



# Harmony and Dissonance: How Our Personal Values Affect Professional Performance

Regional Training #1

Office of Adolescent Health

Pregnancy Assistance Funded Grantees

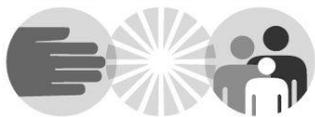
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Healthy Teen Network



Healthy Teen Network

MAKING A DIFFERENCE IN THE LIVES  
OF TEENS AND YOUNG FAMILIES

# Introductions

- Name
- State/City
- Organization
- Role



# Goal

Identify how our own beliefs and attitudes about adolescent reproductive health and sexual health education impact our work in reproductive health.

# Objectives

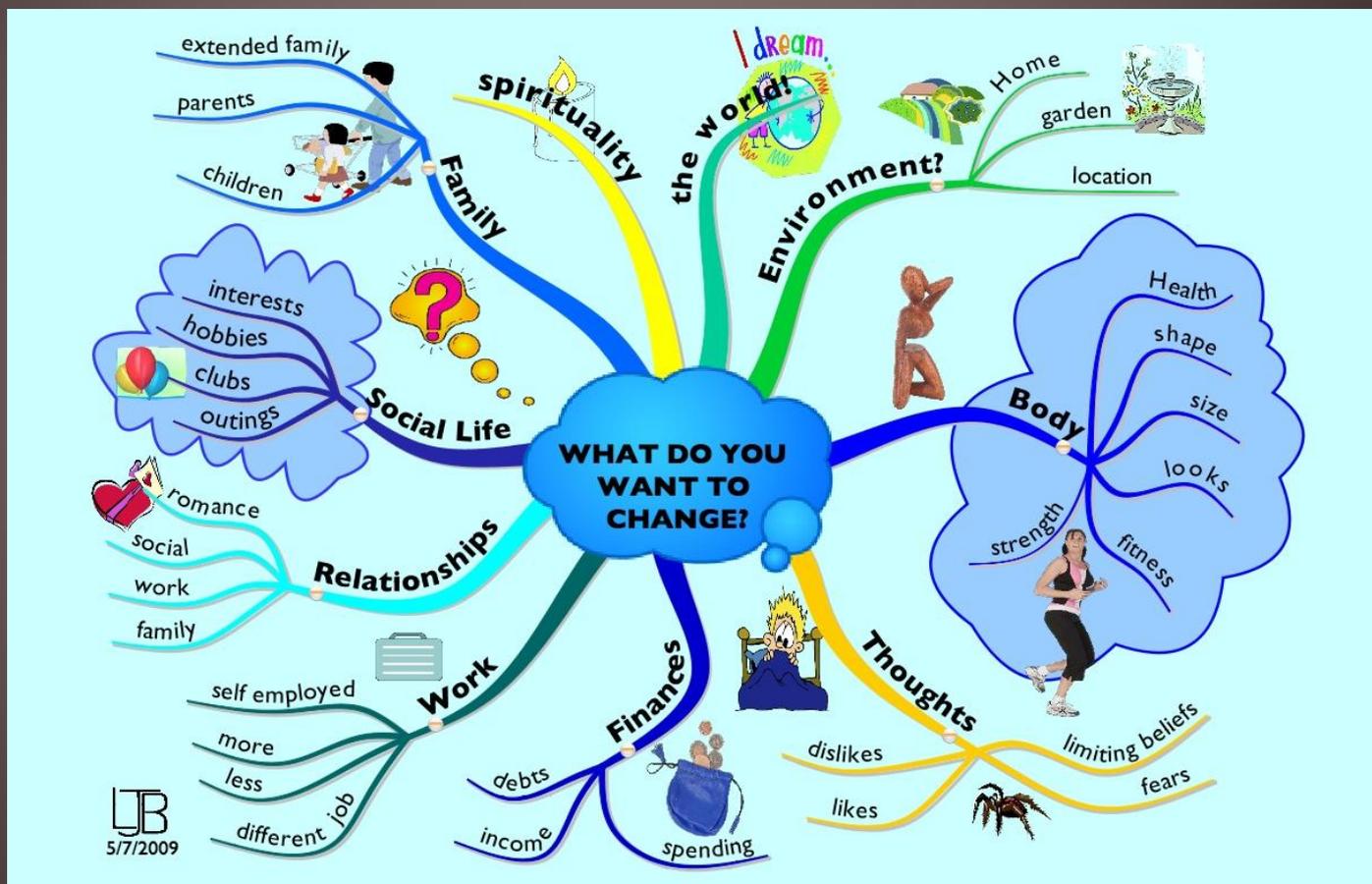
1. Identify personal values that influence beliefs and attitudes regarding adolescent reproductive health and sexual health education
2. Explain how personal values influence professional values
3. Identify core competencies of reproductive health and sexual health educators
4. Determine strategies to improve professional performance



# VALUES: WHAT SHAPES US



# Personal Values Mind Mapping: Example



# Personal Values Mind Mapping

Small Groups

1. Start with the word **VALUES**.
2. Map words that describe, define, or illustrate what **VALUES** are.



Writing for the Personal and Professional Self

# STREAM OF CONSCIOUSNESS

# Instructions:



1. After the trainer reads a statement, please write continuously until the trainer says, “Stop.”
2. *Your responses are confidential and will not be shared with others without your consent.*

# Statements...

1. When it comes to sexuality, I believe...
2. My beliefs about sexuality were shaped by...
3. As a teen, one message I learned about sexuality was...

# Statements...

4. When it comes to my students/clients, my beliefs about sexuality are...
5. The sexuality topic that I am most/least comfortable discussing with my students/clients is...
6. One thing I want to impart to my students/clients about sexuality is...

# Stream of Consciousness

Small group

- ONLY share responses you are comfortable sharing.



# Stream of Consciousness

Large group

1. How did you feel sharing your responses?
2. How did you feel hearing others' responses?
3. What did you observe during your conversation?
4. How does this conversation relate to our work with pregnant & parenting teens?



Please return in 15 minutes

**BREAK**





Sexuality

# WHERE DO I STAND?





## Where Do I Stand?

1. As a small group, discuss the statement printed on the activity card.
2. Determine where to place the activity card on the Values Continuum Game Board.
3. Repeat until all cards are placed on the continuum.



# Where Do I Stand? Debrief

- What was the process for deciding where to place the activity card on the Sexuality Values Continuum Game board?
- What was the purpose of this activity?



Sexual Health Professionals

# CORE COMPETENCIES FOR EDUCATORS & FACILITATORS



# Core Competencies

- Knowledge
- Skills
- Attitudes





# DISCLOSURE, BOUNDARIES, & ANSWERING SENSITIVE QUESTIONS

# With Whom Would You Disclose?

Individual

Place an X in the column that best reflects the person/people with whom you would disclose the information.



# With Whom Would You Disclose?

- Which statements were easiest to respond to?
- Which statements were most difficult to respond to?
- How did you decide where to place an X?
- What did you learn about yourself?
- How does this activity relate to our work?

# Guidelines for Self-Disclosure



# When you might choose to disclose



- Only with an established individual or within a group with lots of trust
- Only when it enhances learning and the example makes a good point

# When NOT to disclose

- For ego-enhancement, to get a laugh, or to make others like you
- When it is about your personal sex life
- When it is something that you would not want someone else sharing about themselves
- When it could jeopardize the future education or safety of group members

# Once a piece of information has been disclosed...

- You can't take it back.
- You have no control over what that person will do with the information.
- It often carries more weight than general information.





# Engaging Adolescents: *Two Response Strategies*

- **Reactive:**  
Answering questions posed by adolescents
  
- **Proactive:**  
Approaching adolescents with regard to a situation or event



# Addressing Sensitive Issues: Reactive Response

1. **Clarify what is being asked.**
2. **Determine the type of the question.**
  - *Information/knowledge seeking*
  - *Am I normal?*
  - *Permission-seeking/Advice*
  - *Shock questions*
  - *Personal beliefs and experiences*

# Addressing Sensitive Issues: Reactive Response

- 3. Determine the intent of the question**
  - *Assesses which stage of the Stages of Change*
- 4. Answer the question or commit to a future time to respond.**
- 5. Check for understanding.**

# Addressing Sensitive Issues: The Proactive Response

- Open-ended question
- Affirmations
- Reflections
  - *Simple*
  - *Amplified*
  - *Double-sided*
  - *Reframing*
  - *Agree with a twist*
- Summarize





Harmonizing Personal and Professional Values

# STRATEGIES FOR IMPROVING PROFESSIONAL PERFORMANCE



# Be Tuned In... To Yourself

*When a question arises...*

1. Stop.
2. Consider how your values are similar or different.
3. Consider how your values may affect...
  - a. The other person
  - b. The relationship
  - c. The climate/tone of the group
  - d. Your employment/credentials/licensure

# Be Tuned In... To Yourself

4. Support evidence-based practices.
5. Present a range of values held in society.
6. Highlight universally agreed-upon values.



# Be Tuned In... To Yourself

7. Use inclusive language.
8. Avoid “-isms,” especially ageism.
9. Be aware of nonverbal messages.
10. Do not blur boundaries.

# What Would You Do?

Small group

1. Read the case study.
2. Discuss the events of the case study.
3. Discuss the outcome of the case study.
4. As a group, decide whether you agree or disagree with the decision of the professional.
5. Be prepared to share your decision with other groups.

# Q & A



# Thank You!

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