



## Appendices





### National Alliance of Direct Service Professionals (NADSP) Code of Ethics

#### **Advocacy**

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

#### *Interpretive Statements*

As a DSP, I will:

- Support individuals to speak for themselves in all matters where my assistance is needed.
- Represent the best interests of people who cannot speak for themselves by finding alternative ways of understanding their needs, including gathering information from others who represent their best interests.
- Advocate for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups that have been disempowered.
- Promote human, legal, and civil rights of all people and assist others to understand these rights.
- Recognize that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions.
- Find additional advocacy services when those that I provide are not sufficient.
- Consult with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

#### **Person-Centered Supports**

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

#### *Interpretive Statements*

As a DSP, I will:

- Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs, and gifts of each person I support must be the primary guide for the selection, structure, and use of supports for that individual.
- Commit to person-centered supports as best practice.
- Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs, or gifts are neglected for other reasons.
- Honor the personality, preferences, culture, and gifts of people who cannot speak by seeking other ways of understanding them.
- Focus first on the person and understand that my role in direct support requires flexibility, creativity, and commitment.

#### **Promoting Physical and Emotional Well-Being**

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

## Appendix 1-A /NADSP Code of Ethics (Continued)

### *Interpretive Statements*

As a DSP, I will:

- Develop a relationship with the people I support that is respectful, based on mutual trust, and that maintains professional boundaries.
- Assist the individuals I support to understand their options and the possible consequences of these options as they relate to their physical health and emotional well-being.
- Promote and protect the health, safety, and emotional well-being of an individual by assisting the person in preventing illness and avoiding unsafe activity. I will work with the individual and his or her support network to identify areas of risk and to create safeguards specific to these concerns.
- Know and respect the values of the people I support and facilitate their expression of choices related to those values.
- Challenge others, including support team members such as doctors, nurses, therapists, co-workers, and family members to recognize and support the rights of individuals to make informed decisions even when these decisions involve personal risk.
- Be vigilant in identifying, discussing with others, and reporting any situation in which the individuals I support are at risk of abuse, neglect, exploitation, or harm.
- Consistently address challenging behaviors proactively, respectfully, and by avoiding the use of aversive or deprivation intervention techniques. If these techniques are included in an approved support plan, I will work diligently to find alternatives and will advocate for the eventual elimination of these techniques from the individual's plan.

### **Integrity and Responsibility**

As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, with other professionals, and with the community.

### *Interpretive Statements*

As a DSP, I will:

- Be conscious of my own values and how they influence my professional decisions.
- Maintain competency in my profession through learning and ongoing communication with others.
- Assume responsibility and accountability for my decisions and actions.
- Actively seek advice and guidance on ethical issues from others as needed when making decisions.
- Recognize the importance of modeling valued behaviors to co-workers, persons receiving support, and the community at large.
- Practice responsible work habits.

### **Confidentiality**

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

### *Interpretive Statements*

As a DSP, I will:

- Seek information directly from those I support regarding their wishes in how, when, and with whom privileged information should be shared.
- Seek out a qualified individual who can help me clarify situations where the correct course of action is not clear.
- Recognize that confidentiality agreements with individuals are subject to state and agency regulations.
- Recognize that confidentiality agreements with individuals should be broken if there is imminent harm to others or to the person I support.

## Appendix 1-A/NADSP Code of Ethics (Continued)

### Justice, Fairness, and Equity

As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights, and responsibilities of the people I support.

#### *Interpretive Statements*

As a DSP, I will:

- Help the people I support use the opportunities and the resources of the community available to everyone.
- Help the individuals I support understand and express their rights and responsibilities.
- Understand the guardianship or other legal representation of individuals I support and work in partnership with legal representatives to assure that each individual's preferences and interests are honored.

### Respect

As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and I will help others understand their value.

#### *Interpretive Statements*

As a DSP, I will:

- Seek to understand the individuals I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- Honor the choices and preferences of the people I support.
- Protect the privacy of the people I support.
- Uphold the human rights of the people I support.
- Interact with the people I support in a respectful manner.

- Recognize and respect the cultural context such as religion, sexual orientation, ethnicity, and socioeconomic class of the person supported and his or her social network.
- Provide opportunities and supports that help the individuals I support be viewed with respect and as integral members of their communities.

### Relationships

As a DSP, I will assist the people I support to develop and maintain relationships.

#### *Interpretive Statements*

As a DSP, I will:

- Advocate for the people I support when they do not have access to opportunities and education to facilitate building and maintaining relationships.
- Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- Recognize the importance of relationships and proactively facilitate relationships between the people I support, their family, and friends.
- Separate my own personal beliefs and expectations regarding relationships (including sexual relationships) from those desired by the people I support based on their personal preferences. If I am unable to separate my own beliefs or preferences in a given situation, I will actively remove myself from the situation.
- Refrain from expressing negative views, harsh judgments, and stereotyping of people close to the individuals I support.

## Appendix 1-A/NADSP Code of Ethics (Continued)

### Self-Determination

As a DSP, I will assist the people I support to direct the course of their own lives.

#### Interpretive Statements

As a DSP, I will:

- Work in partnership with others to support individuals leading self-directed lives.

- Honor the individual’s right to assume risk in an informed manner.
- Recognize that each individual has potential for lifelong learning and growth.

## Appendix 1-B- Looking at Service Quality

*As you read each of the following statements, think about the services for people who live in the home where you work. What do you think about those services and supports most of the time?*

	Yes	Could Be Improved	No
<b>CHOICE</b>			
We know each person’s likes, dislikes, and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual choices and preferences are a part of each person’s daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If individuals cannot communicate, there is someone who helps speak for that person such as a family member or advocate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We all know the goals in each person’s Individual Program Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each individual has opportunities for making choices everyday; for example, when to get up, what to wear, and what to eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each individual has opportunities for making major life decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and support in choice and decision making is provided for individuals as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RELATIONSHIPS</b>			
Individuals make contact with family, friends, and community members on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals have opportunities to meet new friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People have a choice of who to spend time with and where.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People have the support they need for having contacts with family, friends, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People have the support they need to make new friends and to develop caring relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone is available and willing if an individual wants to talk about relationship difficulties; for example, problems with boyfriends or girlfriends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 1-B- Looking at Service Quality (Continued)

	Yes	Could Be Improved	No
<b>LIFESTYLE</b>			
Each individual has a method of communication and someone to talk to (in their same language).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each person has adaptive devices or equipment as needed; for example, a communication device, wheelchair, special eating utensils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each individual has opportunities for learning things that lead to greater independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each person has opportunities for completing everyday life activities on his or her own or with support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know the religious or cultural preferences of each person and honor those preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each individual participates in everyday community activities with other community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HEALTH and WELL-BEING</b>			
The home is accessible and safe for each person who lives there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each person has opportunities to exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals are provided with health care to meet their needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We all know about the medications (and side effects) used by each individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about safe sex, drugs, and/or alcohol abuse is provided if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each person knows what to do in an emergency or there is someone to help him or her in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RIGHTS</b>			
Each individual is safe from abuse, neglect, or exploitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each person knows his or her rights and responsibilities and is supported in learning about them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals speak up for themselves or receive training or support in speaking up for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals have training or support on what to do if harmed by someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals are treated with respect by those who work with them and by others in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 1-B- Looking at Service Quality (Continued)

	Yes	Could Be Improved	No
<b>SATISFACTION</b>			
Individuals are satisfied with the services and supports they receive in the home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends and family of the individual are satisfied with the services and supports we provide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The individuals we support have opportunities to tell us if they are not satisfied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are satisfied with the services and supports we provide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, the people we support are happy with their lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Looking at Service Quality

As a group, figure out the number of **Yes**, **Could Be Improved**, or **No** responses for each section (for example, CHOICE).

		<b>TOTALS</b>	
<b>CHOICE</b>	_____	_____	_____
<b>RELATIONSHIPS</b>	_____	_____	_____
<b>LIFESTYLE</b>	_____	_____	_____
<b>HEALTH and WELL-BEING</b>	_____	_____	_____
<b>RIGHTS</b>	_____	_____	_____
<b>SATISFACTION</b>	_____	_____	_____

Now, below, write the three areas with the highest **Yes** numbers:

Next, write down the area with the highest **Could Be Improved** and **No** numbers:

What are some ways you can think of to improve services in that area?