

Ethical Standards for Human Service Professionals

Council for Standards in Human Service Education Adopted 1996

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Preamble

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct which the human service professionals and educators consider in ethical and professional decision making. It is hoped that these guidelines will be of assistance when human service professionals and educators are challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

Section I - Standards for Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator.[1.] The following standards are written with these multifaceted roles in mind.

The Human Service Professional's Responsibility to Clients

STATEMENT 1 Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

STATEMENT 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

STATEMENT 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STATEMENT 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT 6 Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in STATEMENT 6 (above).

STATEMENT 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9 Human service professionals recognize and build on client strengths.

The Human Service Professional's Responsibility to the Community and Society

STATEMENT 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20 Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STATEMENT 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then

seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the Professional organization(s) to which the colleague belongs.

STATEMENT 25 All consultations between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

The Human Service Professional's Responsibility to the Profession

STATEMENT 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

The Human Service Professional's Responsibility to Employers

STATEMENT 32 Human service professionals adhere to commitments made to their employers.

STATEMENT 33 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

The Human Service Professional's Responsibility to Self

STATEMENT 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors .

STATEMENT 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

Section II - Standards for Human Service Educators

Human Service educators are familiar with, informed by and accountable to the standards of professional conduct put forth by their institutions of higher learning; their professional disciplines, for example, American Association of University Professors (AAUP), American Counseling Association (ACA), Academy of Criminal Justice (ACJS), American Psychological Association (APA), American Sociological Association (ASA), National Association of Social Workers (NASW), National Board of Certified Counselors (NBCC), National Education Association (NEA); and the National Organization for Human Services (NOHS).

STATEMENT 38 Human service educators uphold the principle of liberal education and embrace the essence of academic freedom, abstaining from inflicting their own personal views/morals on students, and allowing students the freedom to express their views without penalty, censure or ridicule, and to engage in critical thinking.

STATEMENT 39 Human service educators provide students with readily available and explicit program policies and criteria regarding program goals and objectives, recruitment, admission, course requirements, evaluations, retention and dismissal in accordance with due process procedures.

STATEMENT 40 Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of Human Services and in teaching effectiveness, for example learning styles and teaching styles.

STATEMENT 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of professional identity and skill development.

STATEMENT 42 Human service educators participate actively in the selection of required readings and use them with care, based strictly on the merits of the material's content, and present relevant information accurately, objectively and fully.

STATEMENT 43 Human service educators, at the onset of courses: inform students if sensitive/controversial issues or experiential/affective content or process are part of the course design; ensure that students are offered opportunities to discuss in structured ways their reactions to sensitive or controversial class content; ensure that the presentation of such material is justified on pedagogical grounds directly related to the course; and, differentiate between information based on scientific data, anecdotal data, and personal opinion.

STATEMENT 44 Human service educators develop and demonstrate culturally sensitive knowledge, awareness, and teaching methodology.

STATEMENT 45 Human service educators demonstrate full commitment to their appointed responsibilities, and are enthusiastic about and encouraging of students' learning.

STATEMENT 46 Human service educators model the personal attributes, values and skills of the human service professional, including but not limited to, the willingness to seek and respond to feedback from students.

STATEMENT 47 Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

STATEMENT 48 Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

STATEMENT 49 Human service educators are aware that in their relationships with students, power and status are unequal; therefore, human service educators are responsible to clearly define and maintain ethical and professional relationships with students, and avoid conduct that is demeaning, embarrassing or exploitative of students, and to treat students fairly, equally and without discrimination.

STATEMENT 50 Human service educators recognize and acknowledge the contributions of students to their work, for example in case material, workshops, research, publications.

STATEMENT 51 Human service educators demonstrate professional standards of conduct in managing personal or professional differences with colleagues, for example, not disclosing such differences and/or affirming a student's negative opinion of a faculty/program.

STATEMENT 52 Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

STATEMENT 53 Human service educators are aware of all relevant curriculum standards, including those of the Council for Standards in Human Services Education (CSHSE); the Community Support Skills Standards; and state/local standards, and take them into consideration in designing the curriculum.

STATEMENT 54 Human service educators create a learning context in which students can achieve the knowledge, skills, values and attitudes of the academic program.