Ivy Jones-Turner:

I'd like to welcome you to the webinar, A New Call to Action: Enhancing Prevention Ethics to Meet New Challenges, Part Two. It is hosted by the Northeast & Caribbean Prevention Technology Transfer Center at Rutgers University. And as many of you know, the Northeast & Caribbean PTTC and our fellow PTTCs host a number of training and technical assistance options for coalitions, states, jurisdictions, and tribal prevention providers. So, we're excited to not only have you present, and we see a broad representation from across the country, but we're also excited to have you contact us.

Ivy Jones-Turner:

And I will just note that this particular session is being recorded. Let me just get to our next slide. Moving a little slow today technologically-wise, so, hope you can bear with me as I prepare for that. But this webinar is being recorded and will be shared with those who registered, we'll also be posting the recording and resources to the Northeast & Caribbean PTTC website. If you have any comments or questions regarding the recording or this session, please contact the facilitators, and our contact information will appear at the end of the session. This webinar is also being hosted by the Northeast & Caribbean PTTC, made available through a grant from SAMHSA. And as you may know, the content does represent that of the presenters, but is not necessarily an endorsement or representation of the views of SAMHSA.

Ivy Jones-Turner:

As we get started today, I'd like to introduce our presenters. Our first presenter is Sandra Del Sesto. Many of you are very familiar with Sandra. She is a consultant and master trainer who's provided community and strategic planning, program development and capacity building in all areas of prevention practice throughout the United States. And in particular, I will note that Sandra has worked across many aspects of the continuum of care. Sandra is the founder and for 30 years was the executive director of a statewide multi-service prevention program, as well as, she has served as a treatment... excuse me, founder of the Rhode Island's largest nonprofit treatment program.

Ivy Jones-Turner:

Many of you might also recognize Sandra as a key author to the SAMHSA Prevention Specialist Training, that is the SAPST, as well as the basic and the advanced prevention ethics and many other courses that have been posted, and webinars. You also may hear Sandra share from her personal experience as a delegate and a former co-chair for the prevention committee of the IC&RC. Welcome, Sandra.

Sandra Del Sesto:

Thank you. Glad to be here.

Ivy Jones-Turner:

Thanks so much. And our second presenter today is Jessica Goldberg. Jessica is a training and technical assistance specialist supporting prevention efforts at the national, state, regional, and local levels. In addition to her role as a TA provider with the Northeast & Caribbean PTTC, Jess has also served as a TA provider with the Massachusetts State TA system, and has worked nationally with states throughout the country, jurisdictions, as well as local prevention professionals with the Center for the Application of Prevention Technologies, or the CAPT, which was the precursor to the PTTCs. And in addition to her role with the PTTC, Jess also provides TA to the Massachusetts Department of Elementary and Secondary Education's Social and Emotional Learning and Mental Health Academy. So, welcome, Jess.

Jessica Goldberg:

Thanks so much, Ivy. Great to be here.

Ivy Jones-Turner:

And I am your moderator for this period. My name is Ivy Jones-Turner, and I am a technical assistance provider also with the Northeast & Caribbean Training and Technical Assistance Center. I have a number of years working with non-profit organizations across the country, but in particular within the Northeast region, and I'm happy to be here as well. So, as we move on to our next slide, I'm going to just note that our learning objectives for this session include the following, identifying the relationships of principals four through six of the prevention code of ethics and emerging prevention issues, describing how as practitioners, we can guide our professional responses to changes in culture and context, and at the end of this session, we'll also have an opportunity to develop a personal action plan for enhancing the ethical discharge of our professional responsibilities.

Ivy Jones-Turner:

We're going to encourage you throughout today's session to really engage with the presenters and your fellow participants by using the interactive chat and Q&A features, and sharing your comments and questions with both presenters and all participants. We believe that dialogue and discussion are really critical aspects of these sessions, so, we look forward to hearing your voice throughout today's session. And then as we go to our next slide, I just want to remind ourselves that as prevention professionals, we include this slide because we recognize that the issue of the person first and affirming language. Throughout today's sessions, we're going to build on these values, and we encourage language that inspires and promotes health and hope for all. So, with this, I'm going to turn it over to my colleague, Jess Goldberg, to review our first session and begin today's session. Jess.

Jessica Goldberg:

Thanks so much, Ivy. And hi again, everyone, it's great to be here with you, like I said, and we are going to begin today with a quick recap or review of what we discussed the last time when we met, earlier this week, and set the stage just so we can start also in the same place and refresh ourselves on that conversation earlier this week. So, to begin, last time, we spent some time taking stock of where we are as a society and as members and partners in the field the prevention in light of recent events over just about the past almost year and a half, which constitute an experience that we all share, that's not only shaped our work, but also has shaped us as individuals and community members in untold ways. And we'll continue doing so for some time to come.

Jessica Goldberg:

And so, we want to start off by hearing from you, thinking back over the past 16 months, and in particular, for the entirety of the year 2020, what one word would you use to describe that year? And so, we all know it was a year like no other, but is it possible to sum it up in just one word? And so, I'm just going to advance us to the next slide, because as you're considering the question, we're actually going to ask you to respond to this by clicking a link. And I see some people are already responding in the chat, which is perfectly fine, because we can put your responses into our word cloud, but the hope is, we're going to create a word cloud here, if that sounds good to folks, by clicking a link in the chat. I'll just ask my colleagues to drop that link into the chat. Thanks so much, Shannon.

Jessica Goldberg:

So, if you follow that link from our RingCentral room together, you'll get to this place called Poll Everywhere, and you can drop your one word, or if you have more than one word coming to mind, you can drop multiple words. And we just ask that you submit your answers one at a time, you can submit multiple one-word answers. And so, we just want you to share that one word that comes to mind, and you'll see on the screen, we're generating a word cloud real time. So, just follow that link and share your one word that comes to mind, and then we'll bring you back here once we have a chance to debrief what's coming up for you, because we already have lots of responses coming in. So, thank you for that.

Jessica Goldberg:

You can see the size of the word on the screen indicates how many times or how often it's been submitted as a response, and so, stressful looks like the word that's coming up for most. I see other words that look familiar to me, so, it's a real revealing, growth, exhausting, burnout, flexibility. So, lots of more positive-sounding words coming in here, as well as some of those more difficult or stressful or challenging words. I see anxiety and angry, I see tragic, I see adaptation also, the need to be really flexible and nimble in so many different ways. And also to be responsive to the new needs that have emerged over time over this past period of time, so that we're doing our best to meet those emerging needs to the extent that we can.

Jessica Goldberg:

So, if you haven't had a chance to respond, feel free to add your response on that link, or I know a few folks have put their words into the chat, so, I'll just highlight a handful that may have made it already into the word cloud, but just in case they haven't, I see surreal and draining, stressful and unpredictable, adapting, capital letters, chaotic with dot, dot, dot after, all of which certainly resonate for me. And then interesting, challenge, stressful, and saddening. So, thanks again for folks who were able to access the poll, and thanks if you weren't able to for dropping your thoughts into the chat.

Jessica Goldberg:

As a side note, The Washington Post actually asked its readers to do this exercise and got thousands of responses. And then they ranked, ordered the top ones in terms of how frequently they were submitted, and so, we're going to share those words in a moment, as well as a few of our own, but I already see some commonalities between your words and theirs. So, thanks again for sharing your word or words that came to mind about the last year. And we do this just to see if we can generate a shared understanding from our collective wisdom. I'm going to move us on. And the past year really was all of these things and more, right?

Jessica Goldberg:

We experienced so much together a global pandemic, and the many sorrows and hardships that came with it, from losing our loved ones, losing jobs, our sense of identity, maybe experiencing illness or loneliness or isolation and fear ourselves, and many of us being separated from our friends and loved ones, and also unable to do those resilience-promoting activities that help keep us healthy and well. We also took part of the society and widespread social movements in response to police brutality toward black and brown people in the name of racial justice, and we lived through a turbulent presidential election season and chaos, and now a greater division in the political world, and this is on top of all of the other stressors that we already experienced as individuals, family members, caretakers and community members, and so, that image of a pot boiling over would not... it would not be unfair as a representation for some of us about how the last year has felt.

Jessica Goldberg:

So, for some too, there may have been certain silver linings throughout our pandemic experience, and for others, there may not have been, but whatever the details of your own personal experience were, I think it must be true of us all that we'll never be the same, right? 2020 was, in fact, transformative. You may have seen that word flash on the screen a moment ago. Whatever else it also was, we are all changed because of it. And the reason that this grounding is important is that this is also true of our role as preventionists, right? Our ethical obligations to each other, to our program participants, our service recipients, and to the general public at all, they're all changed. Our professional and ethical obligations have changed and they're not going to go back. So, we have to learn to change with them.

Jessica Goldberg:

And that's always the way of it, right? Ethics is a constantly evolving discipline, and we have to make it our constant study to understand how our ethical obligations shift in response to changing times. And so, that's why it's imperative that we look to our code of ethics to guide us. And it's not only a useful tool, it's also a touchstone or a home-base, like we talked about on Monday, for us to return to again and again, to take stock of what's expected of us in light of changing circumstances. And so, it can help us figure out what to do when we're facing an ethical dilemma so that we can respond appropriately, it can help us make choices when we're faced with obvious or ambiguous ethical situations, it can also help us create a climate of respect with our colleagues and our staff, other stakeholders in our communities, and then help us to support others in acting ethically.

Jessica Goldberg:

And then most importantly, all of this better enables us to protect those that are involved in or served by our prevention activities. And so, this code, the prevention think tank code of ethical conduct, and the other codes that may be expanded that some states have adopted, they tell us what it means to be model preventionists, they articulate the goals that we should be striving toward with respect to ethical behavior, and they remind us of the core values and competencies that our field really holds dear, and calls upon each of us to uphold and aspire toward.

Jessica Goldberg:

And so, in session one, we set the stage with reflection, much as we did here, and introduced the code of ethics in similar terms to the ones that I just offered, and then we took a little swim through the first three principles of the code, non-discrimination, competence, and integrity, considering how things have changed with respect to each of these in a world moving more and more online and into the virtual realm, and then in a society where our norms have shifted and continue to shift in light of all of our recent experiences and challenges. And so, today, we'll continue exploring the code by looking at the final three principles, nature of services, confidentiality, and ethical obligations to community and society.

Jessica Goldberg:

And so, we're hoping to make this a discussion so that each of you will share your comments with us, and then if we want, we'll each share our thoughts on one of the principles, the piece, and then invite each other and you all to share your thoughts and comments as well. So, please put any questions that you have into the Q&A pod or into the chat, we'll answer them as they come in in the course of the presentation. And we're looking forward to dialoguing with you. And with that, I think I'm going to turn this back over to you, Ivy, to start us off with our first principle today. Is that right?

Ivy Jones-Turner:

Yes. And so, as we go to our first conversation about today's principles, just want to highlight, as we move into discussing principles four through six of the prevention think tanks' prevention code of ethics, as Jess noted, these principles really began to transition us to how we as professionals approach our responsibility as professionals to both our participants, as well as to the work itself. So, as we continue to review these prevention principles, we're going to share some examples that speak to our ethical response across many of the seismic shifts that Jess just noted in our culture and context within society.

Ivy Jones-Turner:

So, let's go on and get started with the principle number four, and for this, we'd also like for you to respond in the chat, and that is, how do you think the idea of do no harm applies in prevention? So, would love to see your responses as you type them in, and please do share them with the presenters, as well as all participants. When you think of, or you're approaching your prevention efforts, how does this concept of do no harm come up? Has it come up for you before? How has it been applied? Or how have you applied it or seen it applied by others in your work? I think, for many of us, we recognize that it is quite familiar from the medical and healthcare fields, but how have we talked about it or applied it within prevention?

Ivy Jones-Turner:

And so, as we have a couple of comments coming in, want to encourage you to continue including those because I'll weave them in as we move on to the next portion of this discussion. In particular, the nature of services principles is what forms this context, and in particular, it underscores the expectation that as prevention professionals, we're going to always strive to work in the best interest of our service recipients. One of those key messages is that, again, just like physicians and the medical staff, we seek to do no harm. We, as Bridget has noted, we want to be transparent on all levels. We want to be sure that the client is our first thought. And so, thank you for the comments that are coming in, being ethical, being honest and loyal to the prevention message.

Ivy Jones-Turner:

There are three key aspects of nature of services that we want to explore a little bit today, and the first is, involving the focus population. It is recalling the phrase about nothing about us without us, which comes from the Disability Rights Movement. We want to make sure that we are engaging the population, not just informing them, but making sure that they are key decision makers in all aspects and phases of our interventions and activity. We recognize that hopefully, the community is already aware that there's a problem, and not only are they aware, but they may have explored, or maybe even been part of previous efforts at some type of response and prevention.

Ivy Jones-Turner:

However, we have to take into account that by engaging fully with the population early on, as we're both collecting data and our needs assessment through the interpretation of data, as well as communicating data back out and communicating the issues back out to the community, these are key ways that help us to as preventionists, increase the use and knowledge of evidence-based interventions, it makes sure that we are able to not only collaboratively select with a community a more effective intervention, but it also helps to build buy-in. And those are some of the key aspects and ways that we want to think about in terms of involving the focus population.

Ivy Jones-Turner:

When we think about protecting our populations from harm, it's harm from the intervention, but also harm from others, such as staff and volunteers, and we do that by conducting background checks, it's also preventing or protecting them from harm in terms of neglect or abuse that we might see or suspect that we see as mandated reporters. And of course, this is also, for many of us, where we recognize that consent is an important aspect of our conversations, ensuring that we have policies and procedures, as well as plans for how background checks and that information is not only communicated or collected, but also how it's interpreted, that it's consistently followed, and as well, that we are trained as preventionist on our role and responsibility as mandated reporters, understanding what those signs may be, but also making sure that we know what's the proper process and protocol in terms of reporting.

Ivy Jones-Turner:

And then, of course, also maintaining appropriate boundaries is really guidance for how we as prevention professionals govern our behavior, especially with service recipients. How are we establishing and holding on to those appropriate boundaries during our interactions, not just during our sessions and those kinds of instructional time, but also in the community, maybe even in online or public and private settings? In such a rapidly changing social context, where we have a digital presence, as well as in-person presence, it's really critical for us to know that there may be the potential for overlapping relationships. And so, it's critical that we set and communicate both our expectations for what an appropriate boundary is, and what is required to maintain that appropriate boundary.

Ivy Jones-Turner:

Actually, for today's conversation, we're going to really focus more on maintaining appropriate boundaries. So, what does that look like? We recognize that people are social creatures. I think I love this image on screen because it represents how we are not only looking for interaction professionally, but we're also looking for ways of connecting and relating with others that we are seeing and working with. But it's recognizing also that there are dual and multiple relationships that might occur when we have one or more... excuse me, we have two or more roles at the same time or in different settings with participants, and even with our colleagues. And it's making sure that we're aware both that there is a fine line that we want to make sure that we are maintaining, not abusing or ignoring the influence and power or the perception of power that we have to our program participants and their families, really making sure that we're not exploiting trust and dependency of such people that we're interacting with.

Ivy Jones-Turner:

So, as prevention specialists, we want to make sure that we avoid dual relationships, and particularly those that will or have a risk of impairing our personal and professional judgment, or increasing the risk for exploitation. In cases where there may be a very small community, where, of course, we're going to interact outside of our professional settings, and in those cases where that kind of dual relationship may not be avoided, it's really important that we take appropriate steps and precautions to ensure that our judgment isn't impaired, that we are aware not only of when the socialization that we might have within a professional setting might then bleed over or be interpreted as bleeding over, or an assumption that it will bleed over into maybe private settings or into the community. So, there are several factors that you want to consider as we think about dual relationships.

Ivy Jones-Turner:

Some of this is just recognizing that there may be some time that has passed, and that with the passage of time, there may be the opportunity to reduce the risk or challenges in terms of... sorry, in terms of maintaining an appropriate boundary, but also making sure that you are looking at the context and information on that individual or that participant, what's their age? What's their history? What are the mental or developmental status or conditions in which they may be operating? Are they vulnerable because of any of those kinds of experiences or that kind of status that they may have? And making sure that we're taking every step to avoid any kind of adverse impact to the other person.

Ivy Jones-Turner:

Another thing that we want to think about, particularly as we explore... excuse me, let me just... is recognizing that as we move to an increasingly virtual world, it is really critical that we are aware of how there may be exclusion on online platforms because of our increased engagement and interaction in a virtual environment. Don't assume that there is automatically access, or comfort, or knowledge, or ability to use online virtual formats. We recognize, for many of you, I think I've seen for some of the locations where we are having participants joined us today, there're both challenges with rural and urban internet or mobile access. Not everyone owns a printer at home, not everyone may be able to pay attention for a long period of time, recognizing that there are many different ways that we've learned, and so, we want to take that into account as we interact with people in a virtual format.

Ivy Jones-Turner:

Likewise, we want to recognize that there are the importance of engaging multiple representatives from our communities and our audiences in our online platforms. Unfortunately, there are some assumptions that we might often have that if I'm reaching out to maybe a Latino organization, that will open the doors for all Latino populations within our particular region. Recognizing that there's no monolithic group or intervention. And so, we want to keep in mind that as we're looking to interact with populations, that we are taking into account that there may not be one solution, one method that will work for everyone. I think, for many of us, we also think about the experience of our colleagues in both prevention and treatment, with engaging populations through virtual formats. For some, that was not the best way to interact.

Ivy Jones-Turner:

And so, as we think also about another aspect of operating in our changing context, it does also mean making sure that we're paying attention to more meaningful involvement from members of our different focus populations. Recognizing that, as with every population, there are going to be many subgroups or different contexts and experiences within a population. All women don't have the same experience, all people of a particular racial or ethnic group don't have a same experience. We have an understanding that there's an immigrant perspective, as well as maybe a native-born perspective. Language learners recognizing also that there's maybe more than one faith community or faith organization with whom we want to interact.

Ivy Jones-Turner:

We want to make sure that we're really thinking critically about some of these aspects and elements as we are launching both our initiatives, as well as seeking to engage populations in our work. I think another thing I'll just highlight really quickly here is the importance of understanding the role of engaging, and particularly engaging populations from the perspective of interpretation and understanding, and really making sure that we are having a better, not only knowledge, but also opportunity for dialogue and for interaction. It's about building trust that's going to result in the best experience for those that are service recipients, as well as our program staff and our community members.

Ivy Jones-Turner:

And in essence, one thing that just really summarizes this component is recognizing that our attention across the cultures that are changing in terms of moving from a more restrictive or a more punitive approach to marijuana or cannabis usage, to maybe one that's more relaxed, or at least an exploration of decriminalizing certain behaviors, we want to ensure that we're thinking about how nature of service helps us to remember safety protection and ensuring that our efforts are holding the safety of our populations. And with that, I'm going to turn it over to Jess and Sandra, who are going to lead us into the next section.

Sandra Del Sesto:

Hi there, I just wanted to comment that on this section, that in the use of social media, and so, the nature of services says, services provided by prevention professionals should be respectful and non-exploitive. I may have said this last time, but we caution folks against having a social media presence that they share with participants. In a small rural community, sometimes it's hard not to share a social media presence with maybe another task force member who happens to be a neighbor or maybe even a family member, but by and large, it's really helpful to keep those boundaries separate between the professional life and our personal life.

Sandra Del Sesto:

And so, from a social media perspective, we encourage you to think twice before you would friend a participant of any kind, particularly youth participant. And there's an example that I have in one of my courses about a participant having a blog, and you knowing that they have that blog, and that you look at that blog. Suppose they put something on the blog about being depressed or even suicidal, and that leaves you actually at a higher level of concern because of your role and your professional relationship with them. So, think about whether or not you really want to do that, it's probably something you might want to reconsider.

Sandra Del Sesto:

The other thing is, is that there is case law that says if a staff person posts on their, even their personal social media site derogatory remarks about participants, or task force members, or funders, or whatever, that that can be a cause for firing, and it's held up in court. So, caution your staff and your colleagues about what they say, and always say to yourself and others, "Think twice before you mail it," well, now it's, "Think twice before you hit that Send button." So, it becomes, that's also a boundary issue. Again, I mentioned this last time, I'd say to my staff, "Say what you want in the office, I understand you can vent here, but nowhere else." So, anyway, we'll move on. I'm going to address the... And, Jess, do you have anything to add to what Ivy spoke about?

Jessica Goldberg:

I thought that was great. No, I think you both did a great job. Thanks though.

Sandra Del Sesto:

Okay. So, let me see if I'm better at moving slides today. Okay. So, we have a couple of polls for you. And Shannon, our crackerjack tech person, is going to pull up the polls. Here is the first one.

Sandra Del Sesto:

(silence)

Sandra Del Sesto:

Okay, Shannon, when we're done, you can pull up the poll. All right. Well, this is good to see. Most of us, almost everyone has a password for our computer. And this is important work, but I think it's even more important at home. If we might have something on a computer that would be considered confidential information, it's very important that we have a password. And I clicked yes, do you allow family to use your work computer at home? I only have one computer, so, yes, we're both using it, so, then again, that's where I think a password is particularly important, so that we can monitor the use, especially those of us who have children at home. And then finally, just a few of you said you use your agency-issued computer for personal activities.

Sandra Del Sesto:

Again, nothing's private anymore, so, you need to be concerned about anything personal that you would do on your computer, because essentially, it can be accessed by the folks in your office or the tech people who oversee the computer maintenance in your office. Okay, I think we have a second poll. Thanks for that. Okay, here you go.

Sandra Del Sesto:

(silence)

Sandra Del Sesto:

Okay, we all set? Shannon pulling up that poll again for us. Okay. All right, only 52% of you have voted, so, we're looking for more participation in the poll before we show the outcome. Yeah, there should be a none of the above. Yes, Julie, thank you. Yeah, it's a good point. Okay. So, do you approve individuals to join virtual meetings one by one? Okay. Actually, I'm going to be talking about this, but I might as well address it now. This is a really important thing that we should be doing, and it allows or it disallows the possibility that someone could come into the meeting. This is certainly more important if we're doing any kind of a group with participants, a skills group even, and particularly, if it's a group that's what we would call a selected or indicated population, so that we're maintaining the confidentiality and limiting the participation to only those that are at the meeting or in the group.

Sandra Del Sesto:

And some of you have, of those who responded, said, "Yes, I've intended to private message someone but sent the message to the whole group." I see that all the time and I think it's something we need to be more attentive to if we don't, it's have a tendency to reply all. And have you ever replied all to an email when you only meant to respond to one person? And almost half of us have done that as well. So, these are issues now that may be harmless, but depending on what the response is may actually create a problem and could even create a problem around confidentiality.

Sandra Del Sesto:

Okay. All right, the slide's not moving for me. Jess, can you move this slide for me? Okay. So, here is the key concepts for principle five, confidentiality. And there were three aspects first complying with the confidentiality laws and regulations, and the one that applies most to us is 42 CFR, Part 2, which we talked about. And I would strongly encourage you to download that law and have it in a file folder, have it on your hard drive. And then the second is protecting confidential information and having protocols for releasing confidential information. So, I always say to folks, if you're doing a group with selected, that means youth at high risk or people at higher risk of substance use or any other problem behavior, or folks already engaging in a risky behavior, youth or adults, that information needs to be confidential.

Sandra Del Sesto:

It has greater complication or implications when we are in a virtual format. So, let's talk about that a little bit. And I'm going to ask Jess to move to the next slide. Okay. So, and here we go even at home, now we want to make sure that not only is our computer password protected, but any kind of files that we would have would need to be in a locked cabinet even in our home, so that we're ensuring the privacy of that information. And so, we can move to the next slide. Even yet, keeping notes on your desk, we talk about that in the office, but certainly, it's even more essential in our home environment.

Sandra Del Sesto:

So, how do we protect confidentiality online and then educate our stakeholders to protect their own? One of the things that we just mentioned is letting people in one at a time and having control over who enters that virtual space, and making sure that there are safeguards in place so that no one else can come in virtually or use programs, if you have access to them, that are used by therapists and would then be not only HIPAA compliant, but if they're HIPAA compliant, they're going to be compliant with 42 CFR, Part 2. The other thing that we don't always think about is that we frequently record meetings. So, first, we need to let folks know that we are recording the meeting. All right? But the second thing is to know what we're going to do with that recording, because the conversation then on the recording can be as public as it could be, and it would be extremely important for people to know that it's being recorded, and also how that recording is going to be used.

Sandra Del Sesto:

Now, one of the things I learned recently, and I did briefly mention last time, I think, and that's that that chat that we have during our course, that is also recorded, including any private chats that you might have with another individual on that course or during that webinar or meeting or whatever it is. So, whoever has responsibility for presenting the Zoom format or any other format that's being used, also has access to that chat. And I think it's important that we let people know that the chat is actually available. And it actually, I think, recently created a problem in a training that I had because, I think I mentioned this, the state agency person asked for a copy of the comments in the chat and some of them were not appropriate, I'll put it that way.

Sandra Del Sesto:

Yeah, I think I've covered everything that I wanted to say on this, and if you have a question or a comment, please put it in the chat box or the Q&A so that we can go back to it. So, just take me to the next slide. Okay. So, we want to say that communicating with partners and participants about data is also extremely important. But we've been talking about this for years, we know this, but we also have to think about the fact that we need to seek permission from participants, not only about the immediate use of data, but maybe the future use of data, whether or not, for example, we're going to use that data in a journal article or in a news release or something else like that. So, confidentiality of data is not just about how we collect it today, but how we use it tomorrow, okay?

Sandra Del Sesto:

So, say with a small group collecting data on marijuana use, or looking at alcohol user rates after COVID, which we all know have pretty much exploded across our country, are we making decisions ourselves and not involving the community about sharing the data, using the data, keeping the data, reporting in such a way that it maintains the confidentiality of the participants? And this applies, I think, even more so to small and rural communities. Here in Rhode Island, we have an island called Block Island and the senior classes like nine people. So, should we be sharing even the aggregate data about such a small sample? Probably not. So, we need to be clear about those permissions.

Sandra Del Sesto:

I'm going to shift gears for a minute, and as we move on to the consideration of the implications of the sixth principle, we have another poll for you, okay? So, we want to know, how comfortable are you with saying no to requests, when saying yes would negatively impact your personal wellness? In my conversations with people across the country that I worked with, so many of them said, being at home and working from home, it was very difficult to maintain boundaries between personal life and our professional life, and the tendency to say yes was greater for them, and those boundaries were more difficult actually when they were working from home. So, I'm wondering how you see that. Here's the question, and let's see what people think.

Sandra Del Sesto:

We have 33% of you... Oh, no, 42% have voted, and we're looking for something close to a hundred, how comfortable are you with saying no, when saying yes would negatively impact your personal wellness? Increase your stress, maybe decrease your ability to eat well, exercise, spend time with family, not in that order though. Okay. So, Shannon, let's see the results of the poll. Okay. Now, look at this, this is really interesting. There's something about us who work in human services, and we are by nature, I think, and it's been my experience where caretakers, by nature, were giving people, were helpers, and so, sometimes I've had to learn myself to say, "I wonder when I know is a realistic statement of my limitations." And they may be just in that window of time, like this week or today, or this month.

Sandra Del Sesto:

So, almost 13% of you were very uncomfortable saying no, and some of the 17%. So, now there we've got 30%, a one-third of us have difficulty saying no, even though yes would impact our personal wellness. And then the greatest number, another third is somewhat comfortable, and then 38% almost are, which is good to see. And this is something, I think, I personally, and I think we have to work on, that no is a realistic statement of my expectations, and as Ivy said the last time, I need to take care of me so I can better take care of you. And certainly, our work is something that's caretaking. So, now I'm going to switch it over to Jessica, who's going to pick up on this conversation.

Jessica Goldberg:

Thanks so much, Sandra. And so, on to principle six, our ethical obligations to community and society. It's actually one of my favorite principles because it really calls on us to talk the talk and walk the walk. And so, it asks us and tells us really that we must take action in both our personal and professional lives to prevent risks associated with substance misuse and to promote health and wellbeing. And so, you can see some of the key tenets of the principle on the slide. And so, under this principle, we're called on to be proactive on public policy and legislative issues to allow the public welfare and individual's right to services and personal wellness to guide our efforts to educate policy makers and members of the general public, and we're also expected to adopt a personal and professional stance that promotes health.

Jessica Goldberg:

And so, we're going to focus on the latter two tenets today, and not dive too much into advocacy on the session, but I just want to offer a few words here, since this is such an important topic, and really it's that, we as prevention practitioners need to take real caution before we engage in any type of lobbying activities or advocacy that attempts to influence specific legislation, if we're doing it in our professional capacity. And we know, many of you know that that could place your organization's tax exempt status at risk and could violate rules relating to federal funding, if you have it.

Jessica Goldberg:

So, when it comes to advocacy, we also want to quickly clarify a few important pieces. You don't give up your rights, your civil rights when you take a position within our field, but your professional role in advocacy may be limited. So, if you're asked to testify in front of decision makers, lawmakers, yes, you can testify, but you have to keep it focused on education. If in your professional capacity, you're asked for position on proposed legislation, we want to suggest a good response is that because you receive federal funding, if you do, you can't take a position on that issue or it would be considered lobbying. Right? And I know Sandra mentioned about keeping our online personal and professional personas separate, emails supporting education can't come... or sorry, supporting legislation can't come from our work emails, we want to make sure to have those separate personal and professional email accounts.

Jessica Goldberg:

And another point of clarification, I think, Sandra, you've made this point before, is that this is really only an issue, it's only unethical because it's illegal for many of us to engage in lobbying by our contracts with our funders. And so, if you violate the contract, then that is unethical. If you have private funds, you're not limited in the same way around lobbying. If you are using federal funding and if you work for another organization that isn't federally funded, you can lobby through your role in that organization. If not, you have to use your private email and make sure that you're not indicating your affiliation with your organization in prevention, you want to get that job title and your organization off your Facebook page or other social media accounts. And these are just good rules of thumb if you're venturing into this area, as far as lobbying or advocacy goes.

Jessica Goldberg:

There's so much more that we could say on this, but for today, we're going to not be looking at closely at this part of the principle, but we'll be looking at promoting our own wellbeing and that of others. And a lot of the work that we do to protect others, their health and wellbeing, is done now on social media, on sites like Facebook, and Twitter, and LinkedIn, and that really do help us to reach our audience, to network with other partners, and to promote our prevention efforts, but it also leads us to some ethical considerations. And we've already talked about social media both in Monday session and earlier today, and that's because it really doesn't fit neatly within one principle, as you can tell. We've explored lots of ethical issues that exist in virtual spaces, and here's just a handful of places where our ethical obligations and social media collide.

Jessica Goldberg:

And this also goes back towards the nature of our services. When you think about your personal boundaries, we talk about separating personal social media from organizational accounts, and then being really careful to distinguish when you're posting as an individual or when you're doing so as a representative of your agency, and then, again, blurring boundary lines when your personal accounts include information about where you work. There's a number of potential pitfalls if we blur our professional boundaries in social media, and it can lead us to develop those dual relationships, or to jeopardize in other ways the integrity of prevention efforts in our organization.

Jessica Goldberg:

And so, we know that social media can be a great way to give and receive information, but like we noted when we talked about confidentiality, social media communication is never entirely secure, so, you have to just be very thoughtful about the ways in which confidential and sensitive information is handled. If it's sent to you by program participants or that you're sharing with colleagues, even if you're using those private messages, we know that they may not be confidential. So, have to just take great caution there as part of our ethical obligations. And then, it is a great platform for that advocacy piece, and we use social media to educate community members, the media and elected officials, and to raise awareness about our priority problems, and mobilize support around them.

Jessica Goldberg:

And so, just making sure, to reiterate what I said on the previous slide, that you just check any limitations or restrictions that you have around your professional ability to advocate. And that extends into social media as well, right? And I have to be honest, I've had to remind myself to do this when I've changed roles within organizations or outside of organizations. In my organization, we have many different kinds of funding that come in, and so, your organization may have a policy related to advocacy and lobbying, and then your role may have multiple different ways in which it's funded that can complicate things, and so, it is our ethical obligation to understand any of the restrictions or limitations that we personally have as far as lobbying and advocating for legislation goes.

Jessica Goldberg:

And we want to be careful also on social media because we know postings, they have a life of their own and they don't disappear. And so, if you're posting about issues that may develop into specific legislation that we just want to put forward, that it's good to take caution in those cases as well. And so, all of this holds true nowadays, and it's even more critical, but nowadays, it's even more critical to balance our personal and professional identities online, right? The internet, I think, in my opinion, has become a really intense space for some, with people sharing very strong opinions, having heated debates about issues that can often break down along political lines, there's trolling and being trolled online, there's experiencing cyber bullying and threats, and then being called out or canceled for different words or deeds.

Jessica Goldberg:

And so, something we can do here is decide to call people in, instead of calling people out. So, calling people out can alienate and make people fearful to speak or ask questions so that they can learn about other perspectives, and mistakes and missteps happen online, and they can be actual learning opportunities if handled in an appropriate fashion. We all share, I think, in this field, a commitment to social justice, and sometimes it can feel like we have to prove that online, and I think sometimes, for example, when we share our perspectives on social issues online, sometimes we can say the wrong thing, and we might get called out for using terminology that's become outdated because we've moved as a society toward more inclusive terms. And sometimes that happens unintentionally, I think.

Jessica Goldberg:

I just learned actually that I had been using an outdated term recently, a colleague let me know, and that there were some more equitable phrases that I could use to describe the same idea. And I didn't know what I didn't know until I was told, right? And I was told in a way that didn't shame or embarrass me, but it allowed me to learn and absorb the information without becoming defensive. And so, that person called me in, they had a conversation with me actually on the phone, if you could believe it, they called me and they did it from a place of love and respect. And I just read an article in New York Times this morning that said, "Calling out assumes the worst, but calling in comes from a place of conversation and compassion and context."

Jessica Goldberg:

And so, if you're looking for a tangible way to live this principle, consider how you can increase your comfort with calling people in, or suggest that others do the same when the situation arises. And then, off of the internet and into our wider culture, many of us have been working from home or more remotely in the recent many months and have had to work hard to maintain, not only to maintain work-life balance, but then to also attend to all of our professional and personal responsibilities as well. And so, I know I've struggled with this a great deal with my infant son at home and no childcare outside of the house. And so, many of us have tried with varying degrees of success to maintain boundaries around our work and so that we care for our health. And it's been harder, and it was always hard, right? It was hard to begin with, and now it's even harder.

Jessica Goldberg:

And so, I'm thinking about the need to maintain our boundaries and manage our obligations as humans and as employees and colleagues and supervisors, and I think this is a really multi-dimensional issue, right? So, supervisors have to manage employees with different capacities, and like we said last time, fair is not always equal. So, if you're supervising, can you approach your staff in terms of what they need to get their work done and to meet their job responsibilities? If they can do that, great. But if not, can you think about how else could you support them and see if you can work something out with them so that they can be successful?

Jessica Goldberg:

I think that flexibility here is key, and also equity is key, right? So, it's an ethical obligation of supervisors to provide the support and resources needed to the extent possible to help their staff be successful. And in times like these, there's a real great need for supportive leadership. And rigidity is really not indicated here. And so, there's no single model or single approach in dealing with the needs of different individuals on your staff, but important to come from that perspective when you're dealing with members of your team. And then as a colleague, I would say flexibility is really key too. And a key question here for me is, can you help? And that's a real question because you also have that ethical responsibility to protect your own wellbeing.

Jessica Goldberg:

And so, sometimes the answer is no, and it should be no, but if you did have a little extra space in your day, what could you do to make someone else's life a little easier? I have a wonderful colleague to whom I mentioned that I was feeling a little bit underwater with my to-do list, and when I said it, her immediate response was, "Can I take anything off your plate? So, what can I do to help?" Immediately. And that's not the first time that this wonderful person has said that to me either. And then I have another colleague who's working on a presentation on a difficult topic, and someone on our team just offered to jump in and help and design and deliver it with her.

Jessica Goldberg:

And also, another example, our organization just switched over our time sheet system to a scary new confusing platform, and on the day that our first time sheets were due, a colleague and I met to enter our hours together and to support each other through the process. I just raised these examples because these were all such little things in and of themselves, but it's those little things that roll up to making a really big difference in a person's life. And so, then as individuals, remember your wellness wheel. So, these are the eight dimensions of our personal wellness, and that we need to keep in balance and be aware of each of these, and whether or not we're keeping them in balance.

Jessica Goldberg:

And so, thinking about your wheel, what has changed for you over the last year? I imagine most of us have a little bit off balance. I know I have not been attending to my physical health as much as I'd like, and certainly, social is more on the uptick right now, but it has been bleak in the recent past. And so, if you were to rate your satisfaction with your life in each of these dimensions, on a scale of one to 10, which sections would be lowest? And then could you choose among the lowest sections and focus on one area that you can make improvements in? And we're going for small incremental changes in a positive direction over time. So, let's say, for example, you rate yourself as a four in the occupation segment. You're thinking about your work life, your job, and you're just not satisfied. Things at work are not going as well as you would like.

Jessica Goldberg:

So, what is one thing that you could do in the next few weeks to move yourself from a four to a five? I'm part of a mentoring program at work, and the young woman that I'm mentoring is new to our organization, and she isn't all that happy with her role right now because she hasn't been able to make strong connections with her colleagues on account of not being able to work... We're having to work from home remotely, not being able to work with them in the office and get to know them. So, she's been trying to get to know them all virtually, and this would also fit under the social part of the wheel, but she's really interested in trying to move the needle in terms of her work satisfaction.

Jessica Goldberg:

And so, we were talking about strategies, and one idea that she had, which I thought was just brilliant, was that maybe she could log on to her meetings a few minutes early so she could just chitchat with her colleagues as they come in online into the virtual room and try to get them to know them a little bit more as people on a personal level. And so, the last time I checked in with her, she had connected with someone who was in a similar role to hers, and they had Skyped back and forth throughout the day the day before. I don't think it's every day, but she was able to make that connection, and sometimes they were talking about their shared roles, the different victories or vexations as part of that role, and it just made such a difference to have that one person that she could talk to and trust and really talk about how things were going at work. It really made a world of difference.

Jessica Goldberg:

And so, when I asked her, my mentee had moved herself from a three to a five in terms of her work satisfaction. And with our offices reopening in September, if nothing changes, my guess is, she'd be able to move in in even more positive direction. So, small things really do make a difference for ourselves and for others, and keeping our own wellbeing intact is just about the best thing we can do to ensure that we'll be able to carry out all of our other ethical obligations that are reflected in our code. So, that's a lot from me, I just want to open it up to see if Ivy or Sandra, there's anything that you'd like to add about this last principle.

Sandra Del Sesto:

Actually, I want to add something that's more general, and that's to tell folks that many of our prevention certification boards have expanded the code of ethics beyond the basic think-tank code. And in those expanded codes, there's guidance on use of social media and dual relationships, two things we talked about today. Lobbying, which Jess also referred to. And so, if your state does not have, or jurisdiction does not have an expanded code, you could look at the Rhode Island Certification Board code, Texas, Pennsylvania, and you could perhaps even advocate for expanding your code. What's the good thing about expanding it is that it does in fact give guidance, it's the kind of thing, some almost the things that we said today, to folks who may be unsure about how to proceed around boundary issues, social media issues, or issues around lobbying. There's more there than those three topics.

Sandra Del Sesto:

But I'd encourage you to go to those websites. I'll put in the chat box now my own certification board, and you'd go to the prevention drop down, and the code of ethics is there, okay?

Jessica Goldberg:

That's great. Thanks so much, Sandra. And, Ivy, was there anything that you wanted to add?

Sandra Del Sesto:

Unmute, Ivy.

Jessica Goldberg:

Oh, I think you might be muted.

Ivy Jones-Turner:

Sorry about that. No, there isn't anything else that I'd add on this portion. I do want to just reiterate, so much of what we've shared today really is based on both our personal learning and ways that we've been reflecting and sharing and discussing with peers over the past year, year and a half.

Jessica Goldberg:

That's great. Well, thank you for that and thanks all for all of your thoughts in the chat and sharing from your experiences as well. I think now I'm going to turn this back over to you, Ivy, to wrap us up.

Ivy Jones-Turner:

Yes. And so, thanks so much, Jess and Sandra, for taking us through each of the principles. As we go to our next slide, I think one of the things that we'd like to do at this point is really highlight and share with you, what are some of the key points that might be really helpful to take away, or that we wanted to really reiterate and review at the conclusion of this particular session? And while these five are listed on screen, we do want to just highlight, from each of the principles that we've reviewed today, as well as thinking about the principles from our first session, there's a lot of overlap. And it is important to recognize that there is nothing that we can assume or take for granted that everyone will have the exact same access, understanding, familiarity, desire even to use virtual formats.

Ivy Jones-Turner:

So, really thinking about how we can really step back and both seek that information, but also plan for it. I think it's really important and I've seen a number of trainers begin to do this for meetings or for conferences, offering sessions in advance of the actual conference or session, that invites participants to become familiar. Sometimes it's been called a sandbox or some type of other interactive way, and just becoming a little bit more familiar with the virtual format. And then, of course, that also means allowing for participants, particularly if bandwidth may be an issue, to recognize that not everyone needs to always be online visibly, or on video for the entire time, and so, having some flexibility around that. So, that there's an opportunity to really engage and ensure that people are being engaged.

Ivy Jones-Turner:

And of course, that also means making sure that you are thinking about different strategies to engage participants. We've tried to incorporate a number of those in this session, as well as some of our other online trainings, through using chat, the Q&A, interacting with participants through posting comments in the chat, and responding back to comments that have been stated. We also want to encourage you to think about informing and communicating how to use and how to protect yourself and others online. So, I know and I saw in a couple of comments from today's chat, just recognizing that, hey, information that we think might be private in terms of a private chat during a webinar or a training isn't necessarily so, and making sure that there is that acknowledgement and that information that's shared with participants.

Ivy Jones-Turner:

Making sure that both staff and participants are aware about protecting their privacy online in terms of how they communicate and how they present themselves both in their virtual, as well as personal interactions and personalities or presence online. I think another component of this is also making sure that as we are communicating with participants and service recipients, as well as our staff about online environment, making sure that we're also considering how the presence of our information online can be both beneficial, but also can really have repercussions for how we are not only accessible, but also how our duality of relationships might appear. We want to encourage you also to think about, as Jess shared very eloquently, the idea of calling people in, and not automatically and solely calling people out, but really engaging people in ongoing opportunities for learning, for understanding, for education.

Ivy Jones-Turner:

And that really does reflect back to our emphasis and focus on building relationships, and not only building relationships, but developing and deepening relationships, and recognizing that as humans, we make mistakes, but that does not mean that that is the end of opportunities for learning, for growth, and for development. We want to also maybe encourage to think finally about how we have and how we promote wellness for ourselves and for others. Part of it is being more flexible with how we do our work, whether that be scheduling or whether that be virtual or in person, where we're doing our work, as well as whether that is at home or in an office, as well as the role that we as supervisors or maybe even senior staff and peers might have in terms of learning how to be flexible, expecting no from peers and others, as well as making sure that we are saying no ourselves so that we're able to set healthy boundary.

Ivy Jones-Turner:

And a lot of that is really making sure that we're making that concrete. So, one of the things that we have done with our sessions, if you were here for our Monday session, you saw that we've begun this process, which is to provide you an opportunity to really think about what your personal action plan is for how you will continue to build on and apply these principles in your life, as well as in your work and your professional interactions with your peers, as well as service recipients. So, what we'd like to do now is take about a minute and encourage you to just jot down on a little sheet of paper or a Post-it note, in the next month, how might you apply these principles into your professional, as well as your personal interactions with your work.

Ivy Jones-Turner:

One of the things that I've noted, as I give folks a few seconds to begin thinking about what you're planning to do for myself, I find that working across a number of different projects, there are a number of very similar concepts and ideas, cultural shifts that we're talking about, that are really just swimming around in my head quite a bit. And so, what that has meant is, I have to, and want to spend more time focusing on the principle of competence. So, I'm making sure that I'm spending time reading resources, but also making sure that I am identifying strategies and typing those up as an example for how I might apply those in the future. So, in the next month, I am reading more about ethics, more about equity, in the interest of enhancing my professional ethics, and I know that I'll be successful by reflecting on the notes and the strategies that I've identified from resourcing.

Ivy Jones-Turner:

And then, of course, my ongoing plan is to continue to journal that information, journal my reflection, as well as to begin sharing those with peers. And so, what I'd like to do is invite anyone on our call today to share an example, you can feel free to type it into the chat, and then also invite Sandra and Jess, if there are any examples that you've been thinking of this poll.

Jessica Goldberg:

Sandra, I don't want to jump in if you're about to begin, so-

Sandra Del Sesto:

No, go ahead.

Jessica Goldberg:

Okay, I just want to thank you, Ivy, for such a wonderful recap and wrap up of this, and I think for myself, we introduced a lot of ideas on session one under principle one, around non-discrimination, that I think really, certainly, they all apply to our work across all the principles, but the idea of centering other perspectives other than your own or of your identity groups, when you have the opportunity to do that in your work, of taking others' perspectives more actively, trying to understand issues from their perspective with their help and with their involvement and engagement. I feel like there are lots of ways as a trainer, as a technical assistance provider that I should be and can be doing a better job with that. So, that's what I would like to focus on.

Jessica Goldberg:

I'll know I will have been successful by looking at the materials I produce and the interactions I have to see whether or not I've taken advantage of opportunities to build in those other perspectives, and I'm going to ask you as my colleagues to hold me accountable to whether I'm doing that in an ongoing way. So, I'll be checking in with everybody on this call sometime in the next six months to see what you think. Thank you for being a part of this.

Sandra Del Sesto:

So, for me, I'm on a variety of committees, a couple in my state, and then a few nationally, and I've just been bringing up the issue of equity in each of those sessions of conversations in terms of planning, and how will we... supporting equity, how are we addressing that issue as we plan? And making sure that there's an equity lens in everything we're planning for the future. And I'm being more deliberate about that. So, that's what I'm doing. I'll know I've been successful if those agendas in the end reflect more prominently a consideration of equity. And my ongoing plan is to learn more and have mentors around this.

Ivy Jones-Turner:

Great. Thanks so much for sharing your examples. I think there's such an opportunity that this reflects for me in terms of the role of growth, and the opportunity for growth, and what that means for being able to move forward. What we'd also like to do is to invite participants to share any questions that you might have. So, we are going to be closing out in just a few minutes, but we want to make sure that the questions or reflections on any of the concepts and discussions that we've raised today, that we have an opportunity to identify those and to chat about those. And so, what we'll do or what we'd like to do right now is just open the floor for both examples of your plan for action with regards to integrating some of the components and ways that we've talked about prevention ethics, as well as any questions or comments.

Ivy Jones-Turner:

And definitely seeing some comments coming in, thanks so much for those coming. It's really helpful to hear... Harvey, I think you've noted that this was really, really helpful for you, would love to hear some examples that folks might have, if you feel comfortable sharing those in this context, or through your GPRA survey, because that's another way that we want to get information from you, not so much just because we want it, but because it helps us to improve. And so, as you see in the chat, Shannon, our tech wizard, has posted the link to the GPRA survey, so, we're going to just ask, if you would mind, please being sure to include and to respond to the GPRA survey.

Ivy Jones-Turner:

As you move forward with the rest of the day, the week, we would love to get your feedback soon, because your feedback not only helps us to make edits to this information, but also to know how and where we might be able to support other professionals in the field with regards to taking this new perspective with the prevention code of ethics. I see Kay Strauser has noted that, "Really liking the principle of never assuming anything about an individual." Yes, that is very true. It's something that I think we're so used to trying to move quickly, that we don't always recognize that we've made some mistakes, or just maybe overlooked some key aspects of what we need to take into account and to consider. So, we want to thank you so much, Kay Strauser, for noting that in the chat.

Ivy Jones-Turner:

And yes, that flexibility with colleagues and supervisees, very important. And with that, we do want to encourage you that as you continue to think about this session, and your reflections on both your personal action plan, as well as moving forward, that we would love to hear from you if you have any additional comments or questions. In addition to the GPRA survey, we also will invite you to share your comments through contacting us by email. I'll also note that for those of you who've attended these sessions, as part of the follow-up resources, both the recording, as well as the slides, we will also be sharing a number of resources available for you.

Ivy Jones-Turner:

One of those particular resources is a reflection that we've been doing in the course of developing this session, that speak to policy, that speak to work with coalitions and participants and community, and as well, consider cultural responsiveness through the National CLAS Standards, or the National Standards for Culturally and Linguistically Appropriate Services. So, we want to encourage you to complete your GPRA survey so that we can get those materials and information out to you. We'll also be sharing with you some resources on wellness, since that has been such a big emphasis and focus of our time. And we know it will be a critical component. We look forward to hearing back from you. Thanks so much, everyone.