



Positive Youth Development V: Youth Work Ethics

ACT for Youth

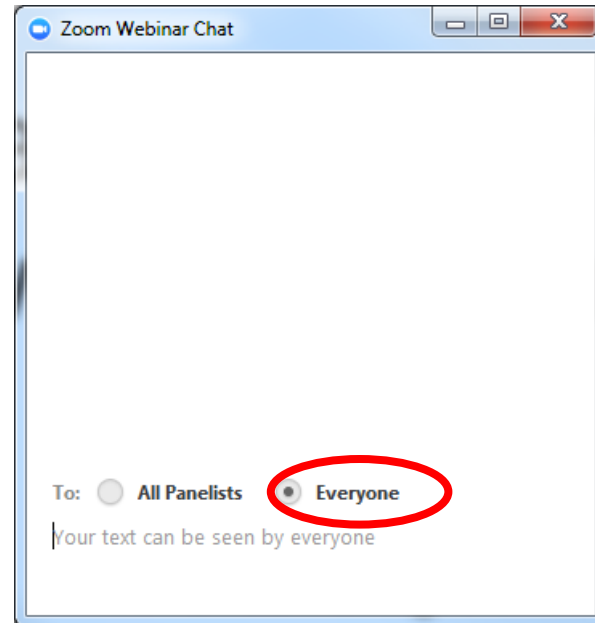
June 22, 2021

Zoom keeping



Experiencing delays?

Try closing out the other programs running on your computer



Questions?

Use chat function. Post to Everyone.



Audio.

You control the volume. Please mute yourself during the presentation.

Agenda

- Recap – What is Positive Youth Development?
- Youth work – a profession?
- Competencies and professional development
- Youth work ethics
- Resources and questions



Recap: Positive Youth Development

A philosophy or approach that guides communities in the way they organize programs, supports and opportunities so that young people can develop to their full potential.

- Focus on building positive outcomes
- Youth voice and engagement
- Long-term involvement/Developmentally appropriate
- Universal/Inclusive
- Community-based/Collaborative



Youth Work – An Unchartered Profession



Youth Work Field is Fragmented

No clear definition & professional degree

No clear professional development curriculum & infrastructure for development

Range of core competencies

Range of settings (youth ages 5-25 in OST)

Pozzoboni & Kirshner. 2016

Malone & Donahue (eds). 2018



What is a Youth Worker?

Youth workers are “individuals who work with or on behalf of youth to facilitate their personal, social and education development and enable them to gain a voice, influence and place in society as they make the transition from dependence to independence” (Stone, Garza & Borden, 2004)

Frameworks of Core Competencies



Youth Work Core Competencies A Review of Existing Frameworks and Purposes

Developed for School's Out Washington
by Betsy Starr, Nicole Yohalem and Ellen Gannett, Next Generation Youth Work Coalition
October 2009



http://www.niost.org/pdf/Core_Competencies_Review_October_2009.pdf



Competencies: Content Areas

- o Curriculum
- o Professionalism
- o Connecting with Families
- o Health, Safety, and Nutrition
- o Child & Adolescent Development
- o Cross-cultural Competence
- o Guidance
- o Professional Development
- o Program Management
- o Connecting with Communities
- o Environment

To be added:
Digital learning
Trauma-informed youth work

Ongoing Professional Development

NYS Networks

PASE <https://pasesetter.org/>

NYS Network for Youth Success
<https://networkforyouthsuccess.org/>

Association of NYS Youth Bureaus
<https://anysyb.net/>

NYS 4-H <https://nys4-h.org/>

Where do you go?

- In-house?
- In the community?
- Online?

Remember – Adolescents Increasingly Diverse

National Academies of Sciences,
Engineering, and Medicine.
(2019). The Promise of
Adolescence



Diversity Wheel as used at Johns
Hopkins University



“Homo Categoricus”

Our mind thinks with the aid of categories

Stereotypes are a consequence or by-product of category making

Group stereotypes are usually not favorable

Stereotypes affect our behavior/ decisions



Ways it can impact our work


❖ Microaggressions

How else can our biases surface?



<https://www.edweek.org/ew/section/multimedia/illustration-microaggressions-in-the-classroom.html>

Attitude Check




Project Implicit®

PROJECT IMPLICIT SOCIAL ATTITUDES
Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!

LOGIN **REGISTER**


Or, continue as a guest by selecting from our available language/nation demonstration sites:

 **GO!**

PROJECT IMPLICIT HEALTH
Find out your implicit associations about exercise, anxiety, alcohol, eating, marijuana, and other topics! **GO!**

PROJECT IMPLICIT FEATURED TASK
Measure your implicit association between different social groups and Human/Animal. **GO!**

LOG IN TAKE A TEST ABOUT US EDUCATION HELP CONTACT US DONATE

 Project Implicit®

Copyright 2011
All rights Reserved
Disclaimer

<https://implicit.harvard.edu/implicit/>



Arab-Muslim IAT

Arab-Muslim ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.

Disability IAT

Disability ('Disabled - Abled' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.

Gender-Science IAT

Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

Weapons IAT

Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

Gender-Career IAT

Gender - Career. This IAT often reveals a relative link between family and females and between career and males.

Sexuality IAT

Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.



Asian IAT

Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.

Skin-tone IAT

Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

Age IAT

Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

Presidents IAT

Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.

Religion IAT

Religion ('Religions' IAT). This IAT requires some familiarity with religious terms from various world religions.

Native IAT

Native American ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

Race IAT

Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

Weight IAT

Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.


Copyright © Project Implicit



Hidden Biases are Robust but also Malleable

Trends

- Sexuality IAT: 37% decrease (automatic preference for straight)
- Race IAT: 13% decrease (automatic preference for white)
- Slight decrease: gender and science IAT (automatic preference for men in science)
- Increase: body weight IAT (automatic preference for thin people)



What can we do as youth work professionals?

Become aware – do the test

Question your decisions/assumptions/first impressions

Be mindful how you engage with young people

Create a sense of belonging in program groups

Build in empathy activities

Assess your program environment/create inclusive environments




OHMM outsmarting human minds

| WATCH | LISTEN | READ | TEST


How does the mind work – and what are its **blindspots**?

[Learn more](#)




The Universe Inside Your Mind

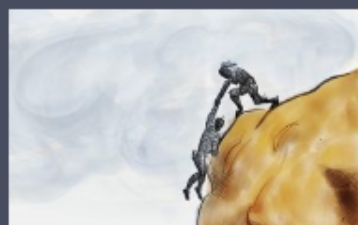
An introduction by Mahzarin Banaji. 400 years ago, we began to explore the universe with simple tools, and it challenged our beliefs about our place in the universe. Are investigations of the universe inside our minds any different?

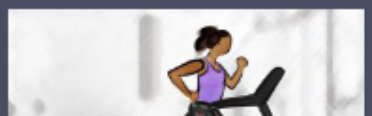


About Face: How First Impressions Fool Us



Can You Solve The Surgeon Riddle?







Why talk about youth work ethics?



Defining Ethics

Principles, norms, and standards of behavior people use to determine what is good or bad, right or wrong in their interactions with other people

Practice ethics – application of ethical standards to problem solving and decision making

Joyce A. Walker et al. 2006. Shaping Ethics: Youth Workers Matter



Poll: Boundaries

1. Sam asks you to borrow \$10. He'll pay you back in a few days.
2. Jenny is asking you to go with her to the prom.
3. Shaun invites you to his birthday party.
4. Trevor asks you for a ride home.
5. Sara is calling you late at night to talk about problems with her boyfriend.
6. Nicole wants to befriend you on your personal Facebook account.

Research: Dilemmas of Practice

The Youth Development Experience

113 youth – 661 interviews

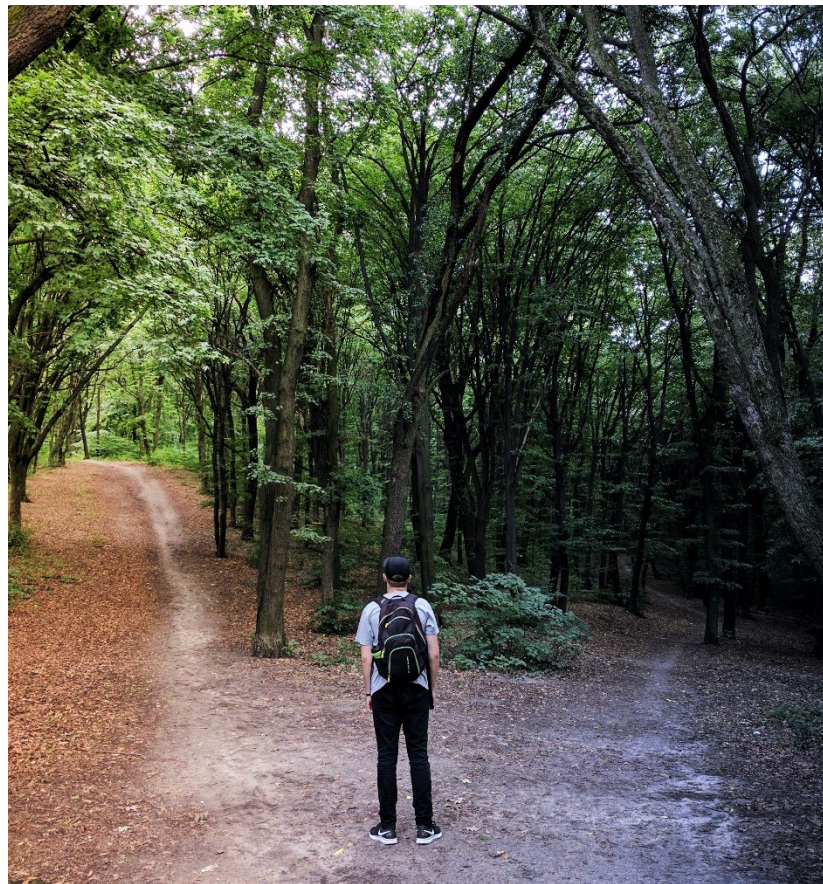
25 program leaders – 125 interviews

167 site observations

Resulting in 250 dilemmas

Reed Larson, University of Illinois

www.youthdev.illinois.edu/





Categories of Dilemma

1. Supporting Youth's Work in Program Activities
2. Cultivating Norms and Enforcing Rules
3. Youth's Personalities and Relationships
4. Reconciling the Organizational System with Youth Development
5. Interfacing with External Worlds (ethical, social-cultural)



Experienced Program Leader Responses

1. Youth-Centered

Engaged with youth

Turned dilemmas into opportunities for youth's development

Incorporated youth into the solution

Advocated for youth

2. Balancing Multiple Considerations

Addressing, accommodating, negotiating, reconciling, integrating

Larson et al. 2009



Building Expertise through Deliberate Practice

Core competencies are important, but are they sufficient? Do they provide youth workers -- in particular professionals who are just starting out -- the knowledge, skills, and good judgment needed to handle challenging situations and dilemmas?

Reed Larson has shown that youth workers experience a multitude of challenges or dilemmas every day [1]. Dilemmas are created by tensions between youth participants, staff, program structures, agency policies, cultural norms, and the realities of the complex world young people live in. Consider the examples below:

Pushing personal or professional boundaries:

- Sean asks you for a ride home.
- Nicole asks you to go with her to the prom.

In conflict with program/agency rules:

- Will brings a knife to the program in case he has to defend himself on the way to the center.

Crossing cultural norms and expectations:

- Naima wants to participate in the leadership training, but her parents do not approve because they do not see this as appropriate behavior for a girl.

How do youth workers learn to respond to challenges like these without harming or penalizing young people?

Walker and Walker suggest that professional development alone is not sufficient: youth workers need to be able to reflect and work through difficult situations, and also to learn from feedback and suggestions offered by experienced professionals. They recommend *deliberate practice*, defined as "taking on tasks that are appropriately challenging and chosen with the goal of improving a particular skill" [2]. Deliberate practice is best accomplished with regular, authentic feedback during staff meetings or in community round tables with other youth work professionals.

http://www.actforyouth.net/youth_development/professionals/competencies.cfm



Self-reflection (reflect on your own values)

Review agency policies on confidentiality, liability, transportation, etc

Discuss scenarios of common dilemmas in staff meetings (& supervision)

Create opportunities to dialogue with colleagues in the community

Moving Forward

Any questions,
comments or
takeaways?



Resources



The screenshot shows the ACT for Youth website. The header is blue with the ACT for Youth logo on the left and the tagline "Your Online Source for Positive Youth Development" on the right. Below the header is a yellow navigation bar with links for "Youth Development", "Adolescence", "Sexual Health", "Publications and Events", and "About Us". A search bar is located in the top right corner. The main content area has a breadcrumb trail: "Home > Youth Development > Youth Work Professionals > Professional Development". On the left is a sidebar menu with a "Feature Section" and a "Youth Work Professionals" section. Under "Youth Work Professionals", "Professional Development" is highlighted in blue, with sub-links for "Positive Youth Development 101", "PYD 101 Online Courses", "Inclusive Program Environments", "Competencies", and "Facilitation Tips". The main content area features the title "Professional Development for Youth Workers" in blue, followed by a "printer-friendly" link. The text states: "ACT for Youth is committed to promoting the language of positive youth development (PYD) and integrating core PYD principles into the field of youth work. We aim to enhance the capacity, knowledge, and competencies of adults who work with and for young people, as well as their organizations." Below this is the heading "Positive Youth Development 101 Training" and the start of a paragraph: "The 10-hour training curriculum **Positive Youth Development 101** offers an orientation to positive youth development for new youth work professionals. The curriculum includes five sections:

http://www.actforyouth.net/youth_development/professionals/

Resources

Youth Today: OST Hub: Professional Development, Training and Staffing
<https://youthtoday.org/hub/program-quality/professional-development-training-and-staffing/>

University of Minnesota Extension: Center for Youth Development
<https://extension.umn.edu/working-youth/about-extension-center-youth-development>

ACT for Youth: Supervisor's PYD Toolkit
http://www.actforyouth.net/youth_development/professionals/supervisors/

Weikart Center Youth Program Quality <http://www.cypq.org/>

National Institute on Out-Of-School Time <https://www.niost.org/>

Resources: Digital Learning

- National Afterschool Association: Tech Toolkit

<https://naaweb.org/afterschooltecht toolkit>

- Common Sense: Education <https://www.common sense.org/education/>

- Wide Open School: <https://wideopenschool.org/>

Resources: Trauma-Informed Approach

- CDC: Adverse Childhood Experiences (ACEs)

<https://www.cdc.gov/violenceprevention/acestudy/index.html>

- ACT for Youth: Using a trauma-informed approach

http://www.actforyouth.net/sexual_health/community/capp/trauma.cfm

- Transforming Education: Trauma informed SEL

<https://www.transformingeducation.org/trauma-informed-sel-toolkit/>

References

Stone, B., Garza, P., & Borden, L. (2004, November 16/18). *Attracting, developing & retaining youth workers for the next generation*. Wingspread Conference Proceedings <https://t7-live-cyfar.nyc3.cdn.digitaloceanspaces.com/cyfar.org/files//Stone%202004.pdf>

Larson, R. & Walker, K. (2010). Dilemmas of practice: Challenges to program quality encountered by youth program leaders. *American Journal of Community Psychology* 45, 338-349.

RW Larson, AN Rickman, CM Gibbons, KC Walker. 2009. [Practitioner expertise: Creating quality within the daily tumble of events in youth settings](#) *New directions for youth development*, 2009

Malone & Donahue (eds). 2018. *The Growing OUTOF-SCHOOL TIME Field*. Charlotte, NC: Information Age Publishing

Pozzoboni & Kirshner. 2016. *The Changing Landscape of Youth Work*. Charlotte, NC: Information Age Publishing

Dana Fusco (ed). 2012. *Advancing Youth Work*. New York: Routledge

Banaji, M.R. & Greenwald, A.G. 2013. *Blind Spot*. Hidden Biases of Good People. New York: Delacorte Press