Ethics in a Global Society

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Professor

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Assignment

### *60 Day Developmental Readings*

Review 100-day assignment, course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

Each OGS program and Core has specific grading criteria for Developmental Readings. Follow the **Developmental Reading Rubrics** for the **required number of sources, comments, and quality criteria**.

See the **General Helps** in **AA-101 The Gathering Place in DIAL**for the following resources:

* Refer to the “NEW Student Guide to Developmental Readings” for updated information on sample comments, rubrics, and key definitions related to developmental readings.
* Download the “NEW Developmental Reading Assignment Template” Word document to begin writing your developmental reading assignment.
* For **grading criteria**, go to the “NEW Developmental Reading Rubrics” document.
* Document all sources in APA style, 7th edition ([APA 7 Reference Example](https://drive.google.com/file/d/1MOW2xmjS9fBRboojA-ADFQBlpahm2iFM/view?usp=sharing), [APA 7 Quick Guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%20Poster%2010.22.12.png)) for in-text citations and for Works Cited. Include page numbers.
* Include a separate **Works Cited** page, formatted according to APA style, 7th edition.
* Submit through **DIAL** to the professor.

**Source One:** Shek, D. T., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: Current perspectives. Adolescent Health, Medicine and Therapeutics, 10, 131–141. https://doi.org/10.2147/AHMT.S179946

**Comment 1:**

**Quote/Paraphrase:** Boundaries and expectations are clear regulations for youth conduct and expressed as consistent consequences for violating rules, and encouragement for them to try their best. These assets include “family boundaries”, “school boundaries”, “neighborhood boundaries”, “adult role models”, “positive peer influence” and “high expectations” [(Shek et al., 2019)](https://www.zotero.org/google-docs/?ER5D4x).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive to me as a current Youth Worker; we follow ethical standards and practices and try to instil them in the young people we work with.

**Contextualisation:** In my work with young people, there is usually a document or constitution that guides the functioning of these groups. Upon further inspection of these documents, I have realised that although the policy may state that ethical behaviour is expected, it does not necessarily give specific examples of the ethical expectations. Specific examples may be beneficial as youth groups may be made up of teenagers needing practical examples.

**Source Two:** Hope, K. R. (2012). Engaging the youth in Kenya: Empowerment, education, and employment. International Journal of Adolescence and Youth, 17(4), 221–236. https://doi.org/10.1080/02673843.2012.65765**7**

**Comment 2:**

**Quote/Paraphrase:** The five key principles underlying the policy are: respect of cultural belief systems and ethical values; equity and accessibility; gender inclusiveness; good governance; and mainstreaming youth issues [(Hope, 2012)](https://www.zotero.org/google-docs/?CT8IzR)

**Essential Element:** Use ethical concepts to develop and facilitate progress toward educational objectives.

**Additive/Variant Analysis:** This statement is additive as there is a national youth policy that my work in Trinidad and Tobago is guided by.

**Contextualisation:** The National youth policy used in Trinidad and Tobago is the policy that my work is guided by. Before this current job, I have worked with youth and children for the past ten years; however, I only became aware of the National Youth Policy within the last three years when I began working with the government. Despite understanding the importance of policy, youth work and interacting with young people, on the whole, is so flexible that I don’t think all things that come up can be mentioned by policy. The relationship with the individual will determine the actions taken in various situations.

**Comment 3:**

**Quote/Paraphrase:** Empowerment means creating and supporting the enabling conditions under which young people can act on their behalf and on their terms, rather than at the direction of others [(Hope, 2012)](https://www.zotero.org/google-docs/?D4b8Le).

**Essential Element:** Use ethical concepts to develop and facilitate progress toward educational objectives.

**Additive/Variant Analysis:** This statement is additive as it speaks about empowerment as, which is most important to the development of young people.

**Contextualisation:** Many of the youth programs I have been involved in have included some form of life skills component which allows the young person to positively developed. A recent programme developed by the government was an agriculture program that encouraged food security and agricultural entrepreneurship for young people. However, while the programme was being delivered, it was discovered that the participants required further help with various life skills to aid them in the people-oriented part of their business.

**Source Three:** Lansford, J. E., & Banati, P. (2018). Handbook of Adolescent Development Research and Its Impact on Global Policy. Oxford University Press.

**Comment 4:**

**Quote/Paraphrase**: Few working-class youth in the United States access formal mentoring programs, as most experience difficulty in establishing resourceful relationships with nonparental adult figures, whereas in middle-class families, “both parents and adolescents themselves coordinate to incorporate nonparental adult figures into their social networks [(Lansford & Banati, 2018)](https://www.zotero.org/google-docs/?Smezuu).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive as I am aware that the lower socioeconomic of the society are less exposed to many positive resources.

**Contextualisation:** Working in communities that may be impoverished I have observed the lack of access to goods and services that exist in these communities. This lack of resource is a\so extended to people in the community. this is why in some of those communities there are nefarious beings lauded as Community leaders who are really most times gang leaders that are offering help. this lend helplessness affords the community to give loyalty to people that maybe involved in Criminal activity.

**Comment 5:**

**Quote/Paraphrase:** Therefore, capacity development is one of the main strategies to improve the supply of professionals with the technical knowledge, skills, and attitudes to implement participatory activities with young people effectively. In addition, practitioners from international NGOs have identified standards, principles, and ethical guidelines for effective participatory practices with youths, especially as they relate to their meaningful engagement in the process [(Lansford & Banati, 2018)](https://www.zotero.org/google-docs/?aVEZKp).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive to me as I believe continual development is important to any professional especially those working in people-focused/ social service jobs.

**Contextualisation:** Unfortunately, the majority of the capacity-building training I have attended has been trainings that I did privately. Training is important for youth workers to ensure they are current in their practice and effective in reaching young people. I may be in the minority as a youth worker seeking training as I value continuous knowledge. The various ethical principles that other workers should know to pass on to young persons may be lacking.

**Source Four:** Nash, S., Nash, P., & Darby, K. (2015). Spiritual Care with Sick Children and

Young People: A handbook for chaplains, paediatric health professionals, arts

therapists and youth workers. Jessica Kingsley Publishers.

**Comment 6:**

**Quote/Paraphrase:** They benefit from being included in social groups and activities when they wish, particularly if they feel a sense of loss, boredom or isolation, and may appreciate being given the opportunity to make a contribution to others and to society [(Nash et al., 2015)](https://www.zotero.org/google-docs/?UYd8ER)**.**

**Essential Element:** Evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Use ethical concepts to develop and facilitate progress toward educational objectives.

**Additive/Variant Analysis:** The statement is additive as it speaks of young people benefiting from engaging with others as it allows them to contribute to society while giving them a sense of purpose.

**Contextualisation:** Young people thrive when they are given structure and purpose. My previous job in an after-school program allowed me to see many young people who were once shy and uncooperative in joining social situations thrive when given an opportunity to do so. These young people placed in leadership roles or given a task to be responsible for soon become attached to the role and people connected to it; essentially, they are able to form a community around a task or skill such as dance, drama or even plumbing.

**Comment 7:**

**Quote/Paraphrase:** We cannot underestimate the importance of building rapport and trust, and taking an interest in the unique person receiving treatment. They may wish to draw upon some recognised religious beliefs or worldview, or a mixture of several to draw comfort from [(Nash et al., 2015)](https://www.zotero.org/google-docs/?3TunFS).

**Essential Element:** Evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

**Additive/Variant Analysis:** This statement is additive to me as I know that people in health emergencies may be more open to interactions that they are not regularly open to.

**Contextualisation:** During undergrad, I volunteered in the children’s department of one of the city hospitals in Florida. Upon applying for this opportunity, I was required to sign forms alluding to patient privacy and ethics in my interaction with them. I am trying to remember if they forbid religious engagement outright, but sick people react differently especially if their illness is terminal and some patients’ families would have requested that we pray with them.

Source Five: Alldred, P., Cullen, F., Edwards, K., & Fusco, D. (2018). The SAGE Handbook of

Youth Work Practice. SAGE Publications.

**Comment 8:**

**Quote/Paraphrase:** Within this range of very real obligations, I would argue that - ethically - the youth worker should make an active and positive choice about priority such that the interests of the young person are primary, above all others. Fundamentally, the primary client of the youth worker is the young person they engage with. Other obligations, including those to the funding body, are secondary. Funding bodies should give money to youth work organisations on this understanding [(Alldred et al., 2018)](https://www.zotero.org/google-docs/?554AFp).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive as it positions young persons as the most important beneficiaries of youth work.

**Contextualisation:** As an employee of the government it sometimes becomes tricky to manage their expectations, and that of the community in which we work in. Young people may have different expectations of programs they wish to participate in whereas the government will have programs they wish to roll out based on their budget and timing. My job in those instances would be to encourage the most appropriate young persons to apply for those positions, although it may have been different from what the initially wanted to do. I also ensure that when a program they have a direct interest becomes available, I bring it to their attention if they need to be made aware. Also, I attempt to get a smaller version of the program they are interested in to come to the specific community so that the young persons’ needs are met.

**Source Six:** Silliman, B., Edwards, H. C., & Johnson,, J. C. (2020). Preparing Capable Youth

Workers: The Project Youth Extension Service Approach. Journal of Youth Development,

15(1), 122–149. https://doi.org/10.5195/jyd.2020.824

**Comment 9:**

**Quote/Paraphrase:** The comments were expressed as “stretched beyond my comfort zone,” and support program staff and peers were seen as “great role models,” Frequent mention of “learning from feedback” and “seeing other perspectives” reflected the growth mindset and critical reflection process integral to the program model.[(Silliman et al., 2020)](https://www.zotero.org/google-docs/?mTMqYH)

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

Use ethical concepts to develop and facilitate progress toward educational

objectives.

**Additive/Variant Analysis:** This statement is variant to me because although it is the ideal outcome for Youth Work where feedback and growth is encouraged, unfortunately, this was not the situation I most often experienced.

**Contextualisation:** For ethics to be implemented by Youth workers, they should also experience ethical situations; however, this has not always been the case in my job. Unfortunately, it has bred a culture of unhealthy competitiveness between colleagues and feedback given is not considered constructive but is seen as snitching.

**Source Seven:** Corney, T., Rannala, I., Guðmundsson, A., Jüristo, K., Vladimarsdottir, H., Martinson, M., Griffith, H., Šakarašvili, S., & Sigurjónsson, G. A. (2020). Professionalisation of youth work in Estonia, Australia and Iceland: Building an evidence base [Monograph]. Victoria University & Estonian Association of Youth Workers & Association of Leisure and Youth Workers in Iceland. https://doi.org/10.26196/kkfj-c783

**Comment 11:**

**Quote/Paraphrase:** It is argued that creating a separate body responsible for ethical standards will reduce individual accountability in practice, which could be detrimental to young people. Implementing these structures to youth workers introduces “top-down discipline” that does not benefit youth work’s actual processes, namely building community relationships [(Corney et al., 2020)](https://www.zotero.org/google-docs/?UAtpYg)**.**

**Essential Element:** Understand ethics as the philosophy and methodology of behavior and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive as it speaks to an actual body that will hold youth workers accountable for their ethical practices, there are both pros and cons to this as it removes individual responsibility.

**Contextualisation:** There is currently a push to establish a national youth agency and also a youth worker association. My understanding is the youth agency will encompass all things youth related in the country. The Youth worker association on the other hand will fight for and attempt to regulate the standards at with youth work is done. This is most important as unfortunately the people who work directly with the youth are not consulted with during the formation of government programmes but are held responsible when the programmes are not well subscribed.

**Comment 12:**

**Quote/Paraphrase:** Current youth work practices involve youth workers embedding themselves into communities, and they are thus well placed to see any negative effects of their practice and adjust them. Stricter protocols may not allow for this type of relationship and thus be detrimental to the beneficiaries of the service. Further, the actual process of professionalisation will distract time and energy away from young people, and the work that goes into addressing their needs [(Corney et al., 2020)](https://www.zotero.org/google-docs/?1uFkqF).

**Essential Element:** Evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive asas youth work is essentially community work; lessening the amount of community interaction that occurs in work will be a detriment to the community and youth at large

**Contextualisation:** Currently, in my job there has been a more significant push for National level youth programs; this, however, has lessened the amount of community work that youth officers can do as we are generally understaffed. This leads to officers’ burnout and less impact on the community level as officers spend most of the time now doing National level work. The supervisory team seem to value quantity over quality, but for youth work to be effective, relationship building is paramount; this can only occur if workers are allowed to interface within communities.

**Source Eight:** Chalhi, S., Koster, M., & Vermeulen, J. (2018). Assembling the Irreconcilable: Youth Workers, Development Policies and ‘High Risk’ Boys in the Netherlands. Ethnos, 83(5), 850–867. https://doi.org/10.1080/00141844.2017.1362452

**Comment 13:**

**Quote/Paraphrase:** While the policies portray the youth workers as frontline workers, implementing policy at the street level, our study demonstrates how they constantly correspond to ongoing events, actions and aspirations. They engage with the world in which they work, without integrating all its elements into a harmonious whole. Corresponding with the youth on the one hand and their organisation on the other hand, they connect the different components of the youth work assemblage that is made up of multiple actors, institutions and resources at different levels and scales. The youth workers, as brokers, play a crucial role in bringing together the many elements of such assemblages [(Chalhi et al., 2018)](https://www.zotero.org/google-docs/?cMHwxR).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

Evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

**Additive/Variant Analysis:** This statement is additive as I am familiar with the balance that is necessary as a youth worker to priotize the needs of young people and also the requirements of my work place.

**Contextualisation:**  Having first began my current position in 2019 and now becoming familiar with the requirements and expectations of the job, a colleague would constantly refer to what we were doing as brokering for the youth groups and stakeholders. At the time, I did not completely understand the connection she was making. However, years into the job I understand that the youth groups and the government ministry I work for sometimes have different agendas and that there may be conflicting interactions I may have. Ethically I attempt to ensure that I stay on the side that my employers would appreciate. However, I point my community groups in the direction of another entity that will be able to assist them.

**Source nine:** Scott Hoffman, M., Hanson, B., Brotherson, S., & Zehnacker, G. (2021). Boundaries: A Boundary Setting and Social Competence Program for Parents and Youth. Journal of Human Sciences and Extension, 9(3), Article 3. https://doi.org/10.54718/JSXI4975

**Comment 14:**

**Quote/Paraphrase:** Youth in modern society face a variety of unhealthy influences that concern parents, ranging from depression or delinquency to substance abuse issues. The risk and protective factors framework suggests there are common risk and protective factors for different concerns, that they apply similarly among different groups of youth, and that protective factors can offset the effects of risk factors and foster resilience (Lerner et al., 2013). Positive youth development approaches emphasise helping youth develop protective factors, or assets, that allow them to thrive and contribute to their communities [(Scott Hoffman et al., 2021)](https://www.zotero.org/google-docs/?Y8gM5S)

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive to me as it emphasises The importance of youth from a Positive Youth Development approach rather than a deficit approach.

**Contextualisation:** Unfortunately, a lot of traditional youth work focuses on the deficit approach, which is more commonly known or previously taught. At a recent engagement I attended , the principal referred to the students as at-risk youth. Unfortunately, this educator would refer to the students as such in their presence. Positive youth development emphasises a rights-based approach to youth development. This approach considers the rights of a child and human rights legislation by the UN in the interactions between youth workers and young people. In considering these conventions the labelling and stigmatisation of young people is fround upon as it is also ineffective to the development of young people.

**Comment 15:**

**Quote/Paraphrase:** Additionally, “successful programs have developed ways to maximise parents’ investment by emphasising the importance of young children’s development and linking it to parenting skills and parents making healthful decisions about their own well-being” (Shaw, 2014, para. 8) [(Scott Hoffman et al., 2021)](https://www.zotero.org/google-docs/?1haSvW)

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

Use ethical concepts to develop and facilitate progress toward educational

objectives.

**Additive/Variant Analysis:** This statement can be both additive and variant to me as it emphasises the importance of parents in the child’s development, but I also know of effective programmes where the parents are not always supportive.

**Contextualisation:** My previous supervisor for a youth mentorship programme I worked with always emphasised that we worked despite the parents. We knew that all of the young people we worked with were not necessarily from homes with supportive parents or even had the know-how to support their children. As a programme, we implemented a once-a-year parenting seminar to bring in stakeholders from various agencies to speak with and train the parents in topics such as conflict resolution, active listening and even social media usage.

**Source ten:** Lester, A. M., Goodloe, C. L., Johnson, H. E., & Deutsch, N. L. (2019). Understanding mutuality: Unpacking relational processes in youth mentoring relationships. Journal of Community Psychology, 47(1), 147–162. https://doi.org/10.1002/jcop.22106

**Comment 16:**

**Quote/Paraphrase:** Whereas it is encouraging that mentoring relationships can have such beneficial outcomes, these relationships can also end poorly, as well as having negative effects on the youth and mentors involved. In response to this risk, there is a need for a deeper understanding of how to develop and support positive and effective mentoring relationships [(Lester et al., 2019)](https://www.zotero.org/google-docs/?CyXmLc)

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

Compare the different approaches of traditional ethical systems to Christian ethics.

**Additive/Variant Analysis:** This statement is additive because I have seen cases where an inappropriate or untrained person begins to mentor a young person, an effort is not put into building the relationship and unfortunately, the young person is hurt when the relationship is not treated with care.

**Contextualisation:** I liken mentorship to the discipleship process; these are incredibly important relationships for an individual’s development, but this is more important for a young person`s development. Mentorship and discipleship require relationship building to be effective; skills and training can also be implemented to ensure their effectiveness. Whereas the young person may be damaged or affected developmentally if these practices have been done inappropriately, the mentor, especially in a professional setting, can be penalised if they are not ethical in their approach to mentoring.

**Comment 17:**

**Quote/Paraphrase:** Shared relational excitement is defined as a perceived genuine desire by both parties to invest and be present in the mentoring relationship. This occurs when both mentor and mentee perceive the other is genuinely interested in knowing them. Shared relational excitement develops through the process of the pair spending quality time together during which they are both excited about the interaction. This excitement is fueled by an understanding that the time spent together is more than just an hour of their day, but rather time to feel known and mutually engage in meaningful conversation [(Lester et al., 2019)](https://www.zotero.org/google-docs/?kRl952).

**Essential Element:** Use ethical concepts to develop and facilitate progress toward educational objectives

**Additive/Variant Analysis:**This statement is additive as it speaks to one of the main important part of mentorship that both parties be equally engaged for effectiveness.

**Contextualisation:** Working with young people who can sometimes be slow to warm up will require that the adults be persistent but organic in their relationship-building with the young person. For shared relationship excitement to be built or deepened over some time, it is crucial to be intentional and proactive when facilitating these relationships.

**Source eleven:** [Hart, P. (2016). Young people negotiating and maintaining boundaries in youth work relationships: Findings from an ethnographic study of youth clubs. *Journal of Youth Studies*, *19*(7), Article 7. https://doi.org/10.1080/13676261.2015.1112881](https://www.zotero.org/google-docs/?HXxTrX)

**Comment 18:**

**Quote/Paraphrase:** Smith (2001) suggests authentic relationships in youth work are being lost as workers become increasingly detached from the young people they work with, which he blames on strict boundaries and the obligation to meet targets defined by funders. The ‘personalised relationship’ expected within those occupations working alongside young people can be undermined by the professional demeanour that is adopted on the assumption it reduces risk to the young people [(Hart, 2016)](https://www.zotero.org/google-docs/?cJ5Q3z).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is additive to me as I have experienced the switch from community oriented work two more organisational work.

**Contextualisation:** Recently for the job of Youth Development Associate, there has been a more significant push by the government to do National programs for young people. However, as there is an understaffing of Youth workers the work that was previously mainly focused on community work, we are now more expected to work on these National programs. These programs allow for more Nationwide awareness of youth programs however, this has caused less community interactions between youth workers and youth. Community-level work allows for relationship building and, therefore, transformation by the young persons.

**Comment 19:**

**Quote/Paraphrase:** The professionalisation of youth work can sometimes create tension for those of us who are committed to a whole-life approach to ministry. We want to emphasise the importance of boundaries; those working with young people need time off, and need to work safely and responsibly, taking into account safeguarding and other policies. Within these boundaries, however, we also have to find ways to share our lives with and give meaningful, relational time to young people [(Hart, 2016)](https://www.zotero.org/google-docs/?SoedDI).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

Compare the different approaches of traditional ethical systems to Christian

ethics.

**Additive/Variant Analysis:** This statement is additive as a balance is needed to do effective youth work and retain professionality.

**Contextualisation:** In youth development or community development by extension, there is sometimes a cliche use of the word holistic development; the whole body approach. This approach is dynamic as it may only sometimes include a traditional approach to engagement. A youth leader I am aware of has opened up her home to young people on many evenings, where she assists with homework and projects; this is after the young people have attended the after-school programme that she leads. An administrative leader may encourage her not to have them in her home, especially after hours, but these youths are her neighbours who live in the same community. Although it may not be considered professional, from a Christian perspective, she is her brother's keeper as she assists parents who may not have the wherewithal to assist their children academically.

**Comment 20:**

**Quote/Paraphrase:** In some cases, vulnerable young people may not have had the opportunity to set boundaries with others, then in these cases having clear boundaries with youth workers is essential. However, the aim should be to help young people develop their own ability to create and maintain boundaries, rather than rely on others to maintain them on their behalf [(Hart, 2016)](https://www.zotero.org/google-docs/?zuFC2w).

**Essential Element:** Understand ethics as the philosophy and methodology of behaviour and the conducting of human activities.

**Additive/Variant Analysis:** This statement is variant to me as I never previously considered boundaries in that way of allowing the young person to set their own limits as they previously may not have had the opportunity to do so.

**Contextualisation:** Empowerment is the primary goal of youth development, and modelling is one method that can be used to encourage young people. Viewing an adult treating them respectfully should impart on them how they should require others to treat them. However, the responsible adult establishes boundaries first; then, the young person will be empowered to implement boundaries in their lives.

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