APHSA
American Public Human Services Association

Case Scenarios and Training Implications

NSDTA

NSDTA National Staff Development and Training Association
APHSA American Public Human Services Association

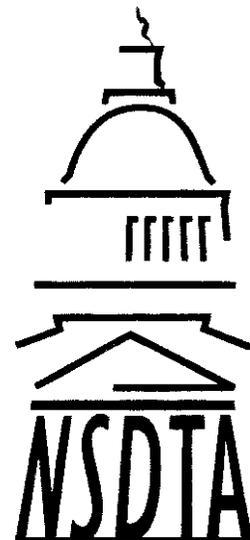# THE NSDTA CODE OF ETHICS FOR TRAINING AND DEVELOPMENT PROFESSIONALS IN HUMAN SERVICES:

CASE SCENARIOS AND TRAINING IMPLICATIONS

NSDTA National Staff Development and Training Association

APHSA American Public Human Services Association

**THE NSDTA CODE OF ETHICS FOR TRAINING AND
DEVELOPMENT PROFESSIONALS IN HUMAN SERVICES:**

CASE SCENARIOS AND
TRAINING IMPLICATIONS

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INTRODUCTION: WHY A CODE?

In the past 20 years, there has been dramatic transformation and growth in the area of human services training and development. The field of human services has experienced significant legislative changes (e.g., Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Adoption and Safe Families Act of 1997, Multiethnic Placement Act of 1997, Foster Care Independence Act of 1999), increased diversity in families, the advent of managed care, and complex social problems (e.g., poverty, child abuse, domestic violence, homelessness, substance abuse) coinciding with ever present funding challenges (Malucio, Pine, & Tracy, 2002; Ohio Child Welfare Training Program, 2003; Tracy & Pine, 2000). The human services training and development (HSTD) professional has become an increasingly important presence helping practitioners deal with these complex challenges.

HSTD professionals help those who work with vulnerable families and children deal with controversial issues such as deciding how much of mainstream values should be imposed upon families from a minority culture or who is best suited to provide care for a neglected or abused child (Malucio, Pine, & Tracy, 2002). In addition, changes within the area of training and development such as the availability of IV-E training dollars, newly developed training technology, the increased role of the private sector training consultant and expanded training approaches and training populations (e.g. the training of workers of different disciplines from private contract agencies) have created the need to deal with ethical issues resulting from new practices or conflicting values and responsibilities. In 2003, recognizing this expanded role of the HSTD professional, the National Staff Development and Training Association (NSDTA) of the American Public Human Services Association adopted a Code of Ethics for Training and Development Professionals in Human Services.

This expanded role requires that HSTD professionals be able to integrate ethical principles into all training and development activities as well as conceptualize and articulate strategies for helping practitioners deal with ethical problems and dilemmas. Since training populations often include workers from various disciplines, HSTD professionals must be familiar with a variety of related human service professional codes as well as have a comprehensive understanding of the NSDTA Code. Fortunately, there are now numerous sources available for assistance with ethical issues in direct practice areas such as social work (Malucio, Pine, & Tracy, 2002; Pine, 1987; Reamer, 1995; University of Chicago School of Social Service Administration & Illinois Department of Children and Family Services, 2002). Resources that emphasize ethical issues specific to HSTD professionals themselves are much less developed. For instance, little information is available on the clarification of responsibilities to employers, training participants, and clients or conflicts regarding the blended roles of a supervisor/trainer. The intent of this publication is to:

1. Introduce and disseminate the NSDTA Code of Ethics to HSTD professionals.

2. Clarify the intent of the stated values, principles, and responsibilities contained within the Code.

3. Discuss ethics training implications for HSTD professionals.

4. Provide examples of ethics learning activities.

5. Promote integration of the NSDTA Code into the daily practice of HSTD professionals.

The NSDTA Code will be presented followed by brief scenarios/incidents that provide examples of compliance and noncompliance for each of the Code's values, principles, and standards. Finally, a discussion of how to train to promote ethical practice, including a few brief descriptions of ethical learning activities, will be provided.

The Development of the NSDTA Code

In 2000, NSDTA Conference participants attending a workshop on Ethical Issues in Human Services Training and Development recognized the need for a national dialogue on ethical issues in human services training and development. They also recommended that the workshop leaders approach the NSDTA Board to request further development in the ethical arena by establishing a committee with the charge of pursuing the development of a code of ethics for human services training and development professionals. Several workshop participants volunteered to serve on the committee. At the closing Board session of the 2000 national conference, the NSDTA Board created a Code of Ethics Subcommittee of the Standards Committee, co-chaired by Dale Curry (board member) and Helen-Jean Cardina. NSDTA Board and Standards Committee members Rose Wentz and Jim McGroarty also volunteered as Code of Ethics Subcommittee members.

Initial Subcommittee meetings focused on a review of the ethics literature, including an analysis of existing Codes in both the human services and training and development fields. Ethical principles from both areas were ultimately integrated into the NSDTA Code. In 2001, members of the Ethics subcommittee updated interested NSDTA members of the progress of the initiative including a draft list of core values at the Denver national conference. Additional subcommittee members were also enlisted at that time.

A draft NSDTA Code of Ethics was developed during the next year and presented to the NSDTA Board and membership for feedback at the 2002 conference in Nashville, Tenn. In addition, a "Call for Ethical Case Scenarios and Incidents" was distributed to the conference participants and posted on the NSDTA web site. Again, additional members were added to the Code of Ethics Subcommittee. Ongoing feedback was incorporated into the draft Code and examples of compliance and noncompliance to each of the draft Code's principles were developed as part of supplementary materials for "teaching the Code." A final draft version of the Code was presented to the NSDTA Board for adoption in 2003 at the national conference site in Anaheim, Calif. The Code was adopted.

NATIONAL STAFF DEVELOPMENT AND TRAINING ASSOCIATION
An Affiliate of the American Public Human Services Association

CODE OF ETHICS FOR TRAINING AND DEVELOPMENT PROFESSIONALS IN THE HUMAN SERVICES

Preamble

The American Public Human Services Association (APHSA), founded in 1930, is a nonprofit, bipartisan organization of individuals and agencies concerned with human services. The association's mission is to develop, promote, and implement public human service policies that improve the health and well-being of families, children and adults. APHSA educates members of Congress, the media, and the broader public on what is happening in the states on welfare, child welfare, health care reform, and other issues involving families and the elderly.

The National Staff Development and Training Association (NSDTA), founded as an APHSA affiliate in 1985, is an interdisciplinary professional organization that comprises training and development professionals serving diverse populations in a variety of settings across the lifespan. Within the training and development function, a variety of roles exist, including: administrative support, communications specialist, evaluator/researcher, human resource planner, instructional media specialist, manager, instructor/trainer, organizational development specialist and training program and curriculum designer. The mission of NSDTA is to build professional and organizational capacity in human services through a national network of membership, sharing ideas and resources on organizational development, staff development, and training. It has a vision of competent and caring people in effective organizations creatively working together to improve the well-being of society's children, adults, and families.

NSDTA accomplishes its mission by:

- Promoting a network of contacts to discuss and disseminate best practice methods and strategies.

- Providing a national forum for discussion of staff development and training issues.

- Providing leadership in the development of local, state, and federal programs and procedures that enhance the skills of staff and develop standards and evaluation criteria for training programs nationwide.

- Developing public policy recommendations and advocating for staff development and training issues.

- Creating opportunities for continual learning and professional development for itself as an organization and for its members.

Inherent within the work of both human services practitioners and those who promote their training and development are two central concepts: care and control. Developing caring relationships and valuing people are balanced with providing the right amount of control (structure/influence/authority) to promote human change and development. So that care and concern for people take priority over control and other personal interests, human services training and development practitioners must be aware of the profession's core values and guiding ethical principles.

Since many NSDTA members are also members of other human service professional associations, it is expected that NSDTA members are familiar with and adhere to the NSDTA Code as well as other human service discipline codes to which members belong. NSDTA's Code of Ethics is intended to be consistent with those of the members' human services professional associations. Common principles from a variety of human service codes are included. However, if a conflict between a provision of the NSDTA's Code and another professional code of ethics occurs, it is expected that the professional will resolve the conflict with conduct exhibiting the highest level of professional practice. It is also expected that NSDTA members are familiar with the human service codes honored by the participants to whom members provide training and development services.

CORE VALUES AND PRINCIPLES OF A HUMAN SERVICE TRAINING AND DEVELOPMENT PROFESSIONAL

V. 1. Beneficence and Non-maleficence

Above all else, training and development professionals promote the well-being of others and avoid activities/interventions/relationships that may bring others harm. Since certain aspects of human services may involve risk of harm or discomfort to practitioners (e.g., working with violent

clients), simulated training and development activities may also present a risk to training and development participants. The potential risk of harm or discomfort to a participant must be considered relative to the potential learning and development opportunity. Every effort should be made to ensure the physical and emotional safety and security of all participants.

V. 2. Learning, Development, Self-Awareness, and Self-Actualization

Training and development professionals are committed to promoting the development of human services practitioners by facilitating knowledge acquisition, skill demonstration and practice; exploring values and attitudes; increasing self-awareness and metacognitive abilities; utilizing strategies to promote transfer of learning; and advocating for the development of learning organizations/communities. Training and development professionals also value the importance of ensuring their own learning, development, self-awareness, and self-actualization.

V. 3. Human Service Leadership

Training and development professionals recognize the importance of providing leadership in human services through training and development activities. Training and development professionals also recognize their potential influence and take responsibility for their activities in promoting service to others.

V. 4. Individual Uniqueness, Cultural Diversity and Competence

Training and development professionals value diversity in our society and promote worker competence in understanding the uniqueness of individuals within their environments.

V. 5. Self-Determination

Training and development professionals respect the right of the learner to determine what, when, and how it is best for that individual to learn. A variety of instructional strategies should be considered to encourage participation from learners with different learning styles. Even "mandatory" training activities (e.g., training content required by law or administrative rule) should provide the learner with options of how to participate. In addition, training and development professionals should advocate through their practice the importance of self-determination for those who receive and/or are in need of human services.

V. 6. Integrity

Training and development professionals promote a climate of trust and mutual respect. Values and standards from the NSDTA Code are integrated into training and development activities. Working relationships are clarified with others regarding the areas of competence of the training and development professional, program goals, methods, content/curricula, confidentiality, fees, and assessment/evaluation strategies. Agreed-upon commitments are adhered to by the training and development professional.

ETHICAL STANDARDS
RESPONSIBILITIES TO CLIENT(S)

Training and development professionals often simultaneously serve multiple clients (e.g., human service recipients, training participants, supervisors of training participants, program sponsors, etc.). In addition to multiple clients, professional roles may blend. For example, a worker's supervisor may also be the trainer. The training and development professional should clarify roles and responsibilities to all relevant parties and discuss potential possibilities of conflicting loyalties.

Human Service Recipient Focused

Although the primary activities of human services training and development professionals are typically directed to those who serve individuals and families and others who work in an organization to support service delivery, the ultimate goal of all human services training and development activities is to promote the well-being of persons who receive human services (children, youth, adults, and families).

CL. 1. Training and development professionals should advocate for the well-being of human

service recipients.

CL. 2. Training and development professionals should preserve and promote the dignity of clients discussed in training and development activities.

CL. 3. The confidentiality of clients should be maintained during training and development activities.

CL. 4. Training and development professionals should provide training and development activities that help human services workers better understand and promote the well-being of human services recipients.

Participant/Learner Focused

P. 1. The dignity and worth of all program participants/learners should be recognized, protected, and where possible, enhanced.

P. 2. Expectations should be clarified regarding: (1) the training and development program's goals, (2) the roles of

those involved in the training and development activities (e.g., trainer, supervisor, learner, and program sponsor), (3) the rules/policies affecting the learner (e.g., attendance policy, expectations for application of learning on-the-job, and policies regarding confidentiality of information shared during training), and (4) interpersonal behavior such as how to respectfully disagree with others.

P. 3. All reasonable efforts should be taken to promote participant physical and emotional safety. When training and development activities present a risk to the physical and/or emotional safety of the participants (e.g., learning how to physically restrain a youth when (s)he is a attempting to harm oneself or others), the training and development professional should consider the potential gain of learning and development with the potential for discomfort or harm to the participant. Alternative learning activities should be considered.

P. 4. When there is a potential risk of participant harm or discomfort, the participant should be made aware of the risk and potential for learning and given the opportunity to participate or not participate.

P. 5. When training content areas that have a high likelihood of causing emotional reactions, the training and development professional should have a plan on how to handle reactions that will support the participant experiencing the reaction without distracting the other participants from their learning process.

P. 6. Training and development professionals should attempt to promote a climate of trust and mutual respect in training and development activities so that participants feel supported enough to take risks to promote their learning and development.

P. 7. Training and development professionals should promote participant acquisition of knowledge and skills as well as participant self-awareness and self-development.

P. 8. Training and development professionals should help participants plan for application of learning to the job.

P. 9. Program participants should be given an opportunity to provide feedback regarding the training and development activities they receive. Training and development professionals should provide clear guidelines on procedures for providing feedback/evaluation.

P. 10. Interested participants should be admitted to programs without discrimination as to race, gender, age, disability, sexual orientation, religion or national origin.

P. 11. When using "deception" (withholding information from participants or providing misleading information to participants) for strategic teaching purposes (e.g., the surprise effect), the training and development professional should "undo" the deception by providing correct information at the conclusion of the activity. The benefits of the deceptive activity should be assessed relative to the potential loss of trust and/or discomfort of the participants.

P. 12. Expectations regarding the confidentiality, as well as limits of confidentiality, of information shared during training and development activities should be clarified prior to and/or at the beginning of those activities. If information will be shared with others (e.g., participant knowledge test scores shared with the participant's supervisor/employer), the participant should be informed.

Employer or Sponsor Focused

E. 1. Prior to the initiation of training and development activities, expectations should be clarified with the employer/sponsor regarding: (1) the training and development program's goals (e.g., the type of training need addressed), (2) the roles of those involved in the training and development activities (e.g., trainer, supervisor, learner, and program sponsor), (3) the rules/policies affecting the learner and others involved in the learning and transfer process (e.g., attendance policy, expectations for application of learning on-the-job, and policies regarding confidentiality of information shared during training), and (4) interpersonal behavior such as how to respectfully disagree with others.

E. 2. Training and development professionals should strive to adhere to commitments made to employers or sponsoring organizations. However, professionals should not permit employers or sponsoring organization to interfere with ethical obligations.

RESPONSIBILITIES AS PROFESSIONALS

PR. 1. Training and development professionals should develop and maintain competence in two major areas (1) the human service competency area of the training and development activities (e.g., child abuse and neglect) and (2) the training and development competencies pertaining to one's training and development role/job (see competencies for nine T&D roles in NSDTA Training and Development Competency Model, 2001). Training and development professionals should not practice outside their areas of competence. If one is not proficient in a required competency area, then one should either improve one's competence or discontinue practice in that area. Temporary improvement in competence may occur by teaming with another professional competent in that area (e.g., a curriculum development writer teaming with a subject matter expert in a human service area such as working with children affected by divorce).

PR. 2. Training and development activities should only be used to address legitimate training and development needs.

Training and development activities should not be used when other non-training and development interventions are more appropriate.PR.3. Training and development activities should not be used to solicit contributions or support for political, religious, or other causes (however, client advocacy training and development activities may be appropriate based upon identified training and/or development needs).

PR. 4. Training and development activities should not be used to sell products or services or provide opportunities that can be used to benefit the financial interests of the training and development professional. Although training and development professionals may receive payment for conducting training and development activities and/or providing a product that address identified training and/or development needs, class time should not be used for promotional purposes.

PR. 5. Training and development professionals should include transfer of learning activities/interventions in all training and development initiatives.

PR. 6. Training and development professionals should incorporate strategies and/or content to facilitate cultural competence in all training.

PR. 7. Training and development professionals should promote the use of training evaluation and research to improve training and development activities. Training and development professionals should adhere to principles of best practice in evaluation and research.

PR. 8. When an instrument is used in training and development activities (e.g., learning style inventory), training and development professionals should follow recommended guidelines regarding the instrument's intended audience and procedures for application. Results should be appropriately interpreted to the training and development users based upon known information regarding the instrument's validity for the application. Potential misapplication of an instrument and/or misinterpretation of its results should be avoided.

PR.9 . Training and development records should be maintained by the training and development professional. At a minimum the following data should be maintained: a description of curriculum content areas addressed, participant handout materials, and attendance.

PR. 10. Training and development professionals should accurately represent their credentials (experience, education, training, etc.) and areas of competence to others.

PR. 11. Training and development professionals should establish appropriate boundaries between themselves and others so that working relationships are not confused with personal relationships.

RESPONSIBILITIES TO COLLEAGUES AND THE PROFESSION OF TRAINING AND DEVELOPMENT IN HUMAN SERVICES

C. 1. Training and development professionals should share information with colleagues to promote best practice as well as add to the knowledge base of training and development in human services.

C. 2. Training and development contributions of others should be appropriately recognized in training and development activities such as training, scholarly writing, and conference presentations.

C. 3. Training and development professionals should obey copyright laws. Even when materials do not contain a copyright symbol, professionals should acknowledge in writing the original source of the materials.

C. 4. Training and development professionals should articulate and advocate for the appropriate use of training and development activities.

RESPONSIBILITIES TO SOCIETY

S. 1. Training and development professionals should utilize resources efficiently to effectively meet training and development needs.

S. 2. Training and development professionals should provide leadership in their individual areas of expertise. By remaining current on laws, policies, and best practices in human services and training and development, training and development professionals can advocate in human service agencies and in society for changes necessary to improve the well-being of society's children, adults, and families.

The Codes of Ethics from the following associations were reviewed and utilized in the development of the NSDTA Code of Ethics:

1. American Counseling Association

2. American Psychological Association

3. Association for Child and Youth Care Practice

4. British Association for Counseling

5. Coalition of Adult Education Organizations

6. National Association of Social Workers

7. National Council on Family Relations — Ethical Guidelines for Family and Parent Educators

8. National Organization of Human Service Educators

Committee members having input into this document include:

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INCIDENTS INVOLVING VALUES AND PRINCIPLES OF HUMAN SERVICE TRAINING AND DEVELOPMENT PROFESSIONALS

CORE VALUES AND PRINCIPLES OF A HUMAN SERVICE TRAINING AND DEVELOPMENT PROFESSIOINAL

V. 1. Beneficence and Non-maleficence

Above all else, training and development professionals should promote the well-being of others and avoid activities/interventions/relationships that may bring others harm. Since certain aspects of human services may involve risk of harm or discomfort to practitioners (e.g., working with violent clients), simulated training and development activities may also present a risk to training and development participants. The potential risk of harm or discomfort to a participant must be considered relative to the potential learning and development opportunity. Every effort should be made to ensure the physical and emotional safety and security of all participants.

Compliance Example — *A youth worker trainer informed potential training participants prior to the training of the potential risks involved in participating in physical crisis management training (e.g., the possibility of clothes being torn and muscle strain). Prior to the training, the trainer planned for the prevention of physical and emotional injury to the learner. This prevention preparation included planning of the physical environment (e.g., providing sufficient space and mats for "take-downs"). The trainer also limited the number of participants to ensure that the participants could safely demonstrate and practice newly learned skills under the trainer's guidance. When planning for the training, the trainer met with program activity personnel and reviewed the training plan, jointly assessing the importance of the learning objectives relative to the risk to the learner. Concern was expressed regarding potential risk of physical injury for some of the staff who were "out of shape." Alternative learning activities along with a longer period of time for "successful completion of training" were considered for those who may not have been able to perform certain activities. Additional trainer assistants were also hired for demonstration periods to ensure safe and successful learning of crucial crisis management skills.*

Noncompliance Example — *A training videotape was mailed to each foster parent prior to receiving a child who experienced sexual abuse to help them better understand the special needs of the child. The video contained detailed accounts of sexual abuse by the survivors. The video had previously been used in the training of child protective services social workers and typically resulted in at least one participant crying and leaving the room. Due to the geographical distance from the training site of many of the foster parents and other logistical concerns, training personnel decided that the use of the mailed video was a cost-effective way to provide training. The training personnel did not know if any of the foster parents had experienced sexual abuse themselves. No additional support for the foster parents before, during, or after the viewing of the video was provided.*

V. 2. Learning, Development, Self-Awareness, and Self-Actualization

Training and development professionals are committed to promoting the development of human services practitioners by facilitating knowledge acquisition, skill demonstration and practice; exploring values and attitudes; increasing self awareness and metacognitive abilities; utilizing strategies to promote transfer of learning; and advocating for the development of learning organizations/communities. Training and development professionals also value the importance of ensuring their own learning, development, self-awareness, and self actualization.

Compliance Example — *During orientation training, a trainer at a mental health agency encourages new employees to think about how to get the most from their learning experiences (formal and informal). The trainer administers a learning style inventory to help participants become aware of their perceived learning styles. The trainer also provides suggestions to enhance learning during training and application of learning on the job.*

Noncompliance Example — *Concerned that a group of economic assistance workers were reluctant to demonstrate and practice needed assessment interviewing skills in the training, a trainer decided to show an "entertaining" video that illustrated poor interviewing techniques (e.g., what not to do) in a counseling setting instead of rehearsing the interviewing skills. Although the participants did not have the opportunity to demonstrate and practice the appropriate interviewing skills, they rated the trainer very highly on the training evaluation form.*

V. 3. Human Service Leadership

Training and development professionals recognize the importance of providing leadership in human services

through training and development activities. Training and development professionals also recognize their potential influence and take responsibility for their activities in promoting service to others.

Compliance Example — *A training and development researcher who explored factors affecting the transfer of learning of employment counselors presented her results at a conference attended by state and federal policy-makers. One week after her presentation, she mailed the participants a "user friendly" pamphlet that clearly indicated potential policy changes based on her research that could improve transfer of learning of employment counselors resulting in better services to the unemployed. The researcher enclosed her business card along with an offer of additional assistance if requested.*

Noncompliance Example — *Several workshop participants in elderly care training complained to the trainer and other participants that the "administration" was not concerned about the care of the elderly. Even though a few of the other workshop participants indicated that some of the complaints were not entirely accurate, the trainer permitted the participants to "vent" during the training for 20 minutes. The trainer finally redirected the discussion back to the scheduled training by sympathizing with the complainers, stating that "it's too bad that there is nothing I can do, I just do the training. We'd better get to the next section so that we will have time for a break."*

V. 4. Individual Uniqueness, Cultural Diversity and Competence

Training and development professionals value diversity in our society and promote worker competence in understanding the uniqueness of individuals within their environments.

Compliance Example — *A curriculum designer integrated examples of diversity into every section of a newly created curriculum on discipline and behavior management. The designer also included suggestions for the trainer regarding how to explore and help participants better appreciate diversity among the training group.*

Noncompliance Example — *Under the constraints of a tight production timeline and small budget, an instructional media specialist produced a computer-displayed presentation that included video and still pictures primarily comprised of her relatively homogeneous family members, friends, and neighbors. The computer-displayed presentation was incorporated into a standardized training package and presented to all juvenile justice workers in the state.*

V. 5. Self-Determination

Training and development professionals respect the right of the learner to determine what, when, and how it is best for that individual to learn. A variety of instructional strategies should be considered to encourage participation from learn-

ers with different learning styles. Even mandatory training activities (e.g., training content required by law or administrative rule) should provide the learner with options of how to participate. In addition, training and development professionals should advocate through their practice the importance of self-determination for those who receive and/or are in need of human services.

Compliance Example — *A trainer of victim's assistance training on domestic violence stated before the training and several times during the training that the subject matter can be emotionally intense at times. She added that participants should feel free not to participate if the subject matter becomes overly intense for them. Participants may choose to close their eyes or leave the room and get a drink of water.*

Non-compliance example — *Since separation and loss are crucial knowledge areas in child welfare, a child protective services trainer insisted that everyone participate in a guided visualization dealing with loss. The trainer was unaware that one participant had just returned to work after attending the funeral of a close relative.*

V. 6. Integrity

Training and development professionals promote a climate of trust and mutual respect. Values and standards from the NSDTA Code are integrated into training and development activities. Working relationships are clarified with others regarding the areas of competence of the training and development professional, program goals, methods, content/curricula, confidentiality, fees, and assessment/evaluation strategies. Agreed-upon commitments are adhered to by the training and development professional.

Compliance Example — *In order to promote appropriate risk-taking for learning, the trainer informed participants that she will not ordinarily discuss with the participants' supervisors the individual participant discussions during the training. However, the trainer added that under certain circumstances, she may be ethically obligated to inform the supervisor (e.g., if she has concerns that clients will be harmed). She states that in the few situations when this has happened in the past, she informed the participant of her intent to talk with the supervisor. The day after training one of the participant's supervisors called the trainer saying that she heard there were some complaints during the training and demanded to know what her worker "complained" about. The trainer declined to comment on any of the participant's discussions and referred the supervisor to the agency's policy on training and communication with supervisors and other supportive personnel.*

Noncompliance Example — *Thinking that she may receive a higher evaluation rating from the training participants, a trainer ends training 45 minutes earlier than scheduled even though she had not completed training to all of the learning objectives.*

ETHICAL STANDARDS

RESPONSIBILITIES TO CLIENT(S)

Training and development professionals often simultaneously serve multiple clients (e.g., human service recipients, training participants, supervisors of training participants, program sponsors, etc.). In addition to multiple clients, professional roles may blend. For example, a worker's supervisor may also be the trainer. *The training and development professional must clarify roles and responsibilities to all relevant parties and discuss potential possibilities of conflicting loyalties.*

Human Service Recipient Focused

Although the primary activities of human services training and development professionals are typically directed to those who serve individuals and families and others who work in an organization to support service delivery, the ultimate goal of all human services training and development activities is to promote the well-being of persons who receive human services (children, youth, adults, and families).

CL. 1.Training and development professionals advocate for the well-being of human service recipients.

Compliance Example — *A curriculum designer organizes each content area in such a way that it provides reminders to trainers that the ultimate goal of staff training is improved client well-being outcomes. Each worker learning objective is logically connected to client well-being outcomes.*

Noncompliance Example — *A training participant provides an example of how her organization's client visitation procedures interfere with family reunification. However, due to strict adherence to a standardized curriculum (and its time restraints), the trainer fails to provide any discussion time regarding the procedures. The trainer also does not follow up with the participant or organization after the training.*

CL. 2. Training and development professionals preserve and promote the dignity of clients discussed in training and development activities.

Compliance Example — *A foster caregiver trainer involves the parents of a former "child in placement" as a presenter to help foster parents better understand the need for maintaining ties with birth parents.*

Noncompliance Example — *In order to provide "humor" during the training, the trainer repeatedly used nicknames when referring to clients (e.g., "frequent fliers" for youth who have run away and "Klingons" for those with difficulties with interpersonal space).*

CL. 3. The confidentiality of clients is maintained during training and development activities.

Compliance Example — *Prior to the start of a training review (booster shot) session emphasizing the application of learning, the trainer reminds participants to disguise case situations sufficiently to maintain client confidentiality.*

Noncompliance Example — *A trainer uses a brief clip from a videotape of a counseling session to illustrate an interview technique during a training session. The trainer previously obtained written permission from the client to use the video for supervision purposes only.*

CL. 4. Training and development professionals should provide training and development activities that help human services workers better understand and promote the well-being of human services recipients.

Compliance Example — *A trainer providing training on behavior management to child and youth care workers emphasizes the importance of understanding behavior as an expression of the needs of children/youth. After a participant labels a child in his/her care as a "bad seed," the trainer helps the participant recognize how the behavior is an expression of a basic or developmental need. In addition to reframing the problem from the child/youth being a "bad seed" to a normal expression of need, the trainer helps the participant to learn ways to teach the child/youth to meet his/her needs in socially acceptable ways.*

Noncompliance Example — *Concerned about having a confrontation with a group of child and youth care workers in training, a trainer permits several participants in the group to label children and youth in negative ways such as referring to them as "sick." The trainer continues with the standardized training content and does not attempt to change the learners' perception of the children/youth.*

Participant/Learner Focused

P. 1. The dignity and worth of all program participants/learners are recognized, protected, and where possible, enhanced.

Compliance Example — *A social worker aide trainer makes a point of mentioning during training the important role that aides have in promoting client progress.*

Noncompliance Example — *A trainer of independent living assistants repeatedly states during the training that she will try to make the training content less complex since many of the learners do not have college degrees.*

P. 2. Expectations should be clarified regarding: (1) the training and development program's goals, (2) the roles of those involved in the training and development activities (e.g., trainer, supervisor, learner, and program sponsor), (3)

the rules/policies affecting the learner (e.g., attendance policy, expectations for application of learning on-the-job, and policies regarding confidentiality of information shared during training), and (4) interpersonal behavior such as how to respectfully disagree with others.

Compliance Example — *Prior to attending training with a child welfare regional training center, new employees receive a letter from the training center director welcoming them to the field of child welfare and providing key information regarding the training program's goals, the roles of those involved in the program, and the policies of the training program, including expectations before, during, and after training. The new employees are also invited to attend a pre-training learning readiness seminar that provides additional information regarding the program and information on how to maximize their learning during training.*

Noncompliance Example — *Participants are selected by their supervisors to attend a workshop titled "Professional Development." They receive no additional information regarding the training. Many of the participants are surprised when the trainer requests that the participants openly discuss with the training group all personal experiences with intimate violence, including sexual abuse, rape, and physical assault. In addition, the trainer gives no assurance of confidentiality of the discussion. The participants express concern and confusion regarding the trainer's request. However, the trainer just emphasizes the importance of self-awareness and professional use of self.*

P. 3. All reasonable efforts are taken to promote participant physical and emotional safety. When training and development activities present a risk to the physical and/or emotional safety to the participants (e.g., learning how to physically restrain a youth when (s)he is a attempting to harm oneself or others), the training and development professional should consider the potential gain of learning and development with the potential for discomfort or harm to the participant. Alternative learning activities should be considered.

Compliance Example — *A trainer of domestic violence has found that this topic is often difficult for many participants, especially those who have had personal experiences as victims of domestic violence. When training this topic the trainer provides descriptive information regarding the content of the training in all pre-training advertisements/advance notices. At the beginning of each training session, the trainer ensures that everyone is informed of the upcoming content and knows that they are able to leave the room if necessary. A trainer assistant is also available during the training to help participants who may need to talk about their experiences. Also, see compliance example for V.1.*

Noncompliance Example — *A trainer of child maltreatment reporting laws shows community professionals a video on child abuse indicators. The trainer does not consider the potential emotional reactions of the participants and fails to warn the participants of the graphic nature of the video. After showing the video,*

the trainer suddenly ends the session after providing a brief discussion on the technical components of physical abuse indicators and implications for reporting. The participants are not encouraged to discuss their feelings about the video. Also, see noncompliance example for V.1.

P. 4. When there is a potential risk of participant harm or discomfort, the participant should be made aware of the risk and potential for learning and given the opportunity to participate or not participate.

Compliance Example — *In a simulation/experientially based training regarding children who have been abused, the participants are permitted to choose the role they will experience. The roles are clearly defined so that participants can avoid roles that might be difficult or uncomfortable. Participants who choose not to experience any role are given another learning assignment that supports the same learning objectives as the simulation. Training assistants are available to "step into" roles that participants do not fill. Also, see compliance example for V.1.*

Noncompliance Example — *A public child protective services agency makes sexual abuse training mandatory for all staff. A supervisor sends a student intern to the training but fails to prepare the student for the intense nature of the subject matter. The student, who recently experienced a sexual assault, grows more and more emotionally upset during the training. However, not wanting to challenge the supervisor or agency policy, the student remains in the training. Also, see noncompliance example for V.1.*

P. 5. When training content areas that have a high likelihood of causing emotional reactions, the training and development professional should have a plan on how to handle reactions that will support the participant experiencing the reaction without distracting the other participants from their learning process.

Compliance Example — *A training manager ensures that sufficient staff development personnel are available to observe for any participants who appear to be experiencing undue emotional discomfort during a session on domestic violence. The domestic violence trainer is aware that the staff development personnel may approach a seemingly distressed participant and provide a supportive reminder that she may take a break from the training at any time if the training becomes too emotionally intense for her.*

Noncompliance Example — *A training participant who recently experienced a death of a close family member bursts into tears during a training on separation and loss. Concerned about the participant, the trainer stops the training and counsels the participant for 45 minutes.*

P. 6. Training and development professionals should attempt to promote a climate of trust and mutual respect in training and development activities so that participants feel sup-

ported enough to take risks to promote their learning and development.

Compliance Example — *A curriculum designer of child and youth care worker training carefully sequences activities that require demonstration of skills by the participants. Skills that the participants can easily accomplish are planned before more difficult tasks. When newly learned skills are expected to be performed, the participants are provided "cue cards." The curriculum also suggests verbal prompts by the trainer/coaches if needed by the participants to successfully perform the skill. Throughout the curriculum, the trainer is reminded to model appropriate risk-taking and provide ample support for the participants.*

Noncompliance Example — *After viewing a videotape of participants from a previous training group attempting to perform client engagement skills, the training participants are told that they will also be videotaped. The trainer then critiques (overemphasizing the mistakes) the performances on tape from the previous training group.*

P. 7. Training and development professionals should promote participant acquisition of knowledge and skills as well as participant self-awareness and self-development.

Compliance Example — *A social worker trainer emphasizes the importance of self-awareness and self-development throughout a six-week sexual abuse interviewing skill-building training session. The trainer carefully monitors participant progress with ongoing embedded methods of assessment during the training. Differences in learning (pre to post training) are communicated to each participant via post-training individual feedback sessions with the trainer.*

Noncompliance Example — *A trainer provides a "canned" training on sexual abuse interviewing that she provides to various groups around the country. The trainer makes no attempt to adapt the training to the individual needs of the training group. In addition, the trainer makes no attempt to assess the learning (increase in knowledge, skill, self-awareness or change of attitude) of the participants. The trainer emphasizes the importance of the content rather than the learner.*

P. 8. Training and development professionals should help participants plan for application of learning to the job.

Compliance Example — *In order to promote transfer of learning, a child and youth care worker training center regularly uses an "idea catcher" at the beginning, middle, and end of every training workshop. Trainers introduce the idea catcher form and the importance of action planning at the beginning of the workshop and ask participants to write down new ideas that they learned in training. Throughout the training, the trainer periodically stops the training and directs the participants to the idea catcher to add ideas. Near the end of training, the trainer asks the*

participants to develop a more formal action plan from the ideas on the idea catcher. Before the close of the training day, the trainer asks for participants to voluntarily give examples of objectives that they have included on their action plan for others to hear. One week following the training, the trainer sends a reminder to the participants to implement their action plan objectives. Three months after the training, the training center evaluator sends a brief postcard evaluation form asking the participants to assess their accomplishment of their action plan objectives.

Noncompliance Example — *A trainer who almost always receives high evaluation scores on reaction evaluation administered immediately following training does not feel that planning for application is her responsibility. The trainer tells the participants that she does not like to use "bureaucratic action plan forms." She adds that she is required to give the participants the forms, and does so at the end of training without any instruction as to how they are to be used.*

P. 9. Program participants should be given an opportunity to provide feedback regarding the training and development activities they receive. Training and development professionals should provide clear guidelines on procedures for providing feedback/evaluation.

Compliance Example — *A state training program develops written guidelines regarding the process of ongoing evaluation of training by the participants after each training session. The evaluation guidelines are provided to all training program personnel and training participants.*

Noncompliance Example — *Since a standardized training curriculum is mandated for all new child welfare caseworkers, a training program manager decides that participant feedback will not affect training delivery and does not administer training evaluation/feedback questionnaires to the training participants.*

P. 10. Interested participants are admitted to programs without discrimination as to race, gender, age, disability, sexual orientation, religion or national origin.

Compliance Example — *A staff development administrator reviews training attendance records on a quarterly basis. Part of her review includes a comparison of the entire training population with those who attended during the quarter. A comparison of the percentage of those who attended relative to the entire training population is conducted on known demographic variables such as gender, race, and age. Proportional discrepancies are monitored closely and a plan developed to eliminate any inequities.*

Noncompliance Example — *A statewide child welfare leadership development program admits 2% more females than males to the program, which is considered a stepping stone to future promotions. However, the number of direct service females is 85% of the workforce compared with only 15% of males.*

P. 11. When using "deception" (withholding information from participants or providing misleading information to participants) for strategic teaching purposes (e.g., the surprise effect), the training and development professional must "undo" the deception by providing correct information at the conclusion of the activity. The benefits of the deceptive activity should be assessed relative to the potential loss of trust and/or discomfort of the participants.

Compliance Example — *A trainer attempting to illustrate the power of nonverbal communication conducts an exercise that verbally tells the participants to do one thing and nonverbally tells them to do another (e.g., the trainer asks the participants to make a circle with their forefingers and thumbs and place it on their chins while at the same time the trainer demonstrates placing the circle on her cheek). After the participants experience the "ah hah" effect, the trainer explains that she provided both a verbal and nonverbal instruction, continues processing the learning points, and apologizes for "tricking" the participants.*

Noncompliance Example — *A trainer, attempting to help the participants understand the concept of "start where the client is," arranges for someone to interrupt the session and give her a note. The trainer pretends to read the note and states the following to the group. "There has just been a bad car accident in the parking lot and someone's car was just badly damaged. It's likely that the car belongs to someone in the room. However, let's go on with the training and find out more information during the break in 20 minutes." The trainer was unaware that the week before the training, there was a car accident at the training and one of the participant's car was significantly damaged. A reasonable assessment of the potential for participant discomfort and loss of trust was not assessed by the trainer.*

P. 12. Expectations regarding the confidentiality, as well as limits of confidentiality, of information shared during training and development activities should by clarified prior to and/or at the beginning of those activities. If information will be shared with others (e.g., participant knowledge test scores shared with the participant's supervisor/employer), the participant should be informed.

Compliance Example — *A regional training center provides a training orientation packet to all new training participants that clarifies the training program's goals, the roles of those involved with the program and the program's policies including a policy on confidentiality of information obtained during training. Since information occurring during training is generally not shared with other personnel (e.g., a participant's supervisor), a newly mandated employee certification process that requires post-test training scores be reported to the employees' supervisors conflicts with the policy stated in the orientation packet. The training center amends the orientation packet and notifies all program participants of the change prior to attending the affected training. In addition, participants attending training affected by the new certification process are verbally reminded of the new program policy at the beginning of the training.*

Noncompliance Example — *A foster parent trainer, unaware of the training program's policies regarding confidentiality, overhears one of the foster parents during a break state that she violates the agency's corporal punishment policy to maintain discipline in her house. The trainer pretends that she did not hear the conversation and continues with the training after break. The trainer does not discuss the violation of agency policy with anyone.*

Employer or Sponsor-Focused

E. 1. Prior to the initiation of training and development activities, expectations should be clarified with the employer/sponsor regarding: (1) the training and development program's goals (e.g., the type of training need addressed), (2) the roles of those involved in the training and development activities (e.g., trainer, supervisor, learner, and program sponsor), (3) the rules/policies affecting the learner and others involved in the learning and transfer process (e.g., attendance policy, expectations for application of learning on-the-job, and policies regarding confidentiality of information shared during training), and (4) interpersonal behavior such as how to respectfully disagree with others.

Compliance Example — *Prior to signing a training contract, an independent training consultant arranges a meeting with training program and key agency personnel to discuss how the planned training would meet a training need. In addition, the specific goals of the training are delineated as well as the roles of those involved in the training. A specific plan for promoting transfer of learning is developed and the training program's policies are reviewed.*

Noncompliance Example — *A training consultant is asked to conduct a seminar on teen suicide for the "typical" trainer fee. The trainer asks "where and when" and commits to providing the training without further discussion.*

E. 2. Training and development professionals should strive to adhere to commitments made to employers or sponsoring organizations. However, professionals should not permit employers or sponsoring organization to interfere with ethical obligations.

Compliance Example — *A training and development department is told to provide training on a new practice area that the agency has not yet developed specific policies and no one in the agency has expertise in the new practice area. However, due to a court order, the agency must have the training completed within three months. Personnel from the training and development department recognize that they do not have the expertise to offer this training. In addition, they recognize that certain policy decisions must be made prior to conducting training. The training and development director decides to go outside the agency and contact national experts on the topic. The national experts present the agency administration a proposed plan on an appropriate training curriculum. Prior to training the curriculum, the*

national experts provide consultation on potential policy changes. The administration makes a plan for appropriate policy changes and the changes are incorporated into the planned training. The curriculum is trained by the national experts with the approval and support of the agency's administration.

Noncompliance Example — *An administrator of a social service agency does not agree with a "best practice" standard established by the profession and incorporated into federal law. The training and development department is ordered not to discuss this practice in training. The trainers do not agree with the agency administrator's directive, but agree to not discuss the practice.*

RESPONSIBILITIES AS PROFESSIONALS

PR. 1. Training and development professionals should develop and maintain competence in two major areas (1) the human service competency area that one is providing training and development activities (e.g., child abuse and neglect) and (2) the training and development competencies pertaining to one's training and development role/job (see competencies for nine T&D roles in NSDTA Training and Development Competency Model., 2001). Training and development professionals do not practice outside their areas of competence. If one is not proficient in a required competency area, then one should either improve one's competence or discontinue practice in that area. Temporary improvement in competence may occur by teaming with another professional competent in that area (e.g., a curriculum development writer teaming with a subject matter expert in a human service area such as working with children affected by divorce).

Compliance Example — *A training unit recently lost their trainer with specialized expertise in the area of sexual abuse. A mandatory training on sexual abuse must be completed for each new worker (within 60 days of hire). The training unit supervisor locates a sex abuse supervisor who is very knowledgeable about sex abuse (subject matter expert) but has not been a trainer. The training unit staff team up the supervisor with an experienced trainer on general child welfare competency areas. The training unit staff also facilitate planning sessions with the co-trainers and help to prepare them to conduct the specialized sexual abuse training by reviewing a structured curriculum and developing a plan regarding their division of responsibilities during the training (taking into consideration their areas of strength).*

Noncompliance Example — *An experienced trainer accepts a contract to conduct training on the topic of "Failure to Thrive" even though she does not have the experiential background or specific training in this content area to competently train the topic. The trainer has highly skilled "platform" skills and thinks that she can incorporate some fun activities and probably find a video that can address the topic.*

PR. 2. Training and development activities should only be used to address legitimate training and development needs. Training and development activities are not used when other non-training and development interventions are more appropriate.

Compliance — *A child care director requests a specific training package on the topic of discipline and behavior management. After discussion with the child care director, the training manager learned that there has been an increase in the use of physical restraints by child and youth care staff during the past year. Prior to making a decision on the scheduling of the training, the training manager decides to conduct a more comprehensive needs assessment that includes the review of past training on discipline related topics, an assessment of staff motivation for attending and implementing discipline-related training, an examination of critical incident reports involving physical restraint, and discussion with key informants regarding training and behavior management of the children in care. In addition, a close examination of the suggested training package as it relates to specific identified training needs is planned to be assessed. Possible alternative training options will also be explored. In addition, factors other than staff training that may be affecting the children's behavior will be examined before scheduling training.*

Noncompliance Example — *A child support enforcement agency is using a form that is poorly designed resulting in a problem of staff incorrectly completing the form. The agency administrator requests the training department to "retrain" all of the staff on the proper way to complete the required form. The training department agrees to train the staff and does not inform management of the problems concerning the form.*

PR. 3. Training and development activities should not be used to solicit contributions or support for political, religious, or other causes (However, client advocacy training and development activities may be appropriate based upon identified training and/or development needs).

Compliance Example — *A trainer is campaigning for a local politician. He often wears political campaign buttons and talks about the candidate at work. The training supervisor meets with the trainer prior to an upcoming training session to remind him that he is not to wear campaign buttons or talk about the politician during the training sessions.*

Noncompliance Example — *During breaks, a trainer talks to participants about the products she sells for a second job. She refuses to stop this activity even though some participants have expressed a discomfort in her strong-sell tactics.*

PR. 4. Training and development activities should not be used to sell products or services or provide opportunities that can be used to benefit the financial interests of the training and development professional. Although training and development professionals may receive payment for

conducting training and development activities and/or providing a product that address identified training and/or development needs, class time should not be used for promotional purposes.

Compliance Example — *A regional training center has developed an outstanding curriculum that includes innovative approaches. The curriculum was developed and paid for with funds from state and federal programs. The training center offers the curriculum to other agencies at a cost that covers the time and expenses to duplicate the materials but does not make a "profit" for the training department.*

Noncompliance Example — *A trainer who has authored a book dealing with children with attention deficit disorder is contracted to conduct a training session on the topic. During the training, the trainer often references his book for specific suggestions on assessment and intervention. The trainer provides no "hand-out" materials (except for a book order form) to supplement the training (even though the cost for duplicating hand-outs is covered by the training center). Instead, the trainer states that participants may purchase the autographed copies of the book during breaks and after the training. The trainer extends the breaks and ends the training early so that participants may purchase the book.*

PR. 5. Training and development professionals should include transfer of learning activities/interventions in all training and development initiatives.

Compliance Example — *Before the training, a trainer sends a brief email message to the participants asking them to think about how the upcoming training will apply to their cases. During the training, the trainer routinely stops the training periodically and asks the participants to think about how to use the training with their cases. After the training, the trainer sends the participants a postcard with a brief reminder to think about how they will apply what they learned in training with their cases.*

Noncompliance Example — *A subject matter expert in substance abuse does not attempt to adapt his training content to the different populations he trains. He makes no attempt to identify specific substance abuse issues relevant to each training group.*

PR. 6. Training and development professionals should incorporate strategies and/or content to facilitate cultural competence in all training.

Compliance Example — *A curriculum designer routinely uses a curriculum development checklist that includes a reminder to address cultural competence.*

Noncompliance Example — *A trainer of social workers in a rural community does not attempt to modify her training on child abuse and neglect factors since the client population is almost 100% white.*

PR. 7. Training and development professionals should promote the use of training evaluation and research to improve training and development activities. Training and development professionals should adhere to principles of best practice in evaluation and research.

Compliance Example — *A child protective services training evaluator recognizes the need to explore the relationship between training, transfer of learning and later staff retention. The training evaluator submits a grant proposal for federal funding that includes the planned study's rationale, conceptual assumptions and hypotheses, methodology and research design (including plan for data analysis), protections for study participants, how the results will be disseminated, and how the information will be used.*

Noncompliance Example — *A trainer is expected to administer a post-training knowledge test to the participants. However, the trainer believes that the testing process will lower her ratings on the evaluation questionnaire completed by the participants at the end of training. So that she can potentially increase her evaluation scores (and her chances of being re-contracted to train), a trainer provides the exact questions and answers to the test in a "review session" immediately preceding the test administration.*

PR. 8. When an instrument is used in training and development activities (e.g., learning style inventory), training and development professionals should follow recommended guidelines regarding the instrument's intended audience and procedures for application. Results should be appropriately interpreted to the training and development users based upon known information regarding the instrument's validity for the application. Potential misapplication of an instrument and/or misinterpretation of its results should be avoided.

Compliance Example — *When administering a learning style inventory to a group of human services management trainees, the trainer reminds the group of the limitations of a "paper and pencil" instrument and asks the participants to think of the tool as "potential learning tool" only. The trainer reminds the participants to look for other indicators in addition to the tool (e.g., feedback from colleagues) to help "validate" the results and implications for learning and application of learning. The trainer also reminds the group to remember the limitations of categorizing people as one style or another.*

Noncompliance Example — *A trainer administers a learning style inventory to a group of newly hired child protective services workers. When discovering that one of the participants' scores reflect a style that is considered more typical of someone from a non-human services field, the trainer suggests to the participant that he should seriously consider finding another job more consistent with his learning style (even though there has been no research to establish predictive validity between learning style and successful employment in child protective services).*

PR. 9. Training and development records should be maintained by the training and development professional. At a minimum the following data should be maintained: a description of curriculum content areas addressed, participant handout materials, and attendance.

Compliance Example — *The staff development department maintains accurate and comprehensive files pertaining to every training session provided by the department. Included within the files are curriculum content (including handout material), trainer's resume, attendance records, and training evaluations.*

Noncompliance Example — *A training department maintains records that are known to be incomplete and inaccurate. The training director believes that as long as a trainer submits some training objectives (even if they are not all addressed in training), the auditors will be satisfied. Trainers are not required to take attendance at training and it is known that participants often "sign in" for staff who are not at training.*

PR. 10. Training and development professionals should accurately represent their credentials (experience, education, training, etc.) and areas of competence to others.

Compliance Example — *A trainer with a background in social work, family therapy, and family studies conducts a training session on family assessment methods. When a participant mistakenly refers to the trainer as a psychologist, the trainer carefully explains his credentials to the training group.*

Noncompliance Example — *A trainer who has not been a field worker for many years represents himself as an expert on field work practices and implies that he personally used the practices that have been developed since he left the field.*

PR. 11. Training and development professionals should establish appropriate boundaries between themselves and others so that working relationships are not confused with personal relationships.

Compliance Example — *A participant approaches a trainer to discuss a personal situation that is not related to work or the topic of training. The trainer is a licensed social worker and a certified family life educator and the participant feels that the trainer can provide "therapeutic" help. The trainer informs the participant that this is not appropriate and refers the participant to a counselor.*

Noncompliance Example — *A training program is conducted for five weeks at an off-site hotel conference center. The primary trainer is with the participants during the entire training time. In addition, the trainer attends mealtimes with the participants and sleeps in the same hotel. The trainer attempts to develop a personal relationship with one of the participants. The trainer buys the participant an expensive personal gift and tells the participant that he is attracted to her.*

RESPONSIBILITIES TO COLLEAGUES AND THE PROFESSION OF TRAINING AND DEVELOMENT IN HUMAN SERVICES

C. 1. Training and development professionals have the responsibility to share information with colleagues to promote best practice as well as add to the knowledge base of training and development in human services.

Compliance Example — *A member of the National Staff Development and Training Association submits an article that describes a "tried and true" learning activity that the member has successfully used to the NSDTA Journal Training and Development in Human Services.*

Noncompliance Example — *When asked to let another trainer sit in her workshop on "Leadership Skills in Human Services," a skilled trainer refuses. The trainer states that she makes her living as a private training consultant and does not want the novice trainer to "steal" her ideas and take away some of her business.*

C. 2. Training and development contributions of others are appropriately recognized in training and development activities such as training, scholarly writing, and conference presentations.

Compliance Example — *When adapting a learning exercise dealing with the dynamics of puberty, a child and youth care training curriculum designer includes a note of recognition regarding the source from which the activity was adapted.*

Noncompliance Example — *Wanting to improve her training evaluation scores, a mental health trainer uses a creative training activity developed by another colleague. However, concerned about her "credibility" with the group, the trainer does not give recognition to the creator of the learning activity. When one training participant verbally compliments the trainer on her creativity, the trainer acts as if she developed the activity.*

C. 3. Training and development professionals should obey copyright laws. Even when materials do not contain a copyright symbol, professionals should acknowledge in writing the original source of the materials.

Compliance Example — *A trainer of new trainers in a statewide child welfare training program requests permission (in writing) from the appropriate source to include materials that have a copyright in orientation handout materials to new trainers.*

Noncompliance Example — *An instructional media specialist makes copies of a popular video tape and gives them to nearby county agencies for use in the training of their staff.*

C. 4. Training and development professionals should articulate and advocate for the appropriate use of training and development activities.

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Compliance Example — *A training coordinator at a juvenile detention center recognizes that several teens within the current population are at risk for attempting suicide. In addition, to certain programmatic recommendations, the training coordinator requests additional money from the detention center program director to provide training on teen suicide prevention and crisis intervention.*

Noncompliance Example — *Concerned that staff working the night shift in a nursing care facility for residents with Alzheimer's disease have not received sufficient hours of state-mandated training, the training coordinator schedules a full day of training (8 hours) immediately following the end of the night shift. The training coordinator does not request the program manager to schedule staff replacements for the training participants for the shift prior to training.*

RESPONSIBILITIES TO SOCIETY

S. 1. Training and development professionals should utilize resources efficiently to effectively meet training and development needs.

Compliance Example — *When reviewing existing core curricula for a training program for child support enforcement workers, a curriculum designer considers the use of distance technology for certain parts of the curriculum that does not require in-person group contact to achieve learning and application objectives.*

Noncompliance Example — *An experienced and well-respected human services trainer who has not learned how to use email, insists that all correspondence between her and other training program members and participants occur through the mail. The trainer is involved in various facets of the program including curriculum development committee work, transfer of learning initiatives, and direct training. This results in increased costs and time as well as the development of transfer of learning activities that do not consider email as a strategy. The trainer does not plan to upgrade her computer email skills anytime soon.*

S. 2. Training and development professionals should provide leadership in their individual areas of expertise. By remaining current on laws, policies, and best practices in human services and training and development, training and development professionals can advocate in human service agencies and in society for changes necessary to improve the well-being of society's children, adults, and families.

Compliance Example — *A trainer, who has developed a high level of expertise in the use of parent education programs for those who have abused their children, joins a curriculum committee of a state child welfare training program initiative to develop training curriculum for child welfare workers in parent education.*

Noncompliance Example — *A program manager of a state child welfare training program is unaware of how to use outcome indicator data from the federal Child and Family Services Review for training needs assessment.*

Training to Promote Ethical Practice

The best way to ensure ethical practice is to hire ethical practitioners to work in ethically supported organizations. However, there is much diversity in the educational backgrounds and professional orientations of human service personnel. For example, only 35% of the public child protective services social workers in Ohio have social work undergraduate degrees (Ohio Child Welfare Training Program, 2003). Even though there are many similar values and ethical standards within the human service disciplines, there is much inconsistency regarding ethics education within the respective educational programs. According to Reamer (1988), a major challenge in the evolution of social work ethics is educating students and practitioners about ethical issues and standards and ways to address them. Similar findings are reported in other social work-related education programs such as psychology and counseling (Downs, 2003; Hill, 1999). In addition, individual agency culture may influence ethical practice. The need for ongoing ethical training that plans for application within human service practice environments is essential.

Training Approaches

Approaches to ethics training vary according goals, content, methods, materials used, and evaluation methods administered. However, what we know about current ethics training in these five areas is mostly anecdotal (Hill, 1999). Typical approaches to ethics training have included values clarification exercises, case studies exposing trainees to ethical dilemmas, use of an ethical assessment and decision making process and direct instruction of standards from Codes of Ethics (Feeney, Freeman, & Moravcik, 2000). Hill (1999) provides a comprehensive listing of texts, professional articles, and audio-visuals used in psychology and counselor ethics education. Brophy-Herb, Stein, and Kostelnik (1988) describe a useful model that emphasizes four phases of development of ethical understanding:

1. Awareness — becoming aware of the values that govern one's life, the values of one's professional code, and the specific substance of the code.

2. Differentiating ethical judgments from other judgments — figuring out what constitutes an ethical judgment and what does not.

3. Analyzing ethical dilemmas — applying methodological skills and strategies to the resolution of ethical dilemmas.

4. Applying the Code in daily practice — translating ethical thinking into ethical conduct (transfer of learning).

Mattison (2000) suggests integrating the person-in-situation construct to ethical decision making. Since much of social work involves competing values and competing loyalties and responsibilities, she emphasizes the importance of distinguishing between ethical and practice issues as well as identifying how workers have learned to think about ethical issues. She says that workers may develop a pattern of ethical assessment and decision making that sometimes can be classified as deontological or teleological. A deontological approach emphasizes the centrality of ethical principles. Adherence to rules (e.g., maintaining confidentiality, promoting self-determination) across situations is paramount. A teleological approach emphasizes the weighing of potential consequences of proposed actions. Actions that result in the most good are valued. Mattison attempts to incorporate these approaches into the following framework for ethical decision making.

1. Gather background information/case details.

2. Separate practice considerations and ethical components.

3. Identify value tensions.

4. Identify principles in the Code of Ethics which bear on the case.

5. Identify possible courses of action (benefits, costs, projected outcomes).

6. Assess which priority obligation to meet foremost and justify the course of action.

7. Resolution.

Reflection throughout the decision making process and in retrospect to promote ongoing self awareness is indicated. Several learning activities will be presented later that emphasize Mattison's decision making model as well as Brophy-Herb, Stein and Kostelnik's four phases of ethical development.

Limitations of Ethics Training

HSTD professionals are increasingly aware of the transfer problem that typically occurs in training. It is estimated that only 10% to 13% of what is learned in training is transferred to the job (Broad & Newstrom, 1992; Georgenson, 1982; Rackham, 1979). Increasing awareness and knowledge of ethical standards is a necessary but not sufficient intervention to ensure ethical behavior. This is well illustrated by the fact that one of the most widely known and unambiguous standards within the NASW (and other human service professional codes) is the prohibition against sex activity with clients. Yet, the most frequently occurring violation of the

NASW Code is the engagement of sexual activity with clients (Murphy, 1997; NASW, 1995). There are many individual, environmental and training design factors that can promote or hinder application of ethical learning to practice.

Transfer of Ethics Learning

Responsible HSTD professionals can no longer continue to train without planning for the transfer of the training in the practice setting. The NSDTA Code (PR.5.) states that training and development professionals should include transfer of learning activities/interventions in all training and development initiatives. Baldwin and Ford (1988) present a useful framework for examining transfer of learning that can help to promote ethical competence in human services. They emphasize the importance of individual trainee characteristics, the work environment, and the training design. While this publication will emphasize the training design component, the reader should recognize the power of individual and environmental factors in promoting or hindering ethical practice.

Individual Factors

Research has found that a variety of individual trainee characteristics such as one's previous knowledge, general ability and skill level, motivation level, and sense of efficacy affect utilization of learning on the job (Brittain, 2000; Curry, 1996; Noe and Schmitt 1986). More specific to ethics training, researchers have utilized models of individual moral development for educational purposes. Instruments to assess moral development have also been developed including the Ethical Judgment Scale, the Moral Judgment Interview, and the Defining Issues Test based on Kohlberg's model of moral development (Van Hoose & Paradise, 1979; Rest, 1988; Rest Narvaez, 1994. Although utilized in counselor education, the authors are not aware of their application to other areas of human services education and training. However, research consistently indicates a .30 to .40 correlation between cognitive moral development and ethical behavior (Wells & Schminke, 2001). Effective human service ethics training designs must take into consideration individual characteristics that may affect ethics learning and application.

Environmental/Organizational Factors

Increasingly, transfer research has focused on environmental factors that include factors such as organizational support and value of training, administrative support, supervisory support, coworker support, and opportunity to use training (Brittain, 2001; Curry, 1996; Holton, Bates, Seller, & Carvalho, 1997; Tracey, Tannenbaum, & Kavanagh, 1995). Instruments, such as the Transfer Potential Questionnaire, designed to assess these environmental transfer factors have also emerged. More specific to ethics training is the development of ethical climate surveys such as the Ethical Climate Questionnaire (Victor & Cullen, 1987). However, the extent to which these surveys can be applied to human service settings has not been determined. In addition, the development of climate assessment measures specific to ethical Codes that address the values, principles, and responsibilities of workers in human services (e.g., NASW Code) is yet to be realized. Regardless, environmental factors most certainly will affect implementation of ethical learning on the job and must therefore be included within an ethics training design plan.

Training Design

A large body of research has been conducted on four areas of training design that are relevant to training in ethics (Baldwin & Ford, 1988; Curry, 1996). These principles will be briefly described along with implications for the training of ethics.

Identical elements. The principle of identical elements basically says that transfer will be enhanced if the training and transfer settings are as similar as possible. The degree of similarity between the training and transfer situations determines the extent of transfer. Based upon this principle, suggestions for ethics training include:

1. Use ethical case scenarios in training that are as similar as possible to actual situations that workers will encounter. Create a feedback loop from the practice setting to the learning setting and back to the practice setting.

2. Use instructional strategies that closely approximate the ethical assessment, decision making, and implementation process that will occur on the job. For example, a worker may rehearse in training a consultation session regarding an ethical issue with a supervisor or colleague.

3. 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.

4. Help learners recognize the "common something." There must be something in common between the learning and transfer situation for learning to transfer.

General Principles. Transfer occurs when general rules and principles that underlie the subject matter are taught rather than the specific skills as the identical elements principle would suggest. A basic assumption behind the development of ethical codes is that individuals will recognize and transfer the appropriate general ethical principle to the specific situation/case in the actual practice situation. This is also the concept behind the use of ethical assessment and decision making models. Based upon this principle, suggestions for ethics training include:

1. Train underlying principles of ethical practice in human services that transcend context. Help learners recognize these underlying ethical principles. Salomon and Perkins (1989) refer to this approach as promoting "mindful abstraction."

2. Train ethical assessment and decision making strategies that can be used with many different types of ethical problems.

3. Utilize parallel processing. For example, have the learners examine how the trainer-trainee, the supervisor-supervisee, the worker-client relationship, and the parent-child relationships similar regarding the ethical use of power.

4. Teach metacognitive skills. Help the training participants learn how to learn and apply application principles regarding ethics. Help them learn to use the ethical codes to monitor and guide their practice. For example, 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.

Stimulus Variability. This principle suggests that transfer of ethics learning is promoted by using a variety of relevant stimuli.

1. Use a variety of case examples for each ethical principle to strengthen a learner's understanding of the principles.

2. Provide examples of when an ethical principle applies and when not.

3. Teach ethical assessment and problem solving with a variety of situations and with a variety of individuals. Involve persons from the work environment (e.g., supervisors, coworkers) in the training.

Response Availability and Conditions of Practice. This refers to strategies that promote availability of eliciting the appropriate response at the appropriate time. Suggestions for ethics training include:

1. Identify concrete ethical problem solving skills that can be practiced in the training and work environments. Practice the demonstration of ethical problem solving of real case scenarios (or as close to real as possible). Learners need the opportunity to demonstrate ethical problem solving and not just discuss ethical cases.

2. Practice central ethics skills to the level of automaticity. Some ethical practice behaviors can be "overlearned" to the extent that a worker routinely employs them. For example, a worker may routinely discuss a client's rights within the first interview. A trainer may routinely initiate a training session by clarifying roles and responsibilities including the limits of confidentiality.

3. Help learners store ethics information with its application in mind. Make cognitive connections between the learning and doing situations (this is similar to the identical elements principle). For example, ask a learner to adapt a role play to make it as similar as possible to a typical work situation. You may ask them to choose another role player that most reminds them of someone in their work situation with ethical implications.

4. Use distributed practice with gradual removal of practice. Integrate the practice into the work environment. This may involve the use of trainers and coaches in team meetings, etc. Encourage supervisors and others within the work environment to promote ethical practice through discussion and ethical problem solving.

5. Help participants plan for application of learning.

A Practical Model for Transfer Assessment and Intervention

Curry, Caplan & Knuppel (1991; 1994) describe a basic but comprehensive model that can be used to guide individual, environmental, and training design transfer interventions into a comprehensive transfer plan. Broad & Newstrom (1992) and Wentz (2002) also advocate a similar approach. In addition, the model is presented by Mary Urzi and Dale Curry on a regular basis at the annual NSDTA conference. They emphasize that key persons (e.g., worker, coworker, supervisor, trainer) at key times (before, during and after formal training) can help or hinder transfer effectiveness. They suggest the utilization of a transfer matrix for transfer assessment and intervention that can be applied to any training, including ethics training. Figure 1 provides a brief illustration of how the model could be applied to ethics training. Many additional before, during, and after transfer strategies can be included to help a HSTD professional achieve one's ethics training and transfer objectives.

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 your value pattern tendencies (e.g., deontological — teleological).
Trainer	Meet with 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 use 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
Supervisor	Meet with worker to emphasize the importance of ethics training for the organization. Communicate the value of training and the integration of the NASW Code into everyday practice	Attend the ethics training with the entire team.	Lead a discussion during a team meeting regarding ways that the ethics training could be incorporated into daily practice.

Figure 1: Ethics Transfer Matrix

The total number and strength of transfer factors in each cell promoting transfer (driving forces) and hindering transfer (restraining forces) determines the amount of transfer. The transfer matrix can be used as a template to place over any existing training program to assess factors that affect transfer and develop an effective plan for transfer intervention and evaluation by increasing transfer driving forces and decreasing transfer restraining forces. This approach involves a paradigm shift from viewing (ethics) training as an event that occurs during the training session to an intervention influenced by key individuals before, during and after training.

Activities to Promote Learning in the Ethical Domain

Following are brief descriptions of a few learning activities that can be used to promote learning in the ethical domain. To stimulate thinking, only a brief description of a few activities is provided. However, the reader is reminded that additional planning should go into activity administration. For example, HSTD professionals should always consider how an activity may have adverse impact upon learners. Every effort should be made to ensure the physical and emotional safety and security of all participants (NSDTA Code of Ethics, 2003). HSTD professionals must determine their goals as well as take into consideration the specific needs and characteristics of a learning group. Strategies to facilitate transfer of learning should be integral to the training design.

Learning Activity # 1: Ethical Treasure Hunt.

This activity can help participants get acquainted with one another prior to involvement in "deeper" discussions pertaining to values and ethics. It can also provide the trainer with a quick learning assessment of the learning group.

Provide the participants with a list of descriptive statements and spaces to record the initials of participants who "match" the descriptors. Begin with descriptors that are not specific to ethics and common to many (e.g., physical fitness fanatic, likes to "shop till they drop," has seen a Harry Potter movie). Also include statements that can help you better understand the level of knowledge of the participants regarding ethical issues in child welfare training and development (e.g., has consulted his/her supervisor regarding an ethical issue in child welfare training, can list the core values of the NASW Code of Ethics, has read the NSDTA Code of Ethics for Human Services Training and Development Professionals). Also include some statements of a few learning points that will be subsequently addressed within the training (e.g., knows the difference between deontological and teleological ethical approaches, knows the definition of an ethical dilemma). After completion of the treasure hunt, you can verbally read each descriptor and ask the participants who are described to step forward to get a visual display of your group composition and preliminary learning assessment. You can also briefly address some of the items that were unknown by the participants (setting the stage for later learning).

This exercise is adapted for use in ethics training from Newell (2000).

Learning Activity # 2: Agree-Disagree.

This activity can help identify value conflicts and multiple responsibilities, as well as, individual value patterning among the participants. Some of the following statements can elicit deontological versus teleological ethical approaches.

Tell the participants to imagine that the room is a continuum from strongly agree to strongly disagree (you may want to post signs strongly agree-strongly disagree on opposite sides of the room). Utilize statements that address child welfare practice issues as well as training and development issues. The following are a few possible statements:

1. Child welfare organizations should provide training to those who seem to have the most potential (you may want to challenge by saying "what about those with the greatest need for improvement).

2. Trainers should promote what is in the best interest of the client, even if the client does not agree. For example, encouraging victims/survivors of domestic violence to leave the abuser (you may want to begin to look for deontological vs. teleological patterns and subsequently help others to be aware of the pattern).

3. In order to promote insight ("Aha") learning by utilizing the surprise effect, it is OK to use deception as an instructional strategy (look for a deontolgical-teleological pattern).

4. Since there are limited resources, training resources should be distributed where they can make the greatest impact. For example, training for supervisors since they typically have less turnover in child welfare compared with new workers.

5. When training budgets are tight, it is OK to copy copywrited material (e.g., learning style instruments) to promote learning.

6. Confidentiality in training is crucial for participants to take risk in learning. Confidentiality must be maintained (what if something is said that gives you concern about the welfare of clients).

7. Since child welfare training sometimes evokes strong emotions, a trainer may have to be prepared to counsel an upset learner after training.

8. In order to promote adequate attendance at training, it is OK to advertise somewhat unrealistic objectives (e.g., the participant will increase identification of sexual abuse—when no evaluation of the training exists).

9. Facilitating an appreciation for cultural diversity and promoting cultural competence should be a trainer's objective in all training regardless of the topical/ competency area.

10. Trainers should encourage best practice even if it is against agency policy (shouldn't workers be encouraged to practice within agency policies?).

If space does not easily permit movement within the room, you may want to adapt the activity and ask the learners to drum on the table with their hands if they agree or disagree (the louder the drumming, the more intensity to their feelings). Be prepared to highlight the value conflicts, conflicts due to multiple responsibilities and the deontological-teleological value patterns that may have emerged. Help the learners to recognize how they may value pattern in their child welfare practice.

Learning Activity # 3: Is it ethical?

Create your own handout from selected examples of compliance and non-compliance from the NSDTA Code of Ethics that is most relevant to your training group (the scenarios can be purchased or downloaded from the NSDTA website). Do not include the coinciding ethical principle with the examples. You may also want to include some brief scenarios with practice significance but do not pertain to specific ethical principles. Divide the training group into teams and have the team members indicate for each incident whether the incident is ethical or not ethical. Also, ask the participants to identify specific principles of the code that apply to the incidents. If you include practice examples that do not coincide with ethical principles, ask the participants to identify those examples as well. See learning activity # 5 for an example of compliance and non-compliance to one of the NSDTA standards.

This activity is adapted for use from Feeney, Freeman, and Moravcik (2000).

Learning activity # 4: Ethical Assessment and Decision Making

Various models of ethical assessment and decision-making have been used in human services education and training (Corey, Corey & Callanan, 1998; Lewis, 2003; Forester-Miller & Davis, 1996; Sinclair, Poizner, Gilmour-Barrett, &

Randall, 1987; Van Hoose & Paradise, 1979). This exercise will utilize the seven-step framework presented by Mattison (2000). The exercise is particularly helpful in learning to deal with ethical dilemmas. Ethical dilemmas are situations where a person encounters (1) a choice between two rationally defensible courses of action, (2) actions supported by one or more ethical principles or responsibilities, and (3) actions having potential significant consequences. They normally involve choices among conflicting values or responsibilities (Harding, 1985; Mallucio, Pine, & Tracy, 2002).

Divide the training group into ethical problem-solving teams and distribute the NSDTA ethical case situations and problem solving handout (see appendix). One of the scenarios from the handout follows.

You have been asked to present to a group of foster parents on the topic of discipline and behavior management. After introducing you at the beginning of the training session, the agency foster parent coordinator states that the content of the training session is confidential and must "remain in the room." Shortly after you begin your training session, the training coordinator leaves the room until the end of the session. During the session, a foster parent states that she does not agree with the agency's policy that prohibits the use of corporal punishment. During a break in the session, you overhear the foster parent telling another foster parent that she has used a belt with her foster children in the past and it has always "worked."

Learning Activity # 5: Ethical Football.

Using a sports metaphor, this activity provides direct instruction on specific standards of the NSDTA Code of Ethics. Create a separate index card for each example/scenario of compliance or non-compliance to each standard of the NSDTA Code (the scenarios can be purchased or downloaded from the NSDTA website). 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. Ask all of the team members to also 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 trainer's voice). Following are brief scenarios of compliance and non-compliance for one standard.

P. 7. Training and development professionals have the responsibility to promote participant acquisition of knowledge and skills as well as participant self-awareness and self-development.

Compliance Example — *A social worker trainer emphasizes the importance of self-awareness and self-development throughout a six-week sexual abuse interviewing skill-building training. The trainer carefully monitors participant progress with ongoing embedded methods of assessment during the training. Differences in learning (pre- to post-training) are communicated to each participant via post-training individual feedback sessions with the trainer.*

Noncompliance Example — *A trainer provides a "canned" training on sexual abuse interviewing that she provides to various groups around the country. The trainer makes no attempt to adapt the training to the individual needs of the training group. In addition, the trainer makes no attempt to assess the learning (increase in knowledge, skill, self-awareness or change of attitude) of the participants. The trainer emphasizes the importance of the content rather than the learner.*

Ask the group to determine which direction the team player on the field should move (toward the Hall of Fame or Shame) and the number of yards. If you cannot get group agreement on the number of yards, have the player move five yards. Repeat the process with the remaining cards (as many as time permits), taking turns from the three groups to determine which team "wins" football ethics. Much discussion can be elicited regarding each scenario and its associated ethical standard. At the end of the exercise, provide a handout of the standards and scenarios for the participants to refer to in daily practice.

This activity is adapted for use in ethics training from Curry and Caplan (1995).

FUTURE DIRECTIONS

We have emphasized the expanded role of the human services training and development professional and the need for ethics training and development interventions that account for individual, environmental, and training design factors that influence the transfer of ethics learning to the practice setting. The HSTD professional will continue to play a major role in promoting ethical practice within various human service settings. Training for HSTD professionals on how to design and train for implementation of ethics training is needed. There is also a need for the development of strategies and instruments to better assess the impact of ethics training in human service practice settings. Finally, there is a need for additional research of individual, environmental, and training design factors that affect the learning and application of ethics training in human service practice settings.

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Appendix

Ethical Assessment and Decision Making — Case Scenarios

1. You have been instructed by your agency director to provide training on behavior management to a group of child and youth care workers. There have been several incidents where the residents have been "out-of-control" and had to be restrained. Several of the residents have received minor injuries and were treated at the emergency room as a precaution. When you review the training records of the potential participants, you realize that they have already received much training on discipline, prevention, de-escalation techniques, and physical restraint. However, you also recognize that the supervisor has not attended the trainings. Also, other factors appear to be influencing the behavior of the children including: (1) rapid turnover in the resident population, (2) unclear admission procedures, (3) canceled team meetings, and (4) a more "troubled" resident population.

2. Because of your widely recognized training skills and regular attendance at the National Staff Development and Training Association Annual Conference, you are asked to observe another trainer train and provide professional feedback. Just prior to ending the training, the trainer provides a creative content review session in the form of a game show. The trainer also provides gifts for both the "winning" and "losing" teams. The participants appeared to really enjoy both the activity as well as the expensive prizes. Immediately following the presentation of the gifts, the trainer passes out the training program evaluation form.

3. You are a representative from the regional training center monitoring an "attractive" female trainer who wears a skirt cut well above the knees. She has a tendency to casually sit at times on the table while she presents. While presenting and talking individually to participants during breaks, she has a tendency to "play" with her hair in what might be described as a sexually provocative manner. At the conclusion of the training, you notice that there is a floral delivery for the trainer from one of the participants. You also notice that several of the evaluations mention that the trainer's hair flipping was distracting.

4. At the conclusion of training, you (a training participant) notice that the trainer begins to look at the completed evaluations while six participants are still completing their assessments. The trainer begins to talk informally with the remaining participants about the negative comments on one of the evaluations. The other participants provide support for the trainer and indicate that they know who wrote the evaluation.

5. A training group has agreed that the content of their discussions remain confidential (remaining in the room) so that the participants may take some risk. However, you are concerned when a training participant states that she believes that African Americans are descendants from an inferior race and should not be placed in responsible positions. This participant is a social worker who is still on her probationary period.

6. Several training participants from the same agency continually redirect the training content by complaining about a lack of support from supervisors and administrators. You suspect that the participants are not taking responsibility for some of the problems. In fact, you know that one of the complaining participants is a much-below-average worker. However, the rest of the participants are providing much support and encouraging them to continue to "vent." As the trainer, how do you respond?

7. While looking through the training schedule, you notice that a large number of trainers are not currently working in child welfare (the primary area of your training initiative). In fact, for many of them it has been over 10 years since their direct child welfare experience. They might be described as "professional trainers" who make their full-time living conducting training. However, you recognize that most of these trainers have outstanding presentation skills and almost always receive high evaluation scores (higher than even you receive) from the participants.

8. You have been asked to present to a group of foster parents on the topic of discipline and behavior management. At the beginning of the training session, the agency foster parent training coordinator introduces you and your wonderful credentials. The foster parent training coordinator also states that the content of the training session is confidential and should "remain in the room."

   Shortly after you begin your session, the foster parent training coordinator leaves the room until the end of the session. During the session, a foster parent states that she does not agree with the agency's policy that prohibits the use of corporal punishment. During a break in the session, you overhear this foster parent telling another foster parent that she has used a belt with her foster children in the past and it has always "worked."

Case scenarios are adapted from handouts from the Child Welfare Trainer Development Certificate Program, Northeast Ohio Regional Training Center, Summit County Children Services, Akron, Ohio.

Ethical Dilemmas in Training Exercise

Use the following questions as a guide to each of the situations.

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

2. 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?

3. What are my personal values on this issue and which ones are in conflict? How have I responded in the past to a similar value conflict? Is there a pattern?

4. 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 my decision making?

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

6. What are the possible choices of action? What are the consequences of those choices? Which choices benefit the training participant or client? Which benefit me? Which benefit the organization? Which benefit the larger society?

7. 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?

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

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