



Prevention Credentialing Consortium of Georgia, Inc.

**Code of Ethical Conduct
For Prevention, Early Intervention and Health Promotion
Professionals and Volunteers**

Preamble

The principles of ethics are standards of exemplary professional conduct. These principles of the Code of Ethical Conduct for Prevention, Early Intervention, Health Promotion Professionals and Volunteers express the professional's and volunteer's recognition of his/her responsibilities to the public, to service recipients, and to colleagues. They guide members of the profession in the performance of their professional and voluntary responsibilities and express the basic tenets of ethical and professional conduct. The principles call for commitment to honorable behavior, even at the sacrifice of personal advantage. These principles should not be regarded as limitations or restrictions, but as goals for which prevention, early intervention and health promotion professionals and volunteers should constantly strive. They are guided by core values and competencies that have emerged with the development of these fields.

Initials

Principles

I. Non-Discrimination

A prevention, early intervention, health promotion professional or volunteer shall not discriminate against service recipients or colleagues based on race, religion, national origin, sex, age, sexual orientation, economic condition, or physical or mental disability, including persons testing positive for AIDS-related virus. Professionals and volunteers should broaden their understanding and acceptance of cultural and individual differences, and in so doing render services and provide information sensitive to those differences.

Initials

II. Competence

A prevention, early intervention, health promotion professional or volunteer shall observe the technical and ethical standards within his/her particular field(s), strive continually to improve personal competence and quality of service delivery, and discharge professional or volunteer responsibility to the best of his/her ability.

Competence is derived from a synthesis of education and experience. It begins with the mastery of a body of knowledge and skill competencies (core functions). The maintenance of competence requires a commitment to learning and improvement that must continue throughout the professional's or volunteer's life.

- a. Professionals and volunteers should be diligent in discharging responsibilities. Diligence imposes the responsibility to render services carefully and promptly, to be thorough, and to observe applicable technical and ethical standards.
- b. Due care requires a professional or qualified volunteer to plan and supervise adequately any professional activity for which he or she is responsible.
- c. A professional or volunteer should recognize limitations and boundaries of competencies and not use techniques or offer services outside of his/her competencies. Each professional or volunteer is responsible for assessing the adequacy of his or her own competence for the responsibility to be assumed.
- d. When a professional or volunteer is aware of unethical conduct or practice on the part of an agency, a professional or a volunteer, he/she has an ethical responsibility to report the conduct or practices to appropriate authorities and to the public.

Initials

III. Integrity

To maintain and broaden public confidence, professionals and volunteers should perform all professional and volunteer responsibilities with the highest sense of integrity. Integrity can accommodate the inadvertent error and the honest difference of opinion. It *cannot* accommodate deceit or subordination of principle.

- a. Personal gain and advantage should not subordinate service and the public trust.
- b. All information should be presented fairly and accurately. Each professional and volunteer should document and assign credit to all contributing sources used in published material or public statements.
- c. Professionals and volunteers should not misrepresent either directly or by implication professional or volunteer qualifications or affiliations.
- d. A professional or volunteer should not be associated directly or indirectly with any service or products in a way that is misleading or incorrect.

Initials

IV. Nature of Services

Above all, professionals and volunteers shall do no harm to service recipients. Practices shall be respectful and non-exploitative. Services should protect the recipient from harm and the professional, the volunteer and the profession from censure.

- a. Where there is evidence of child or other abuse, the professional or volunteer shall report the evidence to the appropriate agency and follow up to ensure that appropriate action has been taken.
- b. Where there is evidence of impairment in a colleague or a service recipient, a professional or volunteer should be supportive of assistance or treatment.
- c. A professional or volunteer should recognize the effect of impairment on professional or volunteer performance and should be willing to seek appropriate treatment for him/herself.

Initials

V. Confidentiality

Confidential information acquired during service delivery shall be safeguarded from disclosure, including but not limited to verbal disclosure, unsecured maintenance of records, or recording of an activity or presentation without appropriate releases. Professionals are responsible for knowing and adhering to the State and Federal confidentiality regulations relevant to their specialty and for sharing that information with volunteers they supervise.

Initials

VI. Ethical Obligations for Community and Society

According to their consciences, professionals and volunteers should be proactive on public policy and legislative issues. The public welfare and individual's right to services and personal wellness should guide the efforts of professionals and volunteers. Professionals and volunteers should adopt a personal and professional stance that promotes the health and well-being of all humankind.

Initials

I have read, understand, and agree to act in accord with PCCG's Code of Ethical Conduct.

Signature

Date

Performance Domains and Core Functions for Prevention

These Performance Domains and Core Functions were determined by the 2013 IC&RC Role Delineation Study for Prevention Specialists and are designed to measure an individual's competency in the field of alcohol, tobacco and other drug (ATOD) prevention and mental, emotional, and behavioral health promotion.

Domain 1: Planning and Evaluation

Core Functions and Associated Tasks:

- 1.1 Determine the level of community readiness for change.
- 1.2 Identify appropriate methods to gather relevant data for prevention planning.
- 1.3 Identify existing resources available to address the community needs.
- 1.4 Identify gaps in resources based on the assessment of community conditions.
- 1.5 Identify the target audience.
- 1.6 Identify factors that place persons in the target audience at greater risk for the identified problem.
- 1.7 Identify factors that provide protection or resilience for the target audience.
- 1.8 Determine priorities based on comprehensive community assessment.
- 1.9 Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.
- 1.10 Select prevention strategies, programs, and best practices to meet the identified needs of the community.
- 1.11 Implement a strategic planning process that results in the development and implementation of a quality strategic plan.
- 1.12 Identify appropriate prevention program evaluation strategies.
- 1.13 Administer surveys/pre/posttests at work plan activities.
- 1.14 Conduct evaluation activities to document program fidelity.
- 1.15 Collect evaluation documentation for process and outcome measures.
- 1.16 Evaluate activities and identify opportunities to improve outcomes.
- 1.17 Utilize evaluation to enhance sustainability of prevention activities.
- 1.18 Provide applicable workgroups with prevention information and other support to meet prevention outcomes.
- 1.19 Incorporate cultural responsiveness into all planning and evaluation activities.
- 1.20 Prepare and maintain reports, records, and documents pertaining to funding sources.

Domain 2: Prevention Education and Service Delivery

Core Functions and Associated Tasks:

- 2.1 Coordinate prevention activities.
- 2.2 Implement prevention education and skill development activities appropriate for the target audience.
- 2.3 Provide prevention education and skill development programs that contain accurate, relevant, and timely content.
- 2.5 Maintain program fidelity when implementing evidence-based practices.
- 2.6 Serve as a resource to community members and organizations regarding prevention strategies and best practices.

Domain 3: Communication

Core Functions and Associated Tasks:

- 3.1 Promote programs, services, activities, and maintain good public relations.
- 3.2 Participate in public awareness campaigns and projects relating to health promotion across the continuum of care.
- 3.3 Identify marketing techniques for prevention programs.
- 3.4 Apply principles of effective listening.
- 3.5 Apply principles of public speaking.
- 3.6 Employ effective facilitation skills.
- 3.7 Communicate effectively with various audiences.
- 3.8 Demonstrate interpersonal communication competency.

Domain 4: Community Organization

Core Functions and Associated Tasks:

- 4.1 Identify the community demographics and norms.
- 4.2 Identify a diverse group of stakeholders to include in prevention programming activities.
- 4.3 Build community ownership of prevention programs by collaborating with stakeholders when planning, implementing, and evaluating prevention activities.
- 4.4 Offer guidance to stakeholders and community members in mobilizing for community change.
- 4.5 Participate in creating and sustaining community-based coalitions.
- 4.6 Develop or assist in developing content and materials for meetings and related activities.
- 4.7 Develop strategic alliances with other service providers within the community.
- 4.8 Develop collaborative agreements with other service providers within the community.
- 4.9 Participate in behavioral health planning and activities.

Domain 5: Public Policy and Environmental Change

Core Functions and Associated Tasks:

- 5.1 Provide resources, trainings, and consultations that promote environmental change.
- 5.2 Participate in enforcement initiatives to affect environmental change.
- 5.3 Participate in public policy development to affect environmental change.
- 5.4 Use media strategies to support policy change efforts in the community.
- 5.5 Collaborate with various community groups to develop & strengthen effective policy.
- 5.6 Advocate to bring about policy and/or environmental change.

Domain 6: Professional Growth and Responsibility

Core Functions and Associated Tasks:

- 6.1 Demonstrate knowledge of current prevention theory and practice.
- 6.2 Adhere to all legal, professional, and ethical principles.
- 6.3 Demonstrate cultural responsiveness as a prevention professional.
- 6.4 Demonstrate self-care consistent with prevention messages.
- 6.5 Recognize importance of participation in professional associations locally, statewide, and nationally.
- 6.6 Demonstrate responsible and ethical use of public and private funds.
- 6.7 Advocate for health promotion across the life span.
- 6.8 Advocate for healthy and safe communities.
- 6.9 Demonstrate knowledge of current issues of addiction.
- 6.10 Demonstrate knowledge of current issues of mental, emotional & behavioral health.