

Journal Reflection #3 - Values

To Do: Complete the [Values Clarification Worksheet](#) (10pts) before posting to this discussion board.

Discuss: Reflect on the interaction between personal values and the objective ethical principles we've been discussing. What about this week's readings struck you? How did you feel after completing the worksheet? What did you learn about yourself? When do you think this exercise might be helpful going forward in your child life career?

Write a narrative reflection (equivalent to 1-2 page double-spaced) describing your current processing in regards to professional development, learning about ethical issues in the practice of child life, and developing a personal ethical model and philosophy of practice. Students should cite the week's readings or ask open-ended questions they are thinking about in regards to their development as a professional. Respond to at least two peers.

Parent posts are due by Thursday night (worth 20 points). Peer responses are due by Sunday night (worth 10 points each).

Discussion Post:

After reflecting on my own beliefs and personal values in regards to my future career as a child life specialist, I feel reassured that I have chosen the right career path for myself. Many of the beliefs I wrote down were beliefs I have always held in my past experience with children—however, before pursuing my masters in child life I do not have the research to necessarily back up my feelings. After completing the self-reflection on values, I believe that children now, more than ever, need the presence of child life specialists, and it is so encouraging to engage in conversation with others who hold the same beliefs and values that I do.

Something that I have been concerned with regarding my practice as a child life specialist, is how to separate my own emotions from the decisions that I make. Empathy can be a powerful tool— especially when working with children, but it can also inhibit clear decision making which is essential to becoming a competent child life specialist.

When reading “The Place for Emotions in Professional Carers’ Thinking: Reflections on Two Cases,” I learned to break up my decision making process into four separate parts. This made me more confident in my own decision making abilities because taking on the challenge of treating a patient can feel overwhelming. I learned how to concentrate on protecting ‘weak’ and ‘passive’ figures and how to defend their rights. Koren (2010), explains how the medical participants felt frustrated, sick, and angry at the people involved with making significant medical decisions for their child. It forced the medical professionals involved in decision making to account for cultural differences that conflicted with their own beliefs and values— and instead of showing empathy for the petitioners, they confronted them with judgement condemning the petitioners' moral values.

However, the carers were able to draw from scientific knowledge and experience in their profession to justify their personal beliefs which are drawn from their own emotions, without harming the patient’s wellbeing (Koren, 2010). This resulted in them being able to draw from their experience and education and apply it in a real-life situation. By using empathy to conduct a dialogue that catered to the sensitivity of the subject, to better inform the families of the emotional challenges and impact their decisions carry.

This scenario allowed me to reflect on how I would act in similar situations where my own beliefs are tested, and how I could better inform families about their decisions, creating a dialogue by remaining empathetic to encourage discussion.

References

Koren, D. E. (2010). THE PLACE FOR EMOTIONS IN PROFESSIONAL CARERS' THINKING: REFLECTIONS ON TWO CASES. *Medicine and Law*, 537-546.