

MODULE 9: PROFESSIONALISM AND CONDUCT



OUTLINE FOR THIS MODULE

- Guiding Principles
- Professional Skills
- Stress Management and Self Care
- Review and Assessment
- Service Learning



REVIEW



- What did we learn during our last session?
- What stands out from the last few modules?
- What has been reinforced through your Service Learning experiences?



GUIDING PRINCIPLES

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Define ethics and explain how ethics are different from laws.
- Discuss key articles from the CHW Code of Ethics.
- Explain ethical guidelines relating to informed consent and confidentiality.
- Apply the Framework for Ethical Decision Making to resolve ethical questions.
- Define and discuss professional boundaries and dual or multiple relationships.
- Explain how CHWs may cross professional boundaries, and the potential risks of doing so.
- Explain self-disclosure and analyze the potential risks and benefits for clients and CHWs.
- Define a scope of practice.
- Identify competencies that may lie within and outside the CHW scope of practice.
- Explain how to respond when confronted with a challenge regarding your scope of practice.

WORDS TO KNOW

- Boundary crossing
- Confidentiality
- Dual or multiple relationships
- Ethics
- Informed consent
- Professional boundaries
- Self-disclosure



ETHICAL GUIDELINES FOR CHWS

- Ethical standards provide guidance for professionals regarding "right conduct" and what to do when faced with a challenge or dilemma.
- **The Community Health Workers Code of Ethics** is a national framework adopted in 2008 for CHWs, supervisors and employers of CHWs to discuss ethical issues facing the profession.



CHW CODE OF ETHICS

Article 1. Responsibility in the Delivery of Care

- 1.1. Honesty
- 1.2. Confidentiality
- 1.3. Scope of ability and training
- 1.4. Quality of care
- 1.5. Referral to appropriate services
- 1.6. Legal obligations

Article 2. Promotion of Equitable Relationships

- 2.1. Cultural humility
- 2.2. Maintaining the trust of the community
- 2.3. Respect for human rights
- 2.4. Anti-discrimination
- 2.5. Client relationships



CHW CODE OF ETHICS

Article 3. Interactions With Other Service Providers

- 3.1. Cooperation
- 3.2. Conduct
- 3.3. Self-Presentation

Article 4. Professional Rights and Responsibilities

- 4.1. Continuing Education
- 4.2. Advocacy for Change in Law and Policy
- 4.3. Enhancing Community Capacity
- 4.4. Wellness and Safety
- 4.5. Loyalty to the Profession
- 4.6. Advocacy for the Profession
- 4.7. Recognition of Others

ETHICAL GUIDELINES

- **Informed consent** is the obligation to provide clients with all the information they need to make a sound decision about whether or not to participate in a program, service or research study.
- Information should include information about anything harmful, cost, requirements and limitations.
- **Confidentiality** protects a client's communication.
- Limits to confidentiality should be clearly explained to a client. Limits include:
 - If the client discloses information about harm or the threat of harm to themselves or others.
 - CHWs have an obligation to report this to a third party such as their supervisor or the police.

FRAMEWORK FOR ETHICAL DECISION MAKING

Consider yourself, your client, your supervisor, your colleagues and the community when examining each of these steps.

1. Describe the problem.
2. Review ethical guidelines / codes.
3. Review laws / regulations.
4. Seek consultation.
5. Consider possible action.
6. Outline consequences of decisions.
7. Decide on action.



ESTABLISHING AND MAINTAINING PROFESSIONAL BOUNDARIES

Review definitions and scenarios:

- Professional boundaries.
- Boundary crossing.
- Dual or multiple relationships.



SCOPE OF PRACTICE

- Scope of practice is used to determine which skills CHWs are competent to perform and which are beyond their expertise.
- The CHW field is still in development and lacks well-defined guidelines.

Guidelines depend on:

- State and local laws, the agency, the program, the supervisor, type of health issue, training, CHW's comfort level, etc.

SCOPE OF PRACTICE

- Culturally competent health education.
- Informal counseling.
- Case management services and referrals.
- Recruitment of clients.
- Conduct initial interviews.
- Community organizing and advocacy.
- Support clients in accessing services and improving their health and wellness.



GROUP ACTIVITY 7.1
 ETHICS AND BOUNDARIES
 OR
 ACTIVITY 7.2
 SCOPE OF PRACTICE



PROFESSIONAL SKILLS

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Discuss the meaning and challenge of code switching.
- Develop a professional resume.
- Prepare for a job interview.
- Identify dress codes at your internship site or workplace.
- Discuss the challenge of establishing healthy professional boundaries and making sound choices regarding disclosure of personal information.
- Apply time management skills to your life, study and work.
- Develop life and professional goals, including a plan for professional development.

WORDS TO KNOW

- Code switching
- Resume



CODE SWITCHING

- Code switching is moving between one or more sets of expectations and guidelines for conduct or behavior.
- The codes we learn from our families and in our communities are sometimes different from what employers want.
- Professional codes may discriminate against people with different cultural or educational backgrounds.



GETTING A JOB

- Finding opportunities on job sites, by visiting agencies and asking other CHWs.
- Develop a professional resume with one or two pages:
 - Name and contact information.
 - Education.
 - Experience.
 - Qualifications and achievements.
 - References.



PREPARING FOR A JOB INTERVIEW

- Practice interviewing.
- Take copies of your resume, references, letters of recommendation.
- Dress professionally.
- Prepare questions to ask about the job and the agency.
- Think about why are you are interested in the position.



PREPARING FOR A JOB INTERVIEW

- Highlight the skills you have.
- Think about how you will answer their questions.
- Know the agency / company mission.
- Know the communities they serve.
- What services are provided.
 - How do your skills fit into their services?
- What are your professional goals? (They may ask.)



DRESS CODES

- Your dress code at your job may be different from the dress codes in the community.
- Dress one-half to one step above how your clients dress. Ask yourself:
 - Will it put my clients at ease?
 - Will it show respect to the community?
- How would you dress to meet with:
 - Homeless youths?
 - Board of directors?



TIME MANAGEMENT

- Keep a calendar of your schedule, appointments, meetings, deadlines, family obligations and activities.
- Plan time for yourself.
- Make a to-do list.
- Prioritize.
- At the end of each day, take time to review tomorrow's schedule.



PROFESSIONAL DEVELOPMENT

Plan for professional development:

- Seek continuing education.
- Attend meetings and conferences.
- Include mentoring by experienced CHWs.
- Network with CHWs.
- Join networks such as the American Association of Community Health Workers or a local network.



PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- | | |
|---|------------------------------------|
| ▪ Specific health issues. | ▪ Program planning / evaluation. |
| ▪ Local resources. | ▪ Research or community diagnosis. |
| ▪ Specific populations. | ▪ Grant writing. |
| ▪ Statistics or epidemiology. | ▪ Media advocacy. |
| ▪ Public speaking. | ▪ Conflict resolution. |
| ▪ Crisis intervention / suicide intervention. | ▪ Cultural humility. |
| ▪ Trauma-informed counseling. | ▪ Supervising / leadership. |



GROUP ACTIVITIES



STRESS MANAGEMENT AND SELF CARE

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Define stress and burnout.
- Recognize common sources of stress (stressors) and stress responses.
- Assess personal signs of stress.
- Better manage your stress and prevent burnout.
- Develop an action plan for self care.
- Support a client with stress reduction planning.



WORDS TO KNOW

- Burnout
- Stress
- Stressor
- Post-traumatic stress



STRESS

Stress is the way we respond to and are affected by events or situations that place a demand on our internal and external resources.

- Stress may be characterized by:
 - Psychological responses including increased blood pressure, heart and respiration rates.
 - Emotional, cognitive, behavioral and spiritual responses.



STRESSORS

Stressor: The events or circumstances that place demands on us.

Common stressors:

- Starting a new job.
- Illness.
- Financial difficulties.
- Immigration.
- Loss of a job.

Stressors at work include:

- A heavy caseload.
- Supervising others.
- Conflict.
- Insufficient training.
- Insufficient pay.
- Witnessing a client deal with stress.
- Government policies.



INTERNAL AND EXTERNAL RESOURCES

Internal Resources:

- A sense of humor.
- Patience.
- Ability to put events in perspective.
- Good health.
- Ability to achieve a calm state of mind and body.
- Ability to connect with other people.
- Pride in your contributions.
- Understanding that stress is natural.
- Healthy self-esteem.
- Confidence in ability to face adversity.
- History of coping.
- Knowledge of stress management techniques.
- Love of pastimes.
- Health eating habits.
- Ability to reach out for support.
- Regular exercise.
- Faith.

INTERNAL AND EXTERNAL RESOURCES

External Resources:

- Close and supportive relationships with family.
- Strong friendships.
- Sense of belonging.
- Safety.
- Cultural identity.
- Supportive coworkers.
- Skilled supervisor.
- Pets.
- Trust for a helping professional.
- Access to education, housing and nutrition.
- Access to parks.
- Employment benefits.
- Disability benefits.
- Enforcement of civil and human rights.



STRESS RESPONSES

- **Physical:** fatigue, insomnia, headaches, nausea, rashes, surge of energy.
- **Emotional:** anxiety, sadness, feeling of hopelessness, anger, satisfaction.
- **Cognitive:** worrying, difficulty concentrating, doubting your abilities, thoughts of suicide, gratitude for escaping harm.
- **Behavioral:** withdrawing from family, avoiding locations, changing patterns of eating, building community.
- **Spiritual:** weakening of religious beliefs, sense of alienation, strengthening spiritual practices.



ASSESSING FOR STRESS AND BURNOUT

1. Reflect upon your exposure to stress and its impact in your life.
2. Ask someone you trust to share their observations about how stress affects you.
3. Take a stress self-assessment:
 - See page 347 in the textbook for a stress self-assessment.



SELF CARE

<p>Activities to handle stress:</p> <ul style="list-style-type: none"> ▪ Adequate sleep. ▪ Well-balanced diet. ▪ Exercising. ▪ Gardening. ▪ Painting. ▪ Cooking. ▪ Music. ▪ Time with family, friends and pets. 	<p>Motivation:</p> <ul style="list-style-type: none"> ▪ Photographs of family. ▪ Images of inspirational heroes. ▪ Reward yourself. ▪ Where does your motivation to participate in healthful stress-reduction practices come from?
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SELF CARE

Develop an action plan for self care, which could include:

- Proper nutrition.
- Exercise — Tai Chi, yoga, walking, etc.
- Prayer, faith and spirituality.
- Deep breathing and meditation.
- Massage.
- Acupuncture.
- Coaching and psychotherapy.
- Sweat lodges.



WORKING WITH CLIENTS ON STRESS REDUCTION

- Maintain a neutral stance.
- Be client-centered.
- Use a strength-based approach.
- Apply harm reduction.
- Develop a realistic action plan.
- Use positive reinforcement.



GROUP ACTIVITIES



REVIEW – WHAT HAVE WE LEARNED TODAY?



SERVICE LEARNING


