

CODE OF ETHICS



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Preamble

The Canadian Sport Psychology Association (CSPA) is an organization overseeing the practice of mental performance in Canada. One of its mandates is to assess and list Mental Performance Consultants (MPCs) who meet minimum requirements to provide mental performance services in Canada. Minimum requirements to practice include a Master's degree in sport psychology or a related field (i.e., with foundational courses in human kinetics/kinesiology, psychology, and counselling), supervised consulting experience in sport, and favourable supervisor and client evaluations. The CSPA also recognizes MPCs who are dually trained as licensed/registered mental health practitioners (i.e., psychologists, counsellors, psychotherapists, social workers).

The CSPA has a Code of Ethics that encompasses 6 principles and 21 standards. These principles and standards:

- Are intended to guide and support members in acting responsibly and ethically in the provision of services to ensure the dignity and welfare of clients (e.g., individuals, teams, organizations) and the general public.
- Reflect expectations of conduct and practical recommendations that can lead to professional and legal ramifications when violated.
- Apply to ethical supervision in which CSPA professional members serve as supervisors and CSPA student and apprentice members render services under their supervision.
- Are not exhaustive and the fact that a conduct is not addressed by the principles and standards does not mean it does not have ethical implications. Members should consult the process of ethical decision-making in the Code of Ethics to guide their conduct.

When applicable, CSPA members who are dually trained and are providing services as licensed/registered mental health practitioners (i.e., psychologists, counsellors, psychotherapists, social workers) must abide by their regulatory body's code of ethics (i.e., national or provincial/territorial associations/colleges).

This Code of Ethics will require revisions over time because of the continuing development of ethical knowledge and the emergence of consensus on challenging ethical issues. Therefore, CSPA members and members of the public are invited to submit comments and suggestions at any time to the CSPA by sending an email to info@cspa-acps.com.

Process of Ethical Decision-Making

CSPA members are encouraged to use Watson and Etzel's (2019) Model for Ethical Decision-Making when having to make ethical decisions and resolve ethical dilemmas within their service provision.

1. **Determine if it is an ethical issue.** Determine if a difficult decision has an ethical component to it before using this ethical decision-making process. Not all difficult decisions have an ethical component to them.
2. **Identify all available facts.** Ask difficult and relevant questions and search for important information to ensure that they fully understand the situation before making decisions.
3. **Consult existing guidelines, laws, and policy statements.** Become familiar with relevant information that relates to the situation (e.g., guidelines, policies, laws, research, and writings).
4. **Consider issues that might affect the decision.** Understand the internal and external factors from the environment and within themselves that may bias their decision-making.
5. **Consult with other professionals.** Identify a colleague or group of colleagues to consult with on all difficult decisions. It is important that CSPA members identify and document the standards of practice in their professional community.
6. **Consider the rights and interests of all affected individuals.** Identify and consider all stakeholders' rights.
7. **Identify plausible alternative decisions.** Brainstorm all possible alternative solutions to the situation with which they have been presented.
8. **Consider the potential consequences of each decision.** Identify the consequences of all possible decision options (e.g., psychological, economic, benefits, risks).
9. **Make a decision about how to best respond.** Make the decision that they believe are most appropriate from their ethical and theoretical perspective.
10. **Implement the decision with commitment to assume responsibility.** Put the decision into action and identify strategies for dealing with any potential problems or concerns.
11. **Evaluate the results of the decision.** Develop and implement a strategy to evaluate the outcome of their decision.
12. **Assume responsibility for the consequences of the decision.** Take corrective steps if unintended consequences arise from the decision.
13. **Take appropriate action to prevent the dilemma from occurring again.** Take corrective action to improve communication and problem-solving to allow them to avoid the dilemma in the future.

Ethical Principles

Principle A: Competence

CSPA members:

- (a) Maintain the highest standards of competence in their work. They recognize the boundaries of professional competencies and the limitations of training and scope of practice.
- (b) Recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional knowledge, to maintain their competence, to remain open to new procedures, and to stay informed about best practices for working with diverse populations.
- (c) Make appropriate use of scientific, professional, technical, and administrative resources. They provide only those services and use only those techniques for which they are qualified by education, training, and experience.
- (d) Are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of these groups. In areas in which recognized professional standards do not yet exist, CSPA members exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work.
- (e) Refer service users and requests to a suitable colleague, in the event of being requested to work in any way beyond their training and scope of practice.

Principle B: Integrity

CSPA members:

- (a) Promote integrity in the science, teaching, and practice of their profession. They are honest and fair in these activities.
- (b) Do not make statements that are false, misleading, or deceptive when describing or reporting their qualifications, services, products, fees, research, or teaching.
- (c) Take reasonable steps to correct any misrepresentation made regarding training, title or professional capacity within a reasonable time after becoming aware of it.
- (d) Are aware of the obligations guiding their behavior based on the roles they have established (e.g., scope of practice, particular service role in a larger team setting, etc.) and make sure they function in accordance with these roles and obligations.
- (e) Act with the necessary care and skills, take responsibility for consequences of their actions, only provide services while they are necessary for the client, and establish and respect professional boundaries.
- (f) Educate the public about their professional values and inform how these values are implemented in their professional practice.
- (g) Avoid improper and potentially harmful dual relationships.

Principle C: Professional and Scientific Responsibility

CSPA members:

- (a) Maintain the highest standards of professional and scientific knowledge in their work through maintaining their knowledge related to the service they render.

- (b) Are responsible for and uphold professional and scientific standards of conduct, which safeguard the public, the CSPA, and the profession from members who exercise poor ethical conduct and decision-making.
- (c) Consult with colleagues in good standing and collaborate with other professionals in order to prevent and avoid unethical conduct as well to best serve the interests of the public, clients, CSPA and the profession.
- (d) Accept appropriate responsibility for their behavior and recognize that any misconduct might compromise the credibility of CSPA and the profession to the public.
- (e) Are concerned about the ethical compliance of their colleagues' professional and scientific conduct. When appropriate, they consult with colleagues in order to take reasonable and appropriate steps to terminate, avoid, or prevent unethical conduct.

Principle D: Respect for People's Rights and Dignity

CSPA members:

- (a) Accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights.
- (b) Remain keenly aware of how sport-focused environments could challenge the dignity and worth of those who participate and work towards countermanding adverse factors when feasible.
- (c) Are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
- (d) Try to mitigate biases in their work that may be influenced by the factors outlined in points b and c.
- (e) Do not knowingly participate in or condone activities of others that might be based on such prejudices or act in a way that may be reasonably perceived as coercive, demeaning or against the legal and/or moral rights of others.
- (f) Are responsible for intervening with CSPA members failing this principle by educating them and taking appropriate secondary actions (such as, but not limited to, filing a complaint) if the educational approach is not successful.

Principle E: Concern for Others' Welfare

CSPA members:

- (a) Seek to contribute to the welfare of those with whom they interact professionally.
- (b) Attempt to resolve conflicts of interest in a responsible fashion that avoids or minimizes harm.
- (c) Recognize the inherent power differential that exists between themselves and their clients. They do not exploit or mislead clients during or after professional relationships.
- (d) Communicate respect for other people through their actions and language.
- (e) Fully inform clients regarding the services they intend to provide, unless an explicit exception has been agreed upon in advance, or it is not reasonably possible to obtain informed consent. They

do so using plain language with appropriate sensitivity to communication issues that inherently involve second languages.

- (f) Avoid undue invasion of privacy in the collection of information. This includes, but is not limited to, collecting only information relevant to the service being provided.

Principle F: Social Justice and Responsibility

CSPA members:

- (a) Are aware of their professional and scientific responsibilities to individuals, organizations, and communities in which they work and live.
- (b) Apply and make public their knowledge in order to contribute to human welfare.
- (c) Recognize how disrespect for humans' rights and dignity affects people's psychological well-being.
- (d) Avoid misuse of their work, and they comply with the law.
- (e) Are aware of their clients' cultural background and intersecting identities.
- (f) Understand the consequences of all forms of maltreatment (e.g., bullying, harassment, discrimination, abuse) and assist clients to address maltreatment, while respecting their autonomy to decide on a course of action.
- (g) Strive to treat all persons with respect and dignity regardless of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law, and take precautions to ensure that their potential biases do not lead to or condone unjust practices.
- (h) Protect their clients' and colleagues' welfare and respect their rights.
- (i) Recognize the existence of power dynamics and promote equity for all people and groups for the purpose of ending oppression and injustice affecting clients, colleagues and social and institutional systems.

Ethical Standards

Standard 1: Professional and Scientific Relationship

CSPA members:

- (a) Provide therapeutic, teaching, research, educational, supervisory, or other consultative services only in the context of a defined professional or scientific relationship or role.

Standard 2: Boundaries of Competence

CSPA members:

- (a) Represent diverse academic and professional backgrounds. These different training histories provide different competencies. Those trained in other clinical or mental health domains must be aware of potential limitations in their sport science competencies. CSPA members trained in the sport sciences must be aware of their limitations in clinical or mental health domains. Individuals from different training backgrounds must deliver services, teach, and conduct research only within the boundaries of their competence.

- (b) Do not misrepresent their qualifications or expertise in any way that deceives service users; this includes appropriate use of legal titles (e.g., Mental Performance Consultant).
- (c) Provide services, teach, or conduct research in new areas only after taking the necessary actions to guarantee a high level of competence in those areas.
- (d) Who engage in assessment, therapy, teaching, research, organizational consulting, or other professional or consultative activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.
- (e) Refer clients to a more appropriately qualified and/or competent practitioner (based on an independent assessment of their education, training, and experience) when the services needed are beyond the scope of their competence.
- (f) Are aware of the limitations of their professional and scientific work and do not make claims or take actions that exceed these limitations.
- (g) Advertise their services by embellishing their credentials, scope of practice, or the outcomes of their work with clients for personal gain.

Standard 3: Informed Consent to Practice

CSPA members:

- (a) Recognize that obtaining informed consent is a process that involves taking time to establish an appropriate trusting relationship and to reach an agreement to work collaboratively.
- (b) Inform clients about the services, fees and billing arrangements, involvement of third parties, and confidentiality and provide clients the opportunity to ask questions and receive answers.
- (c) Inform clients about the developing nature of techniques or interventions used in the field, the potential risks involved, and alternative recognized techniques or interventions that may be available.
- (d) Ensure that clients understand the anticipated benefits, risks, and expectations of services.
- (e) Inform clients about the voluntary nature of their participation, and are aware of systemic pressure that may alter the degree to which consent is truly voluntary.
- (f) Strive to engage in the process of empowered consent (e.g., deciding what is in the clients' best interests, discussing costs and benefits of providing a release of information or utilizing certain interventions).
- (g) Obtain informed consent from clients. For minors and individuals who are legally incapable of giving informed consent, they obtain appropriate permission from a legally authorized person (i.e., parent/legal guardian) and obtain the clients' assent.
- (h) Obtain informed consent before recording any information (e.g., voice, image, video) from clients or their parent/legal guardian and inform them about the purpose and nature of the recording and how it will be stored.
- (i) When working in a triadic or systems/organizational context (e.g., consultant, client, coach, team), clarify as early as is feasible who is consenting to the service, who the service is for, and the voluntary nature of their participation (e.g., address systemic pressure that may alter the degree to which consent is truly voluntary).
- (j) Document appropriately clients' written or oral consent or assent.

- (k) Inform clients when the service provider is in training and is being supervised and offer the name of the supervisor and contact information.

Standard 4: Maintenance of Confidentiality

CSPA members:

- (a) Have an obligation to take reasonable actions in order to protect and preserve confidential information acquired through their professional work. Confidentiality extends to information obtained through or stored in any medium and is influenced by law, organizational guidelines and professional/scientific relationships. Decisions concerning the confidentiality of information should be made in line with relevant legal and organizational requirements relating to the collection, storage, processing, dissemination and disposal of information.
- (b) Are aware that exceptions to confidentiality exist, which are (a) when clients or others are in clear and imminent danger, (b) when levels of jurisprudence demand that confidential material be revealed, and (c) when a child is in need of protection.
- (c) Maintain confidential records and documentation of their practice or professional service, including once the relationship is terminated in accordance with applicable laws in the practitioners' jurisdiction.
- (d) Keep a confidential and secure record of all practice-related documentation.
- (e) Are aware of the data protection regulations underpinning their practice based on geographic location and abide by such laws and regulations.
- (f) Have the responsibility to stay up to date with guidance surrounding the responsibility to disclose confidential information where permitted by law or in situations linked to the prevention of reasonable and foreseeable harm.
- (g) Discuss the limits and boundaries of confidentiality and the potential use of any information obtained through practice with the clients and organizations with whom they work.
- (h) Unless there is a legal obligation to break client confidentiality (refer to section b, exceptions to confidentiality), seek clients' consent at all times before sharing any information.
- (i) Do not disclose in their introductions to people, writings, lectures, or other public media (e.g., websites, social media platforms), any confidential or personally identifiable information concerning current or former clients or relatives and friends of clients, that they obtained during the course of their work for any personal gain (e.g., to advertise their services, to use testimonials to promote their work). The identity of organizations may be disclosed if organizations have consented in writing and they understand all potential consequences of revealing their identity.
- (j) Are responsible for any electronic information that might lead to disclosure of confidential and private information and develop a set of procedures to maintain confidentiality when working on virtual platforms.

Standard 5: Equity, Diversity and Inclusion

CSPA members:

- (a) Are aware of and respect cultural, individual, and role differences, including those regarding, but not limited to, age, gender, race, ethnicity, national origin, religion, sexual orientation, disability,

language, and socioeconomic status. They attempt to eliminate the effect of biases on their work based on these areas and do not knowingly participate in or condone discriminatory practices.

- (b) Who are working with specific populations have the responsibility to develop the necessary knowledge and skills to be competent with these populations, or they make appropriate referrals.
- (c) Maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. They respect differing views toward disclosure of information and hold ongoing discussions with clients as to how, when, and with whom information is to be shared.
- (d) Communicate information in ways that are both developmentally and culturally appropriate, which includes using clear and understandable language when discussing issues related to informed consent.
- (e) Take reasonable steps to ensure comprehension by clients, when they have difficulty understanding the language or difficulty with the mode of communication used within the service delivery relationship. Examples of these steps could encompass, but are not limited to, arranging for a qualified interpreter or translator and translated documents. They may also include accommodations for physical and intellectual disabilities.
- (f) In collaboration with their clients, consider cultural implications of informed consent procedures and recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, and where possible and appropriate, adjust their practices accordingly.
- (g) Develop cultural competence, intended as cultural awareness, knowledge and skills to engage in appropriate practice concerning gender, ethnicity, culture, nationality, sexual orientation, abilities, and any other personal identity that might impact the clients' personal situation.
- (h) Recognize the need for continuing education to gain knowledge, personal awareness, sensitivity, dispositions, and skills to become or remain culturally competent in working with diverse client populations in their fields of activity.
- (i) Recognize the effects of age, 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.

Standard 6: Exploitation and Harassment

CSPA members:

- (a) Do not exploit persons over whom they have supervisory, evaluative, or other authority, such as students, supervisees, employees, research participants, and clients.
- (b) Do not engage in behavior that is harassing or demeaning to persons with whom they interact in their work.
- (c) Do not solicit testimonials from current and former clients or other persons who because of their particular circumstances are vulnerable to undue influence.
- (d) Value honesty, probity, accuracy, clarity and fairness in their interactions, and seek to promote integrity in the practice of their profession.

- (e) Seek to contribute to the welfare of those with whom they work, striving to function appropriately in accordance with those roles and obligations, and avoiding improper and potentially harmful dual relationships.
- (f) Do not exploit or mislead other people during or after professional relationships.
- (g) Avoid personal, scientific, professional, financial, or other relationships with family members of clients because such relationships are so likely to impair judgment or be exploitative.
- (h) Are aware of the responsibility arising from exercising a significant influence on the lives of their clients and their entourage (e.g., parent, spouse, others) and how their professional responsibility may still apply after the formal termination of the professional relationship as this influence may still reside.
- (i) Do not exploit their power and role by abusing clients' dependence and trust or the trust of their entourage.
- (j) Do not accept as a client a person with whom they have engaged in sexual activity.
- (k) Do not engage in sexual activity with a client or anybody who is closely related (e.g., parents/legal guardians, siblings) to one of their current or former clients, within two years after terminating the professional relationship.
- (l) Do not condone or engage in sexual harassment in the workplace, with colleagues, students, supervisees, clients, or others. These encounters may be verbal, pictorial, written comments (including but not exclusive of texting, messaging, taking photos, making posts and comments on websites and social media), gestures, unwanted sexual images, or physical contacts of a sexual nature.
- (m) Take reasonable steps to avoid delegating professional work to persons who have multiple relationships with those being served that would likely lead to exploitation or loss of objectivity. If they choose to delegate, they first take reasonable steps to ensure that delegates are aware of the provisions of this code relevant to the delegated professional task. They then take reasonable steps to ensure that the delegate is not in a multiple relationship that may impair the delegate's judgement. Finally, they take reasonable steps to ensure that the delegate's conduct does not place clients or other parties to the psychological service at risk of harm, or does not lead to the exploitation of clients or other parties to the psychological service.

Standard 7: Impaired Professional Work

CSPA members:

- (a) Are cognizant of any impairments (i.e., significantly diminished capacity to perform professional functions) that may limit their ability to treat clients with dignity and respect and to act with honesty and integrity. The absence of impairment is reflected by a CSPA member being considered 'fit to practice', wherein they have the skills, knowledge, character and health they need to practice their profession safely and effectively. Impairment may also result from issues outside of a professional environment or performance where one's conduct may affect the protection of the public or undermine public confidence in the profession. Impaired fitness to practice typically means a concern about the CSPA members' conduct, competence, health or character.

- (b) Recognize that barriers relating to knowledge, performance (e.g., long period out of practice, lack of continuing education) and aspects of personal life (e.g., childbirth, life commitments, health related issues, aging) or personal feelings could negatively impact their ability to perform and provide services.
- (c) Avoid engaging in disreputable conduct that reflects on their ability to practice and/or on the profession.
- (d) Engage in continuing self-care activities to maintain high standards of professional competence and ethical behaviour, as well as to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment and interfere with their ability to benefit and not harm others.
- (e) Ensure that their emotional, mental, and physical state does not impair their ability to provide competent services.

Standard 8: Avoidance of Harm

CSPA members:

- (a) Shall conduct themselves in a manner beneficial to the well-being of their clients with well-intended actions to mitigate, limit, and/or avoid any harm. "Harm" implies any negative consequences that are unjust and can cause significant damage physically, mentally, or socially.
- (b) Minimize all possibility of indirectly or unintentionally harming others, and always engage in accepted best practices and ensure a safe environment.
- (c) Carefully consider the potential inputs of all the decisions or actions and report the complete information about the risks that are associated with harm to the clients.
- (d) Take responsibility, not to mask any information, misguide the clients or coerce the client for any information causing mental, physical, or social harm.
- (e) Do not engage in any psychological intervention causing mental strain, when the client is unfit to function effectively (e.g., injured state, after a personal tragedy).
- (f) Do not disregard clients' cultural background and intersecting identities, concerning gender, ethnicity, culture, nationality, sexual orientation, abilities, and any other personal identity that might impact the clients' personal situation, when engaging in practice.
- (g) Adopt an open attitude to understand, to communicate, to be objective, to be empathetic, and to exhibit unconditional positive regard within an individual's cultural context.
- (h) Are aware of any aspect of the service delivery relationship that might be characterized by a power differential and take reasonable steps to resolve it with due regard for the best interests of their clients.
- (i) Are neutral while working with clients and refrain from imposing any religious, spiritual, political, or social beliefs.
- (j) Do not exploit relationships established as CSPA members to further their business interests at the expense of the best interests of their clients or others.

Standard 9: Misuse of Influence

CSPA members:

- (a) Are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence because their scientific and professional judgments and actions may affect the lives of others.

Standard 10: Misuse and Misrepresentation of Work

CSPA members:

- (a) Do not participate in activities in which it appears likely that their skills, services, or products will be misused by others. If CSPA members learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

Standard 11: Multiple Relationships and Roles

CSPA members:

- (a) Are sensitive to the potential harmful and unintended effects of social or other nonprofessional contacts on their work and on those persons with whom they deal. Such multiple relationships might impair the CSPA member's objectivity or might harm or exploit the other party.
- (b) Refrain from taking on professional or scientific obligations when preexisting relationships would create a risk of harm.
- (c) Do not engage in sexual relationships with students, supervisees, and clients over whom they have evaluative, direct, or indirect authority, because such relationships are likely to impair judgment or be exploitative.
- (d) Avoid personal, scientific, professional, financial, or other relationships with family members of minor clients because such relationships are likely to impair judgment or be exploitative.
- (e) Attempt to resolve potentially harmful multiple relationships with due regard for the best interests of the affected person and maximal compliance with the CSPA Code of Ethics.
- (f) Discuss with client's possible ways to file a complaint, should they feel exploited when multiple relationships are inevitable.
- (g) When 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 extent of confidentiality and thereafter as changes occur to the clients.
- (h) When providing services to two or more persons who have a relationship (such as life partners, or parents and children), clarify at the outset who the client is and the nature of the relationship with each of the other parties. This clarification includes confidentiality limits, risks and benefits, and what information will be shared, when, how, and with whom.
- (i) When providing services to athletes, teams, or supporting staff at the request of a third party (e.g., national sport organization), recognize that there may be more than one client and they must clarify at the outset of the service the nature of their relationships with their clients and among their clients, the potential limits and challenges that these relationships might create, and the extent of confidentiality with all individuals or organizations involved. If there is a foreseeable risk of CSPA members being called upon to perform conflicting roles because of the involvement of a third party, they must clarify the nature and direction of their responsibilities, keep all parties

appropriately informed as matters develop, and resolve the situation in accordance with the CSPA Code of Ethics.

- (j) Consider the risks and benefits of extending current working relationships beyond conventional parameters (e.g., attending a client's formal ceremony, such as wedding or graduation, and visiting a client's ill family member). Before extending these boundaries, they must take appropriate professional precautions such as consultation, supervision, and documentation to ensure that judgment is not impaired and no harm occurs.

Standard 12: Bartering and Financial Arrangements in Service Provision

CSPA members:

- (a) Make necessary appropriate arrangements to represent their fees clearly.
- (b) Reach an agreement as early as possible with their clients clearly specifying the compensation and the billing arrangements.
- (c) Do not exploit recipients of services or payers with respect to fees.
- (d) Do not trade services, accept goods or discounts on goods, or other non-monetary remuneration, in exchange for services. In certain circumstances, CSPA members may receive tokens of appreciation from clients or client organizations. In these situations, it is the CSPA members' responsibility to determine that the gifts are appropriate for the setting, not exploitative, and that the gifts do not serve as payment for services. Gifts independent of the financial agreement are not considered bartering.
- (e) Discuss with clients the possible limitations to services due to limitations in financing.
- (f) Do not deliver services for future remuneration based on the client's future achievements nor accept or solicit testimonials in place of fees for services, especially when working with people who, because of their particular circumstances, are vulnerable to undue influence.
- (g) Take reasonable steps to only disclose necessary information and clarify any limitations to client confidentiality prior commencement of services, when a third party pays for services.

Standard 13: Consultations and Referrals

CSPA members:

- (a) Arrange appropriate consultations with and referrals to other professionals when aspects that are beyond their training and scope of practice are involved.
- (b) Engage in consultation with other professionals after informing the client about the need for and the nature of the consultation, and obtain the appropriate client's informed consent.
- (c) Engage in consultation with other professionals after taking steps to assure privacy and confidentiality for the benefit of the client.
- (d) Arrange appropriate referral to competent practitioners when requested to work beyond their training or professional qualification and credentials. This may include, but not limited to, mental- and physical-health related challenges (e.g., anxiety, depression, eating disorders).
- (e) Are aware that if clients decline the suggested referral, they are not obligated to continue the relationship.
- (f) Refer clients to another practitioner in case of any circumstance that might compromise their objectivity or competence, or in case of impairment.

- (g) Refer clients to another practitioner when, after a reasonable period of time, working with them is not producing the expected results.
- (h) Do not expect or accept compensation from other practitioners for referring their clients, regardless of the nature of the service (per profit or pro-bono).
- (i) Do not aim to benefit themselves or others when referring clients.

Standard 14: Delegation to and Supervision of Subordinates

CSPA student members:

- (a) Only provide services under supervision.
- (b) Receive supervision from a CSPA professional member who is a CSPA approved supervisor.
- (c) Report to and confer with the supervisor about the work they are carrying out.
- (d) Disclose their status as supervisees and explain how this status affects the limits of confidentiality.
- (e) Ensure that clients, via informed consent, (a) are aware of the services rendered and the qualifications of the supervisees rendering those services, (b) agreed to the use of information concerning the working relationship in the training process, and (c) understand the nature, characteristics, duties and responsibilities of the supervised practice procedure.
- (f) Seek consultation to support and enrich their ongoing professional development.

CSPA professional members:

- (a) Develop specific supervision competencies and are required to become approved CSPA supervisors to be able to provide supervision.
- (b) Are encouraged to engage in peer supervision as a means by which to maintain the quality standards of their service delivery, to ensure their self-care, and to promote continuing professional development.
- (c) Take reasonable steps to assure the quality of the care for the clients, the supervisee's professional development, and to avoid their engagement in activities outside the boundaries of their competence.
- (d) Seek supervision and consultation across their career span to support and enrich their ongoing professional development.

CSPA professional members who are approved CSPA supervisors:

- (a) Oversee the performance of supervisees and take reasonable steps to assure that the supervisee performs responsibly and competently in compliance with legal and ethical standards, to ensure the protection of the clients.
- (b) Are aware that while supervising practitioners in training, they hold the legal responsibility for the services provided by the supervisee.
- (c) Do not delegate to supervisees work that might exceed the bounds of their competency.
- (d) Do take reasonable steps to avoid any harm to their supervisees or try to minimize it when it is unavoidable.
- (e) Take reasonable steps to enable the supervisees to deal with ethical issues or any other event involving them, as their supervisor.

- (f) Do not engage in any exploiting (i.e., sexual or other nature) relationship with supervisees over whom they have evaluative, direct, or indirect authority.
- (g) Seek supervision and consultation across their career span to support and enrich their ongoing professional development.

Standard 15: Documentation

CSPA members:

- (a) Create, safeguard, and maintain documentation necessary for rendering professional services and note any amendment made to records and documentation, according to applicable laws, agency or institutional policies.
- (b) Take reasonable steps to ensure that documentation accurately reflects client progress and services provided, including on-field service.
- (c) Avoid the inclusion of personal identifiers (e.g., use coding), when confidential information is entered into databases or systems of records accessible by people whose access has not been consented to by the client.
- (d) Obtain client's written and formal consent to include any personal information in the records as well as to disclose or transfer records to legitimate third parties, unless exceptions to confidentiality exist.
- (e) Provide reasonable access to records and copies of records when requested by clients and assist and consult with them in interpreting such records.
- (f) 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.
- (g) Do not withhold clients' records when requested by a client solely because payment has not been received.
- (h) When working with multiple clients, they provide individual clients with only those parts of records that relate directly to them and do not include confidential information related to any other client.
- (i) Store hard copies of records and confidential documents in a safe and secure environment (e.g., in a locked cabinet in their personal office).
- (j) Store electronic copies of records and confidential documents on password-protected devices (e.g., computer, tablet, iPhone).
- (k) Maintain records and other sensitive materials following termination of services for a period of 7 years from the date of the last recorded entry or from the date that a minor client turned 19 years of age. Retaining this information for this long will allow CSPA members to access to useful information if they are involved in legal proceedings concerning clients (e.g., notes on child abuse, suicide, sexual harassment, or violence).
- (l) Delete/shred records and other sensitive materials in accordance with legal and professional standards and requirements.

Standard 16: Definition of Public Statements

CSPA members:

- (a) Are responsible for the clarity and honesty of public statements about their work made to students, clients, colleagues, or the public, by themselves or others representing them. If CSPA members learn of deceptive statements about their work made by others, they make reasonable efforts to correct such statements (e.g., misuse of title and credentials).

Standard 17: Conflicts between Ethics and Organizational Demands

CSPA members:

- (a) Clarify the nature of the conflict when the demands of an organization with which they are affiliated conflict with the CSPA Code of Ethics. They make known their commitment to the CSPA Code of Ethics, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the CSPA Code of Ethics.

Standard 18: Resolution of Ethical Conflicts

CSPA members:

- (a) Understand that unethical conduct is a serious matter.
- (b) Commit to act ethically, encourage ethical behavior by others, and consult with others concerning ethical problems.
- (c) Consider the following courses of action when faced with significant ethical concerns:
 - (i) Ask advice from uninvolved and objective advisors or peers familiar with ethical issues before taking any action.
 - (ii) Attempt to clarify and resolve the issue by bringing the matter to the attention of the other involved parties if such an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.
 - (iii) Discuss ethical problems with immediate supervisors except when it appears that the supervisor is involved in the ethical issue, in which case the problem should be presented to the next higher administrative level. If satisfactory resolution cannot be achieved when the problem is initially presented, the issue should be submitted to the next higher administrative level. Contact with levels above the immediate administrator should be initiated only with the administrator's knowledge, assuming that the administrator is not involved. If the ethical problem or conflict still exists after exhausting all levels of internal review, support from appropriate professional organizations should be obtained.

Standard 19: Use of Technology

CSPA members:

- (a) Are aware that technology can be implemented for communication (e.g., emailing, social media, video conferencing, instant messaging, text messaging) and service provision (e.g., bio-neurofeedback).
- (b) Are aware that technology is often implemented through the use of computers, tablets, and/or smartphones.

- (c) Are aware that the use of any new technology might require the implementation of new and empirically validated techniques and strategies for working with clients.
- (d) Take reasonable precautions to verify the privacy and confidentiality of various forms of technology they intend to use in their professional work.
- (e) Utilize only forms of technology for which they have appropriate technical and practical competencies, and when such technology does not subject clients to harm or discomfort.
- (f) Delineate clearly to clients the types of technology that will be utilized, the benefits and potential drawbacks of the use of such technology, and the parameters of the technology.
- (g) Inform their clients of the privacy risks and limits to confidentiality with the use of specific forms of technology.
- (h) Are sensitive to the needs and interests of their clients and should only make the decision to utilize specific forms of technology in their practice with the consent of their clients, only once they fully understand the strengths and weaknesses of each specific technology.
- (i) Take reasonable steps to protect the identity of clients with whom they interact through electronic means, whether synchronously or asynchronously.
- (j) Are responsible to have clients sign a confidentiality waiver related to the use of computer technology within the working relationship, when such a form of communication is warranted or necessary.
- (k) Are aware of any ethical concerns that arise during the use of technology as part of service provision, and immediately take appropriate steps to deal with any potential client harm/problems.
- (l) Are responsible for understanding and abiding by the laws and ethical guidelines related to the use of technology for service delivery within the areas and countries in which they and their clients are located during service delivery.
- (m) Monitor the style and content of their communication for ethical congruity and professionalism.

Standard 20: Use of Assessment

CSPA members:

- (a) Are committed to employing assessment and evaluation measures that will best serve the needs of clients and their contexts.
- (b) Undertake assessments within the boundaries of their expertise and for which they have appropriate training, ensuring that they select, administer, interpret, communicate, and manage the resulting data of such assessments appropriately and accurately.
- (c) Explain to clients the purpose, use, and limits of each of the chosen assessment methods.
- (d) Explain to clients the purpose, process, use/sharing of data, limits (including limits to confidentiality), communication, storage (also after termination), and financial arrangements related to the use of assessment methods.
- (e) Obtain informed consent from clients, or their parents/legal guardians when clients are unable to provide voluntary consent prior to completing any assessment.
- (f) Recognize that clients (or parents/legal guardians providing informed consent) may request feedback regarding the results of any completed assessment, and provide such feedback as

appropriate, both respectfully and in a language that the recipient can understand, as agreed in the informed consent and in compliance with the ethical and legal responsibility for clients.

- (g) Take reasonable steps to ensure the security of assessment data and records (also after termination) based on legal and ethical requirements to securely store such information.
- (h) Understand and explain to clients the circumstances where assessment results and/or materials would be deemed exempt for release, in accordance with applicable laws in the practitioners' jurisdiction.
- (i) Ensure the secure disposal of assessment materials and results, guaranteeing that no inappropriate access to these materials can occur.

Standard 21: Termination of Services

CSPA members:

- (a) May terminate a relationship with clients or organizational contract when facing a conflict of interest; when threatened by clients, organizations, or related persons, which could cause harm or jeopardize privacy and confidentiality; when clients or organizations do not comply or attend to the terms of service delivery; when there is a lack of direct contact and communication with clients; and/or when clients or organizations are not paying agreed upon fees.
- (b) Terminate a relationship with clients or organizational contract when it becomes reasonably clear that clients no longer need the service and/or benefit from them and/or may be harmed by continued service.
- (c) Terminate a relationship with clients or organizational contract when unable to continue providing effective, competent, and ethical service.
- (d) Explain to clients or organizations the need for termination, take reasonable steps to safeguard the welfare of clients, and assist them in identifying options to assure the continuity of services, explaining benefits and risks of each option.
- (e) Facilitate the appropriate transfer of clients and protect the confidentiality of information and records when they terminate services.

Acknowledgements

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Resources

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