Ethics in a Global Society

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Submission Date:

14/08/23

Write a ten (10) page essay that analyses a topic in ethics relevant to your research interests, professional growth, and as an interdisciplinary faith-learning scholar. The essay must show scholarly work and cover the subject well.

1. Structure (Paper Evaluation includes the following structure below).

a. Download the 􀂳OGS APA Course Assignments Template 7th Ed 2021􀂴 template from the General Helps folder in the AA-101 The Gathering Place Course on DIAL. Using the template, create the following pages.

b. Title Page (not included in page count).

c. Copy and paste the assignment instructions from the syllabus starting on a new page after the title page, adhering to APA 7th edition style ( APA 7 Workshop, Formatting, and Style Guide, APA 7 Quick Guide).

d. Start the introduction on a new page after the copied assignment instructions.

2. Be sure to meet the following expectations.

a. Begin with an introductory paragraph that has a succinct thesis statement.

b. Address the topic of the paper with critical thought.

c. End with a conclusion that reaffirms the thesis.

d. Document all sources in APA style, 7th edition ( APA 7 Reference Example, APA 7 Quick Guide)

e. Include a separate Works Cited page, formatted according to APA style, 7th edition

f. Use a minimum of twenty scholarly research sources (three to four books and the remaining scholarly peer-reviewed journal articles).

3. Submit the completed paper to DIAL.

**Boundaries for youth mentor relationship in youth development/ youth worker practitioners**

 The field of youth development involves interacting with and engaging with young people in ways that holistically aid their developmental growth. Youth Development Practitioners are frontline workers who work with young persons in various community settings to aid in their empowerment in some capacity. The programs administered can be topic-specific or encompass multiple goals. Most youth development programs also include mentorship components; we can parallel the holistic development gained from mentorship with the biblical concept of discipleship. With mentorship, it is crucial that although relationship building is taking place that boundaries are established between mentor and mentee to maintain professionalism in the field.

Established boundaries are paramount for Youth Development Practitioners and also in how youth programs are structured. Researchers have identified developmental needs required for young people to function successfully; boundaries are listed as one of the needs necessary for youth development. Clear regulations for youth conduct, consistent consequences for violating rules, and encouragement for them to try their best are good practices when working with young people. There should be boundaries in various settings: family, school, neighbourhood, with adult role models and positive peer influence and high expectations [(Shek et al., 2019)](https://www.zotero.org/google-docs/?dxiWgW). Although ethical behaviour is expected, specific examples of ethical expectations may be needed to ensure clarity for all ages and developmental levels.

Developing the capacity of the youth practitioner is one of the main strategies to improve professionalism in the youth work field; their technical knowledge, skills, and attitudes to implement participatory activities for young people effectively will be enhanced. Youth Practitioners have identified standards, principles, and ethical guidelines for effectively working with young people, especially regarding their meaningful engagement [(Lansford & Banati, 2018)](https://www.zotero.org/google-docs/?AgynHH). Although there are many Youth Development Practitioners in various sectors of society, youth programs are often led by well-meaning community members who may not be aware of the ethical standards they should abide by when working with young people. Instances such as the young person being in their homes after hours may be the most suitable time the adult can assist the young person; however, when guided or funded by an NGO, this practice may not be appropriate.

The field of youth work is such a dynamic job that the practitioner is allowed to embed themselves into the communities they work in; as such, they are well placed to see any adverse effects of their practice and adjust them. The creation or establishment of a body responsible for dictating the ethical practices of youth workers has received criticism as some view that it will reduce individual accountability in practice and alter the relationship established with the 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/?tVUNUt). However, professionalisation of the sector would add some validation to the sector, and further emphasis would be placed on the effectiveness of youth programmes and its efficacy; there would also be a more significant push to adhere to ethical standards.

Youth work involves a great balancing act between the community and the governing agency one works for. The agendas of these two entities are not always the same, and the discretion of the youth practitioner is inherently important while navigating these agendas and ensuring that the youth stakeholder ultimately benefits. Coordinating with the youth on the one hand and their organisation on the other hand, they connect the different components of the youth work assemblage comprising multiple actors, institutions and resources at different levels and scales [(Chalhi et al., 2018, p. 865)](https://www.zotero.org/google-docs/?SctVCK).Despite the various stakeholders in the mechanism that is youth work, the youth worker`s priority remains the interests of the young person, above all others. Funding bodies should give money to youth work organisations on this understanding, but this is not always the case [(Alldred et al., 2018)](https://www.zotero.org/google-docs/?PM9mPL).

Mentorship is another role of youth work that the practitioner engages in; based on the nature of the mentor/ mentee relationship, the practitioner may develop a very intimate relationship with the young person as the relationship develops. This is shared relational excitement if both parties are genuinely interested in knowing and investing in the mentoring relationship. If both mentor and mentee are excited about their interactions and spending quality time together, shared relational excitement is better able to develop. The time spent together is more than just the official prescribed time allotted; instead, there is an understanding that both parties engage in meaningful conversation mutually [(Lester et al., 2019)](https://www.zotero.org/google-docs/?XW7TMY). Unfortunately, few working-class youths have access to formal mentoring programs, but most experience difficulty establishing resourceful relationships with nonparental adult figures. In middle-class families, on the other hand, both parents and adolescents themselves actively incorporate nonparental adult figures into their social networks. Working-class families experience benefits with mentors as they are more likely to include single-parent households who would benefit from their child interacting with the absent parent gender [(Lansford & Banati, 2018)](https://www.zotero.org/google-docs/?zJo4Z3).

 Developing an authentic relationship between an adult and an unrelated young person may be seen as problematic by stakeholders unfamiliar with work and relationships in community settings. These stakeholders may implement policies that ultimately harm the mentor relationship causing workers to become detached from the young people they work with as strict boundaries and the obligation to meet targets are prioritised. The youth worker’s professional demeanour can undermine the personalised relationship, although the assumption is that it reduces risk to the young people [(Hart, 2016)](https://www.zotero.org/google-docs/?tdEE04).

 In emphasising the importance of boundaries, those working with young people need time off, to work safely and responsibly while also safeguarding themselves and the young person. Youth workers must find ways to maintain boundaries and policies while sharing their lives with and giving meaningful and relational time to young people. Unfortunately, some vulnerable young people may not have had the opportunity to set appropriate boundaries with others on their terms, so it is even more essential to have clear boundaries with youth workers. The aim should be the empowerment of young people where they can act on their behalf and their terms, rather than at the direction of others [(Hope, 2012)](https://www.zotero.org/google-docs/?cLIiIF) to help young people develop their ability to create and maintain boundaries rather than rely on others to sustain them on their behalf [(Hart, 2016)](https://www.zotero.org/google-docs/?h9Bv4t).

Establishing a National Youth Policy is imperative to the youth population as it governs the handling of young people by invested stakeholders; this document should be thorough and specific to the cultural climate’s jurisdiction. Existing policies should have principles that they are guided by; respect of cultural belief systems, ethical values; equity and accessibility; gender inclusiveness; good governance; mainstreaming youth issues, embracing human rights, social inclusion and intersectionality, inclusive and active youth population [(Hope, 2012)](https://www.zotero.org/google-docs/?mNLE1C) [(*National Youth Policy: 2020-2025*, 2020)](https://www.zotero.org/google-docs/?5xlCu8). Ethical boundaries established in policy can also aid in safeguarding mentoring relationships that develop between adults and children. Although mentorship relationships are often affiliated with the benefits, these relationships can end poorly if the two individuals are not well matched and can result negative outcomes for both the youth and mentors involved. There needs to be an emphasis on developing and supporting positive and effective mentoring relationships [(Lester et al., 2019)](https://www.zotero.org/google-docs/?JTvYeG).

Today`syouth face a variety of unhealthy influences that concern parents, ranging from depression or delinquency to substance abuse issues. Positive youth development approaches emphasise helping youths develop protective factors, or assets, that allow them to thrive and contribute to their communities while developing resilience [(Scott Hoffman et al., 2021)](https://www.zotero.org/google-docs/?6ocG7G). Unfortunately, a lot of traditional youth work focuses on the deficit approach, which is more commonly known or previously taught. 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. Considering these conventions, the labelling and stigmatisation of young people is frowned upon as it is also ineffective in developing young people.

Autonomy is also recognised as an essential marker of professionalisation, where professionals can set the terms of their work by scheduling and making decisions for their clients; it also includes implementing standards through protocols, ethical codes and training. Youth workers will also increase their knowledge in the field as they will have access to best practice techniques to improve their skills and competencies. The formation of regulatory bodies and codes of conduct, control of entry, self-regulation and professional autonomy are also benefits of the professionalisation of youth work [(Corney et al., 2020)](https://www.zotero.org/google-docs/?KJ2rIt). Ultimately, the professionalisation of youth work will benefit the field most as it would allow for a change of mindset to not only how the workers view themselves but how they interact with the young people they work with will be the most important features of professionalism.

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