

CODE OF ETHICS (COLLEGE OF REGISTERED PSYCHOTHERAPISTS)

As a member of the College of Registered Psychotherapists of Ontario, I strive to practice safely, effectively and ethically, and to uphold the following principles:

Autonomy & Dignity of All Persons

To respect the privacy, rights and diversity of all persons; to reject all forms of harassment and abuse; and to maintain appropriate therapeutic boundaries at all times.

Excellence in Professional Practice

To work in the best interests of clients; to work within my skills and competencies; maintain awareness of best practices; and to pursue professional and personal growth throughout my career.

Integrity

To openly inform clients about options, limitations on professional services, potential risks and benefits; to recognize and strive to challenge my own professional and personal biases; and to consult on ethical dilemmas.

Justice

To strive to support justice and fairness in my professional and personal dealings, and stand against oppression and discrimination.

Responsible Citizenship

To participate in my community as a responsible citizen, always mindful of my role as a trusted professional; and to consult on potential conflicts-of-interest and other personal-professional challenges.

Responsible Research

To conduct only basic and applied research that potentially benefits society, and to do so safely, ethically and with the informed consent of all participants.

Support for Colleagues

To respect colleagues, co-workers, students, and members of other disciplines; to supervise responsibly; to work collaboratively; and to inspire others to excellence.

Ontario Expressive Arts Therapy Association (OEATA) Code of Ethics

Care and Respect for the Rights and Dignity of Persons

In view of the growing complexity and intersectionality of modern lives, the Expressive Arts Therapist (EXAT) is against all forms of discrimination, bias or prejudice and believes in the practice of equity. This includes discrimination based on race, class, size, gender, sex, sexual orientation, age, ability, religion and legal status. The EXAT proactively considers the needs of those we serve by supporting clients and their best interests, by honouring our commitments to them, and by refraining from any actions which risk harm. We recognize our individual and collective responsibilities to society, to the Expressive Arts Therapy field and, especially, to those we serve.

Continuing Education

The EXAT is committed to providing service of the highest quality. To this end the EXAT continues to engage in satisfying the professional requirements of competency through ongoing therapy, supervision, contribution to the field, studio and clinical practice. We continually inform ourselves and expand our skills in therapy, the arts, and community service. We practice in accordance with the best practices of our profession, and continually expand our professional competence through professional development.

Autonomy

The EXAT provides the client or legal decision-maker, accurate and thorough information upon which they can make informed decisions according to their own needs, beliefs and values with regard to our services, processes, and interventions. Inherent benefits and risks are communicated clearly, as well as options and alternatives. We respect client choices and decisions.

Confidentiality

The EXAT believes that clients have the right to confidentiality. The Expressive Arts Therapist safeguards and maintains confidential personal, family and community information obtained in the context of the professional-client contract and relationship in compliance with the Ontario Privacy Act.

Integrity in Relationships

We believe that therapeutic relationships and their benefits rely on trust and empathy. Trust is dependent on the demonstrated integrity of the Expressive Arts Therapist. The EXAT is self-aware and truthful. The EXAT maintains an implicit and explicit commitment to the client and client groups, to themselves, to each other, to our profession, to other professionals and to the larger world. We exercise healthy boundaries and evaluate all contact and relationships with clients for their risk or benefit to client health and well-being according to the highest standards of ethical behaviour as outlined in the code of ethics and standards of practice.

Aesthetic Responsibility

Aesthetic responsibility is the ability to use self-awareness of bodily sensory experience and imagination as vehicles for creativity, inter-modal artistic expression and phenomenological exploration of the insights offered by images and the shaping thereof. The EXAT believes that attunement to sensory experience and the imagination are ways to access creative capacity and a way to understand relationships with the worlds we inhabit. The EXAT does not reduce artistic expressions to expressions of self that can be analyzed for psychological content. Rather, the EXAT views artistic expressions as expressing worlds and relationships. We explore these worlds and relationships through a specialization termed “aesthetic responsibility”.

Accountability

The Expressive Arts Therapist recognizes that as a member of a self-regulated profession, we have a responsibility to hold our selves, and each other, accountable for our actions, accountable to the people we serve and to the larger community. The EXAT exercises her, or his, best professional judgment as guided by the values and responsibilities outlined in the OEATA Code of Ethics and Standards of Practice, as well as being bound by law and the regulations of the Ontario College of Psychotherapists. The Expressive Arts Therapist makes every reasonable effort to resolve ethical dilemmas through self-reflection and consultation. Where there is breach of ethics, the EXAT makes every effort to repair loss of trust and accept responsibility for errors in judgment.

Social Justice

The EXAT believes that as health care professionals, (and educators, researchers etc.), we have an extended responsibility to advocate for the individual and collective rights and social determinants of health of our clients and communities. The EXAT believes in the basic human capacity to shape and create our worlds according to our individual and collective needs, which necessitates that we empower clients to identify and access their resources with regard to self-advocacy.

The Create Institute – Faculty Ethical Code of Conduct

Overview

This policy outlines the expectation for high levels of both academic and professional integrity and behavior of core faculty, co-directors and adjunct faculty members of The CREATE Institute (CREATE). Community is at the forefront of The CREATE Institute's values, expressing the connections we have with each other, the support we give each other, and the respect we show each other. The CREATE Institute promotes a learning environment that reflects the honesty, trust, and fairness we expect in the actions of all members of our community.

In view of the growing complexity and intersectionality of modern lives, The CREATE Institute training program is against all forms of oppression, bias or prejudice and believes in the practice of equity in relation to cultural background, class, size, gender, sexual orientation, age, ability, religion and legal status. Faculty proactively consider the needs of those they serve (teaching, mentoring, advising) by supporting students and their best interests, by honoring their commitments to them, and by refraining from any actions which risk harm.

The Faculty Code of Ethical Conduct establishes CREATE standards of faculty behavior. In addition to the Faculty Code of Ethical Conduct there are responsibilities under:

- [The laws of Canada, Ontario, and Local Governments](#)
- [The Discrimination/Harassment Policy \(do we have these?\)](#)
- [The Information Technology Acceptable Use Policy \(do we have these\)](#)
- [Other Create Institute Policies](#)
- [PIPHA](#)

1. STANDARDS OF INTEGRITY

Faculty agree to maintain the highest standards of professional competence and integrity.

- a) seek to remain current with new developments in the fields of expressive arts therapy and psychotherapy in knowledge and practice through continuing education.
- b) take responsibility for personal well-being by seeking professional help in dealing with emotional/mental/physical problems that are liable to impair functioning as an educator.
- c) remain within recognized boundaries of competence as an educator
- d) recognize that all forms of sexual abuse or sexual harassment with students are unethical, even when student invites or consents.

Sexual abuse includes all forms of sexual relations, touching of a sexual nature, or behavior or remarks of a sexual nature by the teacher towards the student.

- e) model appropriate and responsible practice of expressive arts/ psychotherapy. This

includes the safe and effective use of self as demonstrated by the teacher in relation to students.

f) Professional involvement and association with The CREATE Institute is subject to termination or other appropriate action by the Board of Directors when a faculty member (1) is expelled by other professional organizations, (2) is convicted in a court of law for a serious crime, (3) is deemed incompetent to teach in the training program because of impairment of function due to physical or mental causes or to inadequate training.

g) try to be aware of personal belief systems, values, needs, and limitations and the effect of these on their teaching.

2. CONFIDENTIALITY

When using client information for teaching purposes, the identity of clients is protected and disguised.

The faculty has the responsibility to discuss student concerns as part of the health and well-being of the training process. However, this information is held in confidence within the core faculty meetings which are held weekly during the course of the school year.

Faculty members agree to protect the confidentiality of all professionally acquired information. Faculty take care to store student files and information in a protected manner. The CREATE Institute follows the guidelines set out by the Ministry of Training Colleges and Universities for how student files are kept and maintained. CREATE allows students to examine the contents of their files upon request. Permission from the student is always sought to share information about students with other organizations and/or professionals. If any information is gathered for purposes of advertisement (website, etc.), we require a clearly written waiver from each student who is involved.

3. APPROPRIATE STANDARDS OF PROFESSIONAL BEHAVIOUR AND ETHICAL PERFORMANCE

All CREATE faculty will uphold the relevant behavioural and ethical standards of the teaching profession and will refrain from taking any action that is inconsistent with the appropriate standards of professional behaviour and ethical performance. These appropriate standards include:

1. As a teaching professional in a position of trust, faculty must not use relationships with students for personal benefit, gain or gratification.
2. Respecting the students' rights and dignity, emotional wellness, physical safety and cognitive development at all times.
3. Refraining from any act that might be construed as physical, emotional or sexual abuse of students.
4. Establishing, respecting and maintaining appropriate professional boundaries in relationships with students, peers, colleagues and other professionals.
5. Respecting and demonstrating willingness to work professionally with instructors, peers, colleagues and other professionals.
6. Upholding all aspects of the Human Rights Code.
7. Recognize and take responsibility for the power imbalance and transferences that exist in the student/teacher relationship
8. Avoid taking advantage of teaching relationships with students to enhance one's own personal interests
9. Be attentive when advising students to: always respect the right of students to make their own decisions, to help students understand the consequences of their decisions and to help them identify situations of undue influence and abuse of power.

4. RESPONSIBILITY TO THE PROFESSION

Faculty of CREATE agree to:

- exercise aesthetic responsibility by caring for and protecting the images and art works that arise from classroom activities, maintaining their own artistic practices, valuing play and imagination as essential modes of instruction and learning activities

- respect the rights and responsibilities of professional colleagues and act to promote excellence in the professions of education, training, and expressive arts therapy/psychotherapy.
- abide by the customary rules when publishing in various forms: assigning credit for the contributions of others, citing persons who have contributed original ideas, making every effort to establish the accuracy of material, and abiding by relevant laws regarding research.
- If undertaking clinical research, ensure that it is sufficiently planned and supervised so that individuals are unlikely to suffer harm, following established guidelines for research with human subjects.
- Seeking arbitration or mediation when conflicts with colleagues arise.
- Maintain professional licensure and registration by abiding by the requirements of the relevant associations and colleges.

The CREATE Institute Student Code of Conduct

Student Code of Conduct

Overview

This policy outlines the expectation for behaviour while a student attends The CREATE Institute (CREATE). Community is at the forefront of The CREATE Institute's values, expressing the connections we have with each other, the support we give each other, and the respect we show each other. The CREATE Institute promotes a learning environment that reflects the honesty, trust, and fairness we expect in the actions of all members of our community.

In view of the growing complexity and intersectionality of modern lives, The CREATE Institute training program is against all forms of oppression, bias or prejudice and believes in the practice of equity in relation to cultural background, class, size, gender, sexual orientation, age, ability, religion and legal status. Students proactively consider the needs of those they serve by supporting clients and their best interests, by honouring their commitments to them, and by refraining from any actions which risk harm. Students recognize their individual and collective responsibilities to society, to the expressive arts therapy field and, especially, to those they serve.

The Student Code of Conduct establishes CREATE standards of student behaviour. In addition to the Student Code of Conduct there are responsibilities under:

- The laws of Canada, Ontario, and Local Governments
- Other ISIS Canada Policies
- PIPHA

CREATE will take disciplinary action in respect to student behaviour that is inconsistent with the maintenance of an appropriate learning environment.

Scope

- This policy applies to all part-time (prospective or confirmed) students.
- Conduct that takes place on CREATE property or during any practicum placement, that is part of the program or course.
- Conduct that takes place when students are representing CREATE in activities, such as conferences or meetings
- This policy does not supersede or negate any rights or responsibilities provided by law.
- This policy presupposes that all its students are adult learners who have accepted the principle that they share responsibility with CREATE for creating and maintaining a respectful and productive learning environment.

- Students demonstrate academic integrity by not engaging in the following academic misconduct: cheating, plagiarism, falsifying or fabricating data, falsifying documentation or other writing work, circumventing the learning process, copying, and aiding others in committing academic misconduct.

1.0 Policy

The Code balances students' rights with responsibilities. Students are accountable for complying with the Code and all other CREATE policies outlined. This Code is designed to provide an explicit definition of the minimal standards of personal conduct that CREATE expects of all students. As a member of this community, students are expected to make responsible decisions about their behaviour, including how to resolve differences with members of the community.

Law mandates that CREATE, and by the community it serves, provides an educational environment that ensures academic relevance, demonstrates professionalism, values diversity, and respects the processes and traditions of learning.

Students have the right to express themselves freely (unless this interferes with the rights of others) and to study and work in an environment free from discrimination and harassment.

Confidentiality

Within the training cohort, students have a right to expect that personal material both verbal and artistic will be held in confidence unless a student gives clear consent that this material can be shared outside of the training group. In the context of practicum supervision classes, students are expected to maintain client confidentiality in compliance with the Ontario Privacy Act (<https://www.ipc.on.ca/english/PHIPA/Stop-Think-Protect-/>)

Aesthetic Responsibility

Play and imagination are central to work of students in training. Students have the responsibility to bring the arts to the work that they do with others in the community, to maintain their own artistic practice, to engage in the arts in the classroom, and to fulfill the requirements of the program in this area. Students are taught to be in relationship with images rather than to reduce artistic expressions to autobiographical material that can be analyzed for psychological meaning.

Harassment & Discrimination

CREATE respects the dignity and worth of every member of its community and provides for equal rights and opportunities, free from discrimination and harassment. Each member of THE CREATE community shares the responsibility for creating and maintaining a working/learning environment free from discrimination and harassment.

Harassment is an act committed by a person that makes another feel uncomfortable, offended, intimidated or oppressed. Harassment comes in many forms.

- It can be done orally through degrading words, spoken put downs, jokes or other unwanted comments.
- It can be through actions like physical contact of any kind, put down gestures or other

unwanted acts.

Any form of harassment, whether verbal or written, in person or via e-mail, electronic messaging system or other electronic/internet based process, or telephone, is unacceptable. Any deviation from this goal is unacceptable and will not be tolerated.

The protection detailed in the most recent Human Rights Code (<http://www.ohrc.on.ca/en/ontario-human-rights-code>) will be extended to all members of the CREATE community.

In addition, CREATE values and fosters practices which promote the equitable treatment of all members of the CREATE community.

2.0 Prohibited Conduct

While the Code is based on common sense and mutual respect, there are specific prohibited behaviours that are outlined below. As well, any conduct that violates the laws and regulations of Ontario will be considered a violation of this Code. These include acts such as theft, violence, weapon offences, drug offences, trespassing and fraud. It also includes contraventions of the Ontario Human Rights Code. Any unacceptable behaviour that is contrary to the spirit of this Code may also be considered a violation.

Included in this category is also academic misconduct as outlined above.

2.1 Disruption

As a member of the CREATE Community, students will not by action, threat, written material, or by any means whatsoever, disrupt or obstruct CREATE or affiliated activities, including a CREATE sponsored program, event or activity, or other authorized activities on premises of CREATE or its affiliated practicum sites, or the right of another person to carry on his/her legitimate activities, or to speak or to associate with others.

2.2 Disorderly Conduct

As a member of CREATE students will not engage in disorderly, lewd, or indecent conduct, nor engage in disturbing the peace as defined by law, on CREATE-owned or controlled property or at a CREATE-sponsored event (including practicum) or supervised functions.

2.3 Abusive Communication

Students shall not in any way abuse other students, CREATE employees or guests of CREATE. Abusive communication means any unwelcome words or images received or distributed in person or by telephone, letter, electronic mail or any communication medium including social media that intimidate, disparage or cause humiliation, offence or embarrassment to a person. Students are expected to be respectful of and sensitive to the impact of their words on others.

2.3 Weapons or Dangerous Substances

While on CREATE property or any property associated with CREATE, students shall not carry or have in their possession anything which is designed to be used as a weapon or anything that is intended to be used as a weapon.

Students shall not have explosives, fireworks, or unauthorized dangerous substances on CREATE property.

3.0 Procedure for Resolving Disputes

3.1

Any suspected violation of this Code may be referred to outside authorities as considered necessary by CREATE.

3.2

If a student believes that a violation of the Student Code of Conduct has occurred, they should report it to the Board of Directors of CREATE. Violations can be reported for up to one year. In situations where the health or safety of any person is believed to be in jeopardy, contact police immediately.

3.3

All code of conduct breaches will be investigated. CREATE may investigate and resolve conduct issues under the Code regardless of any civil or criminal proceedings.

4.0 Appeals

Students can ask to have a disciplinary decision under this Code overturned or changed. All appeals will follow the CREATE appeal process.