

# Pre-Employment Transition Services and Working with Youth: *Some Ethical Considerations*



# Disclaimer

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- Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education.

# Objectives

- The overall objective of this presentation is to provide tools and resources to professionals supporting students and youth with disabilities in receiving pre-employment transition services.
- Upon attending the session, participants will be able to conceptualize and discuss topics as they pertain to:
  - Multicultural Concerns and ethics
  - Pre-Employment Transition Services



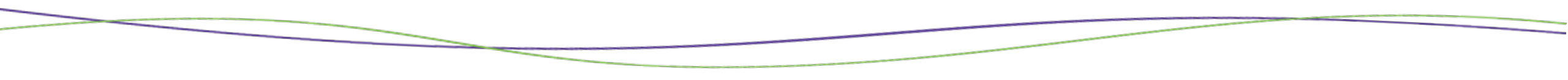
# Ethics and Rehabilitation:

## Who are We and Why are We the Presenters?

- **Rob**

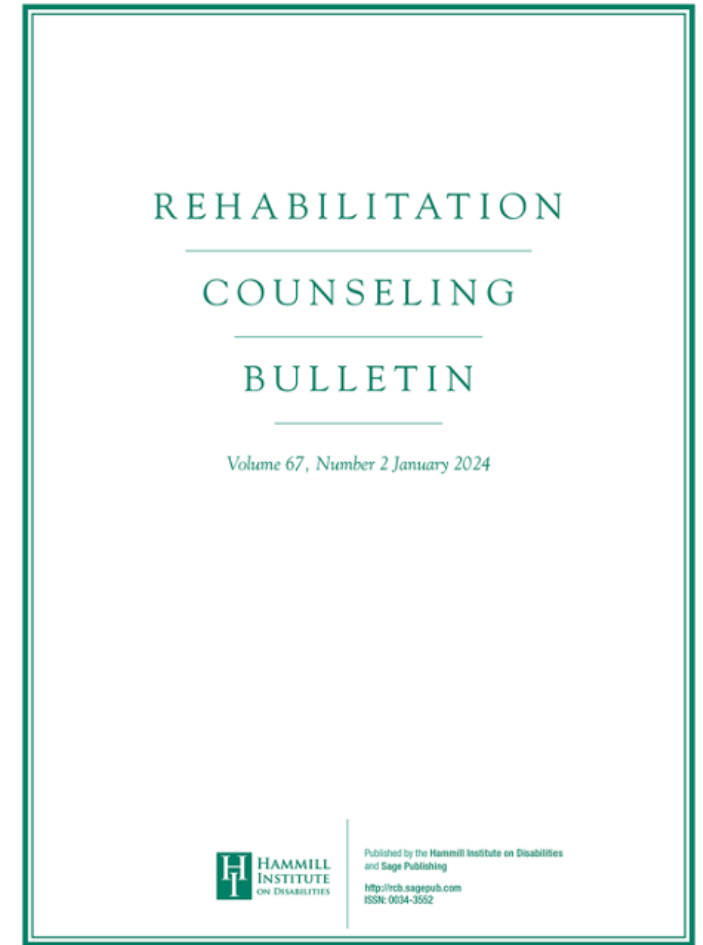
- NTACT:C Team member; Background in Vocational Rehabilitation and Mental Health Counseling; Certified Rehabilitation Counselor, Licensed Professional Counselor
- Publications; Courses Instructed; Former Chair CRC Ethics Committee

- **Nichole**

- NTACT:C and CIT-VR Team member; Background in Vocational Rehabilitation providing Pre-ETS; Certified Rehabilitation Counselor
  - Courses Instructed, Current CRCC Ethics Committee Member, Publications
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# New CRCC Code of Ethics Went Into Effect Jan. 2023

- To coincide with the new [Code of Ethics](#).
- The Rehabilitation Counseling Bulletin devoted an entire Special Issue (Volume 66, Number 4) to the topic.



# Section D:

# Multicultural Concerns



# Scenario



- MJ is a 17-year-old, non-binary (pronouns they/them), biracial, client that you have begun working with recently.
- MJ is a high school junior (on a standard diploma track) and many of the Pre- Employment Transition Services are appropriate for them at this stage of development, including Career Exploration, Work Based Learning Experiences, Exploration of Education and Training Programs post high school, Workplace Readiness Training, and Self Advocacy.
- MJ has been diagnosed with ADHD and this is the reason they have been referred to you. They have been prescribed Adderall, and mostly take it as prescribed but sometimes feel the medication is changing who they are. They also see a therapist for enhancing executive functioning skills and to address issues pertaining to intersecting identities.
- MJ has strong academic potential as evidenced by their grades but is apathetic regarding the idea of college and is equally apathetic about career options. MJ feels like the deck is stacked against all young people, feels that those in government are corrupt and exploitive, and doesn't understand why they should even try as there is no way a young person in this economy can ever expect to own their own home or realize the 'American Dream.'
- MJ has requested that you refer to them as MJ and not Maggie, the name their parents still use in reference to them. MJ's parents have phoned and sent texts/emails indicating the only option they want you to pursue for their child is to find information and options regarding an undergraduate degree in Business (which MJ on multiple occasions has indicated is of no interest to them). When they do reach out, they refer to your client as Maggie. MJ is interested in Podcasting and in advocacy issues pertaining to non-binary issues and minoritized identities. They have an online social support network but feel disenfranchised from their school community and view it as an institution operating and promoting oppression.

# Questions to Consider

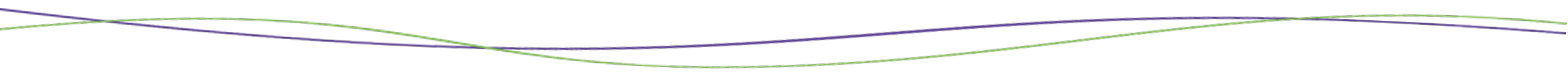
As we go along, think about:

- What ethical dilemmas do you feel are present for you, the counselor, in this scenario?
- What suggestions do you have for working with MJ?
- What kind of guidance can you gather from the CRCC Code of Ethics?





# Updates to the Code Pertaining to Multicultural Concerns

- Section D is an entirely new section building on topics and considerations always infused throughout the entirety of the code.
  - Taking an excerpt from the Introduction to Section D, I think it's important for people to know: This section features the attitudes and behaviors of multiculturally competent CRCs/CCRCs who maintain an awareness of self and others. Furthermore, the section describes the ethical responsibility of CRCs/CCRCs to exhibit cultural knowledge and skills aligned with the core values of the profession.
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# Overview

- What follows is an overview of the structure of Section D the newly added Multicultural Concerns section.
- As we review, please be thinking about which of these sections has relevance to the scenario with MJ, and why.



# Section Outline - D.1 Strengthening the Multicultural Relationship

- A. Establishing Effective Multicultural Relationships
  - B. Impact of Client Intersectionality/Identity
  - C. Awareness of Client Worldview
  - D. Interventions
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## D.2 Avoiding Harm and Value Imposition

- A. Avoiding Harmful Multicultural Service Provision
- B. Avoiding Microaggression
- C. Implicit Bias
- D. Recognition and Respect of Client Values
  - Bracketing? Is it possible?
  - Eliminating Microaggressions – The Next Level of Inclusion Handling Microaggressions in Therapy

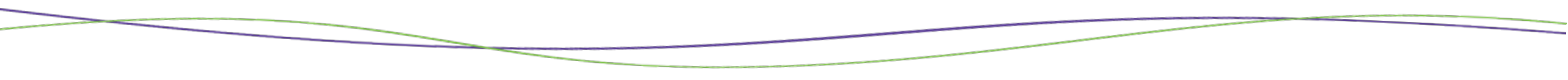


## D.3 Personal and Professional Development and Cultural Competence

- A. Personal Awareness
- B. Antiracism
- C. Social Justice
- D. Cultural Humility
- E. Use of Affirming Language
- F. Avoiding Discrimination
- G. Serving Religious Cultures



## D.4 Diversity, Equity, and Belonging in Coworker Relationships

- CRCs/CCRCs promote diversity, equity, and belonging within coworker relationships and professional settings.
  - CRCs/CCRCs maintain and enhance inclusive work environments to avoid negative indirect influences on client outcomes.
  - CRCs/CCRCs foster good working relationships by promoting trust, respect, self-awareness, and open communication.
  - CRCs/CCRCs are committed to minimizing barriers to opportunity for diverse colleagues.
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# Before Moving on...

**Let's check back in with MJ and some of the questions we posed:**

- What ethical dilemmas do you feel are present for you, the counselor, in this scenario?
- What suggestions do you have for working with MJ?
- What kind of guidance can you gather from the CRCC Code of Ethics?



# Pre-Employment Transition Services and Working with Youth





# Pre-Employment Transition Services <sup>(2)</sup>

- Pre-employment transition services are provided to students with a disability and often consists of five required activities:
  - Job Exploration Counseling
  - Work-Based Learning Experiences
  - Counseling on Postsecondary Education Opportunities
  - Workplace Readiness Training
  - Instruction in Self-Advocacy
- As well as four coordination activities and nine authorized activities.
- Both vocational rehabilitation agencies and schools are required by law to provide certain transition services and supports to improve post-school outcomes of students with disabilities.
- [Pre-Employment Transition Services](#)

# ...More Than Just Being a VR Counselor

- Ally
- Advocate
- Trusted Confidant
- Trusted Source of Support
- Active listener (source of validation)
- To many students and youth, the role of the VR counselor is more than the person to explore a career path or provide a service.



# Article for Your Review

Joseph, M. A. M., Osmanu, K., & Moss, K. (2017). Ethical considerations for working with transition aged youth and students with disabilities given the implications of WIOA. *Journal of Applied Rehabilitation Counseling*, 48(2), 42-47.

Research Article: Ethical Considerations for Working with Transition aged youth and Students with Disabilities Given the implications of WIOA



# There is No One Section of the Code...

That specifically pertains to working with adolescents and youth in terms of providing pre-employment transition services.

- Relevant sections focus on:
  - The Counseling Relationship (Section A)
  - Confidentiality, Privileged Communication, and Privacy (Section B)
  - Relationships with Other Professionals and Employers (Section F)
  - Technology, Social Media, and Virtual Counseling (Section K)

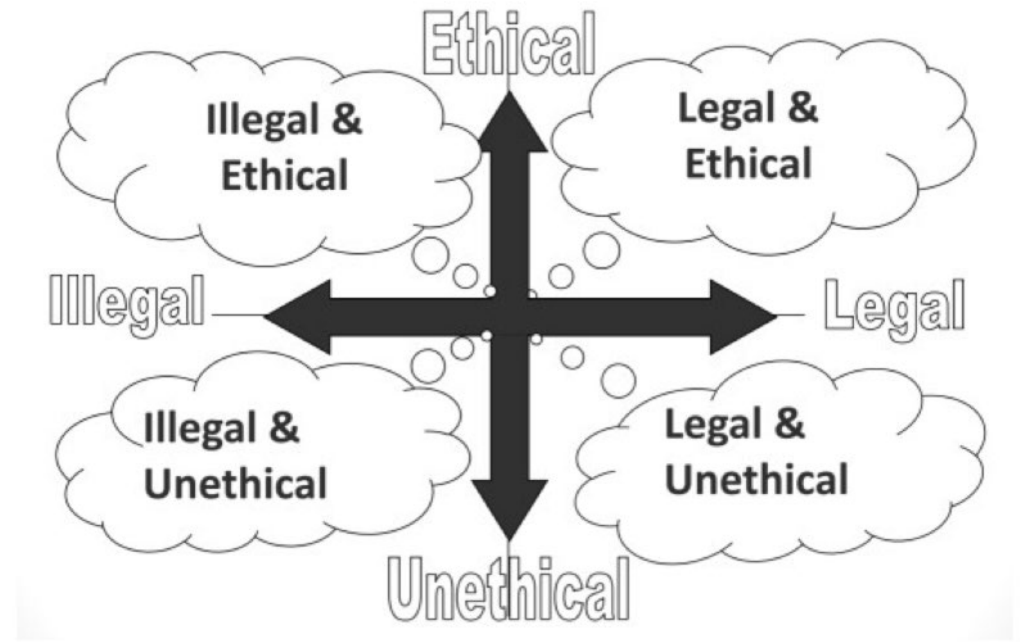


# Section A - The Counseling Relationship

- CRCs/CCRCs work in cooperation with their clients to promote client growth, welfare, and support them in developing and progressing toward their goals. CRCs/CCRCs understand that trust is the cornerstone of the counseling relationship, and they have the responsibility to respect and safeguard the client's right to privacy and confidentiality.
- Additional considerations:
  - A.1.a. Primary Responsibility. The primary responsibility of CRC/CCRCs is to respect the dignity of clients and promote their welfare.
  - A.2.a. Respecting Culture. CRCs/CCRCs demonstrate cultural humility and respect for the cultural identity of clients in developing and implementing culturally responsive rehabilitation strategies and treatment plans by providing and adapting interventions.
  - A.3.c. Developmentally and Multiculturally appropriate communications.
  - A.5. Multiple clients: When CRCs/CCRCs agree to provide services to two or more persons who have a relationship (e.g., husband/wife; siblings; parent/child), CRCs/CCRCs clarify at the outset which person is, or which persons are, to be served and the nature of the relationship with each involved person. When CRCs/CCRCs are called upon to perform potentially conflicting roles, CRCs/CCRCs clarify, adjust, or withdraw from roles appropriately.

# Impact of Socio-Political Climate

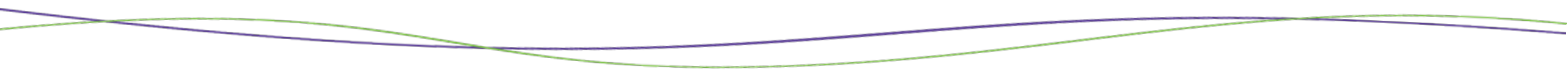
- Both created by society and codified
- However – major differences!
- Laws are created by elected officials
- Ethics are created by professionals in the field
- The Code is used as a guide for best practices, but cannot supersede law



# Reminder about Ethical Principles

- These values inform principles and represent one important way of expressing a general ethical commitment that becomes more precisely defined and action-oriented when expressed as a principle. The fundamental spirit of caring and respect with which the Code is written is based upon **six principles of ethical behavior**:
  - **Autonomy**: To respect the rights of clients to be self-governing within their social and cultural framework
  - **Beneficence**: To do good to others; to promote the well-being of clients
  - **Fidelity**: To be faithful; to keep promises and honor the trust placed in CRCs/CCRCs
  - **Justice**: To be fair in the treatment of all clients; to provide appropriate services to all
  - **Nonmaleficence**: To do no harm to others
  - **Veracity**: To be honest and truthful (CRCC, 2023, Preamble)

# Section B - Confidentiality, Privileged Communication, and Privacy

- **All clients have a right to have their information kept confidential.**
    - This also relates to maintaining the counseling relationship
  - **B.5. RESPONSIBILITY TO CLIENTS LACKING CAPACITY TO CONSENT**
  - *a. RESPONSIBILITY TO CLIENTS.* When counseling minors or persons who are unable to give consent, voluntary assent is sought. CRCs/CCRCs protect the confidentiality of information received in the counseling relationship, in any format, as specified by law, written policies, and applicable ethical standards.
  - *b. RESPONSIBILITY TO LEGAL GUARDIANS AND PARENTS.* CRCs/CCRCs inform legal guardians, including parents who are legal guardians, about the role of CRCs/CCRCs and the confidential nature of the services provided, as consistent with current legal and custodial arrangements. CRCs/CCRCs are sensitive to the diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children/dependents according to the law. CRCs/CCRCs work to establish, as appropriate, collaborative relationships with legal guardians to best serve clients.
  - As professionals, how do you navigate between building and keeping trust with your minor client while also communicating information to parents/guardians?
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# Section F - Relationships with Other Professionals and Employers

- Providing pre-employment transition services to students with disabilities often involves collaborating with multiple partners such as the Local Education Agency (LEA), Community Services Boards (CSBs), Vendor providers, and in some cases employers
- CRCs/CCRCs recognize the quality of interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about the role of other professionals within and outside the profession.
- **F.1. RELATIONSHIPS WITH COLLEAGUES, EMPLOYERS, AND EMPLOYEES**
  - a. PROFESSIONAL COURTESY/CONSIDERATION
- **F.2. ORGANIZATION AND TEAM RELATIONSHIPS**
  - a. TEAMWORK.
  - b. TEAM DECISION-MAKING.
  - d. CLIENTS AS TEAM MEMBERS.



# Section K - Technology, Social Media, and Virtual Counseling

- **One of the most frequent challenges working with students and youth is communication strategies**
  - Reliance on technology, social media, or different applications (e.g., WhatsApp, Discord) for communication.
  - Can sometimes be different compared to the preferences of the counselor or allowable engagement strategies defined by the organization.
- **The COVID-19 pandemic changed the way many counseling services were provided – including the use of virtual counseling methods**
- **K.1. COMPETENCE AND LEGAL CONSIDERATIONS**
- **K.2. ACCESSIBILITY**
- **K.3. CONFIDENTIALITY AND DISCLOSURE**
- **K.4. SOCIAL MEDIA**
- **K.5. VIRTUAL COUNSELING**



# Best Practices for Working with Students and Youth

- Back to the basics for counseling skills – active listening!
  - Shows invested interest
  - Enables the building of trust
- Considerations of power differentials within the relationships (and across the relationships)
- Seeking guidance and support from accrediting bodies (CRCC – advisory opinions) when faced with difficult dilemmas.
- How might some of these practices look when applied to MJ?



# Thank You!



# Contact Us!

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