



Building Career Facilitation Skills

Module 4: Ethics for Offender Workforce Development Specialists

Facilitator's Curriculum

Time Required: 1 hour

Summary and Rationale

Professionals who provide workforce development services to offenders should know the ethical standards that apply to career and workforce development practitioners and stay within their scope of practice. This module examines the need for ethical standards and provides a list of the ethical standards that apply to Global Career Development Facilitators and Offender Workforce Development Specialists.

Performance Objectives

By the end of this module, participants will be able to

- Define ethical standards
- State 3 reasons why professional have ethical standards
- Apply ethical standards to case studies

References

Hoppin, J. & Splete, H. (Eds.). (1996). *Curriculum for career development facilitators*. Rochester, MI: Oakland University.

Center for Credentialing and Education. (1999). *Ethical standards for career development facilitators*. Greensboro, NC: Author.

Website: <http://www.cce-global.org/cdf/cdfcode.htm>. Greensboro, NC: Center for Credentialing and Education.

Equipment

- Easel with flip chart
- Markers
- Computer and LCD projector

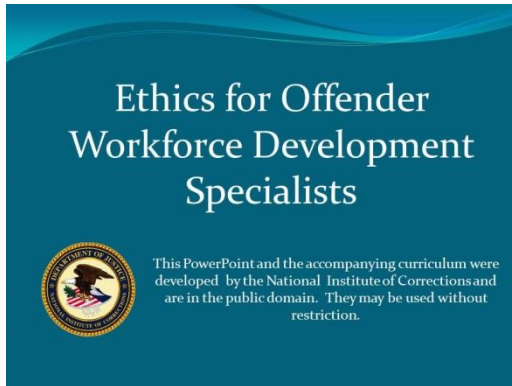
- Screen

Materials

- PowerPoint presentation
- Handout: Ethical Standards
- Handout: Code of Ethics for Career Development Facilitators (CDFs)

CONTENT

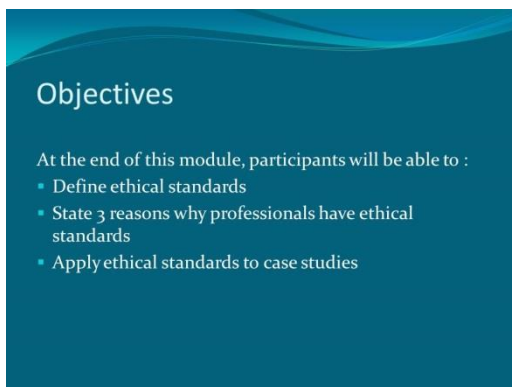
PowerPoint 1



Professionals in virtually every field are guided by a set of ethical standards. These standards provide guidelines for their relationship and responsibilities to their clients and define their scope of practice.

In this module, we will examine the need for ethical standards and review the ethical standards required of certified Global Career Development Facilitators and Offender Workforce Development Specialists. While these standards may not directly apply to your profession, they are excellent guideposts for all professionals who work with people in a helping relationship.

PowerPoint 2



At the end of this module, participants will be able to :

- Define ethical standards
- State 3 reasons why professional have ethical standards
- Apply ethical standards to case studies

PowerPoint 3



What are professional ethical standards?

Ethical standards are rules that govern the conduct of the members of a profession. These standards are usually written by members of the profession and enforced by a certifying body.

PowerPoint 4



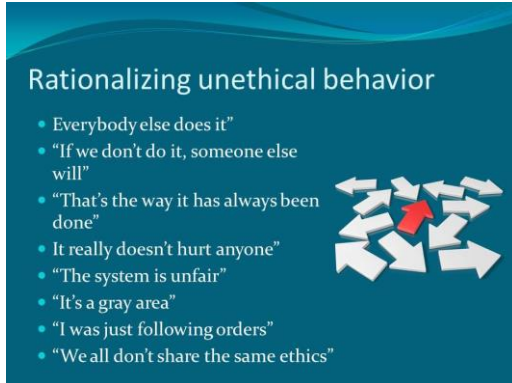
The instructor asks:

Why do professions have ethical standards?

The instructor leads a discussion and covers the following points:

- **We must ensure that the public trusts what we do.**
- **Provides for the greater good of the profession.**
- **Members of a profession need guidance in the decisions they make.**

PowerPoint 5



Rationalizing unethical behavior

- Everybody else does it”
- “If we don’t do it, someone else will”
- “That’s the way it has always been done”
- It really doesn’t hurt anyone”
- “The system is unfair”
- “It’s a gray area”
- “I was just following orders”
- “We all don’t share the same ethics”

The slide features a cluster of white arrows pointing in various directions, with one red arrow pointing upwards, symbolizing the concept of rationalization.

When people engage in unethical activities, they often rationalize their behavior. They may say things like:

- Everybody else does it”
- “If we don’t do it, someone else will”
- “That’s the way it has always been done”
- It really doesn’t hurt anyone”
- “The system is unfair”
- “It’s a gray area”
- “I was just following orders”
- “We all don’t share the same ethics”

The instructor asks:

Why do you think people rationalize their behavior when they have done something wrong?

The instructor leads a discussion and summarizes by saying that people feel uncomfortable when they know that they have done something that is wrong and they rationalize their behavior to assuage their feeling of guilt.

PowerPoint 6

Categories of Ethical Standards

- personal standards of conduct
- knowledge and scope of practice
- relationship with clients
- relationship with employers and supervisors



The instructor asks:

How many of you work in a profession that has ethical standards or work for an agency that has ethical standards? Can you describe what some of those standards are?

The instructor leads a discussion that identifies the different types of professional standards that exist today.

Now, let's look at the ethical standards that offender workforce development specialists must agree to accept if they apply for certification. We will group them into four categories:


- personal standards of conduct
- knowledge and scope of practice
- relationship with clients
- relationship with employers and supervisors

PowerPoint 7

Personal Standards

Offender workforce development specialists

- avoid public behavior in violation of moral and legal standards
- avoid discussion of personal or work issues



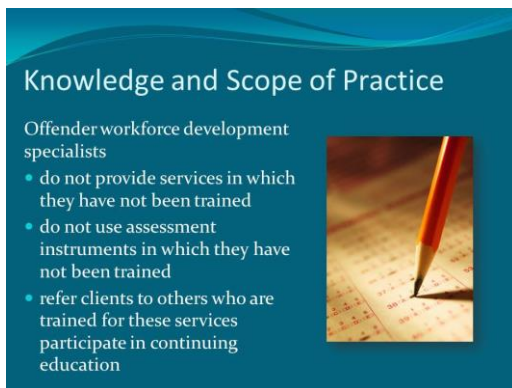
The letters and numbers in parentheses refer to the specific section of the code of ethics

(included as handouts)

In the first group - - personal standards - - there are two guidelines:

- Offender Workforce Development Specialists will avoid public behavior that is clearly in violation of accepted moral and legal standards (A5).
- Offender Workforce Development Specialists do not bring their personal or work issues into the OWDS relationship (B9).

PowerPoint 8



In the second group - - knowledge and scope of practice (what you are supposed to know and what you are ethically allowed to do)- - there are four guidelines:

- Offender Workforce Development Specialists recognize the boundaries of their training and position and do not provide services or use techniques in which they have not been trained (A2).
- Offender Workforce Development Specialists do not use assessment instruments in which they have not been trained (A3).
- Offender Workforce Development Specialists refer clients to others who are trained for services that they cannot provide (B3).
- Offender Workforce Development Specialists participate in continuing education to keep their knowledge and skills updated and to learn new skills (A3).

PowerPoint 9

Relationship with Clients

Offender workforce development specialists

- advocate for clients and services
- maintain confidentiality
- assure that the client is capable of profiting from interventions offered
- do not form personal or physical relationships
- do not engage in stereotyping or discrimination

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In the third group – relationship with clients - - there are five general guidelines expressed in seven statements of the Code of Ethics:


- Offender Workforce Development Specialists advocate for clients and services to meet their needs (B1).
- Offender Workforce Development Specialists maintain the confidentiality of client records and communication unless mandated to release information. (A7)
- Offender Workforce Development Specialists must assure that the client is capable of profiting from specific types of intervention offered – especially to computer-delivered assistance (B6).
- Offender Workforce Development Specialists do not form personal or physical relationships with clients nor tolerate sexual harassment (B7, B8).
- Offender Workforce Development Specialists do not engage in stereotyping or discrimination (A4).

PowerPoint 10

Relationship of an Offender Employment Specialist with Supervisors

Offender workforce development specialists

- recognize and support the needs of the organization
- are responsible for informing employers about conditions that diminish their effectiveness or impact the organization



The fourth and last group – relating to the relationship of Offender Workforce Development Specialists with supervisors – has four guidelines:

- Offender Workforce Development Specialists must recognize and support the needs of the organization for which they work (B10).
- Offender Workforce Development Specialists are responsible for informing employers about any conditions that may diminish their effectiveness or impact the organization negatively (B5).
- When unsure about how to handle a specific problem or case, Offender Workforce Development Specialists will request assistance from their supervisors (C1).
- Offender Workforce Development Specialists will be instrumental in establishing working relationships with both internal and external entities that protect the client's rights and provide needed services (C2).

PowerPoint 11

Relationship of Offender Workforce Development with Supervisors

Offender workforce development specialists

- request assistance from their supervisors
- establish working relationships with both internal and external entities that provide needed services



The instructor answers any questions that may arise about the meaning of ethical standards.

PowerPoint 12

Activity: Case Studies

- Read case studies
- Join assigned group
- Determine whether there is a breach of ethics
- Identify ethical statements that apply

Ethical standards take on new life when they are applied to specific cases. The attached worksheet describes ten different scenarios.

Case Studies and Ethics Activity

1. Individually read each of the case studies
2. In a group, discuss the cases in depth.
3. By referring to the handout called **Code of Ethics for Career Development Facilitators**, help your group determine whether the situation described in the case represents a breach of ethics. If it does, the group needs to identify the specific ethical statement(s) that apply.
4. Return to the large group for a discussion of each case.

Instructor Notes:

ACTIVITY:

Case Studies and Ethics

30 minutes

The instructor passes out copies of the handouts titled *Code of Ethics for Career Development Facilitators and Cases* and *CDF Ethical Standards* and says:

Read these ten cases. Then form five groups, and discuss the cases assigned to your group:

You have 15 minutes for this task. In each case, using the handout called *Code of Ethics for Career Development Facilitators*, determine whether the OWDS was within ethical guidelines and/or scope of practice. If you determine that the OWDS was not within ethical guidelines, be prepared to indicate which one(s) are relevant to the case.

After 12 minutes have passed, the instructor asks the groups to complete their work in the next three minutes. Then the instructor goes through each of the ten cases, rotating through each group in the process.

We will now discuss each of the ten cases. (15 minutes)

SUMMARY

Professionals in virtually every field are guided by a set of ethical standards. This module has examined the need for ethical standards and the importance of working within one's scope of practice. We have explored the standards that apply to Career Development Facilitators and Offender Workforce Development Specialists and have applied those standards to a set of case studies. While these standards may not apply to your particular occupation, they are excellent guidelines for any professional who works with clients in a helping relationship.

Code of Ethics for Career Development Facilitators (CDFs)

Section A: General

1. The CDF will adhere to this Career Development Facilitator Code of Ethics.
2. CDFs recognize the extent of their training and provide only services and use techniques for which they are qualified by training and/or supervised experience. CDFs recognize that their competency is in career assistance, not in career counseling or psychotherapy.
3. CDFs improve practices and services through continuing education and inservice practice throughout their careers. They operate within the limits of the CDF scope of practice.
4. The use of assessment instruments or procedures must be within the CDF's scope of training.
5. It is the responsibility of the CDF to balance client and organizational needs.
6. CDFs avoid public behavior that is clearly in violation of accepted moral and legal standards.
7. CDF products and services, including classroom instruction, public lectures, demonstrations, written articles, radio or television programs, or other types of media, must meet the criteria cited in all sections of these standards.
8. The CDF will maintain confidentiality regarding content discussed with clients and client records unless federal, state, or employing institution laws and policy require disclosure.

Section B: Career Development Facilitator (CDF) Relationship with Clients and Employers

1. CDFs must recognize and advocate for client freedom of choice in CDF services.
2. The CDF/client relationship and information resulting from it must be kept confidential, consistent with the obligations of the CDF's employment setting.
3. If the CDF cannot assist the client or if the client's needs are outside the CDF's scope of practice, the CDF will identify and refer properly.
4. The CDF must alert the employer to conditions that may be potentially disruptive or

damaging to the welfare of clients and the goals of the agency.

5. The CDF must inform the employer of conditions that may limit his or her effectiveness.
6. When computer applications are used, the CDF must ensure that (a) the client is intellectually, emotionally and physically capable of using the computer application; (b) the computer application is appropriate for the needs of the client; (c) the client understands the purpose of the computer application; and (d) follow-up is provided for the client both to correct possible problems (misconceptions or inappropriate use) and to assess further needs.
7. CDFs will not be sexually, physically, or romantically intimate with clients.
8. CDFs do not condone or engage in sexual harassment that includes deliberate or repeated comments, gestures, or physical contact of a sexual nature.
9. CDFs do not bring their personal or work issues into the CDF/client relationship.
10. CDFs are aware of the impact of stereotyping and discrimination (i.e., biases based on age, disability, ethnicity, gender, race, religion, or sexual orientation) and guard the individual rights and personal dignity of the client.

Section C: Consultation/Supervision

1. Consultation/supervision will be sought at any time CDFs have concerns, questions, or doubts that they may be practicing outside of their competency area or outside the CDF's scope of practice.
2. CDFs must establish working relationships and agreements with consultants, supervisors, employers and/or subordinates regarding the CDF/client relationship, confidentiality, and distinction between public and private materials, maintenance and dissemination of recorded information, workload, and accountability. Working agreements in each instance should be specified and made known to those concerned.

Activity: Ethical Standards

For each of the situations described below, determine whether the offender employment specialist was operating within scope of practice and/or ethical guidelines. As you make each determination, identify the specific ethical guideline(s) that apply.

1. While on his lunch break, an offender workforce development specialist went to a busy local restaurant where he saw his supervisor. He asked him for guidance about a client who had a long history of aggressive behavior and treatment as a substance abuser. After a ten minute discussion, the workforce development professional thanked his supervisor and said, "I have a better handle on what needs to be done and will advise the client as you suggested." **Violates A.1.**
2. An offender workforce development specialist had a history of criminal offenses, but had turned in his life around and was recently released from parole supervision. A client on his caseload reported that his parole officer was "on his back" and putting pressure on him to obtain employment as quickly as possible, even if it meant working in a fast-food restaurant. The workforce development specialist recognized the name of the parole officer who had supervised him in the past. He shared this information with his client and told him that the parole officer had a reputation for violating the people under his supervision for little cause. The workforce development specialist told his client about several run-ins he had with the parole officer and how he had almost been revoked on several occasions. He ended the session by saying, "You better watch yourself. He nearly broke up my marriage and he'll do the same thing to you if you're not careful." **Violates B.9.**
3. A workforce development specialist who had a reputation for "going the extra mile" for his clients, secured a copy of the Wechsler Adult Intelligence Scale (WAIS), a test designed to measure intelligence that was typically administered by psychologists. He decided to test his clients, even it meant staying late every evening because of all the time it took to score and interpret the test results. The benefits of the instrument, he believed, far outweighed the cost of administering it. **Violates A.4.**
4. A workforce development specialist had a reputation for being the "life of the party" and had a tendency to drink more than he could handle. While partying with his friends in a local pub on a Saturday night, his boisterous behavior caused the owner to call the police who issued him a summons. When he appeared in court to pay the summons, he apologized for his behavior and promised the judge that it would never happen again. **Violates A.6.**
5. An offender workforce development specialist had a client who reported that had a learning disorder and had difficulty reading. The specialist did some research on the disorder and decided to provide the client with learning exercises every

time they met. The exercises took roughly 10 minutes and appeared to bolster the confidence of his client who greatly appreciated the extra time he spent with him. **Violates A.4., A.5., and B.3.**

6. An offender employment specialist believed that the equal opportunity laws were necessary in the past, but were not needed today. He told a co-worker that he was sick and tired of hearing that racism prevented people from getting work. “Whenever a client tells me that he was unfairly treated by an employer,” he told the co-worker, “I tell him that life is unfair and that he better get used to it.”

Violates A.10.

7. An offender workforce development specialist finds himself to be attracted on a client. He spends more time with her than other clients, but is careful to hide his true feelings from her or his colleagues. During a counseling session, he learns that she is attracted to him and he offers to take her to lunch. They agree to meet in restaurant away from the office so as not to arouse the suspicions of others.

Violates A.7.

8. An offender workforce development specialist observes a co-worker engage in behavior with clients that his unprofessional. The co-worker was going through a divorce and under a considerable amount of stress. He tells his co-worker to take it easy, saying that, “if you’re having a tough time with your divorce, you can always talk to me.”

Violates B.4.

9. An offender workforce development specialist was a “techie” and enjoyed using computer applications. He believed that he could reduce the amount of time it took to provide his clients with career guidance if all the persons on his caseload were assessed using the computerized versions of the O*Net Interest Profiler and the O*Net Work Importance Profiler, two no cost instruments available from the U.S. Department of Labor. For a two-month period, he assessed all of his clients using these instruments and determined that the time it took to conduct an assessment was reduced by 20%, a significant savings for his agency.

Violates B.6.

10. An offender workforce development specialist was recently assigned a caseload of persons who had been convicted of sex offenses. Although he had worked with a handful of sex offenders in the past, he felt very much challenged by his new assignment and had serious doubts about his ability to provide his new clients with the services they needed. Because his supervisor was very busy with a newly funded project, he did not want to burden him with these concerns. On his own initiative, he found a wealth of information about sex offenders on the Internet which he carefully reviewed. He believed that the information was useful, but still has some significant doubts about his ability to adequately serve this population. Despite these concerns, he decided to go forward with his new assignment and improve his skills in this area by learning “on-the-job.”

Violates B.5.

TRAINING GRID: Ethics for Offender Workforce Development Specialists

Minutes	Agenda Item	Delivery	Slides	Worksheets
30	Introduction to Ethical Standards and Code of Ethics for Career Development Facilitators (CDFs)	Lecture/Discussion	1-11	Handout: Code of Ethics for Career Development Facilitators (CDFs)
30	Case Studies and Ethical Standards	Activity	12	Handout: Activity: Ethical Standards
Total 60 minutes				