



College of Vocational Rehabilitation Professionals

Standards of Practice

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CVRP Standards of Practice
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Introduction

The mandate of the College is to protect the public and establish the minimum requirements of competency and certification. The primary function of the College is to ensure Registrants are qualified, competent, and following clearly defined standards of practice.

The College is an international, self-regulatory body for the vocational rehabilitation (VR) profession. The College is responsible for protecting the public by setting and enforcing standards and governing the conduct of its Registrants. The College will uphold the standard of services provided by Registrants as well as act on behalf of a member of the public who is concerned about the vocational services they have (or ought to have) received.

To ensure the College has an appropriate, informed, and transparent process for protecting the public and adjudicating complaints, the College has established and will rely on professional Standards of Practice.

The Standards of Practice

- outline the professional standards that College Registrants are expected to uphold.
- apply to direct and indirect professional practice activities.
- pertain to the expected professional behaviour of College Registrants.
- are used by the College to adjudicate complaints.
- are to be utilized by Registrants in conjunction with applicable legislation.

It is incumbent upon Registrants to thoroughly read, understand and adopt these standards and use them to promote excellence in service delivery and professional behaviour. The Standards of Practice set out are the minimum standards, which are regularly reviewed by the College.

In addition to the Standards of Practice, which govern expected professional behaviour, Registrants are also expected to engage in ethical behaviour and decision making. Professional Codes of Ethics outline the principles that help to guide Registrants to do so. Registrants must be aware that the Standards of Practice will be used to address issues with respect to the College's mandate to adjudicate complaints involving public safety.

Standard 1: Professional Misconduct

The following are considered acts of professional misconduct with respect to Registrants' professional relationships with clients:

1. Failing to maintain, or contravening the standards of practice of the profession, by act or omission.
2. Abusing a client or a client's representative sexually, verbally, physically, or emotionally.
3. Engaging in a close personal relationship with a client. (*Registrants should also refer to the [Personal and Sexual Relationships Standard of Practice](#) for further information*).
4. Performing a professional service for which informed consent is required, without consent.
5. Failing to provide a truthful, understandable, and appropriate explanation of the nature of an assessment, intervention or other service provided or recommended by the Registrant, in response to a client's reasonable request for an explanation.
6. Discontinuing professional services that are needed, unless:
 - i. the client requests the discontinuation or withdraws from services,
 - ii. reasonable efforts are made to arrange alternative services,
 - iii. the client is given a reasonable amount of time and opportunity to arrange alternative services,

- iv. the client has failed to make payment within a reasonable time for professional services, despite reasonable requests for payment from the Registrant, or
 - v. continuing to provide the services would place the Registrant or their staff at serious personal risk.
7. Giving information about a client to a person other than the client or authorized representative, except with informed consent of the client or the client's authorized representative or as required or authorized by law. (*Registrants should also refer to the [Consent Standard of Practice](#) for further information*).
 8. Recommending or providing an assessment or service that is unnecessary or that the Registrant knows or ought to know is not likely to benefit the client.
 9. Providing a service that the Registrant knows or ought to know they do not have the knowledge, skill, or judgment to provide.
 10. Failing to adequately supervise a person who is under the professional responsibility of the Registrant and to whom the Registrant has assigned tasks related to the practice of vocational rehabilitation and evaluation. (*Registrants should also refer to the [Supervision Standard of Practice](#) for further information*).
 11. Practicing the profession while the Registrant is in a conflict of interest. (*Registrants should also refer to the [Conflict of Interest Standard of Practice](#) for further information*).
 12. Practicing the profession while under the influence of any substance, or while suffering from illness or other dysfunction, which the Registrant knows or ought to know impairs the Registrant's ability to practice.

13. Without reasonable cause, breaching a term of an agreement with a client, relating to:
 - i. professional services for the client, or
 - ii. fees for professional services.
14. Making a claim about a remedy, treatment, device, or procedure other than a claim that can be supported as a reasonable professional opinion.
15. Influencing a client or a client's authorized representative to change the client's will or other testamentary instrument.
16. Failing to make reasonable attempts to communicate or collaborate on the care of the client with the client's other relevant health care providers when necessary for the client's health unless the client does not consent to such communication/collaborative care.
17. Failing to remain impartial in any vocational rehabilitation services.
18. Using the power of the Registrant's position, or client's personal information, to gain unfair advantage in any situation.
19. Failing to report a criminal conviction to the College.
20. Regarding record keeping and reports:
 - i. Failing to keep records as required.
 - ii. Signing or issuing a report or other document or making a record in a Registrant's professional capacity that the Registrant knows or ought to know is false, misleading, or otherwise, improper.
 - iii. Falsifying a record relating to the practice of vocational rehabilitation or evaluation.

- iv. Failing, without reasonable cause, to provide a report relating to a service performed by the Registrant, within a reasonable time, to a client or a client's authorized representative, after the client or their authorized representative has requested such a report.
21. If the Registrant intends to close their practice and care has not been transferred to another practitioner,
- i. failing to take reasonable steps to give appropriate notice of the intended closure to each client for whom the Registrant has primary professional responsibility, or
 - ii. failing to ensure that a client's records are transferred to the Registrant's successor or to another Registrant if the client so requests.
22. Failing to ensure that a client's records are retained or disposed of in a secure manner. (*Registrants should also refer to the [Records Maintenance Standard of Practice](#) for further information*).
23. Regarding representation of professional qualifications:
- i. Inappropriately using or omitting a term, title, designation, or credential in respect of the Registrant's practice.
 - ii. Inappropriately using a term, title, designation, or credential indicating a specialization in the profession.
 - iii. Failing to identify oneself as a vocational rehabilitation professional to a client or a client's authorized representative when providing vocational rehabilitation or evaluation services.

- iv. Failing to advise the College promptly of a change in the name used by the Registrant in providing or offering to provide vocational rehabilitation or evaluation services.
- v. Permitting, counseling, or assisting a person who is not a Registrant to represent himself or herself as a Registrant of the College.

(Registrants should also refer to the [Representation of Professional Qualifications Standard of Practice](#) for further information).

24. Regarding business practices:

- i. Failing to inform the client, before or at commencement of a service, of fees and charges to be levied for the service, for late cancellations or missed appointments, or for any penalties that will be charged for late payment of fees.
- ii. Submitting an invoice, bill, or receipt for services that the Registrant knows or ought to know is false or misleading.
- iii. Charging a fee that would be regarded by Registrants as excessive in relation to the service performed or the expertise of the Registrant.
- iv. Charging a block fee without specifying the following in writing:
 - a. services covered by fee
 - b. amount of fee
 - c. arrangements for paying fee, and
 - d. rights and obligations of the Registrant and the client if the relationship between them is terminated before all services are provided.

25. Failing to provide an itemized account for professional services within a reasonable amount of time, if requested to do so by a client or person or agency who is paying, in whole or in part, for services.
26. Offering or giving a reduction in fees for prompt payment of an account unless such reduction is clearly outlined in the Registrant's fee guidelines and offered to all clients.
27. Receiving or conferring a rebate, fee, or other benefit by reason of the referral of a client from or to another person.
28. Selling or assigning any debt owed to the Registrant for professional services. This does not include the use of credit cards to pay for professional services.
29. Advertising or permitting advertising of the Registrant or their practice in a manner that is false or misleading or that includes statements that are not in good taste, factual and verifiable.
30. Regarding college compliance:
 - i. Contravening a College by-law or standard.
 - ii. Contravening a term, condition or limitation imposed on a Registrant's certificate of registration.
 - iii. Practicing the profession while the Registrant's certificate of registration has been suspended.
 - iv. Failing to comply with an order of a Committee of the College.
 - v. When requested, failing to advise a client, a client's authorized representative or a member of the public of their right to file a complaint with the College.

- vi. Failing to appear before a panel of the Complaints Committee when requested to do so by the College.
 - vii. Failing to carry out or abide by an undertaking given to the College or breaching an agreement with the College.
 - viii. Failing to cooperate with a College investigation.
 - ix. Failing to reply appropriately, fully, accurately and within thirty days (30) to a written inquiry or request from the College.
 - x. Failing to cooperate with an investigator of the College, or another self-regulatory body who produces evidence of their appointment.
31. Regarding miscellaneous matters:
- i. Contravening, by act or omission, a federal, provincial/state, or territorial law, or municipal by-law, if,
 - a. the purpose of the law or by-law is to protect or promote public health, or
 - b. the contravention is relevant to the Registrant's suitability to practice.
32. Engaging in conduct or performing an act, during professional practice, that, having regard to all the circumstances, would reasonably be regarded as disgraceful, dishonourable, or unprofessional.
33. Engaging in conduct that would reasonably be regarded as conduct unbecoming of a vocational rehabilitation professional.

Standard 2: Advertising

The purpose of this standard is to ensure that any advertisement by a Registrant serves the public interest and ensures that members of the public receive information that allows them to make informed and rational choices when engaging in vocational rehabilitation/evaluation services. Such information should be delivered in a manner that educates the public on services that the Registrant is certified to provide.

Advertisements should be accurate, factual, and verifiable to the public, clients and any person who reads the advertisement, whether or not they intend to use the services of the Registrant.

For the purpose of this standard, an advertisement is considered to be any message or communication delivered to the public by a Registrant (either individually or through a corporation), through any medium, including verbally, in writing, electronically, on media or otherwise, which conveys information about the Registrant and their services, for the purpose of influencing an individual or group to use the services of the Registrant.

Public statements include, but are not limited to, paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed material, directory listings, personal resumes or curriculum vitae, or comments for use in media, such as print or electronic transmissions, statements in legal proceedings, in lectures and oral presentations, and in published materials.

For the purpose of this standard:

1. Registrants will not knowingly make public statements that are false, deceptive, fraudulent, or exploitative concerning their research, practice, other work activities, the College or persons or organizations with which they are affiliated.
2. Registrants must ensure that advertising includes:
 - i. accurate communication regarding their college certification and/or any other certification
 - ii. accurate and verifiable information pertaining to services or fees
 - iii. information in a language or format that is easy to understand
 - iv. clear statements or descriptions regarding the purpose of the advertisement
 - v. an option for recipients to unsubscribe or terminate communications at any time or to cease receiving the advertisement
3. Registrants must ensure that advertising does not:
 - i. include false or unjustified expectations of favorable results
 - ii. imply or state guarantees of success
 - iii. appeal to a person's fears
 - iv. contain superlative or comparative terms, such as "best outcomes", "guaranteed return to work" or any other words that suggest or imply the Registrant provides superior work to a colleague
 - v. imply or state that a Registrant is recognized as a vocational specialist without having the appropriate certifications
 - vi. use statements that are false, misleading, deceptive, or exploitative

vii. use pressure tactics or coercion

viii. offer free services or contain hidden costs or fees

ix. promote or propose service fees in exchange for a charitable donation receipt

(Registrants should also refer to the [Professional Misconduct Standard of Practice](#) for further information).

Standard 3: Supervision

Supervision is a contractual relationship in which a supervisor engages with a supervisee to instruct and support acquiring the knowledge and skills required in the development of professional and best practices; promote the professional growth of the supervisee; enhance the supervisee's safe and effective use of self in their work with a client and safeguard the well-being of the client.

The College considers supervision to be key in the development of competent professionals.

This standard pertains to the requirements of:

- provisional Registrants
- Registrants undergoing remediation
- Registrants performing services under the CCVE or ICVE scope of practice

The College encourages qualified Registrants in good standing to participate in supervision to:

- develop the skills and experience required for certification, professional practice, or remediation
- enhance Supervisees' experience and understanding of vocational rehabilitation services

- learn from Supervisors' instructions, learning resources and advice regarding the establishment and maintenance of professional boundaries with clients and professional colleagues
- ensure public safety and proper client care
- sustain self-governance of vocational practice through the College

Qualified Registrants who may act as Supervisors are defined as:

- possessing the certification to perform the services which are being performed by the Supervisee
- being a Registrant of the College in good standing for five (5) consecutive years in the Fellow and Diplomate classification

For the purpose of this standard:

1. To demonstrate this standard, Supervisors are required to:
 - i. ensure they meet the above-noted requirements to act as a Supervisor
 - ii. do not engage in any dual or multiple relationships with the Supervisees
 - iii. promote Supervisee autonomy and professional development while respecting their personal dignity and cultural identity
 - iv. provide the necessary knowledge and skills to supervise only within their areas of knowledge and competence
 - v. clearly outline roles, responsibilities, duration, fees, and terms related to completion of the Supervision relationship, as well as a clearly outlined agreement

and understanding on how the Supervision relationship will be terminated or completed

- vi. ensure the safety of the public and clients receiving vocational rehabilitation services from the Supervisee
- vii. ensure best practices in client service delivery by the Supervisee
- viii. ensure that Supervisees review and adhere to the College's standards of practice
- ix. provide training, mentorship, and guidance to Supervisees about vocational rehabilitation and/or evaluation services and their delivery, risk factors and professional responsibilities
- x. provide instruction based on the most current information and knowledge available in the profession
- xi. provide training, mentorship, and guidance to Supervisees about file documentation, privacy, confidentiality, and billing practices
- xii. provide training, mentorship, and guidance to Supervisees about professional boundaries
- xiii. provide training, mentorship, and guidance to supervisees about their professional and ethical obligations to clients, the public, the profession, and the College
- xiv. provide appropriate working conditions, timely performance reviews and opportunities for suitable experience, training and remediation (if required)
- xv. provide an environment that is safe, fair, respectful, and free of harassment, discrimination, and intimidation

xvi. evaluate, monitor, and ensure, to the best of their ability, the knowledge, skill, and judgment of the Supervisee in relation to the services being carried out by the Supervisee and in accordance with professional standards of practice

xvii. provide remedial assistance and/or guidance, when needed, in a fair, respectful, and culturally sensitive manner

2. To demonstrate this standard, Supervisees are required to:

i. engage in activities assigned by the Supervisor while developing one's own autonomy

ii. adhere to roles, responsibilities, duration, fees, and terms related to the Supervision relationship as outlined in an agreement with the Supervisor

iii. act in a manner which ensures the safety of the public and clients receiving services

iv. review and adhere to the standards of practice of the College

v. develop knowledge and skills in the areas of file documentation, privacy, billing practices and professional and ethical obligations to the public, the profession, and the College

vi. adhere to the recommendations of the Supervisor in a timely manner and seek clarification when needed

vii. report hours of supervision, when required, in a letter of attestation that attests to the type of supervision provided, the duration of the supervision and the qualifications provided by the Supervisor

Standard 4: Conflict of Interest

The purpose of this Standard is to inform College Registrants of the risks associated with potential power imbalances that arise from the Registrant/client relationship, to ensure that the interests of clients and the public are protected at all times. A conflict of interest exists where a relationship creates an actual, potential, or perceived conflict between the Registrant (directly or through a related person or corporation) and a client (or member of the public), in situations where a reasonable person would conclude that the Registrant's interests/professional judgment and/or duty to act in the best interest of the client/public were improperly influenced.

For the purpose of this standard:

1. Registrants of the College shall not practice the Profession while in a conflict of interest, which includes:

- i. accepting, offering, providing and/or negotiating a rebate or other benefits in exchange for:
 - a. referring a client to any other person
 - b. receiving the referral of a client
 - c. recommending or providing materials or equipment or any valuable goods or services to a client
- ii. any other action(s) for which a reasonable person would conclude that:
 - a. there was a conflict of interest.
 - b. the Registrant's professional judgement and/or actions were influenced by their personal financial interest or some other gain.

c. client care and/or public safety was compromised by the Registrant's actions.

2. It is **not** a conflict of interest for a Registrant to refer a client to a related person or a corporation to obtain a product or service, provided that the Registrant advises the client, verbally and/or in writing:

- i. the nature of the Registrant's relationship with the related person or corporation,
- ii. that the client may choose another provider of the product or service, without affecting the professional relationship between the Registrant and the client, and
- iii. the name and contact information of at least one other local provider of the product or service, if applicable.

Standard 5: Consent

Informed consent occurs when a Registrant explains the proposed assessments and/or interventions to clients before the clients agree to them. This type of communication allows clients to ask questions and accept or deny proposed assessments and/or interventions.

For the purpose of this standard:

1. Obtaining informed consent requires:
 - i. The client having the ability to make a decision.
 - ii. The explanation of the information needed to make the decision.
 - iii. The client's understanding of the information.
 - iv. The client's voluntary decision to accept and participate in the assessments and interventions.
2. Consent must be:
 - i. Informed
 - ii. Voluntary
 - iii. Written and/or verbal
3. Consent must be documented in the client record.
4. Registrants must determine if clients have the cognitive capacity to provide consent (i.e., able to fully understand the purpose and process of consent). If there is reason to believe that a client may not have the cognitive capacity to provide consent, the Registrant must seek consent from a substitute decision-maker on

behalf of the client. Determining a substitute decision-maker is carried out as follows:

- i. If the client does not have capacity to consent, a legally authorized individual (i.e., substitute decision-maker) must give consent on the client's behalf before the CVRP may provide services to the client

e.g., Guardian, Power of Attorney, Representative appointed by Consent Capacity Board, Spouse or Partner, Child or Parent or Children's Aid Society, Parent with Right of Access, Brother(s)/Sister(s), Any other Relative, Office of the Public Guardian, and Trustee.
 - ii. Even where clients are found to be incapable of consenting to a particular assessment, Registrants should seek to include clients in all further decision-making, as appropriate.
5. Clients must be informed that consent applies to the collection, use, and disclosure of personal and health information, as well as consent to participate in all aspects of the proposed vocational evaluation/assessment, and/or rehabilitation services.
6. The consent document must specify the information that is to be disclosed, the party or parties to whom the information is to be disclosed and the duration of the consent.
7. Registrants must inform clients of the parameters of information to be disclosed. If disclosure of information is potentially harmful to a client, the client must be advised of the possible consequences and the Registrant must seek to clarify the client's consent to disclosure of the information. An example is the information to be provided to a potential employer if it has not been verified by the Registrant.

8. A separate consent is required to cover each authorization for disclosing client information. For example, a separate consent for each provider is required if a client is or will be working with multiple providers, such as a physiotherapist, psychologist, etc.
9. Registrants who are dually registered with another Regulatory College must describe their practice and services accurately during the consent process, taking care to clarify to the client when they are working in their capacity as a College Registrant or working in their other professional capacity.
10. The Registrant must inform a client about whether any treating relationship will exist between the Registrant and a client.
11. The qualifications of the Registrant proposing the service, and any other participants (such as an assistant, interpreter, student/intern, or other professionals for service delivery) must be made known to a client during the consent process.
12. A discussion of the purpose of the service as well as potential risks and limitations within the Registrant's scope of practice must take place.
13. Clients must be informed:
 - i. of their right to withdraw consent at any time, the process to do so and the Registrant's next steps in the event of the withdrawal.
 - ii. that consent for release of information does not apply when information is legally required.
 - iii. of the limits of confidentiality as per the College's Duty to Warn Standard.

14. Registrants must obtain a client's consent before photographing, audiotaping, or videotaping or permitting third-party observation of interactions with clients.

(Registrants should also refer to the standards of practice for [Professional Misconduct](#), [Records Maintenance](#), [Duty to Warn](#) and [Ethical Responsibilities](#) for further information).

Standard 6: Boundaries of Competence

This standard pertains to the expectations of conduct in any professional relationship where a College Registrant is in a position of power or authority. The overriding responsibility of College Registrants is to uphold and advocate for the best interests of their clients. In fulfilling this professional obligation, Registrants must possess a sound understanding of professional capabilities, areas of competence, and professional limitations, as verifiable by education, training, and experience.

Registrants must continually assess their knowledge, skill, and judgment, as these pertain to their competence to work with particular clients, especially when a client presents with an unfamiliar issue or one that the Registrant does not have the expertise to deal with. Knowing when to seek supervision or consultation, and when to refer a client to another professional is integral to fulfilling a Registrant's professional obligations. Registrants must act in the best interests of clients and ensure that clients are not harmed by a Registrant's failure to acknowledge their own professional boundaries. When appropriate, Registrants will make efforts to refer the client to another professional or provide the client with resources to seek services from another professional.

A Registrant demonstrates this standard by:

1. Demonstrating awareness of the potential for power imbalances (real or perceived) in professional relationships.
2. Maintaining an appropriate level of professionalism and objectivity with respect to client service.

3. Refraining from accepting and giving gifts to clients, while being respectful of cultural expectations and considering the monetary value of the gifts.
4. Refraining from inappropriate self-disclosure to clients and voicing personal opinions such as about values, beliefs, lifestyles as well as politics.
5. Being aware of both verbal and non-verbal communication and how it may be perceived.
6. Avoiding dual or close relationships and recognizing that boundary crossings are often subtle and motivated by what appear to be honourable intentions.
7. Avoiding non-professional relationships with clients, former clients, their romantic partners or their immediate family members, unless the relationship could be potentially beneficial to the client. Examples of potentially beneficial interactions include but are not limited to, mutual membership in professional associations, organizations, or communities, attending a formal ceremony, hospital visits to ill family members etc.
8. Documenting the rationale for interactions (In cases where non-professional interactions may be potentially beneficial to clients or former clients) in the client's file, as well as the potential benefits, and anticipated consequences for the clients or former clients and other involved parties. Such interactions may require appropriate consent from clients and should be time-limited or context specific (i.e., constrained to an organizational or community setting).
9. Refraining from behaviour that could be deemed inappropriate and/or neglectful by a reasonable person.

10. Refraining from unnecessary touching of a client. Appropriate physical contact that is necessary for services, such as while administering hands-on work samples, may be reasonable, provided that the Registrant first advises the client of the physical contact and the reason for it, and obtains consent from the client prior to proceeding.
11. Respecting a client's rights to make decisions about treatment and/or services, as well as the role of a substitute decision maker.
12. Demonstrating sensitivity to diversity (diversity includes but is not limited to age, gender, religion, sexual orientation, ethnicity, cultural beliefs, ability, values, and lifestyles) and adjusting boundaries as appropriate.
13. Educating clients and client advocates on the professional relationship and protecting them from boundary violations or abuse by the Registrant.
14. Maintaining a professional image in any professional engagement.
15. Being aware of and adhering to federal legislation and statutes as well as those in the province(s)/state(s) in which Registrants provide services.

(Registrants should also refer to the [Professional Misconduct](#) and the [Personal and Sexual Relationships](#) Standards of Practice for further information).

Standard 7: Representation of Professional Qualifications

This standard pertains to the requirement of Registrants of the College to properly identify and represent their professional qualifications. Clients, the public, and stakeholders are entitled to know the name, be able to verify the registration status, and have information pertaining to the professional qualifications of the Registrant with whom they are dealing. In addition, the College must be able to identify and locate a Registrant if a complaint or a report about the Registrant is received. Registrants shall neither misrepresent nor falsely enhance their professional qualifications, experience, or performance.

For the purpose of this standard:

1. In their professional role, Registrants must identify themselves using the name recorded in the public registry of the College.
2. The College should be notified if a Registrant undergoes a legal name change.
3. Only Registrants of the College shall use the College's certification titles, as well as any College approved variations and abbreviations of these titles.
4. Registrants shall use only those titles for which they are credentialed by the college, and which they continue to hold in good standing.
5. Registrants shall not use any of the College's certifications on business cards, door plates, websites, other digital platforms, in advertisements, directories, or in any other way intended to advertise their professional service unless they are in good standing with the College.

6. No Registrant shall display the College logo on their website or any other written/digital materials.
7. Registrants may use their other professional credentials along with those they have achieved through the College, if the intent is to better inform the public about Registrants' credentials and the following conditions are met:
 - i. The other credentials are not honorary or awarded purely through attendance, and the Registrant obtained them through demonstrated development of knowledge and/or competence associated with those qualifications.
 - ii. The other credentials were conferred by a recognized credentialing body and meet the established standards of that profession.
 - iii. Use of other credentials in conjunction with the College's credentials are not misleading or confusing to the public.
 - iv. Registrants are in good standing with their other credentialing body.
8. If a Registrant becomes aware that an individual is advertising or depicting themselves as a Registrant of the College when they are not, the Registrant should speak to the individual about the issue and inform the College of the misrepresentation if it persists.
9. Registrants shall make reasonable efforts to ensure that statements made by others, on the Registrant's behalf about the Registrant, are accurate.
10. Registrants shall not knowingly make public statements that are false, deceptive, fraudulent, or exploitative concerning their research, practice, or other work activities. Registrants should avoid making statements that could easily be

misunderstood by virtue of what they say about their professional qualifications and services or by what they omit to say about them.

11. When Registrants are making public statements, they must do so in a manner that clarifies they are speaking from their personal perspectives and not speaking on behalf of the College or its Registrants.

Standard 8: Sensitivity to Diversity

The College upholds culturally sensitive practice. The foundation regarding cultural diversity includes ethics, values, self-awareness, cross-cultural knowledge and skills, advocacy, language and communication, and on-going learning to ensure cultural competency.

Registrants must strive to enhance their ability to provide services by reflecting on how their client's cultural values and beliefs impact the Registrant-client relationship.

Registrants are accountable to listen, understand, and respect clients' values, opinions, needs and ethno-cultural beliefs. Registrants must integrate these elements into their services, to support their clients' needs.

Standard 9: Extension to Ethical Responsibilities

This standard of practice promotes the ethical behaviour and attitudes of the Registrants and guides their ethical practice.

Registrants must consider what is right in furthering the interest of their clients and protecting the public interest. Registrants are in a position of professional and responsible duty to all individuals who rely on their knowledge, skills, and judgement. They are in a position of authority because of their access to sensitive information and the provision of services to people who are vulnerable. Therefore, Registrants have a responsibility to uphold the College's fundamental values.

The College's fundamental values are respect and trust. These values are related to the obligations that a professional has to the public, who place their respect and trust in professionals.

For the purpose of this standard:

1. Respect is promoted by applying the following principles (including but not limited to):
 - i. Client-centered practice: competency, proactivity, ability to do risk/benefit analyses and acting in a client's best interest.
 - ii. Autonomy: the rights of clients for self-determination.
 - iii. Justice: respect the dignity and just treatment of clients, due process.

- iv. Non-maleficence: not-willfully harming and refraining from activities that risk harm to clients.
 - v. Non-discrimination: sensitivity to and respect for diversity including but not limited to differences related to age, ethnicity, culture, gender, disability, religion, sexual orientation, and economic status.
 - vi. Ethical decision making identifies ethical issues when making decisions, gather relevant facts and evaluate options always considering what is the most appropriate result within the Registrants' functions, expertise, and boundaries.
2. Trust is promoted by applying the following principles (including but not limited to):
- i. Informed consent: clients are advised of the purpose, goals, procedures, limitations risks and benefits of the services that they will receive. They will also be informed of the reporting expectations, record-keeping policies and limits of confidentiality.
 - ii. Accountability: this includes maintaining the boundaries of competence, privacy and confidentiality, the duty to warn when appropriate, informed consent, the appropriate maintenance of records, avoidance of dual relationships, consulting with other professionals when appropriate and maintaining integrity in all work with clients.
 - iii. Transparency: openness regarding methods of work, values, responsibilities to others involved in the client's situation and discussion of personal experiences that may inform the work being done with clients.

- iv. Boundaries of competence: limit services and practices to those within the Registrants' professional competence by virtue of education and professional experience and consistent with their credentials.
- v. Representation of qualifications: use only the professional qualifications in which they are registered and correct any known misrepresentation of their qualifications by others.
- vi. Public ethical responsibilities: maintain ethical standards during classroom instruction, public lectures, writing of publications, interviews with media and use of computer technology/social media.

Standard 10: Duty to Warn

This standard outlines the limits of confidentiality under which Registrants may disclose confidential information without the client's informed consent as per the Registrant's duty to warn.

For the purpose of this standard:

1. During the consent process, and as necessary, the Registrant must inform the client of the limits of confidentiality.
2. The Registrant has a duty to warn when a Registrant:
 - i. believes a risk of imminent serious harm to the client or others exists. There is a professional and/or legal obligation to inform the client's physician, police, and the legal guardian (if applicable). The Registrant should also inform their supervisor/employer and may seek legal counsel for further guidance. When a Registrant becomes aware of their client's intent or potential to place others or even themselves in clear or imminent danger/harm, they are to use reasonable care to give threatened persons such warnings as are essential to avert foreseeable dangers. The duty to warn refers to the Registrant's obligation to warn identifiable victims of such possible harm and the duty to protect the client/others from possible harm. It is the Registrant's duty to reveal the relevant confidential client information if the Registrant has reason to believe potential harm to others or to oneself may occur.

- ii. determines that disclosure is necessary to protect against or reduce a clear risk of imminent serious harm being committed by the client themselves (e.g., suicide) or another individual (e.g., homicide).
- iii. determines that disclosure is necessary to protect an identifiable minor (e.g., against physical harm, sexual abuse, or neglect), consistent with applicable law.
- iv. determines that disclosure is necessary to protect a vulnerable adult who, due to their condition or circumstance, would be unable to seek support or assistance for abuse or neglect, consistent with applicable law.
- v. when a disclosure is ordered by a court;
- vi. when a client requests disclosure; or
- vii. when a client files a complaint or claims professional liability by the counsellor/therapist in a lawsuit.

Note: The law regarding duty to warn is complex. It is advised that Registrants stay updated on applicable laws and seek legal advice if unsure of their duty to warn. If Registrants are faced with a conflict between this standard and applicable law, they are advised to follow applicable law. It is important that Registrants act in a timely manner to mitigate the risk of harm to their clients and/or others.

Standard 11: Records Maintenance

Client records contain personal and health information that is considered private and confidential. Client records may be used in legal proceedings, College reviews and/or investigations. Accurate record keeping demonstrates the Registrant's accountability. Registrants must maintain sufficient and current records for monitoring and evaluating the services provided.

For the purpose of this standard:

1. Registrants must adhere to applicable legislation with respect to privacy, confidentiality, and security of a client's record.
2. Registrants must respect clients' privacy by only requesting information necessary to respond to the needs of the client and/or in relation to the scope of the services rendered.
3. Registrants must respect clients' rights of access to their own records and must develop procedures to permit client access and correction of errors.
4. Registrants must establish procedures for releasing records only with the fully informed consent of the clients, subject to limits on confidentiality and/or disclosure as required by law.
5. If, while a Registrant is in possession of client files/information, a complaint is made to the College concerning or relating to the Registrant which relates to any or all of the file(s)/information stored, and the College, by email or registered letter, requests a true copy of any and all of the stored file(s)/information, the Registrant shall comply fully with the College's request, within 21 days of the

request. Note: specific consent for disclosure of this information will be sought from the complainant by the Complaints Committee.

- i. Failure to securely store and make retrievable any file/information, or part thereof, in accordance with the standards set by the College, shall be deemed to be professional misconduct.
 - ii. If the Registrant is not able to disclose all or some of the requested information, the Registrant must advise the Complaints Committee of the reason within 21 days of the request for information and cooperate with further directions from the College.
6. Registrants must prevent unauthorized access to a client's record (regardless of format, i.e., physical paper document or electronic file) and demonstrate appropriate effort to maintain the integrity of the record, as well as safeguard the client's record during storage, travel/transportation, and exchange of information with any stakeholders.
7. Registrants must make reasonable efforts to ensure records are protected against damage or loss, such as through fire, flood, or theft.
8. Registrants must make reasonable efforts to back up electronic records.
9. Registrants must refrain from releasing any copyrighted materials.
10. Registrants must ensure records are retained for a minimum of seven years after file closure. If the client is a minor, the Registrant must retain the client's record for a minimum of seven years after the client has turned 18 years of age.
11. In some cases, records may be required to be destroyed or returned/forwarded to the referral source when service is completed. In such cases, the requirement and

process to do so must be explained to the client at the time of informed consent, and the client must be provided with the name of the person or entity who will assume the role of maintaining their records and providing access to their records according to the client's rights.

12. Registrants must implement a plan for clients to access their record during absences of the Registrant, or when a service is discontinued or transferred to another provider.
13. Records must be transferred in a manner that preserves client confidentiality.
14. Registrants in private practice must identify a "records custodian" and prepare a plan for the secure transfer of client files and records in the event of prolonged absence, including due to retirement or death.

Standard 12: Personal and Sexual Relationships

Public protection is the priority of the College. Clients have a right to safe, competent, and ethical services, including the right to be safe from any harassment, sexual abuse, or inappropriate behaviour by Registrants.

For the purpose of this standard:

1. Registrants shall not engage in any personal, financial, emotional and/or sexual relationships with a client.
2. Sexual abuse of a client occurs when a Registrant of the College does any of the following, whether in the presence of the client or through other methods, such as through email or social media:
 - i. engages in verbal or physical relations of a sexual nature with a client.
 - ii. engages in an emotional/personal relationship with a client.
 - iii. commences a professional relationship with a client with whom the Registrant had a past personal relationship.
 - iv. touches a client in a sexual or threatening manner.
 - v. behaves in a sexual manner toward a client (for example, unwanted touching of a client's shoulder or hand, or inappropriate commenting on a client's physical appearance outside of the context of the client's vocational rehabilitation).
 - vi. makes remarks of a sexual nature to a client or within hearing range of a client.
3. Client sexual abuse is different from the criminal act of sexual assault, which refers to a sexual act without consent. In the context of a Registrant-client personal

relationship, it does not matter if the client consents; engaging in activities outlined in paragraph 2 of this standard is always sexual abuse.

4. Maintaining professional boundaries is always the Registrant's responsibility. This includes physical boundaries. Due to the power imbalance that exists between the client and Registrant, any real or implied sexual or romantic relationship with a client is considered by the College to be abuse and professional misconduct.
5. A Registrant shall not engage in a sexual and/or romantic relationship with a client, their immediate family members, or substitute decision maker for five years after the end of the professional relationship with the client. This prohibition is indefinite if clients are vulnerable to the effects of boundary violations and/or exploitation by a Registrant.
6. If any inclinations towards such a possible relationship, noted above, may occur, the Registrant is to cease their professional relationship with the client immediately.

Standard 13: Assessment and Evaluation Services Performed by Registrants

For the purpose of this standard, the following definitions are relied on, as set out by the College, regarding vocational assessment and evaluation services, and the corresponding certification required to engage in the respective services:

Vocational Assessment/Rehabilitation Assessment/Return to Work (RTW)

Vocational Assessment/Rehabilitation Assessment/Return to Work (RTW) Assessment is defined as the global appraisal of an individual's work/training background, general functional capacities, and social/behavioural characteristics. This assessment usually includes an analysis of medical factors, psychological makeup, educational background, social behaviours, attitudes, values, work skills and abilities. The assessment generally includes a review of transferable skills. The assessment's purpose is to identify individual characteristics, education, training, and placement needs serving as the basis for planning an individual's future education/employment. This type of assessment requires the expertise and experience of a Certified Vocational Rehabilitation Professional (CVRP).

Vocational Evaluation

In comparison to a Vocational Assessment/Rehabilitation Assessment/Return to Work Assessment, a *Vocational Evaluation* is a comprehensive process, specifically designed for expert forensic analysis, dispute resolution, independent third-party assessments, or medical legal purposes. It is defined as a specific process that involves the evaluation of

an individual's work-related characteristics relevant for education and training to obtain and maintain employment. A Vocational Evaluation is often used to assist in determining an individual's benefit entitlement, residual vocational capacity, earning capacity (pre- or post-injury/illness, residual, lifetime), work life expectancy and vocational related losses, as well as to opine on rehabilitative or mitigating factors. It includes a comprehensive assessment of specific work characteristics, which may include, occupational interests, specific job skills, worker traits, general intelligence, temperament, physical capacities, strength, range of motion and other work-related functions and aptitudes. A Vocational Evaluation may also include standardized psychometric testing and work sampling. Therefore, a Vocational Evaluation requires the expertise and experience of a Certified Vocational Evaluator (CCVE or ICVE).

However, under the direct supervision of a CCVE/ICVE, a CVRP may participate in part or all components of a Vocational Evaluation, according to their specific level of knowledge, education, training, experience, and practice setting (provided that such individual, the evaluation process and all related documentation, is adequately supervised by the CCVE/ICVE and is under the professional responsibility of the CCVE/ICVE. Such supervision shall be documented through notation in the client's records and/or signing/co-authoring of the client's report by the CCVE/ICVE.

Transferable Skills Analysis

A Transferable Skills Analysis (TSA) for Return to Work and Career

Counselling/Planning: The purposes of TSAs are defined as a systematic process of

identifying an individual's existing work abilities, skills, traits, and aptitudes through a detailed analysis of their demonstrated vocational history, hobbies, recreational and volunteer activities, as well as accomplished education/training. During a TSA, the CVRP may conduct a thorough interview, capturing information on the individual's psychosocial and functional status, referencing current health symptoms and limitations (medical, physical, psychological and/or cognitive) that may impact the individual's vocational profile and capacities to ascertain a viable return to work plan.

A Transferable Skills Analysis (TSA) designed in support of forensic analysis, dispute resolution, independent third-party assessments for medical legal purposes requires the expertise and experience of a CCVE/ICVE. Alternatively, under the direct supervision of a CCVE/ICVE (provided that such individual, the evaluation process and all related documentation, are adequately supervised by the CCVE/ICVE and is under the professional responsibility of the CCVE/ICVE), a CVRP may participate in portions, or all components of a TSA designed for *forensic* analysis, dispute resolution, independent third-party assessment, or medical legal purposes. Such supervision shall be documented through notation in the client's records and/or signing/co-authoring of the client's report by the CCVE/ICVE. Furthermore, upon successful passing of the CVRP-TSA pathway certification (involving peer review of sample work product), a CVRP-TSA certified Registrant may write complex TSAs for *forensic* analysis.

This type of TSA is considered more complex than a TSA designed for return to work or career counselling or planning, as it is typically used to assist in determining future

employability and earning capacity and has a greater impact on the clients' vocational and financial wellbeing. This type of TSA is often used in the event that an individual may not be able to perform the essential duties of their past position or that their position no longer exists.

For the purpose of this standard, Registrants who conduct the aforementioned services are required to:

1. Hold the appropriate certification in good standing prior to engaging in any assessment or evaluation services.
2. At all times behave in a manner that is ethical and professional.
3. Apply standardized and/or best practices where available, considering the needs, rights, and dignity of clients.
4. Have understanding and knowledge about the nature of any services and the skills required to perform them.
5. Determine appropriateness of services to the client's unique circumstances, considering their needs based on available medical, psychological, social, financial, cultural, personal, vocational, and avocational factors.
6. Communicate the purpose and scope of the services and any relevant information with clients and any stakeholders, including the limitations, benefits and risks, process, potential outcomes, and/or alternative to the services where appropriate.
7. Provide the client with the opportunity to ask questions about the service.
8. Obtain informed consent from the client as per the Consent Standard and advise client of their right to decline or withdraw their consent.

9. Advise client of their right to terminate the services at any time as well as circumstances in which the Registrant will terminate the services.
10. Ensure any assessment tools used are appropriate, safe, and accessible and match the needs of the client and service being provided.
11. Advise the client and/or any relevant stakeholders about how the results of the services will be communicated.
12. Monitor and adjust, as needed, the steps involved in the services being delivered, and communicate any changes and the reason for such changes with the client and/or any stakeholders.
13. Communicate the outcome of the services in a clearly written report, without the use of jargon, in plain language that is understandable.

Standard 14: Complying with College Requests for Information

When the College is requesting information about a client or clients, or other records of the Registrant, for the purpose of investigating a Registrant or adjudicating a complaint brought by a member of the public, the Registrant must abide by the College's standard pertaining to complying with the College's request for information.

For the purpose of this standard:

1. A Registrant shall comply with the standards set by the College for the storage of client files/information.
2. If, while a Registrant is in possession of client files/information, a complaint is made to the College concerning or relating to the Registrant which relates to any or all of the file(s)/information stored, and the College by email or registered letter requests a true copy of any and all of the stored file(s)/information, then the Registrant shall retrieve and provide the requested file(s)/information to the College, in whatever means requested by the College, within 21 days of the request from the College. (Note: specific consent for disclosure of this information will be sought from the Complainant by the Complaints Committee. It is the Registrants' responsibility to obtain a copy of this consent from the Complaints Committee prior to the release of information.) Failure to securely store and make retrievable any file/information, or part thereof, in accordance with the standards set by the College, shall be deemed to be professional misconduct. If the Registrant is not able to disclose all or some of the requested information, the Registrant must

advise the Complaints Committee of the reason within 21 days of the request for information and cooperate with further directions from the College.

3. If the file(s)/information, or any part thereof, requested by the College pursuant to a complaint is in the custody or control of a third party, it shall be the sole responsibility of the Registrant against whom a complaint has been made, to obtain the requested file/information, or part thereof, from the third party.
 - i. If obtaining the file(s)/information, or any part thereof, requires recourse to legal action to obtain same, then the Registrant shall commence any necessary legal action or proceedings to retrieve the requested file/information within 21 days of receiving the request for the file(s)/information, or part thereof, from the College.
 - ii. If the Registrant is required to take legal action or proceedings under this section, they shall keep the registrar of the College informed in writing of the status of any such action every 14 days.
 - iii. Failure to commence and diligently proceed with any legal action or proceedings under this section within the time limits prescribed herein shall be deemed to be professional misconduct.