

Ethical Guidelines for Professionals in supported employment

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Contribution in the community as a valued, independent member occurs when human dignity is respected and opportunities are provided for each individual to pursue their unique path of development and fulfilment. While paid human service professionals cannot create inclusive communities, they can positively impact their emergence and growth. For trainers of staff in supported employment, these basic human principles should be considered

Individuality

People receive assistance as unique individuals with varying interest and aptitudes. They should not be grouped together on the basis of label, functioning level, or convenience of support.

Choice

There are sufficient options related to individuals' interests and desired in life in order to exercise control and autonomy over the direction of their lives.

Respect

Services are always dignified, age appropriate, and enhancing.

Participation

People have the opportunity to actively participate in all pursuits of life.

Competence

Individuals are provided opportunities to develop skill of interest and use their live by discovering and expressing first and capacities.

Social connectedness

People have access to diverse individuals in social contexts in order to build friendships, working relationships, and networks of individuals who share interests, settings, or other commonalities.

Community Settings with Minimal Intrusion

Services are designed to support persons in their pursuit of quality life in natural settings in ways which minimize artificiality or restrictiveness.

Employment

At all times, the individual receiving support is the central driving force in the development of options and decisions. In the design of training specific to integrated employment, professionals have an obligation to reflect the following

principles and accomplishments in an effort to promote services consistent with human dignity.

Career Planning

Employment should be an option for any person interested in working regardless of the label or perceived functioning level.

Persons are able to personally convey information, or invite family or friends to provide information of their personal interests, skills and aptitudes, and life goals. These considerations are the basis for choices in employment opportunity, rather than program or agency considerations.

In accessing information, maximum use of personal networks and situational experiences provides information to help guide career support, rather than focusing on limitations which exclude people from possibilities.

Individual rights to confidentiality are observed.

Job Development

Approaches for developing employer relations and linking individuals with private and public sector labor needs are respectful and image enhancing. Jobs developed are reflective of personal interests and abilities as well as employer needs.

Materials and interactions are professional and businesslike.

People are not portrayed in ways which contribute to stereotypes or other misconceptions of individuals with disabilities.

At no time is hiring pursued based on charity.

Job Placement

Job placement decisions are made by the individual based on reliable information of job quality, work culture, and employee/employer benefit.

Jobs are as individually arranged as possible to match well to a person's interests, skills and aptitudes.

While some work experiences can be productive for building an employment history and developing skills, these experiences are thought of as initial career steps and not as career fulfilment.

Job placements are not made on the basis of service convenience or availability.

Work Support

Existing supports natural to the work environment are maximized for training and on-going support. Artificial training or unusual programs to change behaviour are minimized. Teaching techniques which may convey poor images, stigma, or devalued status are not used.

Best training practices and technology appropriate to the setting and culture are utilized.

Appropriate evaluations and outcome measures are provided.

Specialized jargon from the disability field is minimized.

At all times, the business culture is respected and integrated into the support network for the individual to succeed.

Use of accommodations, technology or other job modifications are explored and developed in consideration of their potential for success and generalization to other life domains.

Life Support

Efforts to provide a holistic and integrated life service support are made.

Individuals have consistent service and community opportunities which connect to the fabric recreational needs.

Measures taken to ensure that the individual's family members and friends are involved in planning efforts.

Career Advancement

Persons have the opportunity and supports to advance to other employment opportunities.

Advancement is based upon the perspective of personal future goals but is not contingent upon restrictive program guidelines concerning employment duration.

Feedback on the success of positions within a career is dependent on the individual employee, employers, and the input of family and significant others to the person.

Staff Training

Training, both in topic and format, is generated by the needs of service recipients and their trainers and promotes skills and values development which will enhance the quality of life of individuals with disabilities. To this end, the following training principles are endorsed:

- Training results in better learning outcomes when it is offered proactively rather than a reaction to crises situations.
- The best training is an empowerment of individuals or agencies to become competent to provide their own ongoing training.
- Training is an interactive process which needs to be ongoing to respond to dynamic needs and to ensure state-of-the-art practices are being conveyed.
- There is respect and encouragement for what can be learned from each other from all training participants.
- There is an effort to build local capacity and leverage existing local resources, knowledge and expertise.
- No one trainer, technique, or approach has the one right answer. A trainer has an obligation to bring in the diversity of approaches from the field and state when she/he does not have an answer.

- Trainers keep current on state-of-the-art in the field and do not present dates information.
- There is an avoidance of presenting “quick fix” solutions which go beyond the data presented.
- Good adult learning principles are used in training design.
- Trainees are active participants in identifying training outcomes and options based on what’s needed to enhance the quality of life of individuals with disabilities.
- An effort is made to assess the audience’s needs and level of understanding before any training is offered.
- Whenever possible, follow-ups to training are done to see how the information presented is being implemented.
- Trainers need to stay involved in direct services and with the individuals served so their training remains grouped in reality.
- Confidentiality of individual’s personal life experiences are respected and maintained.
- There is a commitment to respond to feedback from the training audience and to consider the evaluating information for future training.
- Training is only presented in the areas in which the trainer is qualified.
- Skill and value development require application and reinforcement. Trainers are encouraged to participate, reinforced for implementation of new skills, and supported to train others in their organizations and communities.
- Training is structured so that the trainees can apply skills easily and in a meaningful way with other.
- The evaluation of training effectiveness is a complex but necessary process that is conducted regularly with trainees.



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