

Illinois Association of Student Assistance Professionals Ethical Guidelines and Standards of Practice

PREAMBLE

The Illinois Association of Student Assistance Professionals (IASAP) is a professional organization whose members have training in student related issues and at risk behaviors, including alcohol, tobacco and other drug abuse, prevention, and intervention skills adapted to the school setting. Individuals or teams involved in Student Assistance Programs subscribe to the following basic tenets of the helping process from which professional responsibilities are derived:

1. Each student has the right to respect and dignity without prejudice as to person, character, belief, or practice while involved in Student Assistance.
2. Each student has the right of choice for involvement.
3. Each student is responsible for his /her actions and the decisions she/he makes.
4. The Student Assistance Program process assists in the growth and development of each individual and ensures the rights of the student are properly protected.
5. The Student Assistance Program team or staff member's relationship with the student is confidential and requires compliance with all applicable laws, policies and ethical standards.

These guidelines were developed to identify the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among persons involved in Student Assistance Programs and teams. They are meant to stimulate reflection, self-examination, and discussion of issues and practices.

A. RESPONSIBILITIES TO STUDENTS

Those involved in the Student Assistance Program will:

1. Have primary responsibility to the student, who is to be treated with respect and dignity and with concern for confidentiality.
2. Be responsible to offer Student Assistance components to all students who indicate a need for such services and include all students with risk behaviors.
3. Inform the student of the purposes, goals, and procedures under which he/she may receive Student Assistance. Include the possible necessity for consulting with other professionals and legal or other authoritative restraints.
4. Should be responsible for maintaining current knowledge of laws relating to Student Assistance Program practice and ensure the rights of students are adequately protected.
5. Make referrals to appropriate service providers based upon student's needs and monitor student progress.
6. Protect the confidentiality of student records and exchange personal data only according to prescribed laws and school policies.
7. Provide only accurate, objective, and observable data regarding a student's behaviors.
8. Inform appropriate authorities when the student's condition or statements indicate a clear and imminent danger to the student or others. This is done after careful deliberation and when possible in conjunction with other professional consultation.
9. Provide explanation to parents/ guardians and those who provide services to the student of the nature, purpose, and results of screening or assessment interviews.
10. Account for each student referred to the Student Assistance Program by continued evaluation of student success and needs, and provide additional assistance whenever necessary.

B. RESPONSIBILITIES TO FAMILIES

Those involved in Student Assistance Programs will:

1. Treat the family of the student involved in SAP with respect, dignity and with concern for confidentiality.
2. Respect the inherent rights and responsibilities of parents for their children and endeavor to establish a cooperative relationship with parents.
3. Inform parents of the role of Student Assistance Programs with emphasis on the positive prevention nature of the program.
4. Treat information received from families in a confidential and ethical manner.
5. Share information about a student only with those persons properly authorized to receive such information.
6. Offer ongoing support and collaboration with families for the success of their child.
7. Offer ongoing educational opportunities for families and community members regarding issues of youth.
8. Provide an ongoing cooperative link between family and community services.

C. RESPONSIBILITIES TO STUDENT ASSISTANCE TEAM MEMBERS

1. Select multidisciplinary teams with leadership, communication skills and expertise relating to issues of youth and families. Select teams based upon the goals and mission of Student Assistance Programs/Teams defined by appropriate state entities and implemented within the particular needs of each individual school system.
2. Act upon referrals to the team by collecting observable data and planning developmentally appropriate levels of interventions.
3. Treat information received from school staff, students, parents and community resources in a confidential and ethical manner.
4. Maintain records according to the Federal Educational Rights and Privacy Act (20 U.S.C. - 1232(g)) & 34 C.F.R. 99) (Federal Law).

D. RESPONSIBILITIES TO SCHOOL AND COMMUNITY

1. Establish and maintain a cooperative relationship with faculty, staff and administration to facilitate the provision of optimum Student Assistance Program services.
2. Promote awareness and adherence to appropriate guidelines regarding confidentiality and the distinction between public and private information and staff consultation.
3. Provide staff with accurate, objective and concise data necessary to assist the student.
4. Offer appropriate training and current SAP information for all staff.
5. Encourage awareness and appropriate use of related professions and organizations.
6. Provide services within their board-approved job descriptions and with an awareness of their specific areas of responsibilities and limitations.
7. Offer ongoing educational opportunities for families and community members regarding issues of youth.
8. Inform appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, students or property.
9. Develop a systematic evaluation process for Student Assistance Programs.

E. RESPONSIBILITIES TO SCHOOL SUPPORT GROUPS

1. Promote awareness and adherence to the Ethical Guidelines for Group Counselors and Professional Standards for the Training of Group Work approved by the Association for Specialists in Group Work.
2. Emphasize that student support groups are psycho-educational and not therapy or counseling groups.

F. RESPONSIBILITIES TO STUDENT ASSISTANCE PROFESSION

Those involved in Student Assistance Program will:

1. Conduct themselves in such a manner as to bring credit to self and the Student Assistance Program practice.
2. Actively participate in local, state, and national associations, which foster development and improvement of Student Assistance programming.
3. Adhere to ethical standards applicable to Student Assistance Program practice and other professional practices, school board policies and relevant statutes established by federal, state and local governments.
4. Clearly distinguish between statements and actions made as a private individual and as a representative of the school Student Assistance Program.

G. RESPONSIBILITIES TO SELF

Those involved in Student Assistance Programs will:

1. Monitor one's own physical, mental, and emotional health and professional effectiveness.
2. Refrain from any destructive activity leading to inadequate services or harm to self or a student.
3. Take personal initiative to maintain professional competence and keep abreast of innovations, trends and legal issues related to the Student Assistance Programs.
4. Understand and act upon their commitment and responsibility to the Student Assistance Program.

These guidelines were adopted November 17, 1997.

Sources: NALSAP--National Association of Leadership for Student Assistance Programs; Office of Student Services, Indiana Department of Education; and Wisconsin Student Assistance Association. For further information contact: IASAP at P.O. Box 45, Normal, IL 61761.