

National Career Development Association



Code of Ethics

Revised May 2007

The NCDA Ethics Committee gratefully acknowledges the American Counseling Association (ACA) and its Ethics Committee for permission to adapt their 2005 Code of Ethics. NCDA, one of the founding associations of ACA in 1952, is a current division of ACA. The NCDA Ethics Committee endeavored to follow the structure of ACA's Code so that the two codes would be compatible with each other, while developing, adding, and enhancing profession-specific guidelines for NCDA's membership. More information on ACA's Ethics Code can be found on their website (see the attached web references section).

The NCDA Ethics Committee gratefully acknowledges Cassandra Smisson for her assistance in reviewing the final draft of this code. As of June 2006, Ms. Smisson was pursuing a Ph.D. in Counseling Psych at Florida State University.

2005-2007 NCDA Ethics Committee Members

David M. Reile, Chair, Cheri Butler (Board Liaison) ;Greta Davis; Dennis Engels; Janice Guerriero; Janet Lenz; Julia Makela; Kristin M. Perrone-McGovern; James Sampson; Donald Schutt; Keley Smith-Keller

Nondiscrimination Statement

NCDA opposes discrimination against any individual based on age, culture, mental/physical disability, ethnicity, race, religion/spirituality, creed, gender, actual or perceived gender identity or expression, actual or perceived sexual orientation, marital/partnership status, language preference, socioeconomic status, any other characteristics not specifically relevant to job performance. (Statement adopted by the NCDA Board of Directors, May 2007)

2007 NCDA Code of Ethics

Introduction & Purpose

While there are many ways to define and think about *ethics*, ethics and ethical behavior are basically about professionalism and transparency. The NCDA Ethics Code has been designed as a guide and resource for career practitioners. While it offers a set of principles that can be applied to wide range of settings and situations, it is not (nor can it be) comprehensive. If you are concerned about whether or not a particular practice is ethical, then you should not engage in that behavior without getting competent advice. More succinctly, when in doubt—don't; at least not without discussing the situation with others. Peer review isn't always going to give you perfect advice; but you can take comfort in knowing that you questioned your behavior before proceeding and allowed others to comment before taking action. There is safety and strength in the depth and breadth of opinions you seek before engaging in activity which may be untried or questionable. The Ethics Committee Members do not hold themselves up as definitive experts in all ethical matters. Further, we are not experts with regard to legal issues and cannot give legal advice. However, we encourage members of the National Career Development Association to contact us with questions. We are committed to working collaboratively to provide guidance where we can and to provide referrals as appropriate. You may reach us at ethics@ncda.org.

The *National Career Development Association (NCDA) Code of Ethics* serves five main purposes:

1. The *Code* enables NCDA to clarify to current and future members, and to those served by their members, the nature of ethical responsibilities held in common by its members.
2. The *Code* helps support the mission of NCDA.
3. The *Code* establishes principles that define ethical behaviors and practices of association members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing career services and best promotes the values of the career profession.
5. The *Code* serves as a guide for those receiving career services so that they may understand what to expect from working with a career professional and to understand their rights and responsibilities as consumers of these services.

The *NCDA Code of Ethics* contains nine main sections that address the following areas:

- Section A: The Professional Relationship
- Section B: Confidentiality, Privileged Communication, and Privacy
- Section C: Professional Responsibility
- Section D: Relationships with Other Professionals
- Section E: Evaluation, Assessment, and Interpretation
- Section F: Use of the Internet in Career Services
- Section G: Supervision, Training, and Teaching
- Section H: Research and Publication
- Section I: Resolving Ethical Issues

Each section of the *NCDA Code of Ethics* begins with an Introduction. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical guidelines contained in each part of the *NCDA Code of Ethics*. When career professionals are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among career professionals with respect to ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, career professionals are expected to be familiar with a credible model of decision-making that can bear public scrutiny and its application. (For one example of an ethical decision-making model from the Ethics Resource Center, see the attached web references section). Through a chosen ethical decision-making process and evaluation of the context of the situation, career professionals are empowered to make decisions that help expand the capacity of people to grow and develop.

NCDA has members in various career services positions (see Career Professionals), as well as in instructional (counselor educators, counseling psychology professors, etc.) and supervisory roles (Director, Associate Director, Career Supervisor, etc.). The term “career professional” will be used throughout this document both as a noun and as an adjective to refer to anyone holding NCDA membership and who is therefore expected to abide by these ethical guidelines. Additionally, a brief glossary is given (see end of document) to provide readers with a concise description of some of the terms used in the *NCDA Code of Ethics*. NCDA Members who are affiliated with other professional associations (i.e., psychologists, school counselors, etc.) should also consult the ethics codes from those organizations and adhere to the highest standard of professional practice.

NCDA acknowledges and supports its members in their quest to achieve the highest academic and professional credentials appropriate to their work. Many NCDA members are trained credentialed counselors, psychologists, and/or educators with masters and/or doctoral-level degrees in counseling, psychology, or related disciplines. NCDA does not encourage or condone replacing these professionals with individuals who have lesser education, training, and/or credentials. However, NCDA acknowledges, respects, and welcomes individuals regardless of their training and educational backgrounds and recognizes the valuable contribution that all of its members make in the field of career development. Thus, NCDA opposes any statement, action, or activity, which implies a “second-class” status to any individuals within our association.

Section A: The Professional Relationship

Introduction

Career professionals encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Career professionals actively attempt to understand the diverse cultural backgrounds of the individuals they serve. Career professionals also explore their own cultural identities and how one's cultural identity affects one's values and beliefs about the working relationship.

Career professionals are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*).

A.1. Welfare of Those Served by Career Professionals

A.1.a. Primary Responsibility

The primary responsibility of career professionals is to respect the dignity and to promote the welfare of the individuals to whom they provide service.

A.1.b. Differentiation Between Types of Services Provided

"Career planning" services are differentiated from "career counseling" services. Career planning services include an active provision of information designed to help a client with a specific need, such as review of a resumé; assistance in networking strategies; identification of occupations based on values, interests, skills, prior work experience, and/or other characteristics; support in the job-seeking process; and assessment by means of paper-based and/or online inventories of interest, abilities, personality, work-related values, and/or other characteristics. In addition to providing these informational services, "career counseling" provides the opportunity for a deeper level of involvement with the client, based on the establishment of a professional counseling relationship and the potential for assisting clients with career and personal development concerns beyond those included in career planning. All career professionals, whether engaging in "career planning" or "career counseling", provide only the services that are within the scope of their professional competence and qualifications. (*See C.2., C.4., E.2.a., F.7.*)

A.1.c. Records

Career professionals maintain records necessary for rendering professional services as required by laws, regulations, or agency or institution procedures. Career professionals include sufficient and timely documentation in their records to facilitate delivery and continuity of services. Career professionals take reasonable steps to ensure that documentation in records accurately reflects client progress and the services provided. If errors are made in records, career professionals take steps to properly note the correction of such errors according to agency or institutional policies. Career professionals are encouraged to purge their files according to the time frame required by federal, state, local, and/or institutional statute, law, regulation, or procedure, particularly when there is no reasonable expectation that a client will benefit from maintaining the records any longer than required. Career professionals are expected to know and abide by all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures regarding record keeping. (*See B.6., B.6.g., H.2.j.*)

A.1.d. Career Services Plans

Career professionals and their clients work jointly in devising integrated career services plans (in writing or orally) that offer reasonable promise of success and are consistent with the abilities and circumstances of clients. Career professionals and clients regularly review career plans to assess their continued viability and effectiveness, respecting the freedom of choice of clients. (See A.2.a., A.2.d.)

A.1.e. Support Network Involvement

Career professionals recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., family members, friends, and religious/spiritual/community leaders) as positive resources, when appropriate and with client consent.

A.2. Informed Consent in the Professional Relationship

(See B.5., B.6.b., E.3., E.13.b., G.1.c., H.2.a.)

A.2.a. Informed Consent

Clients have the freedom to choose whether to enter into or remain in a professional relationship. To make informed choices, clients need adequate information about the working relationship and the career professional. Career professionals have an obligation to review in writing and orally the rights and responsibilities of both the career professional and the recipient of services prior to the beginning of the working relationship. Further, informed consent is an ongoing part of the professional relationship, and career professionals appropriately document discussions of informed consent throughout the working relationship.

A.2.b. Types of Information Needed

Career professionals clearly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the career professional's qualifications, credentials, and relevant experience; continuation of services upon the incapacitation or death of the career professional; and other pertinent information. Career professionals take steps to ensure that clients understand the implications of diagnosis (if applicable), the intended use of tests/assessments and reports, fees, and billing arrangements. Clients have the right to confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing career services plans; and to refuse any services or modality change and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

Career professionals communicate information in ways that are both developmentally and culturally appropriate. Career professionals use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by career professionals, they provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. The cost for such services, however, may be passed onto clients in accordance with federal, state, local, and/or institutional statute, law, regulation, or procedure. Thus clients should be given the opportunity to seek another career professional or to employ an interpreter or translator of their own

choosing. In collaboration with clients, career professionals consider cultural implications of informed consent procedures and, where possible, career professionals adjust their practices accordingly.

A.2.d. Inability to Give Consent

When providing career services to minors or persons unable to give voluntary consent, career professionals seek the assent of clients to services, and include them in decision making as appropriate. Career professionals recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.3. Clients Served by Others

When career professionals learn that their clients are in a professional relationship with another mental health professional, they request a written release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships, when necessary and appropriate.

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

Career professionals act to avoid harming their clients, students, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values

Career professionals are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with clients' goals. Career professionals respect the diversity of clients, students, trainees, and research participants.

A.5. Roles and Relationships with Clients

(See G.3., G.10., H.3.)

A.5.a. Current Clients

Sexual or romantic interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients

Sexual or romantic interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. Career professionals, before engaging in sexual or romantic interactions or relationships with clients, their romantic partners, or client family members after 5 years following the last professional contact, demonstrate forethought and document (in written form) whether the interactions or relationship can be viewed as exploitive in some way and/or whether there is still potential to harm the former client. In cases of potential exploitation and/or harm, the career professional does not enter into such an interaction or relationship.

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)

Nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided by career professionals, except when the interaction is potentially beneficial to the client. (*See A.5.d.*)

A.5.d. Potentially Beneficial Interactions

When a nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the career professional must document in case records, prior to the interaction (or as soon as feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. Such interactions should be initiated with appropriate client consent. Where unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the career professional must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; and mutual membership in a professional association, organization, or community. (*See A.5.c.*)

A.5.e. Role Changes in the Professional Relationship

When a career professional changes a role from the original or most recent contracted relationship, s/he obtains informed consent from the client and explains the right of the client to refuse services related to the change. Examples of role changes include, but are not limited to:

1. changing from providing individual career services to therapy, relationship or family counseling, or vice versa;
2. changing from a non-forensic evaluative role to a therapeutic role, or vice versa;
3. changing from a career professional to a researcher role (i.e., enlisting clients as research participants), or vice versa; and/or
4. changing from a career professional to a mediator role, or vice versa.

Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of role changes with a career professional.

A.6. Roles and Relationships at Individual, Group, Institutional, and Societal Levels

A.6.a. Advocacy

When appropriate, career professionals advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.6.b. Confidentiality and Advocacy

Career professionals obtain consent prior to engaging in advocacy efforts on behalf of a client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.7. Multiple Clients

When a career professional agrees to provide career services to two or more persons who have a relationship, the career professional clarifies at the outset which person or persons are clients and the nature of the relationships the career professional will have with each involved person. If it becomes apparent that the career professional may be called upon to perform potentially conflicting roles, the career professional will clarify, adjust, or withdraw appropriately from one or more roles. (*See A.8.a., B.4.*)

A.8. Group Work (*See B.4.a.*)

A.8.a. Screening

Career professionals screen prospective group participants. To the extent possible, career professionals select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients

In a group setting, career professionals take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.9. Fees and Bartering

A.9.a. Accepting Fees From Agency Clients

Career professionals refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the career professional's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive career services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private career services.

A.9.b. Establishing Fees

In establishing fees for professional career services, career professionals consider the financial status of clients and the locality in which they practice. In the event that the established fee structure is inappropriate for a client, career professionals assist clients in attempting to find comparable services of acceptable cost.

A.9.c. Nonpayment of Fees

If career professionals intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they first inform clients of intended actions and offer clients the opportunity to make payment.

A.9.d. Bartering

Career professionals may barter only if the relationship is not exploitive or harmful and does not place the career professional in an unfair advantage, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Career professionals consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract. Career professionals must also be aware of local, state, and/or federal laws, including the tax implications of such an arrangement. Further, career professionals must make the recipients of their services aware of all

applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures and should direct them to seek qualified counsel (i.e., attorney and/or accountant) in determining if such an arrangement is in their best interest.

A.9.e. Receiving Gifts

Career professionals understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and a way of showing gratitude. When determining whether or not to accept a gift from clients, career professionals take into account the nature of their relationship, the monetary value of the gift, a client's motivation for giving the gift, and the career professional's motivation for wanting or declining the gift.

A.10. Termination and Referral

A.10.a. Abandonment Prohibited

Career professionals do not abandon or neglect clients to whom they provide career services. Career professionals assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

A.10.b. Inability to Assist Clients

If career professionals determine an inability to be of professional assistance to clients, they avoid entering into or continuing the relationship. Career professionals are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, career professionals may discontinue the relationship.

A.10.c. Appropriate Termination

Career professionals terminate a professional relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit from, or is being harmed by continued service provision. Career professionals may terminate the working relationship when in jeopardy of harm by the client, or another person with whom the client has a relationship, or when clients do not pay agreed upon fees. Career professionals provide pre-termination career services and recommend other providers when feasible and necessary.

A.10.d. Appropriate Transfer of Services

When career professionals transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

Section B: Confidentiality, Privileged Communication, and Privacy

Introduction

Career professionals recognize that trust is a cornerstone of the professional relationship. Career professionals work to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Career professionals communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

Career professionals maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Career professionals respect differing views toward disclosure of information. Career professionals hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy

Career professionals respect client rights to privacy. Career professionals solicit private information from clients only when it is beneficial to the working relationship.

B.1.c. Respect for Confidentiality

Career professionals do not share confidential information without client consent or without sound legal or ethical justification.

B.1.d. Explanation of Limitations

At initiation and throughout the professional relationship, career professionals inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached. (*See A.2.b.*)

B.2. Exceptions

B.2.a. Danger and Legal Requirements

The general requirement that career professionals keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Examples of when career professionals may divulge confidential information may include, but not be limited to, mandated reporting in cases of suspected or actual child or elder abuse, when a client has a communicable and life threatening disease or condition and may infect an identifiable third party, or when notifying a collection agency to recover unpaid fees from a client. Career professionals consult with other professionals, include attorneys, when in doubt as to the validity of an exception. (*See A.9.c., B.2.b., B.2.c & B.2.d.*)

B.2.b. Contagious, Life-Threatening Diseases

When clients disclose that they have a disease commonly known to be both communicable and life threatening, career professionals may be justified in disclosing information to identifiable third parties, if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, career professionals confirm that there is such a diagnosis and

assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party. (*See B.2.a.*)

B.2.c. Court-Ordered Disclosure

When subpoenaed to release confidential or privileged information, career professionals endeavor to inform the client and to obtain written consent from the client or take steps to prohibit the disclosure, or have it limited as narrowly as possible, to minimize potential harm to the client. (*See B.2.d.*)

B.2.d. Minimal Disclosure

To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed. (*See B.2.c.*)

B.3. Information Shared With Others

B.3.a. Subordinates

Career professionals make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers. (*See G.1.c.*)

B.3.b. Treatment Teams

When client treatment involves a continued review or participation by a treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings

Career professionals discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers

Career professionals disclose information to third-party payers only when clients have authorized such disclosure and in accordance with federal, state, local, and/or institutional statute, law, regulation, or procedure.

B.3.e. Transmitting Confidential Information

Career professionals take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology.

B.3.f. Deceased Clients

Career professionals protect the confidentiality of deceased clients, consistent with legal requirements and agency or institutional policies.

B.4. Groups and Families

B.4.a. Group Work

In group work, career professionals clearly explain the importance and parameters of confidentiality for the specific group being entered.

B.4.b. Providing Career Services to Multiple Family Members

When providing career services to multiple family members (e.g., spouses/partners, parent and child, etc.), career professionals clearly define who is considered “the client” and discuss expectations and limitations of confidentiality. Career professionals seek agreement and document in writing such agreement among all involved parties having capacity to give consent concerning each individual’s right to confidentiality and any obligation to preserve the confidentiality of information known.

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients

When providing career services to minor clients or adult clients who lack the capacity to give voluntary, informed consent, career professionals protect the confidentiality of information received in the professional relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians

Career professionals inform parents and legal guardians about the role of career professionals and the confidential nature of the professional relationship. Career professionals are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians over the welfare of their children/charges according to law. Career professionals work to establish, as appropriate, collaborative relationships with parents/guardians to best serve the needs and welfare of their clients.

B.5.c. Release of Confidential Information

When providing career services to minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, career professionals seek permission from an appropriate third party to disclose information. In such instances, career professionals inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard client confidentiality.

B.6. Records

B.6.a. Confidentiality of Records

Career professionals ensure that records are kept in a secure location and that only authorized persons have access to records.

B.6.b. Permission to Record

Career professionals obtain permission from clients prior to recording sessions through electronic or similar means (i.e., audio or video recording).

B.6.c. Permission to Observe

Career professionals obtain permission from clients prior to allowing observation of sessions, review of session transcripts, or viewing recordings of sessions with supervisors, subordinates, faculty, peers, or others within a training environment.

B.6.d. Client Access

Career professionals provide reasonable access to records and copies of records when requested by competent clients. Career professionals limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client and in accordance with federal, state, local, and/or institutional statute, law, regulation, or procedure. Career professionals document the request of clients and the rationale for withholding some or all of the record in the files of clients. In situations involving multiple clients, career professionals provide individual clients with only those parts of records that related directly to them and do not include confidential information related to any other client.

B.6.e. Assistance with Records

When clients request access to their records, career professionals provide assistance and consultation in interpreting such records.

B.6.f. Disclosure or Transfer

Unless exceptions to confidentiality exist, career professionals obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of career services records are sensitive to their confidential nature. (*See A.3., E.4.*)

B.6.g. Storage and Disposal After Termination

Career professionals store records following termination of services to ensure reasonable future access, maintain records in accordance with all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. When records are of an artistic nature, career professionals obtain client (or guardian) consent with regard to handling of such records or documents. Career professionals are encouraged to purge their files according to the time frame required by federal, state, local, and/or institutional statute, law, regulation, or procedure, particularly when there is no reasonable expectation that a client will benefit from maintaining the records any longer. Career professionals are expected to know and abide by all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures regarding record keeping and disposal. (*See A.1.c.*)

B.6.h. Reasonable Precautions

Career professionals take reasonable precautions to protect client confidentiality in the event of the career professional's termination of practice, incapacity, or death. (*See C.2.h.*)

B.7. Research and Training**B.7.a. Institutional Approval**

When institutional approval is required, career professionals provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol.

B.7.b. Adherence to Guidelines

Career professionals are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

B.7.c. Confidentiality of Information Obtained in Research

Violations of participant privacy and confidentiality are risks of participation in research involving human participants, however, investigators maintain all research records in a secure manner. They explain to participants the risks of violations of privacy and confidentiality and disclose to participants any limits of confidentiality that can reasonably be expected. Regardless of the degree to which confidentiality will be maintained, investigators must disclose to participants any limits of confidentiality that can reasonably be expected. (*See H.2.e.*)

B.7.d. Disclosure of Research Information

Career professionals do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained prior consent of the person. Use of data derived from professional relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (*See H.2.a., H.2.d.*)

B.7.e. Agreement for Identification

Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication. (*See H.4.d.*)

B.8. Consultation**B.8.a. Agreements**

When acting as consultants, career professionals seek agreements among all parties involved concerning each individual's rights to confidentiality, the obligation of each individual to preserve confidential information, and the limits of confidentiality of information shared by others.

B.8.b. Respect for Privacy

Information obtained in a consulting relationship is discussed for professional purposes only with persons directly involved with the case. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.8.c. Disclosure of Confidential Information

When consulting with colleagues, career professionals do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. (*See D.2.d.*)

Section C: Professional Responsibility

Introduction

Career professionals provide open, honest, and accurate communication in dealing with the public and other professionals. They practice in a nondiscriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the *NCDA Code of Ethics*. Career professionals actively participate in local, state, and national associations that foster the development and improvement of the provision of career services. Career professionals promote change at the individual, group, institutional, and societal levels that improves the quality of life for individuals and groups and removes potential barriers to the provision or access of appropriate services being offered. Career professionals have a responsibility to the public to engage in ethical practice. In addition, career professionals engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of Standards

Career professionals have a responsibility to read, understand, and follow the *NCDA Code of Ethics* and adhere to all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures.

C.2. Professional Competence

C.2.a. Boundaries of Competence

Career professionals practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Career professionals gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (See E.2., G.2., G.11.c.)

C.2.b. New Specialty Areas of Practice

Career professionals practice in specialty areas new to them only after obtaining appropriate education, training, and supervised experience. While developing skills in new specialty areas, career professionals take steps to ensure the competence of their work and to protect others from possible harm. (See G.6.e.)

C.2.c. Qualified for Employment

Career professionals accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Career professionals hire for professional positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness

Career professionals continually monitor their effectiveness as professionals and take steps to improve when necessary. Career professionals in private practice take reasonable steps to seek peer supervision, as needed, to evaluate their efficacy as career professionals.

C.2.e. Consultation on Ethical Obligations

Career professionals take reasonable steps to consult with other career professionals or related practitioners when they have questions regarding their ethical obligations or professional activities.

C.2.f. Continuing Education

Career professionals recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the populations with whom they work.

C.2.g. Impairment

Career professionals are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time as it is determined that they may safely resume their work. Career professionals assist colleagues or supervisors in recognizing their own professional impairment. They provide consultation and assistance, when warranted, with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. (*See A.10.b., G.8.b.*)

C.2.h. Incapacitation or Termination of Practice

When career professionals leave a practice, they follow a prepared plan for transfer of clients and files. Career professionals prepare and disseminate to an identified colleague or “records custodian” a plan for the transfer of clients and files in case of their incapacitation, death, or termination of practice. (*See A.1.c., A.10., B.6.g.*)

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

When advertising or otherwise representing their services to the public, career professionals identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent. (*See C.4.*)

C.3.b. Testimonials

Career professionals who use testimonials do not solicit them from individuals who may be vulnerable to undue influence.

C.3.c. Statements by Others

Career professionals make reasonable efforts to ensure that statements made by others about them or the services they provide are accurate.

C.3.d. Recruiting Through Employment

Career professionals do not use their places of employment or institutional affiliations to recruit or gain clients, supervisees, or consultees for their private practices, unless they have permission.

If permitted to solicit for their private practices, career professionals must make potential clients, supervisees, or consultees aware of the free or low-cost services already provided by them or others through their place of employment or institutional affiliation. (*See A.9.a*)

C.3.e. Products and Training Advertisements

Career professionals who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices.

C.3.f. Promoting to Those Served

Career professionals do not use individual consultation, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, educators may adopt textbooks and/or other materials they have authored or developed for instructional purposes.

C.4. Professional Qualifications

C.4.a. Accurate Representation

Career professionals claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Career professionals truthfully represent the qualifications of their professional colleagues. Career professionals clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training. (*See A.1.b, C.2.a, E.9.c.*)

C.4.b. Credentials

Career professionals claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees

Career professionals clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

Career professionals clearly state their highest earned degree in counseling or a closely related field. Career professionals do not imply doctoral-level competence when possessing only a master's degree in counseling or a related field. Career professionals do not use the title "Dr." nor refer to themselves as "Dr." in a counseling or career services context when their doctorate is not in counseling or a related field.

C.4.e. Program Accreditation Status

Career professionals clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership

Career professionals clearly differentiate between current, active memberships and former memberships in associations.

C.5. Nondiscrimination

Career professionals do not condone or engage in discrimination against any individual based on age, culture, mental/physical disability, ethnicity, race, religion/spirituality, creed, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, any other characteristics not specifically relevant to job performance, or any basis prohibited by law. Career professionals do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

C.6. Public Responsibility

C.6.a. Sexual Harassment

Career professionals do not engage in or condone sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either

1. is unwelcome, is offensive, or creates a hostile workplace or learning environment, and career professionals know or are told this; or
2. is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context in which the behavior occurred. Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties

Career professionals are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (*See B.3., E.4.*)

C.6.c. Media Presentations

When career professionals provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that

1. the statements are based on appropriate professional literature and practice,
2. the statements are otherwise consistent with the *NCDA Code of Ethics*, and
3. the recipients of the information are informed that a professional relationship has not been established.

C.6.d. Exploitation of Others

Career professionals do not exploit others in their professional relationships. (*See A.5.b., A.9.d.*)

C.6.e. Scientific Bases for Treatment Modalities

Career professionals use techniques/procedures/modalities that are grounded in theory, are generally considered to be established professional practice in the fields of counseling and career development, and/or have an empirical or scientific foundation. Career professionals who do not must define the techniques/procedures as “unproven” or “developing” and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. (*See A.4.a.*)

C.7. Responsibility to Other Professionals

C.7.a. Personal Public Statements

When making personal statements in a public context, career professionals clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all career professionals or the profession. (*See C.6.c.*)

Section D: Relationships with Other Professionals

Introduction

Career professionals recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the profession. Career professionals develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships with Colleagues, Employers, and Employees

D.1.a. Different Approaches

Career professionals are respectful of approaches to career services that differ from their own. Career professionals are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships

Career professionals work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork

Career professionals who are members of interdisciplinary teams delivering multifaceted services to clients keep the focus on how to best serve the clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the profession and those of colleagues from other disciplines. (*See B.3.b.*)

D.1.d. Confidentiality

When career professionals are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues. (*See A.5.e, B.1.c., B.1.d., B.2.c., B.2.d., B.3.b.*)

D.1.e. Establishing Professional and Ethical Obligations

Career professionals who are members of interdisciplinary teams clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, career professionals first attempt to resolve the concern within the team. If they cannot reach resolution among team members, career professionals pursue other avenues to address their concerns consistent with client well-being.

D.1.f. Personnel Selection and Assignment

Career professionals select competent staff and assign responsibilities compatible with their knowledge, skills, and experiences.

D.1.g. Employer Policies

The acceptance of employment in an agency or institution implies that career professionals are in agreement with its general policies and principles. Career professionals strive to reach agreement

with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions

Career professionals alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be achieved, career professionals take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection from Punitive Action

Career professionals take care not to harass or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Consultation

D.2.a. Consultant Competency

Career professionals take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Career professionals provide appropriate referral resources when requested or needed. (*See C.2.a.*)

D.2.b. Understanding Consultees

When providing consultation, career professionals attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

D.2.c. Consultant Goals

The consulting relationship is one in which consultee adaptability and growth toward self-direction are consistently encouraged and cultivated.

D.2.d. Informed Consent in Consultation

When providing consultation, career professionals have an obligation to review, in writing and orally, the rights and responsibilities of career professionals and consultees. Career professionals use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultee, career professionals attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. (*See A.2.a., A.2.b.*)

Section E: Evaluation, Assessment, and Interpretation

Introduction

Career professionals use assessment instruments as one component of the career services process, taking into account the client's personal and cultural context. Career professionals promote the well-being of individual clients or groups of clients by developing and using appropriate career, educational, and psychological assessment instruments.

E.1. General

E.1.a. Assessment

The primary purpose of educational, psychological, and career assessments is to provide measurements that are valid and reliable in either comparative or absolute terms. These include, but are not limited to, measurements of ability, personality, interest, intelligence, achievement, skills, values, and performance. Career professionals recognize the need to interpret the statements in this section as applying to both quantitative and qualitative assessments.

E.1.b. Client Welfare

Career professionals do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these tools provide. They respect the client's right to know the results, the interpretations made, and the bases for career professionals' conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

Career professionals utilize only those testing and assessment services for which they have been trained and are competent in administering and interpreting. Career professionals using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology-based application. Career professionals take reasonable measures to ensure the proper use of psychological and career assessment techniques by persons under their supervision. (*See G.1.*)

E.2.b. Appropriate Use

Career professionals are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results

Career professionals responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients

Prior to assessment, career professionals explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Career professionals consider the client's personal or cultural context, the level of the client's understanding of the results, and the impact of the results on the client. (*See A.2.*)

E.3.b. Recipients of Results

Career professionals consider the examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Career professionals include accurate and appropriate interpretations with any release of individual or group assessment results. (*See B.2.c., B.5.*)

E.4. Release of Data to Qualified Professionals

Career professionals release assessment data in which the client is identified only with the consent of the client or the client's legal representative. Such data are released only to persons recognized by career professionals as qualified to interpret the data and in accordance with all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures. (*See B.1., B.3., B.5.c., B.6.e.*)

E.5. Diagnosis

E.5.a. Proper Diagnosis

Career professionals take special care to provide proper diagnosis and do so only when making a diagnosis is appropriate and when properly trained. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment/services, or recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity

Career professionals recognize that culture affects the manner in which clients' problems are defined. Clients' socioeconomic and cultural experiences are considered when making a diagnosis. (*See A.2.c.*)

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology

Career professionals recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role career professionals can play in avoiding the perpetuation of these prejudices through proper diagnosis and provision of services.

E.5.d. Refraining From Diagnosis

Career professionals may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

Career professionals carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.

E.6.b. Referral Information

If a client is referred to a third party for assessment, the career professional provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized. (*See B.3.*)

E.6.c. Culturally Diverse Populations

Career professionals are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the client population. (*See A.2.c., E.5.b.*)

E.7. Conditions of Assessment Administration

E.7.a. Administration Conditions

Career professionals administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Technological Administration

Career professionals ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.

E.7.c. Unsupervised Assessments

Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, career professionals do not permit inadequately supervised use of any assessment.

E.7.d. Disclosure of Favorable Conditions

Prior to administration of assessments, conditions that produce the most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/Diversity in Assessment

Career professionals use, with caution, assessment techniques that were normed on populations other than that of the client. Career professionals recognize the possible effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and place test results in proper perspective with other relevant factors. (*See A.2.c., E.5.b.*)

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

In reporting assessment results, career professionals indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or the inappropriateness of the norms for the person tested.

E.9.b. Research Instruments

Career professionals exercise caution when interpreting the results of research instruments not having sufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee.

E.9.c. Assessment Services

Career professionals who provide assessment scoring and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretation service is considered a professional-to-professional consultation. The formal responsibility of the career professional is to the individual/ organization requesting the assessment, but the ultimate and overriding responsibility is to the client. (*See E.1.b., E.2.*)

E.10. Assessment Security

Career professionals maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Career professionals do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessments and Outdated Results

Career professionals do not use data or results from assessments that are obsolete or outdated for the current purpose. Career professionals make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction

Career professionals use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of educational and psychological assessment techniques.

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations

When providing forensic evaluations, the primary obligation of career professionals is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Career professionals are entitled to form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Career

professionals will define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation, not to provide career services. Entities or individuals who will receive the evaluation report are identified. Written consent to be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian. (*See A.2. B.2.c., B.5.*)

E.13.c. Client Evaluation Prohibited

Career professionals do not evaluate current or former clients for forensic purposes. Career professionals do not accept as clients, individuals they are evaluating or have previously evaluated for forensic purposes.

E.13.d. Avoid Potentially Harmful Relationships

Career professionals who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past. (*See A.5.*)

Section F: Use of the Internet in the Provision of Career Services

Introduction

Career professionals have always been at the forefront in using new technologies to assist in serving clients. More and more, technology (and specifically the Internet) is being used to provide and/or support services offered by career professionals. However, the Internet should typically be only one component of the career services process and then its use must be evaluated based on the client's personal and cultural context. Above all, career professionals must practice ethically and continually promote the well-being of individual clients or groups of clients.

F.1. General

F.1.a. Benefits and Limitations

Career professionals inform clients of the benefits and limitations of using information technology applications in their professional relationship and in business/billing procedures. Such technologies include but are not limited to computer hardware and software, telephones, the Internet, online assessment instruments, and other communication devices.

F.1.b. Capability to Utilize and Benefit from Technology-Assisted Services

When providing technology-assisted distance career services, career professionals determine that clients are intellectually, emotionally, and physically capable of using, and are likely to benefit from, the application and that the application is appropriate for the needs of clients. Where possible, career professionals utilize multiple methods of contact (i.e., telephone, video conference, and email), in assessing the best means of providing career services to a particular client.

F.2. Technology Applications

F.2.a. Types of Technology-Assisted Services

Multiple means of online provision of career services currently exist, the most common of which are email, newsgroups, bulletin boards, instant messaging, chat rooms, blogs (web logs), web cams (video cameras) and websites offering a wide variety of services. Telephone or audiovisual linkages supported by the Internet continue to grow in popularity as the technology improves and the costs decline. Based on readily-available capabilities at the time of this writing, the Internet could be used in at least four ways to provide and/or support career services. These include:

1. Delivering information about occupations, the world of work, career planning, and job searching. This may include occupational/job descriptions, employment prospects, skills requirements, estimated salary, resume writing, job interviewing techniques, etc. Delivery may come through one or a combination of media including text, still images, graphics, and/or video. In providing these services, the standards for information development and presentation are the same as those for other print and audiovisual materials as stated in other NCDA documents.
2. Providing assessments and/or online searches of academic, occupational, or other databases to identify career, educational, or other alternatives. In providing these

services, other standards developed by NCDA (i.e., *Section E of this Code*) and the Association of Computer-based Systems for Career Information (ACSCI) apply.

3. Delivering interactive career services. This use assumes that clients, either as individuals or as part of a group, have intentionally placed themselves in direct communication with a career professional. Standards for using the Internet for these purposes are addressed in this section.
4. Providing a database of job openings. Guidelines for this application are included in this section as well.

F.2.b. Alternative Services

When technology-assisted distance career services are deemed inappropriate by the career professional or client, career professionals provide appropriate alternatives, including face to face service and/or a referral to career professionals who can provide in person services. (*See A.10*)

F.2.c. Access

Career professionals ensure reasonable access to computer applications when providing technology-assisted distance career services. If they are unable to do so they provide an alternative method of service delivery, including referrals to career professionals who would be able to provide face-to-face services. (*See A.10*)

F.2.d. Laws and Statutes

Career professionals ensure that the use of technology services with clients is in accordance with all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures, particularly when the services offered via technology cross state and/or national boundaries.

F.2.e. Outside Assistance

Career professionals seek business, legal, and technical assistance (when necessary and appropriate) when using technology applications, particularly when the use of such applications crosses state or national boundaries.

F.2.f. Informed Consent & Confidentiality

As part of the process of establishing informed consent and defining confidentiality and its limits, career professionals who provide technology-assisted distance career services:

1. Provide information to clients about their credentials.
2. Work with clients to establish goals and determine if a technology-assisted distance modality is appropriate.
3. Where applicable, define the fees for service and billing procedures.
4. Provide clients with information regarding where and how they can report any behavior on the part of the career professional that they consider unethical.
5. Where feasible, address issues related to maintaining the confidentiality of electronically transmitted communications (e.g., the use of encryption).
6. Inform clients of the inherent difficulty of maintaining absolute confidentiality when conducting electronically transmitted communication.

7. Urge clients to be aware of all authorized or unauthorized users (including family members and fellow employees) who may have access to any technology clients use in the professional relationship.
8. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries, when necessary and appropriate.
9. Inform clients if and for how long archival storage of transaction records will be maintained.
10. Discuss the possibility of technology failure and alternate methods of service delivery.
11. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the career professional is not available, should circumstances warrant.
12. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery.
13. Establish a method for verifying identity.
14. Obtain the written consent of the legal guardian or other authorized legal representative prior to rendering services in the event the client is a minor child, an adult who is legally incompetent, or an adult incapable of giving informed consent.

F.3. Qualifications of Developer or Provider

Websites and other services designed to assist clients with career planning and job searching should be developed with content input from career professionals. The service should clearly state the qualifications and credentials of the developers.

F.4. Access and Understanding of Environment

Career professionals have an obligation to be aware of free and/or low cost public access points to the Internet within the community, so that a lack of financial resources does not create a significant barrier to clients accessing career services or information, assessments, or instructional resources over the internet.

F.5. Content of Career Services on the Internet

F.5.a. Appropriateness of Internet Content

The content of a website or other online career information or planning services should be reviewed for the appropriateness of offering the material in this medium. Some types of content have been extensively tested for online delivery including searching databases by relevant variables; displaying occupational information; developing a résumé; assessing interests, abilities, personality, and other characteristics and linkage of these to occupational titles; relating school majors to occupational choices; and the completing of forms such as a financial needs assessment questionnaire or a job application.

When a website offers content or a service that has not been extensively tested for online delivery, is not grounded in theory, is not generally considered to be established professional practice in the fields of counseling and career development, and/or does not have an empirical or scientific foundation, career professionals must define the content or service as “unproven” or “developing” and explain the potential risks and ethical considerations of using such content or service and take steps to protect clients from possible harm.

F.5.b. Maintaining Internet Sites

Career professionals maintaining sites on the Internet do the following:

1. Regularly check that electronic links are working and are professionally appropriate.
2. Provide electronic links to relevant state licensure and professional certification boards to protect consumer rights and facilitate addressing ethical concerns.
3. Provide a site that is accessible to persons with disabilities, when feasible.
4. Provide translation capabilities (when feasible) for clients who have a different primary language while also acknowledging the imperfect nature of such translations.
5. Assist clients in determining the validity and reliability of information found on the Internet and in other technology applications.
6. If a website includes links to other websites, the career professional who creates this linkage is responsible for ensuring that the services to which the site is linked meet all applicable ethical standards. If this is not possible, career professionals should post a disclaimer explaining that the linked site may not meet all applicable ethical standards and (if known) which standards are not met by the site.

F.6. Ongoing Client Support

When providing technology-assisted distance career services, career professionals periodically monitor clients' progress. Should career professionals determine that little or no progress is being made toward stated goals, career professionals will discuss the need for a referral to a face-to-face service provider. Career professionals will assist clients in identifying appropriate providers and will facilitate the transition. (*See A.10., E.6.b., F.2.b.*)

F.7. Use of Assessment

When using assessments on the Internet, career professionals are responsible for knowing and abiding by other standards developed by NCDA (i.e., *Section E of this Code*) and the Association of Computer-based Systems for Career Information (ACSCI). Where applicable and possible, career professionals should:

1. determine if the assessments have been tested for online delivery and ensure that their psychometric properties are the same as in print form; or the client must be informed that the assessments have not yet been tested for this mode of delivery.
2. abide by the same ethical guidelines as if administering and interpreting these assessments in person or in print form.
3. make every effort to protect the confidentiality of client results.
4. refer clients to qualified career professionals in his or her geographic area, if there is evidence that the client does not understand the assessment results.
5. determine if the assessments have been validated for self-help use or that appropriate counseling intervention is provided before and after completion of the assessment resource if the resource has not been validated for self-help use.

F.8. Internet Job Posting and Searching

All job postings must represent a valid opening for which those searching on the Internet have an opportunity to apply. It is encouraged that job postings be removed from the database within 48 hours of the time that the announced position is filled. Names, addresses, resumés, and other

information that may be gained about individuals should not be used for any purposes other than provision of further information about job openings.

F.9. Unacceptable Behaviors on the Internet

Career professionals have a responsibility to act in an ethical manner at all times. Because a behavior is not expressly prohibited, this does not imply that it is ethical. The following behaviors are deemed unacceptable for career professionals:

1. Use of a false e-mail identity when interacting with clients and/or other professionals. When acting in a professional capacity on the Internet, career professionals have a duty to identify themselves honestly.
2. Accepting a client who will not identify him/herself and/or is unwilling to arrange for a telephone conversation as well as online interchange.
3. Anonymously monitoring chat rooms, web logs (blogs), bulletin board services, and/or other web-based communities and offering career planning and related services when no request has been made for such services. This includes sending out mass unsolicited e-mails to individuals with whom you do not have an already established professional relationship. Career professionals may advertise their services but must do so observing proper online “netiquette” and standards of professional conduct.

Section G: Supervision, Training, and Teaching

Introduction

Career professionals foster meaningful and respectful professional relationships and maintain appropriate boundaries with supervisees and students. Career professionals have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of students.

G.1. Supervision and Client Welfare

G.1.a. Client Welfare

A primary obligation of supervisors is to monitor the services provided by other career professionals or students for whom they have responsibility. Supervisors also monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of work, or live observations. Supervisees have a responsibility to understand and follow the *NCDA Code of Ethics*.

G.1.b. Credentials

Supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to clients. (*See A.2.b.*)

G.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights including the protection of client privacy and confidentiality in the professional relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the professional relationship and how these records will be used. (*See A.2.a., A.2.b., B.1.d. D.3.*)

G.2. Supervisor Competence

G.2.a. Supervisor Preparation

Prior to offering supervision services, career professionals are trained in supervision methods and techniques. Career professionals who offer supervision services regularly pursue continuing education activities including both career services and supervision topics and skills. (*See C.2.a., C.2.f.*)

G.2.b. Multicultural Issues/Diversity in Supervision

Supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

G.3. Supervisory Relationships

G.3.a. Relationship Boundaries with Supervisees

Supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees, although they avoid and/or keep to a minimum nonprofessional

relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor, etc.) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

G.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited.

G.3.c. Harassment

Supervisors do not condone or subject supervisees to harassment, sexual or otherwise. (*See C.6.a.*)

G.3.d. Close Relatives and Friends

Supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

G.3.e. Potentially Beneficial Relationships

Supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by career professionals when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their supervisory roles. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee. (*See A.5.d.*)

G.4. Supervisor Responsibilities

G.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which they are to adhere and the mechanisms for due process appeal of individual supervisory actions.

G.4.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

G.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of post-degree career professionals encourage these individuals to adhere to professional standards of practice. (*See C.1.*)

G.4.d. Termination of the Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, professional, or other issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

G.5. Supervision Evaluation, Remediation, and Endorsement

G.5.a. Evaluation

Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

G.5.b. Limitations

Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied practice settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (*See C.2.g.*)

G.5.c. Multiple Roles/Relationships with Supervisees

If supervisees request counseling, career services, or any other professional service which a supervisor may ordinarily offer, the supervisor will provide the supervisee with acceptable referrals. Career professionals do not typically engage in multiple roles/relationships with supervisees. If supervisors must provide a service to a supervisee in addition to providing supervision, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. In addition, the supervisor must address participation in multiple roles/relationships with the supervisee in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning. (*See G.3.a.*)

G.5.d. Endorsement

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. In addition, supervisors do not withhold endorsement of qualified supervisees for certification, licensure, employment, or completion of an academic or training program for any reason unrelated to their fitness as a student or professional. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

G.6. Responsibilities of Educators

G.6.a. Educators

Educators 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 students and supervisees aware of their responsibilities. Educators conduct education and training programs in an ethical manner and serve as role models for professional behavior. (*See C.1., C.2.a., C.2.c.*)

G.6.b. Integration of Study and Practice

Educators establish education and training programs that integrate academic study and supervised practice.

G.6.c. Teaching Ethics

Educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Educators infuse ethical considerations throughout the curriculum. (*See C.1.*)

G.6.d. Peer Relationships

Educators make every effort to ensure that the rights of peers are not compromised when students or supervisees lead career groups or provide supervision. Educators take steps to ensure that students and supervisees understand they have the same ethical obligations as educators, trainers, and supervisors.

G.6.e. Innovative Theories and Techniques

When educators teach techniques/procedures that are innovative, without an empirical foundation, or without a well-grounded theoretical foundation, they define the techniques/procedures as “unproven” or “developing” and explain to students the potential risks and ethical considerations of using such techniques/procedures. (*See C.6.e.*)

G.6.f. Field Placements

Educators develop clear policies within their training programs regarding field placement and other clinical experiences. Educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role. In addition, educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

G.6.g. Professional Disclosure

Before initiating career services in a field placement, students disclose their status and explain how this status affects the limits of confidentiality. Educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before

they use any information concerning the professional relationship in the training process. (*See A.2.b.*)

G.7. Student Welfare

G.7.a. Orientation

Educators recognize that orientation is a developmental process that continues throughout the education and training of students. Faculty provide prospective students with information about the educational program's expectations including but not necessarily limited to:

1. the type and level of skill and knowledge acquisition required for successful completion of the training;
2. training program goals, objectives, and mission, and subject matter to be covered;
3. bases for evaluation;
4. training components that encourage self-growth or self-disclosure as part of the training process;
5. the type of supervision settings and requirements of the sites for required clinical field experiences;
6. student and supervisee evaluation and dismissal policies and procedures; and
7. up-to-date employment prospects for graduates.

G.7.b. Self-Growth Experiences

Education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when career professionals whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training activities explicitly delineate predetermined academic standards that are separate from and do not depend on the student's level of self disclosure. Educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

G.8. Student Responsibilities

G.8.a. Standards for Students

Students have a responsibility to understand and follow the *NCDA Code of Ethics* and adhere to all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of career professionals. (*See C.1.*)

G.8.b. Impairment

Students refrain from offering or providing career services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate

professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (*See A.1.a., C.2.d., C.2.g.*)

G.9. Evaluation and Remediation of Students

G.9.a. Evaluation

Career professionals clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for all areas of competency. Educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

G.9.b. Limitations

Educators, through ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve the level of competencies needed for successful continued performance. Educators

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

G.9.c. Counseling for Students

If students request counseling or if counseling services are required as part of a remediation process, educators provide acceptable referrals.

G.10. Roles and Relationships Between Educators and Students

G.10.a. Sexual or Romantic Relationships

Sexual or romantic interactions or relationships with current students are prohibited.

G.10.b. Harassment

Educators do not condone or subject students to harassment, sexual or otherwise. (*See C.6.a.*)

G.10.c. Relationships with Former Students

Educators are aware of the power differential in the relationship between faculty and students. Faculty members foster open discussions with former students when considering engaging in a social, sexual, or other intimate relationship. Faculty members discuss with the former student how their former relationship may affect the change in relationship.

G.10.d. Nonprofessional Relationships

Educators avoid nonprofessional or ongoing professional relationships with students in which there is a risk of potential harm to the student or that may compromise the training experience or grades assigned.

G.10.e. Career Services

Educators do not serve as career professionals to current students unless this is a brief role associated with a training experience or in their role as an academic advisor.

G.10.f. Potentially Beneficial Relationships

Educators are aware of the power differential in the relationship between faculty and students. If they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by career professionals when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community.

Educators engage in open discussions with students when they consider entering into relationships with students outside of their roles as teachers and supervisors. They discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time-limited and initiated with student consent. (*See G.3.e*)

G.11. Multicultural/Diversity Competence in Education and Training Programs**G.11.a. Faculty Diversity**

Educators are committed to recruiting and retaining a diverse faculty. Additionally, educators do not condone or engage in discrimination based on age, culture, mental/physical disability, ethnicity, race, religion/spirituality, creed, gender, actual or perceived gender identity or expression, actual or perceived sexual orientation, marital/partnership status, language preference, socioeconomic status, any other characteristics not specifically relevant to job performance, or any basis prohibited by law.

G.11.b. Student Diversity

Educators actively attempt to recruit and retain a diverse student body. Educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities students bring to the training experience. Educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

G.11.c. Multicultural/Diversity Competence

Educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

Section H: Research and Publication

Introduction

Career professionals who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Career professionals support efforts of researchers by participating fully and willingly whenever possible. Career professionals minimize bias and respect diversity in designing and implementing research programs.

H.1. Research Responsibilities

H.1.a. Use of Human Research Participants

Career professionals plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, all applicable federal, state, and local statutes, laws, regulations, and/or procedures, host institutional regulations, and scientific standards governing research with human research participants. For one source of online training regarding information about the rights and welfare of human participants in research, see the attached web references section.

H.1.b. Need for Research and Review

Career professionals have an obligation to contribute to periodic evaluations of the services they provide to their clients. The interventions, techniques, and methods of service delivery they use should be evaluated to establish evidence-based practice. Career professionals also have an obligation to periodically review the evaluation and research literature in their area of expertise so that the career services they provide to their clients reflect established best practice.

H.1.c. Deviation from Standard Practice

Career professionals seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard or acceptable practices.

H.1.d. Independent Researchers

When independent researchers do not have access to an Institutional Review Board (IRB), they should consult with researchers who are familiar with IRB procedures to provide appropriate safeguards.

H.1.e. Precautions to Avoid Injury

Career professionals who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing injurious psychological, emotional, physical, or social effects to participants.

H.1.f. Principal Researcher Responsibility

The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

H.1.g. Minimal Interference

Career professionals take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

H.1.h. Multicultural/Diversity Considerations in Research

When appropriate to research goals, career professionals are sensitive to incorporating research procedures that take into account cultural considerations. They seek consultation when appropriate.

H.2. Rights of Research Participants *(See A.2)***H.2.a. Informed Consent in Research**

Individuals have the right to consent to become research participants. In seeking consent, career professionals use language that

1. accurately explains the purpose and procedures to be followed.
2. identifies any procedures that are experimental or relatively untried.
3. describes any attendant discomforts and risks.
4. describes any benefits or changes in individuals or organizations that might be reasonably expected.
5. discloses appropriate alternative procedures that would be advantageous for participants.
6. offers to answer any inquiries concerning the procedures.
7. describes any limitations on confidentiality.
8. describes the format and potential target audiences for the dissemination of research findings.
9. instructs participants that they are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

H.2.b. Deception

Career professionals do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

H.2.c. Student/Supervisee Participation

Researchers who involve students or supervisees in research make clear to them that the decision regarding whether or not to participate in research activities does not affect one's academic standing or supervisory relationship. Students or supervisees who choose not to participate in educational research are provided with an appropriate alternative to fulfill their academic or other requirements.

H.2.d. Client Participation

Career professionals conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Career

professionals take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

H.2.e. Confidentiality of Information

Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent.

H.2.f. Persons Not Capable of Giving Informed Consent

When a person is not capable of giving informed consent, career professionals provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

H.2.g. Commitments to Participants

Career professionals take reasonable measures to honor all commitments to research participants.

H.2.h. Explanations After Data Collection

After data are collected, career professionals provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, career professionals take reasonable measures to avoid causing harm.

H.2.i. Informing Sponsors

Career professionals inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Career professionals ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

H.2.j. Disposal of Research Documents and Records

Within a reasonable period of time following the completion of a research project or study, career professionals take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or information that identifies research participants in accordance with all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures. When records are of an artistic nature, researchers obtain participant consent with regard to handling of such records or documents. Career professionals are encouraged to purge their files according to the time frame required by federal, state, local, and/or institutional statute, law, regulation, or procedure, particularly when there is no reasonable expectation that anyone will benefit from maintaining the records any longer. (*See B.6.a, B.6.g.*)

H.3. Relationships with Research Participants (When Research Involves Intensive or Extended Interactions)

H.3.a. Nonprofessional Relationships

Nonprofessional relationships with research participants should be avoided as these interactions may set up dual relationships and role confusion that may be harmful to the emotional health of participants.

H.3.b. Relationships with Research Participants

Sexual or romantic interactions or relationships between career professionals/researchers and current research participants are prohibited.

H.3.c. Harassment and Research Participants

Researchers do not condone or subject research participants to harassment, sexual or otherwise. (*See C.6.a.*)

H.3.d. Potentially Beneficial Interactions

When a nonprofessional interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant due to the nonprofessional interaction, the researcher must show evidence of an attempt to remedy such harm.

H.4. Reporting Results

H.4.a. Accurate Results

Career professionals plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Career professionals do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. They describe the extent to which results are applicable for diverse populations.

H.4.b. Obligation to Report Unfavorable Results

Career professionals report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

H.4.c. Reporting Errors

If career professionals discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum, or through other appropriate publication means.

H.4.d. Identity of Participants

Career professionals who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data is adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

H.4.e. Replication Studies

Career professionals are obligated to make available sufficient original research data to qualified professionals who may wish to replicate a study.

H.5. Publication

H.5.a. Recognizing Contributions

When conducting and reporting research, career professionals are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

H.5.b. Plagiarism

Career professionals do not plagiarize; that is, they do not present another person's work as their own.

H.5.c. Review/Republication of Data or Ideas

Career professionals fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

H.5.d. Contributors

Career professionals give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first, and minor technical or professional contributions are acknowledged in notes or introductory statements.

H.5.e. Agreement of Contributors

Career professionals who conduct joint research with colleagues or students/supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment that will be received.

H.5.f. Student Research

For articles that are substantially based on students' course papers, projects, theses, or dissertations, and on which students have been the primary contributors, they are listed as principal authors.

H.5.g. Duplicate Submission

Career professionals submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

H.5.h. Professional Review

Career professionals who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Career professionals use care to make publication decisions based on valid and defensible standards. Career professionals review article submissions in a timely manner and based on their scope and competency in research methodologies. Career professionals who serve as reviewers at the request of editors or publishers make every effort to review only materials that are within their scope of competency and use care to avoid personal biases.

Section I: Resolving Ethical Issues

Introduction

Career professionals behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other career professionals to the same standards and are willing to take appropriate action to ensure that these standards are upheld. Career professionals work to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Career professionals incorporate ethical practice into their daily work. They engage in ongoing learning and development regarding current topics in ethical and legal issues in the profession.

I.1. Standards and the Law

I.1.a. Knowledge

Career professionals understand the *NCDA Code of Ethics* and other applicable ethics codes from professional organizations or from certification and licensure bodies of which they are members and/or which regulate practice in a state or territory. Career professionals ensure that they are knowledgeable of and follow all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

I.1.b. Conflicts Between Ethics and Laws

If ethical responsibilities conflict with laws, regulations, or other governing legal authorities, career professionals make known their commitment to the *NCDA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved by acknowledging and discussing the pertinent principles in the *NCDA Code of Ethics*, career professionals must adhere to the requirements of all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures.

I.2. Suspected Violations

I.2.a. Ethical Behavior Expected

Career professionals expect colleagues to adhere to the *NCDA Code of Ethics*. When career professionals possess knowledge that raises doubts as to whether another career professional is acting in an ethical manner, they take appropriate action, as noted in I.2.b-I.2.g.

I.2.b. Informal Resolution

When career professionals have reason to believe that another career professional is violating or has violated an ethical standard, they attempt first to resolve the issue informally with the other career professional if feasible, provided such action does not violate confidentiality rights that may be involved.

I.2.c. Reporting Ethical Violations

If an apparent violation has substantially harmed, or is likely to substantially harm, a person or organization and is not appropriate for informal resolution or is not resolved properly, career

professionals take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, law enforcement or other appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when career professionals have been retained to review the work of another career professional whose conduct is in question.

I.2.d. Consultation

When uncertain as to whether a particular situation or course of action may be in violation of the *NCDA Code of Ethics*, career professionals consult with others who are knowledgeable about ethics and the *NCDA Code of Ethics*, with colleagues, and/or with appropriate authorities.

I.2.e. Organizational Conflicts

If the demands of an organization with which career professionals are affiliated pose a conflict with the *NCDA Code of Ethics*, career professionals specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the *NCDA Code of Ethics*. When possible, career professionals work toward change within the organization to allow full adherence to the *NCDA Code of Ethics*. In doing so, they are mindful of and address any confidentiality issues.

I.2.f. Unwarranted Complaints

Career professionals do not initiate, participate in, or encourage the filing of ethics complaints that are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

I.2.g. Unfair Discrimination Against Complainants and Respondents

Career professionals do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

I.3. Cooperation with Ethics Committees

Career professionals assist in the process of enforcing the *NCDA Code of Ethics*. Career professionals cooperate with investigations, proceedings, and requirements of the NCDA Ethics Committee or ethics committees of other duly constituted associations or licensing/certifications boards having jurisdiction over those charged with a violation. Career professionals are familiar with the *NCDA Policy and Procedures for Processing Complaints of Ethical Violations* and use it as a reference for assisting in the enforcement of the *NCDA Code of Ethics*.

Glossary of Terms

NOTE: NCDA has members in various career services positions (see Career Professionals), as well as in instructional (counselor educators, counseling psychology professors, etc.) and supervisory roles (Director, Associate Director, Career Supervisor, etc.). The term “career professional” will be used throughout this document both as a noun and as an adjective to refer to anyone holding NCDA membership and who is therefore expected to abide by these ethical guidelines.

Advocacy – promotion of the well-being of individuals and groups, and the career counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.

Assent – to demonstrate agreement, when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a career counseling service or plan.

Career Counselor – a professional (or a student who is a career counselor-in-training) engaged in a career counseling practice or other career counseling-related services. Career counselors fulfill many roles and responsibilities such as career counselor educators, researchers, supervisors, practitioners, and consultants.

Career Professionals – this term includes career counselors, career coaches, career consultants, career development facilitators, and anyone else who is a member of NCDA and provides career counseling, career advice/advising, career coaching, career planning, job search assistance, and/or related services.

Career Services – all activities delivered by career professionals to individuals, groups and organizations. Services may include, but are not necessarily limited to, career counseling, career planning, assessment, job search assistance, skills practice, workshops and training, homework assignments, bibliographies, journaling, and overall career program development.

Career Services Plan – a document created by a career professional and a client that outlines goals, steps, time frames and outcome measures whereby a client can learn and apply an orderly process for reaching career goals.

Client(s) – individuals seeking or referred to the services of a career professional. Clients willfully enter into a defined professional relationship with a career professional or are included by means of informed consent by a parent or guardian.

Educator – a professional engaged in developing, implementing, and supervising the educational preparation of students and/or supervisees.

Supervisor – a professional who engages in a formal relationship with a practicing career professional or a student for the purpose of overseeing that individual’s career services work and/or clinical skill development.

Culture – membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are co-created with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.

Distance Career Services – The use of technology (including but are not limited to computer hardware and software, telephone, the Internet, online assessment instruments, and other communication devices) to provide career services to clients who are not located in the same room with the career professional.

Diversity – the similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.

Documents – any written, digital, audio, visual, or artistic recording of the work within the career services relationship between career professional and client.

Dual Relationships – relationships and/or interactions with clients, students, supervisees, and/or research participants that involve the career professional in more than one professional role or a combination of professional and nonprofessional roles.

Examinee – a recipient of any professional career service that includes educational, psychological, and career appraisal utilizing qualitative or quantitative techniques.

Forensic Evaluation – any formal assessment conducted for court or other legal proceedings.

Multicultural/Diversity Competence – a capacity whereby career professionals possess cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge is applied effectively in practice with clients and client groups.

Netiquette – the etiquette of online/internet communication.

Professional Relationship – a relationship in which the roles of client and career professional are defined, activities and services are selected, and fees are charged to a client, an employer, or a referring organization.

Student – an individual engaged in formal educational preparation as a career professional.

Supervisee – a career professional or student whose career services work and/or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.

Supervisor – Career professionals who are trained to oversee the work of other career professionals and students/supervisees.

Teaching – all activities engaged in as part of a formal educational program for career professionals.

Training – the instruction and practice of skills related to the work of career professionals. Training contributes to the ongoing proficiency of students and career professionals.

Working Relationship – a current agreement between a career professional and a client in which the roles, responsibilities and activities of both career professional and client are clearly defined.

Web References

ACA's Ethics Code: <http://www.counseling.org/Resources>

Introduction: An ethical decision-making model from the Ethics Resource Center
<http://www.ethics.org/resources/decision-making-model.asp>

H.1.a. Use of Human Research Participants

<http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>