

ASACB Code of Ethics for Clinical Supervisors

Name:----- Date:-----

Mailing Address:----- Daytime Phone:-----

Please read, sign and return the last page of this Code of Ethics for Clinical Supervisors.

F.1. Counselor Educators and Trainers

a. Educator as Teachers and Practitioners.

Counselors who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal and regulatory aspects of the profession, are skilled in applying that knowledge, and make trainees, interns and supervisees aware of their responsibilities. Counselors conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. Counselor educators should make an effort to infuse material related to human diversity into all courses and/or workshops that are designed to promote the development of professional counselors.

b. Relationship Boundaries with Trainees, Interns and Supervisees

Counselors clearly define and maintain ethical, professional, and social relationship boundaries with their trainees, interns and supervisees. They are aware of the differential in power that exists between the supervisor and the trainees, interns or supervisees. Counselors explain to the trainees, interns and supervisees the potential for the relationship to become exploitative.

c. Sexual Relationships.

Counselors do not engage in sexual relationships with trainees, interns or supervisees and do not subject them to sexual harassment. (See A.6. and C.5.b.)

d. Contributions to Research.

Counselors give credit to trainees, interns or supervisees for their contributions to research and scholarly projects. Credit is given through co-authorship, acknowledgement, footnote statement, or other appropriate means in accordance with such contributions. (See G.4.b. and G.4.c.)

e. Close Relatives.

Counselors do not accept close relatives as trainees, interns or supervisees.

f. Supervision Preparation.

Counselors who offer clinical supervision services are adequately prepared in supervision methods and techniques.

g. Responsibility for Services to Clients.

Counselors who supervise the counseling services of others take reasonable measures to ensure that counseling services provided to clients are professional.

h. Endorsement.

Counselors do not endorse trainees, interns or supervisees for certification, licensure, employment, or completion of an academic or training program if they believe trainees,

interns or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.

F.2. Counselor Education and Training Programs

a. Orientation.

Prior to admission, Counselors orient prospective trainees, interns or supervisees to the counselor education or training program's expectations including but not limited to the following: (1) the type and level of skill acquisition required for successful completion of the training, (2) subject matter to be covered, (3) basis for evaluation, (4) training components that encourage self-growth or self-disclosure as part of the training process, (5) the type of supervision setting and requirements of the sites for required clinical field experiences, (6) trainees, interns and supervisee evaluation and dismissal policies and procedures, and (7) up-to-date employment prospects.

b. Integration of Study and Practice.

Counselors established counselor education and training programs that integrate academic study and supervised practice.

c. Evaluation.

Counselors clearly state to trainees, interns and supervisees, in advance of training, the levels of competency expected, appraisal methods and timing of evaluations for both didactic and experiential components. Counselors provide trainees, interns and supervisees with periodic performance appraisal and evaluation feedback throughout the training program.

d. Teaching Ethics.

Counselors make trainees, interns and supervisees aware of the ethical responsibilities and standards of the profession and the trainees, interns and supervisee's ethical responsibilities to the profession. (See C.1. and F.3.e.)

e. Peer Relationships.

When trainees, interns or supervisees are assigned to lead counseling groups or provide clinical supervision for their peers, counselors take steps to ensure that trainees, interns and supervisees placed in these roles do not have personal or adverse relationships with peers and that they understand they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselors make every effort to ensure that the rights of peers are not compromised when trainees, interns or supervisees are assigned to lead counseling groups or provide clinical supervision.

f. Varied Theoretical Positions. (See C.2.a)

Counselors present varied theoretical positions so that students and supervisees may make comparisons and have opportunities to develop their own positions. Counselors provide information concerning the scientific basis of professional practice. (See C.6.a.)

g. Field Placements.

Counselors develop clear policies within their training program regarding field placement and other clinical experiences. Counselors provide clearly stated roles and responsibilities for the trainees, interns or supervisees, the site supervisor, and the program supervisor. They confirm that site supervisors are

qualified to provide supervision and are informed of their professional and ethical responsibilities in this role.

h. Dual Relationships as Supervisors.

Counselors avoid dual relationships, such as performing the role of site supervisor and training program supervisor in the trainee's, intern's or supervisee's training program.

Counselors do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for trainee, intern or supervisee placement.

i. Diversity in Programs.

Counselors are responsive to their institution and program's recruitment and retention needs for training program administrators, staff, trainees, interns and supervisees with diverse backgrounds and special needs. (See A.2.a.)

j. Distance Supervision

When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Trainees, Interns and Supervisees

a. Limitations.

Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of trainees, interns and supervisees that might impede performance.

Counselors assist trainees, interns and supervisees in securing remedial assistance when needed and dismiss from the training program trainees, interns and supervisees who are unable to provide competent service due to academic or personal limitations.

Counselors seek professional consultation and document their decision to dismiss or refer trainees, interns or supervisees for assistance. Counselors assure that trainees, interns and supervisees have recourse to address decisions made, to require them to seek assistance, or to dismiss them.

b. Self-Growth Experiences.

Counselors use professional judgment when designing training experiences conducted by the counselors themselves that require trainees, interns and supervisee self-growth or self-disclosure. Safeguards are provided so that trainees, interns and supervisees are aware of the ramifications their self-disclosure may have on counselors whose primary role as teacher, trainer, or supervisor requires on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and not dependent on the trainees', interns' or supervisees' level of self-disclosure. (See A.6.)

c. Counseling for Trainees, Interns and Supervisees.

If trainees, interns or supervisees request counseling, supervisors or counselor educator provide them with acceptable referrals. Supervisors or counselor educators do not serve as counselors to trainees, interns or supervisees over whom they hold administrative, teaching, or evaluative roles unless this is a brief role associated with a training experience. (See A.6.b.)

d. Clients of Trainees, Interns and Supervisees.

Counselors make every effort to ensure that the clients at field placements are aware of the services rendered and the qualifications of the trainees, interns and supervisees rendering those services. Clients receive professional disclosure information and are informed of the limits of confidentiality. Client permission is obtained in order for the trainees, interns and supervisees to use any information concerning the counseling relationship in the training process. (See B.1.e.)

e. Standards for Trainees, Interns and Supervisees.

Trainees, interns and supervisees preparing to become counselors adhere to the Code of Ethics and the Standards of Practice. Trainees, interns and supervisees have the same obligations to clients as those required of counselors. (See H.1.)

I have read the Arkansas Substance Abuse Certification Board Code of Ethics and Code of Ethics for Clinical Supervisors. I agree to the authority of the Arkansas Substance Abuse Certification Board (ASACB) with regards to my certification as a Clinical Supervisor (CS), and will surrender my certification if necessary for violation of any portion of the Code of Ethics.

Signature-----Date Signed:-----