy-Herb and colleagues (1998; 2001) describe a useful framework for conceptualizing the development of ethics understanding and providing guidance for ethics education and training. Their model focuses on: (1) awareness—becoming aware of the values that govern one's life; the values of one's professional code; and the specific substance of one's code; (2) differentiating ethical judgments from other judgments—determining what constitutes an ethical judgment and what does not; (3) analyzing ethical dilemmas—applying methodological skills and strategies to the resolution of ethical dilemmas; and (4) applying the ethical code in daily practice—translating ethical thinking into ethical conduct (i.e., demonstrate transfer of ethics learning).

Ethics are organized principles of shared convictions to help guide the practice of the members of a professional field. These organized principles and shared convictions form the foundation for a written formal code of ethics. CYC leaders have emphasized the importance of "doing ethics." When translating these ethical principles into practice, it is insufficient to "merely talk about them." Exploring personal values, identifying values outlined in the Code, differentiating ethical decisions from other judgments, analyzing strategies to resolve ethical dilemmas, and applying the Code consistently in practice require active involvement by practitioners (Eckles, 2015; Mann-Feder, 2021; Mattingly, 1995). The learning activities provided in this article exemplify "doing ethics," and serve as a guide for CYC leaders committed to making the SPNACYC a living document.

At least one learning activity description for three of the four areas will be highlighted and will generally follow the eleven-area format suggested by "Training and Development in Human Services;" the journal of the National Staff Development and Training Association (NSDTA) including (1) introduction to topic (human service area learning points) and brief review of the literature (conceptual under-pinning to the learning activity), 2) learning activity title, 3) activity goals/objectives/competencies addressed, 4) group size, 5) time required, 6) required materials, 7) physical setting, 8) procedures/process, 9) cautions (how might the activity be "uncomfortable/threatening" to participants), and 11) supportive materials if indicated.

The "introduction to topic" has already been discussed above; so it will not be repeatedly addressed in the activity descriptions. Several other brief activity suggestions will also be be suggested in less detail for each of the four areas. To effectively apply ethics learning in practice, action strategies that expand the boundaries of the learning environment to include individuals, before, during and after a learning session are recommended. All of the activities described below have been conducted at various professional conferences, training sites in Ohio and at Kent State University.

Activities to Promote Awareness of Personal Values and the Code

The CYC and related fields of practice have recognized the importance of promoting self-awareness for many years. For example, an extensive federally funded training curriculum back in 1977 included many self-awareness learning activities-a few that are adapted within this article (Group Child Care Consultants, 1977). A simple "Google" search will elicit many examples of self-awareness activities. The "Values Walk-Around" activity described below is one example that can be used early-on as a values icebreaker prior to introducing a specific code of ethics. Activities that promote awareness of a specific code of ethics such as the SPNACYC are not readily

available. One learning activity that can help promote an awareness of both one's individual values and the values of the SPNACYC is the Philosophy Card Exchange (described following the Values Walk-Around activity).

Activity Title: Values Walk-Around

Goals
- Promote awareness of personal importance (priority) of values.
- Increase awareness of the importance personal values in relation to the self-valuation of other practitioners.

Group size
- At least 3 participants must be involved to observe potential differences. The room size (space available to walk around the room) will determine the maximum that can safely participate.

Time required
- It takes approximately 45 minutes to complete the activity, depending upon the number of values included and how much discussion occurs pertaining to each value.

Required materials
- Sheets of paper for each participant with a listing of values for the participants to prioritize, scissors; sheets of paper corresponding to the number of values listed, and tape.

Physical Setting
- There must be a room large enough for the participants to individually write and prioritize a list of values and later walk around the edge of the room where the individual values are displayed. Since more than one person may be located near a same value, there must be enough space to accommodate several persons in front of the displayed value.

Process
- Number the paper from one to the number of values that you ask the participants to prioritize. Tape the numbered papers to the wall around the room (high enough so that all of the participants can see while standing).
- Ask the participants to prioritize the values listed on the sheet of paper that you provide them. For example, you might include some of the following: competence, honesty, serving/helping others, cleanliness, following directions from superiors, organizational commitment, protecting own family, promoting the development of young persons, promoting obedience from children in your care, career success, loyalty to country, personal friendships, physical appearance, self awareness, supporting work team decisions, promoting diversity, equity and inclusion, personal safety, being recognized by others in society, financial success, retirement security, being a good neighbor, being liked by others, being a good parent, making an impact on society, being a good citizen, personal hygiene, and being a leader in the CYC field. You might include an "other" option for the participants to insert an additional value important to them.
- Ask the participants to stand and then call out the first value on the list. The, ask the participants to move to the number (ranking) taped on the wall. Ask the participants to look around the room
  and notice the agreement or diversity in the rankings. Call out the next value and repeat the
  process until completing all values on the list.
- Generate discussion by asking questions like:
  (1) Why are so few persons choosing financial success as a number one choice?
  (2) Did those of you who rated personal hygiene low take a shower today (questioning in a joking manner)?
  (3) Would your parents or grandparents have similar or different rankings? What about your friends?

(4) How can these values help or hinder your effectiveness with the children, youth, and families that you serve?

(5) What other values are important in CYC practice?

- You may decide to include value statements that may be more relevant for a specific group.

As a caution, mention that the rankings are relative to the values on the list. Mention that if someone listed a value low, it doesn't necessarily mean that it is not an important value for the person. The value rankings are relative to the other values.

Cautions

- As mentioned above always highlight that the values are ranked relative to each other.

- Recognize that some participants may feel uncomfortable sharing their rankings in front of the group. Be supportive and continue to emphasize the relative rankings and that it is sometimes difficult to prioritize without more time to consider. In addition, different situations may elicit different rankings.

- Some participants may have physical limitations that prevent them from easily moving around the room. You might consider other ways to include them in the activity such as asking them to call out the values and asking for their observations of the group rankings.

In the Professionalism domain of the Competencies for Professional Child and Youth Work Practitioners, competency I.B.2. emphasizes value orientation and indicates that a practitioner should be able to (1) state personal and professional values and their implications for practice including how personal and professional beliefs values and attitudes influence interactions and (2) state a philosophy of practice that provides guiding principles for the design, delivery, and management of services. (Mattingly, et al., 2002; 2010 revised, p.11). Professional CYC practitioners should be able to "profess" values and actions that are consistent with core ethical principles of the CYC field. The activity described below challenges participants to identify key principles that they embrace and communicate (profess) these principles to others.

Activity Title: CYC Philosophy Card Exchange

Goals:

- Promote awareness of the standards of the SPNACYC.

- Identify standards of the SPNACYC that are consistent with one's personal values.

Group size

- This activity is likely more effective with at least 12 participants so that there can be at least 3 groups of four in the third stage of the activity.

Time required

- Approximately 30-45 minutes for all three phases of the activity; depending size of the group.

Required materials

- Index cards, scissors, tape, and copies of the SPNACYC. A list of statements that are less (or not) consistent with the SPNACYC such as below.

  ◦ Every young person should take responsibility for their behavior. Those having difficulty in school should work harder rather than receiving special services.

  ◦ Programs serving youth should have the option of using corporal punishment if a young person misbehaves.

  ◦ If a young person does not respond to verbal requests, CYC practitioner should physically assist or restrain a youth until the youth complies.

  ◦ Whenever, a youth becomes violent in a youth work program, the youth should be referred to juvenile court and held responsible for their behavior.

- ◦ A zero-tolerance policy should be included in all youth work programs when it comes to disobeying the program rules.
- ◦ CYC practitioners should adhere to a supervisor's instructions in every situation.
- ◦ After a young person reaches 18 years of age, they should automatically be terminated from all youth services and referred to adult services.
- ◦ Work with family members (including parents) should always be the responsibility of the social worker. The CYC practitioner does not have the expertise and will likely interfere with the long-term plan for the family.
- ◦ Communication with school personnel should be the responsibility of the social worker. CYC practitioners should focus on out-of-school daily living activities and not be concerned with the in-school experience.
- ◦ There is too much time spent on the education and training of CYC practitioners. Time should be spent providing direct service to clients. Anyway, experience is the best teacher.
- ◦ When placing a child in a foster home, parental contact should be discontinued for one month so that the child can get acclimated to the new environment.
- ◦ After receiving a degree in a CYC-related program, a worker's education and training should cease. Instead, workers should learn autonomously from their experiences with children, youth and families.
- ◦ Parents who abuse their children should be prosecuted in all cases. Only after the legal system has been utilized effectively can human service interventions be used.
- ◦ There has been too much talk about children's rights. In many child abuse cases, parental rights are being negated. Parents should be given more authority, not less! The way some children behave, I can understand why there is child abuse!
- ◦ Those accused of child abuse should have their names and addresses published in the newspaper and online.
- ◦ A CYC practitioner should never touch children in care because of potentially reactivating trauma or being accused of abuse.

Physical setting

- Sufficient open space so that all of the participants can freely move around the room at the same time.

Process

- Print (or cut and paste/tape) individual SPNACYC standards on the index cards (one standard on each card). So that each individual participant can have at least 5 cards, you may have duplicate standards on some of the cards.
- Print (or cut and paste/tape) the statements to some of the cards that are not consistent with the SPNACYC.
- Distribute at least 5 cards to each of the participants. Ensure that one of the cards are not one of the SPNACYC. Ask the participants to read each of their cards.
- Inform the participants that there are three phases to this activity. In the first phase, the goal is to accumulate five cards that are most consistent with their philosophy of practice. Ask them to interact with as many other participants as possible in the time permitted and trade cards with others to achieve this goal. Ask the participants to get out of their seats and begin to share their cards with others in the room.
- You might secretly ask one or two participants to pretend to agree with some of the non-SPNACYC cards to generate discussion and help some of the participants to discard some of the non-SPNACYC cards. However, be careful that the secret participants are not too persuasive.
- After there has been sufficient interaction, ask the participants to pair with one other participant who has cards that are consistent with their philosophy of practice. Inform the participants that each couple may discard one card that is not consistent with the couple's philosophy (only one card per couple). The individuals with the non-SPNACYC cards may have to pair with each other.

- In the third phase, ask the couples to pair with another couple that has cards consistent with their CYC philosophy. If there are uneven numbers, permit groups of 3 or 5, etc. Each group may discard one card that the group does not agree with.

- Ask the groups to prioritize their top five statements that are consistent with their CYC philosophy of practice and be prepared to report their choices to the larger group of participants. Ask the groups to choose representatives to report/profess their key aspects of their CYC philosophy of practice.

- After all of the groups that reported SPNACYC standards have finished, summarize some of the key standards chosen and any patterns of agreement or disagreement that emerged. Participants may have recognized that most of the statements on the cards are from the SPNACYC. Inform all of the participants that most of the statements on the cards are from the SPNACYC. Some participants may have already recognized the standards and reaffirmed their commitment to the standards.

- If there is a group or secret couple that chose some of the non-SPNACYC standards, ask that group to report their statements and ask the larger group if there are aspects of the statements that are not consistent with the SPNACYC.

- If you did not decide to ask secret individuals to pretend to value the non-SPNACYC statements, you may play that role and elicit some of those cards from the participants. Read some of these statements after the presentations and ask the larger group if there are aspects of the statements that are not consistent with the SPNACYC.

- If you asked secret individuals to pretend to value the non-SPNACYC statements, inform the participants that you asked the "secret individuals" to play that role. Apologize to the group for the deception and explain that you did that as a strategy to prompt additional discussion. Emphasize that those playing the secret role may or may not actually value those statements as part of their CYC philosophy.

- Distribute copies of the SPNACYC to the participants for further reference and subsequent learning activities.

Cautions

- Be careful that the secret role players do not become too convincing in their rationale for choosing non-SPNACYC statements. Similarly, if you decide to play that role, be careful that you are not too convincing. If individuals or groups strongly agree with the statements, they may subsequently feel embarrassed when the secret is disclosed. Emphasize that aspects of the statements may be appealing but other aspects are less consistent with the Code.

- Remember to emphasize that those playing the secret role may or may not value the statements they have chosen.

- Encourage participants to interact with individuals with limited mobility and ensure they are included in prioritizing value statements.

Brief Descriptions of a Few Other Activities that Encourage Values Exploration

As previously stated, a simple Google search can elicit a number of ideas for activities that promote values exploration. Below are a few brief examples.

- Participants are provided with a list of values and are asked to circle those most meaningful to them as CYC practitioners. After they share their selections in small groups, they are encouraged to work together to try to find support/evidence for their selections in the SPNACYC.

- Participants are given pretend money to bid on values in an "auction" they need as CYC professionals. The participants can then be challenged to identify those values in the SPNACYC.

- Participants work together in small groups to complete a scavenger hunt of specific standards and values within the SPNACYC.

Activities to Help Differentiate Ethical Judgments from Other Judgments

CYC practitioners make numerous decisions daily in moment-to-moment interactions within the life spaces of young persons. To be able to differentiate ethical from other judgments, a CYC practitioner must first be aware of one's professional ethical code. Effective CYC organizations have incorporated many evidence-based practices and standards of the SPNACYC into their mission and goals, roles, rules/procedures and practitioner interpersonal expectations. However over time, routine implementation of a program's operational procedures may slip away from best practice. In addition, novel situations and the multitude of daily interactions CYC practitioners encounter necessitate an intimate familiarity with the SPNACYC as well as the ability to recognize actions that are not consistent with the SPNACYC.

Activity Title: Ethical or Not?

Goals
- Identify if SPNACYC standards apply to various CYC scenarios.
- Recognize when the SPNACYC may not apply to various CYC scenarios.

Group size
- Groups of four to eight seating in a way that facilitates small group discussion.

Time required
- Provide at least 20 minutes for small group discussion and five minutes for each group to report to the larger group.

Required materials
- Each participant will need at least one copy of the SPNACYC.
- A list of CYC scenarios must be provided individually on index cards or listed on a sheet of paper. You may decide to increase the relevance of the scenarios by including actual situations from from your organization. A review of an organization's daily logs or incident reports could be adapted to provide ideas for potential scenarios. The Ethical Football learning activity is one easily accessible potential source that provides 79 scenarios (Curry, 2023). Below are a few examples adapted from those scenarios.
  - A CYC practitioner regularly conducts a self-learning/training needs assessment using the North American Competencies for Child and Youth Work. After identifying needed areas of growth, the CYC practitioner develops a plan with supervisor to receive the appropriate training or other learning opportunities.
  - When designing and leading activities with the youth, the CYC practitioner considers how certain activities may be uncomfortable (and even scary) for certain youth. For example, activities that involve physical closeness and touch.
  - A CYC practitioner attends a professional conference but after the learning sessions excessively drinks alcoholic beverages and loudly criticizes colleagues and management in front of other colleagues and patrons in the hotel bar.
  - Although being aware of a previous trauma that one of the youth experienced, the CYC practitioner insists that all youth participate in an activity that involves walking blindfolded with another youth.

Physical setting
- The participants should be seated at tables and situated so that they can communicate effectively in small groups.

Process
- Randomly distribute five scenario index cards for each small group along with the list of all of the scenarios that you have prepared for each participant. Also provide a copy of the SPNACYC for each participant.

Pg 8
Journal of Child and Youth Care Work
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- Ask each group to have one or more participants to read each of the five scenarios to the other participants in the group. The participants can refer to the listing of scenarios if needed. Ask the groups to refer to the SPNACYC and identify if a standard applies to the scenario.

- If the group identifies one or more standards that apply to the situation, ask the group to decide if the situation was ethical or not ethical. If the group decides that a scenario is not consistent with the SPNACYC, ask them to discuss possible alternative actions that would be more consistent with the SPNACYC. If the group determines that no standard applies, ask the group to discuss other possible factors that may have influenced the practitioner's judgment (e.g., personal values, peer pressure, supervisor demands, etc.).

- Ask each of the groups to choose two scenarios to read out loud to the larger group and summarize their group's decisions and discussions.

- Summarize to the larger group some of the themes that emerged from the group discussions and re-emphasize the importance of becoming intimately familiar with the SPNACYC.

  Cautions

- The values of one or more of the participants may conflict with some of the standards of the SPNACYC. If a significant conflict occurs, the activity leader may need to provide additional individual discussion with the participants to explore indivdual values and the values of the SPNACYC.

Brief Descriptions of a Few Other Activities that Help Differentiate Ethical Judgments From Other Judgments

- Ask the participants in small groups to describe scenarios that illustrate behavior that are inconsistent with one or more SPNACYC standards. Then ask them to describe a scenario that is consistent with the same standard(s).

- Ask the participants in small groups to plan and implement a role play that is not consistent with one of the standards followed by a role play/skill rehearsal that is consistent with the same standard(s). Challenge the larger group who observe the role plays to identify relevant standards.

- Prior to implementing the above activities, conduct the Ethical Football activity that is mentioned above and briefly described below. The full activity description with scenarios can be retrieved from .https://acycpjournal.pitt.edu/ojs/jcycw/article/view/448/444

  ◦ Using a sports metaphor, this activity provides direct instruction on specific standards of the SPNACYC. Create a separate index card for each example/scenario. Place sheets of paper on the floor or taped to a wall that mark off the room as following: Ethical Hall of Fame, 10, 20, 30, 40, 50, 40 30 20, 10, Hall of Shame. Divide the training group into three teams and ask each of the teams to select a representative to go out on to the ethical football field and stand on the 50 yard line.

  ◦ Ask the remaining team members to come to the "sidelines" as a team to support their teammates. Ask a team member from the first group to randomly select one of the ethical scenario cards and read it to the larger group (in their best CYC voice). Have the representative from the team move forward or backward five yards based upon whether the statement is a positive or negative example of ethical practice. As the activity progresses, the representatives may find themselves on different parts of the field. Some closer to the Hall of Fame and some closer to the Hall of Shame.

  ◦ While the participants are still standing in their positions on the field, a number of questions could be asked such as: What steps can an organization take to move closer to the Ethical Hall of Fame? Did any of these examples remind you of situations that you or your organization has encountered? Each statement may elicit questions or comments from the group. You as the activity leader may also prompt discussion throughout by asking questions like "what have you done to protect young persons who have experienced trauma?" when a statement related to trauma is read out loud.

Activities to Help Analyze and Resolve Ethical Dilemmas

Ethical CYC organizations typically incorporate rules and routines that are consistent with the SPNACYC. Well trained practitioners can often respond almost automatically (with little conscious thought) in an ethical manner; since they have have developed an ethical stance that is supported by the organization. However sometimes a practitioner's values or organization's procedures may conflict with a standard. Sometimes a situation may involve two or more standards that appear to conflict with the other(s). These situations can create an ethical dilemma for the practitioner. Ethical dilemmas are situations where a practitioner faces (1) a choice between two reasonably defensible courses of action, (2) options supported by one or more ethical principles or responsibilities, and (3) options having potential significant consequences. The options typically involve choices among conflicting values or responsibilities (Curry, et al., 2004; Harding, 1985; Mallucio, Pine, & Tracy, 2002; Ricks, 2003). Typically, when an ethical dilemma occurs, practitioners should consult with their supervisor or experienced colleague to assist in resolving the dilemma. Sometimes a structured ethical assessment and decision-making process can help a practitioner more appropriately weigh the consequences of potential actions that could be taken. One approach adopted by the National Staff Development and Training Association (NSDTA) incorporates eight steps and multiple questions. The following steps and questions can be used by trainers, educators, supervisors and practitioners as a guide to ethical assessment and decision-making.

- Do I have sufficient background information (case details)? What additional information do I need? Do I know enough about the context of the situation?

- Which facets of the case pertain to practice issues and which are ethical? What research pertains to this situation? Do any "generally accepted practice standards" apply? What is considered best practice?

- What are your personal values on this issue and which ones are in conflict? How have you responded in the past to a similar value conflict? Is there a pattern?

- Are there multiple responsibilities associated with this situation (responsible to client, supervisor, funding source, etc.)? What are the competing interests? Who are the stakeholders (individuals or groups affected by the decision)? What are the key variables that could influence your decision making?

- What are the relevant ethical standards that apply to the case? Do the ethical standards conflict?

- What are the possible choices of action? What are the consequences of those choices? Which choices benefit the training participant or client? Which benefit you? Which benefit the organization? Which benefit the larger society?

- Which priority/obligations should I honor foremost? Am I prepared to justify my decision? Can I explain my decision-making approach regarding this case situation?

- What have I learned from this case about my ethical decision-making style?

Use of an ethical assessment and decision-making process may help to justify actions if questioned by potential stakeholders and perhaps help prevent potential litigation as a result of making controversial decisions. Educators, trainers, and supervisors should not only promote awareness of the process but also provide opportunities to practice the process with potential ethical situations.

Activity Title: What a Dilemma!

Goals:
- Demonstrate use of an ethical assessment and decision-making process with an ethical dilemma.
- Facilitate a colleague's use of an ethical assessment and decision-making process.
Group size
- Groups of four to eight arranged in a way that facilitates small group discussion.
Time required

- Provide at least 20 minutes for the groups to go through the ethical assessment and decision-making process. Allocate an additional 10 minutes for participants to break into pairs and prepare for skill rehearsal of the process and an additional 30 minutes for each participant to conduct both the role of the practitioner and coach. Additional time will be needed if participants role play for the whole group to observe and comment.

Required materials

- Provide copies of ethical dilemmas scenarios for all of the participants. The following link provides a few samples of potential CYC ethical dilemmas http://youthworkethics.blogspot.com/. Provide copies of the steps to the ethical assessment and decision-making process. Perhaps laminate the copies of the process so that the participants can continue to use it as a resource on-the-job. Also project the steps of the process on a screen or write on newsprint for all the participants to see.

Physical setting

- Tables and chairs situated so that participants can be seated in small groups and communicate effectively with each other. Additional space so that participants can pair off and practice the ethical assessment and decision-making process without the conversations of other pairs interfering.

Process

- Arrange for the participants to sit in small groups of four, six, or eight. Allow one group of five or seven if there are an odd number of participants.

- Distribute the ethical dilemma scenarios to each of the participants.

- Provide a definition of an ethical dilemma with a few examples and discuss the rationale for use of an ethical assessment and decision-making process.

- Ask the groups to choose an ethical dilemma to discuss and go through the ethical assessment and decision-making process using the handout as a guide.

- After the groups have had an opportunity to go through the process, ask the participants to pair off and conduct the process with one of the scenarios. Ask the pairs to decide who will practice being the practitioner and who will serve as consultant/coach and ask the questions on the handout to the practitioner.

- Have the pairs reverse roles so that each participant has the opportunity to practice both roles.

- Circulate among the pairs to encourage participation and provide feedback to those performing both roles.

- As an option, you may decide to have the groups present their scenarios to the larger group and/or ask for volunteers for pairs to conduct the ethical decission-making process so the larger group can observe and discuss.

Cautions

- Some participants may need extra encouragement to conduct the process in front of others.

Brief Descriptions of Other Activities to Promote an Understanding of Ethical Dilemmas

- Participants anonymously describe ethical dilemmas they have faced while working with children, youth and families. The facilitator redistributes them to small groups who discuss their recommendations while identifying relevant values and standards. These are then shared in the larger group.

- Small groups are charged with identifying possible ways that one's personal values may conflict with the standards of the SPNACYC. Then identifying how an organization's policies may conflict with the SPNACYC. Then identifying examples of how standards within the SPNACYC may conflict with one another.

Activities to Promote Doing Ethics in Daily Practice

According to Mann-Feder (2021), doing ethics is about developing an "ethical stance" to daily practice that persists over time. So far, this article has described activities that can (1) increase awareness and knowledge of one's values and the standards of the SPNACYC; (2) help to differentiate ethical from other judgments; and (3) utilize a process for analyzing and resolving ethical dilemmas. An emphasis on these three areas is a necessary but insufficient intervention to ensure ethical practice is sustained over time. Supervisors and learning professionals cannot assume that what is learned in training or supervision sessions will effectively transfer to the job.

Many "non-training" factors before, during and after a formal training session can influence ethics application. A few examples include the strength of an individual's motivation to apply ethics learning; individual or organizational values that are congruent or conflict with the trained ethics standards, the level of support or resistance from valued co-workers, and organizational norms regarding the importance of ethics training and application. "Doing ethics" requires an active approach that strategically plans for transfer of ethics learning from the training setting to the job. This involves activities that expand the boundaries of the learning environment to the many settings of CYC practice. It may also involve key times and individuals within those learning and practice settings.

Curry (2021) describes a framework for active intervention before, during, and after formal learning sessions. See figure 1. Also, emphasized are instructional activities based upon more than a century of transfer of learning research. A few are listed below.

- Use a variety of case examples and illustrations for each ethical principle to strengthen a learner's understanding of the principles. Provide examples that are both consistent with a principle as well as examples that illustrate when a behavior is not consistent with a standard. Ensure the learners know the difference.
- Provide examples of when an ethical principle applies and when <u>not</u>.
- Help learners cognitively store ethical information with retrieval in mind. Identify situations where ethical problems are likely to occur. Help learners identify cues that will signal the worker that an ethical problem may exist.
- Provide suggestions and application aides that can serve as reminders to workers on the job that a case situation may have ethical implications similar to one that was previously discussed in training.
- Help participants plan for application of learning. Help them think about how to overcome barriers to application as well as strategies to prevent or reverse the process of backsliding into old habits.
- Identify concrete ethical problem-solving skills that can be practiced in the training and work environments. Practice the demonstration of ethical problem solving with real case scenarios (or as close to real as possible). Learners need the opportunity to demonstrate skills and not just discuss ethical cases.
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- Identify and practice "key" ethical skills to the level of automaticity. Some behaviors can be "overlearned" to the extent that a worker routinely employs them with little conscious effort. For example, a worker may routinely discuss a client's rights as part of the admission procedures.

The reader is referred to Curry (2021) for a more comprehensive discussion regarding activities to promote transfer of ethics learning.

Person	Before	During	After
Learner	Identify relevant cases that can be included in ethics discussion.	Think about how you will recognize an ethical dilemma when you are on the job.	Meet with your supervisor to help you identify potential ethical dilemmas. Enlist you supervisor in supporting your ethics action plan.
Trainer	Meet with CYC personnel to identify relevant ethical case scenarios for later use in training.	Help learners make cognitive connections from in-class discussion to real work situations by helping them identify a case to apply the ethical decision-making model.	Send an email reminding learners to work on their ethics action plans. Meet with learners for a follow-up "booster shot" session to discuss application of ethics learning. Request learners to provide an "after the training" evaluation.
Supervisor	Meet with worker to emphasize the importance of ethics training for the organization. Communicate the value of training and the integration of the Code into everyday practice.	Attend the ethics training with the entire team. Make a plan to support the team's application plans.	Lead a discussion during a team meeting regarding ways that the ethics training could be incorporated into daily activities. Review current policies and practices to identify congruence with the Code. Post the Code where it is visible to all.

Figure 1. Ethical Training Transfer of Learning Matrix – Adapted from Curry (2021, p. 316).

It should be noted that the above learning activity descriptions provide a few ideas for CYC educators and other professional development and training practitioners to expand upon using the Brophy-Herb and colleagues framework. However, not described are the many nuances involved in effectively planning, implementing and evaluating successful ethics training programs. While we have emphasized the importance of using a conceptual framework to guide the planning of ethics training; we also recognize the limitations of existing efforts to adequately evaluate the effectiveness of ethics training.

Consistent with our approach to the planning of ethics training, a conceptual approach to the evaluation of ethics training could also emphasize evaluation research questions that emphasize the same four areas of the Brophy-Herb and colleagues framework. A few obvious questions might include those below.

1. To what extent have the learners increased their knowledge of the values of the CYC profession and the specific standards of the CYC ethics code?

2. To what extent are the learners personal values consistent with the CYC ethics code?

3. To what extent can the learners identify situations when their personal values or the personal values of their colleagues conflict with the values or standards of the CYC code?

4. What specific values or standards of the CYC code are more likely to conflict with the learners personal values?

5. To what extent are the learners' personal values affected by the training?

6. To what extent can the learners differentiate ethical judgments from other judgments?

7. To what extent can learners identify ethical dilemmas they or their colleagues have encountered in their practice?

8. During and after training, can learners identify organizational policies and practices that are consistent with or in conflict with the CYC code?

9. After training, have learners identified situations when they used an ethical standard to guide their practice behavior?

10. After training, to what extent have the learners used an ethical assessment and decision-making process in their practice?

11. After training, what factors influenced the learners' application of ethics learning on-the-job?

12. What individual, training, and organizational factors have been employed to support ethical conduct in daily practice?

Ethical Responsibilities of a Learning and Development Practitioner

In this article, we have emphasized ethics learning and application for CYC practitioners. There are also standards for those who provide ethics instruction in human service areas such CYC. In addition to following the Standards of the SPNACYC, learning and development professionals may need to follow the NSDTA Code of Ethics for Training and Development Professionals in Human Services. Core values of the NSDTA code include:

- Beneficence
- Non-maleficence
- Human service leadership
- Individual uniqueness, cultural diversity and competence
- Self-determination
- Integrity.

A similar process to learning and using the CYC code may be relevant to learning and development professionals (e.g., awareness, differentiating ethical issues from practice issues, ethical dilemmas/ethical assessment and decision-making, and applying the code to daily practice). The reader is referred to Curry, et al., (2004) for further information regarding specific standards of the NSDTA code, examples of compliance and non-compliance, a process to resolve ethical dilemmas and strategies to facilitate ethics application.

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