



**ETHICS IN SUPERVISION:  
MODELING ETHICAL PRACTICES AND THE  
IMPORTANCE OF SELF CARE**

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# AGENDA

- Introductions
- Brief Review of ACA Code Section F
- Discussion about the importance of and ways to model ethical behavior:
  - Managing multiple roles and relationships
  - having good boundaries
  - showing the importance of self-care
  - competence training
  - Regular, ethical consultation.
- Questions, Answers, and Comments
- Case Study and Consultation
- Questions, Answers, and Comments

# 2014 ACA Code of Ethics:

## Section F: Supervision, Training, and Teaching

- F.2.a. Supervisor Preparation
- F.3.b. Sexual Relationships
- F.4.a. Informed Consent for Supervision
- F.4.d. Termination of the Supervisory Relationship
  
- F.6.a. Evaluation
- F.6.b. Gatekeeping and Remediation
- F.9.a. Evaluation of Students
  
- F.10.a. Sexual or Romantic Relationships
- F.10.c. Relationships With Former Students
- F.10.d. Nonacademic Relationships
- F.10.f. Extending Educator–Student Boundaries

# Competency and Preparation

- **F.2.a. Supervisor Preparation**

Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

- **F.7.b. Counselor Educator Competence**

Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

- **C.2.a. Boundaries of Competence**

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

# Dual Relationships

- **F.3.a. Extending Conventional Supervisory Relationships**

- Clearly define and maintain ethical professional, personal, and social relationships with their supervisees.
- Consider risks/benefits of extending current supervisory relationships beyond conventional parameters.
- In extending these boundaries, S take appropriate professional precautions to ensure that judgment is not impaired and no harm occurs.

- **F.10.c. Relationships With Former Students**

CE are aware of the power differential in the relationship between faculty and students. Faculty members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.

- **F.10.d. Nonacademic Relationships**

CE avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned....

- **F.10.f. Extending Educator– Student Boundaries**

CE are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients.....

# Dual Relationships

- **A.6.b. Extending Counseling Boundaries**

Counselors consider the risks and benefits of extending current counseling relationships beyond conventional parameters. Examples include attending a client's formal ceremony (e.g., a wedding/commitment ceremony or graduation), purchasing a service or product provided by a client (excepting unrestricted bartering), and visiting a client's ill family member in the hospital. In extending these boundaries, counselors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no harm occurs.

- A.6.e. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)**

Counselors avoid entering into nonprofessional relationships with former clients, their romantic partners, or their family members when the interaction is potentially harmful to the client. This applies to both in-person and electronic interactions or relationships.

# Sexual Relationships

- **F.3.b. Sexual Relationships**

Sexual or romantic interactions or relationships with current supervisees are **prohibited**. This prohibition applies to both in-person and electronic interactions or relationships.

- **F.3.c. Sexual Harassment**

Counseling supervisors do not condone or subject supervisees to sexual harassment.

- **F.10.a. Sexual or Romantic Relationships**

CE are **prohibited** from sexual or romantic interactions or relationships with students currently enrolled in program and over whom they have power and authority. This prohibition applies to both in-person and electronic interactions or relationships.

- **F.10.b. Sexual Harassment**

Counselor educators do not condone or subject students to sexual harassment.

# Sexual Relationships with Clients

- **A.5.a. Sexual and/or Romantic Relationships Prohibited**
- **A.5.b. Previous Sexual and/or Romantic Relationships**
- **A.5.c. Sexual and/or Romantic Relationships With Former Clients** (5 years following the last professional contact)



# Informed Consent

- **F.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 supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

- **A.2.a. Informed Consent**

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both counselors and clients. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

# Proper Termination

- **F.4.d. Termination of the Supervisory Relationship**

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

- **A.11.c. Appropriate Termination**

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling... Counselors provide pretermination counseling and recommend other service providers when necessary.

# Maintaining Boundaries

- **F.6.c. Counseling for Supervisees**

If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees.

Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

- **F.9.c. Counseling for Students**

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

## **F.9.a. Evaluation of Students**

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

## **F.4.b. Emergencies and Absences**

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

## **F.6.a. Evaluation**

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

## ◦ **F.6.b. Gatekeeping and Remediation**

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. 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.

# Ethical Consultation

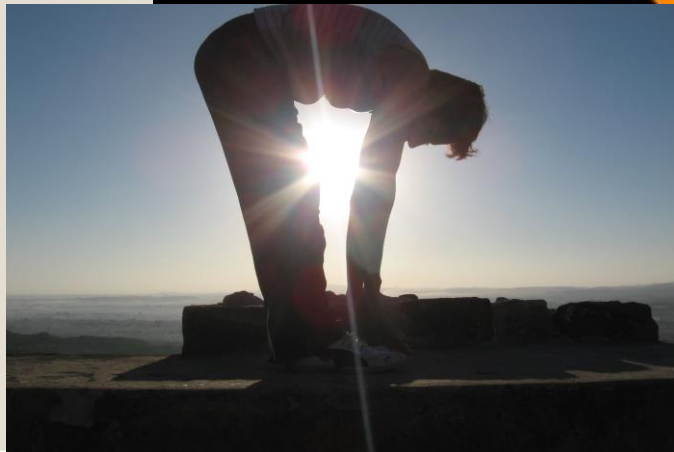
- Consultation is important in both our roles as Supervisors and Counselor Educators.
- As a practitioner/counselor/supervisee, it is an important step in the ethical decision/making process.
- Keep in mind confidentiality and privacy.



# CASE STUDY AND CONSULTATION



# Self Care and Burnout



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