The Art of Ethical Practice

Demonstrates Ethical Practice in ICF-Aligned Coaching

CONTENTS

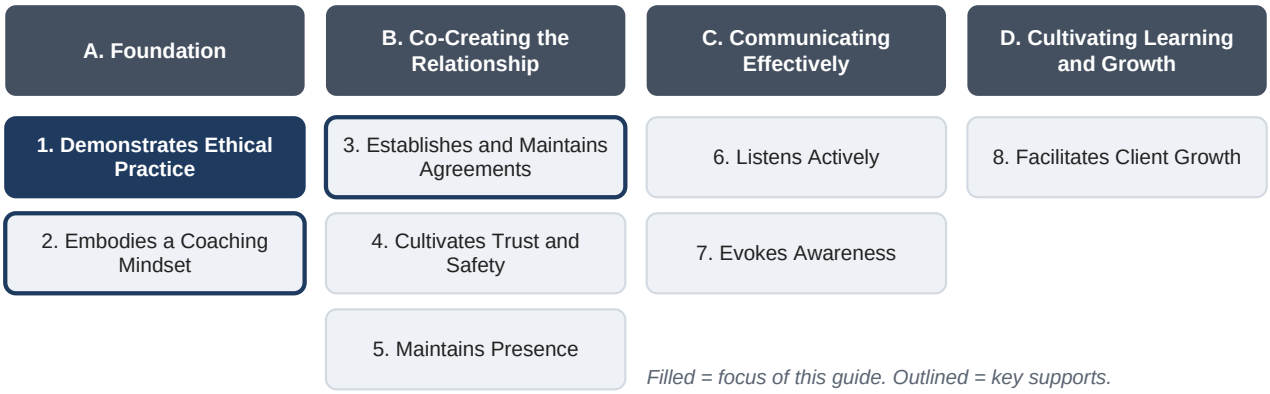
	About This Guide	2
	Map of Areas	3
1	Ethics in Coaching: Code, Values & Judgment	4
2	Personal Integrity & Honesty	6
3	Respectful Language & Sensitivity	8
4	Confidentiality & Privacy	10
5	Boundaries with Other Professions	12
6	Knowing Your Limits & Referring	14
7	Conflicts of Interest & Competing Interests	15
8	Ethical Decision-Making	17
9	Responsibility for Practice & Performance	19
10	Responsibility to Society & Sustaining Ethics	21
	Putting It Together	22
	Session Checklist	24

About This Guide

In ICF-aligned coaching, Demonstrates Ethical Practice is Core Competency 1. It means understanding and consistently applying coaching ethics and standards of coaching. It shows in everything the coach does: honest conduct, respect for the client's identity, confidentiality, clear boundaries, and knowing when to refer a client elsewhere.

This guide organizes the competency into ten areas. Each has subcategories with sample questions and phrases to adapt, plus diagrams, tables and worksheets. It is a map to support reflection, not a replacement for the official ICF Code of Ethics, your coaching agreements or the law in your country. It is not legal advice.

Where ethical practice fits in the ICF model



The eight ICF Core Competencies (2019 model). Ethical practice is Competency 1, the base of the foundation domain, and supports every other competency.

What the competency asks of the coach

In plain words (paraphrased from the ICF model)	Where in this guide
Shows personal integrity and honesty with clients, sponsors and relevant stakeholders	Area 2
Is sensitive to the client's identity, environment, experiences, values and beliefs	Area 3
Uses language that is appropriate and respectful to clients, sponsors and stakeholders	Area 3
Abides by the ICF Code of Ethics and upholds the Core Values	Areas 1, 9 and 10
Keeps client information confidential, in line with stakeholder agreements and the law	Area 4
Keeps clear the distinctions between coaching, consulting, psychotherapy and other support	Area 5
Refers clients to other support professionals when appropriate	Area 6
Handles competing interests and dilemmas with sound judgment	Areas 7 and 8

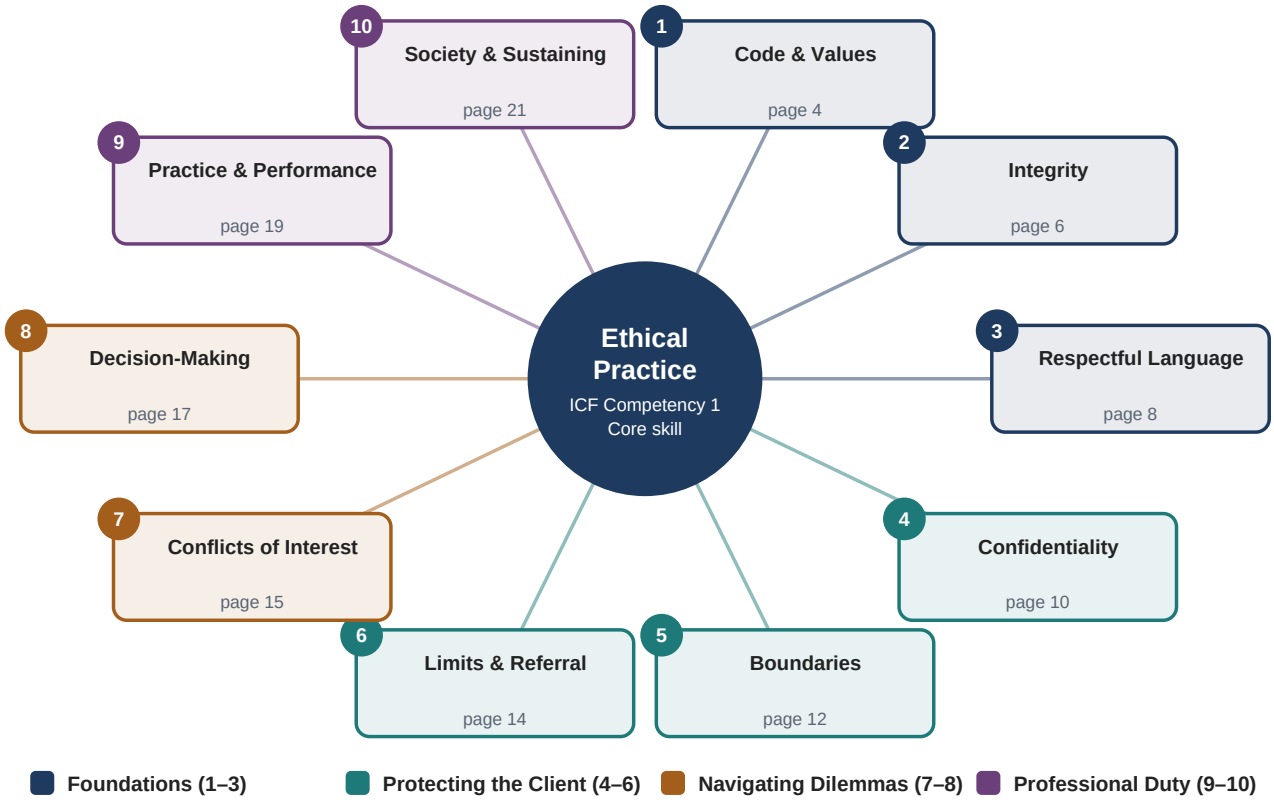
Paraphrased summary; the last row connects to the Code of Ethics. For the official wording, see the ICF Core Competencies and Code of Ethics on coachingfederation.org.

Principles that keep ethics practical

- **Ethics is a daily practice.** It shows up in small choices more often than in dramatic ones.
- **The client's interests come first.** Their wellbeing and autonomy guide your decisions.
- **Be honest and transparent.** Say what you can and cannot do, and why.
- **Protect what you are trusted with.** Confidentiality and data are a sacred responsibility.
- **Know the edge of your role.** Coaching is distinct from therapy, consulting and advice.
- **When unsure, ask.** Consult the Code, a supervisor or an ethics resource before acting.

Map of Areas

The ten areas fall into four themes, shown by color. Each box links to its section when the PDF is opened in a viewer that supports links.



The four themes

Theme	The question it answers	Areas
Foundations	What values and conduct define ethical coaching?	1 Ethics in Coaching, 2 Personal Integrity & Honesty, 3 Respectful Language & Sensitivity
Protecting the Client	How do I keep the client safe and respected?	4 Confidentiality & Privacy, 5 Boundaries with Other Professions, 6 Knowing Your Limits & Referring
Navigating Dilemmas	What do I do when interests or duties collide?	7 Conflicts of Interest & Competing Interests, 8 Ethical Decision-Making
Professional Duty	What do I owe my practice, profession and society?	9 Responsibility for Practice & Performance, 10 Responsibility to Society & Sustaining Ethics

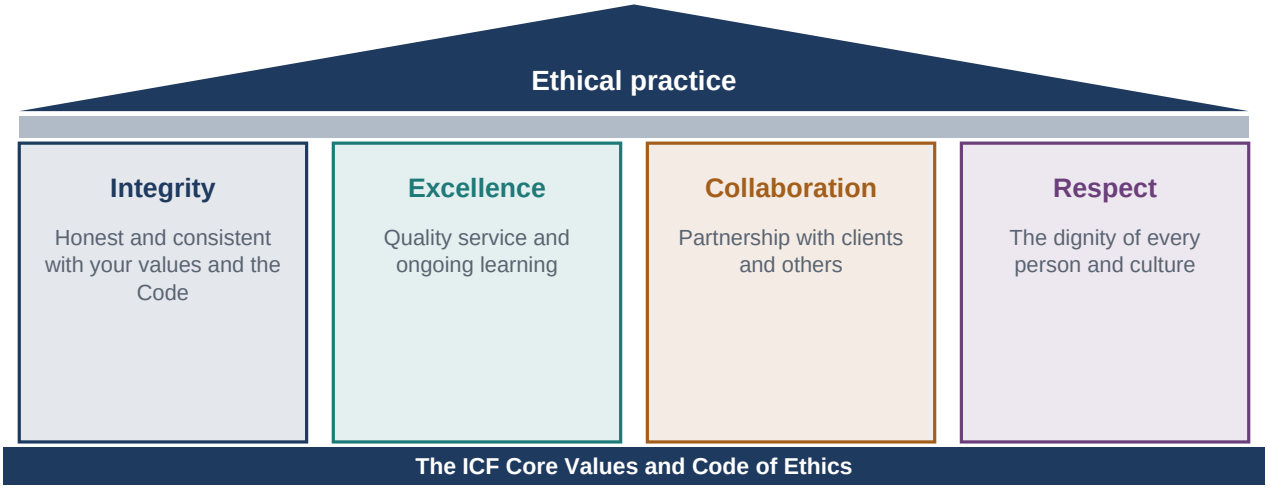
How to use this guide

1. **Read the Code itself.** This guide supports it; it does not replace it.
2. **Use the questions for reflection.** Many are for you, for supervision or peer discussion.
3. **Check local law.** Privacy, data and professional rules differ by country and context.
4. **When in doubt, consult.** Ask a supervisor, mentor or the ICF's ethics resources.

FOUNDATIONS · VALUES, INTEGRITY AND RESPECT

1 Ethics in Coaching: Code, Values & Judgment

Ethical practice rests on three things working together: shared values, a written code, and the coach's own judgment. Rules cannot cover every situation, so the coach also needs the habit of asking what is right, not only what is allowed.



The four ICF Core Values (as described in the ICF Code of Ethics) as pillars that support ethical practice. Wording here is paraphrased.

The ICF Code of Ethics — a shared standard for the profession.

- *"Have I read the Code recently, in full?"*
- *"Which parts of the Code are most relevant to my work?"*
- *"What would a colleague say about how I apply it?"*

The Core Values — integrity, excellence, collaboration and respect.

- *"Which value guides me most in this situation?"*
- *"Where do the values pull in different directions?"*
- *"How do my actions show these values?"*

Rules and judgment — when the Code is clear, and when it is not.

- *"Is there a clear rule that applies here?"*
- *"If not, what would the values suggest?"*
- *"Who can I consult before deciding?"*

Personal values and professional duty — when they differ.

- *“What do my own values say here?”*
- *“Where might they conflict with the client’s?”*
- *“How do I keep the client’s interests first?”*

Law and ethics — legal duties and ethical duties overlap but differ.

- *“What does the law require in my country?”*
- *“What does ethics ask beyond the law?”*
- *“What would I do if they point in different directions?”*

Ethical culture in your practice — making ethics a habit.

- *“How do I build ethical reflection into my routine?”*
- *“Who holds me accountable?”*
- *“What would I want my clients to say about my ethics?”*

Four areas of responsibility (paraphrased)

1 To clients

Be honest, protect confidentiality, keep boundaries and put the client's interest first

2 For practice and performance

Stay competent, keep sound records and handle data with care

3 For professionalism

Represent your credentials and services honestly, and be a good colleague

4 To society

Be fair and inclusive, and care for the wider community

The Code organizes ethical duties around clients, practice and performance, professionalism and society. Read the Code for the full standards.

> **Coach’s note.** Ethics is not only avoiding wrongdoing. It is a positive commitment to serve clients, the profession and society with integrity.

2

FOUNDATIONS · VALUES, INTEGRITY AND RESPECT

Personal Integrity & Honesty

Integrity means that what you say, do and value line up, even when no one is watching. Clients, sponsors and colleagues trust a coach whose word can be relied on.

When honesty is hard: five steps



A path for moments when honesty feels costly. The same steps help with small and large issues.

Honesty about your abilities — no overclaiming.

- *"Here is what I can offer, and where my experience ends."*
- *"I'm not the right person for that part."*
- *"What would you like to know about my background?"*

Keeping promises — doing what you said.

- *"Did I do what I said I would?"*
- *"What commitments am I making that I can't keep?"*
- *"What would help me say no more often?"*

Truthful communication — saying the true thing with care.

- *"Am I telling the full truth, or a comfortable version?"*
- *"How can I be honest and kind?"*
- *"What would I want to hear in their place?"*

Admitting mistakes — owning errors early.

- *"I made a mistake. Here is what happened and what I'll do."*
- *"I'm sorry. I got that wrong."*
- *"What would help put this right?"*

Integrity under pressure — when a sponsor or client pushes.

- *"What is being asked of me, and is it right?"*
- *"What would I do if this were public?"*
- *"What would a respected colleague do?"*

Consistency across settings — the same coach everywhere.

- *“Would I say this to the client’s face?”*
- *“Do my public words match my private practice?”*
- *“Where do I behave differently when unobserved?”*

Integrity in everyday choices

Situation	Less ethical	More ethical
Describing results to a prospect	*“My clients always succeed.”*	*“Many clients report progress; results vary.”*
Missing a deadline	*Blaming circumstances*	*“I missed it. Here is the new plan.”*
A sponsor asks for client details	*Sharing to keep the contract*	*Declining and pointing to the agreement*
Realizing you gave wrong information	*Hoping no one notices*	*“I need to correct something I said.”*
Unsure of your competence	*Taking the client anyway*	*Being open, and referring on if needed*

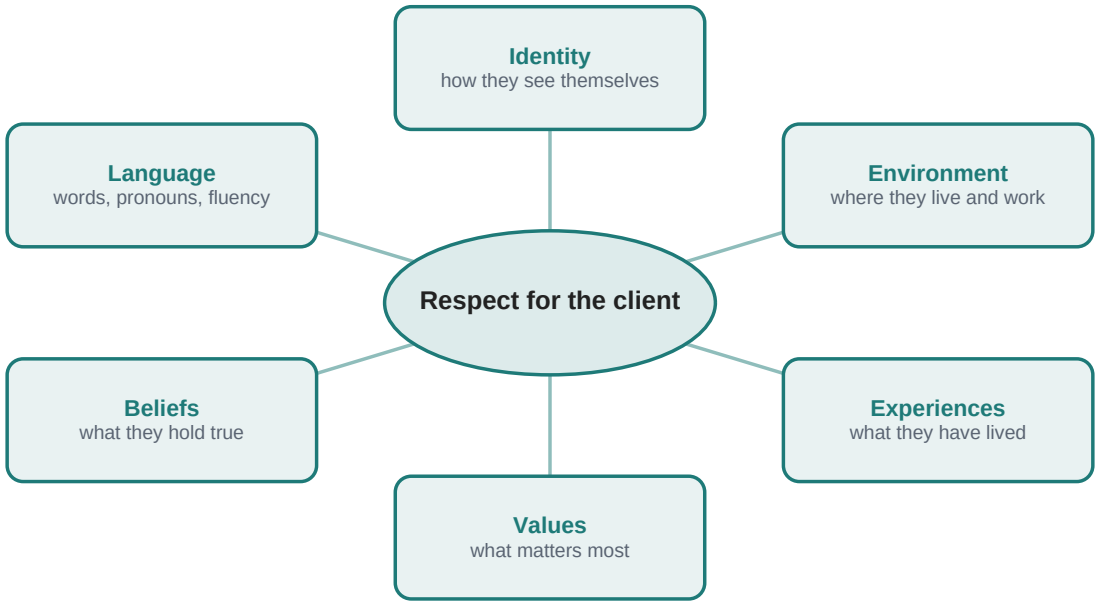
> **Coach’s note.** Small honest acts build large trust. A coach who corrects their own errors teaches clients that honesty is safe.

3

FOUNDATIONS · VALUES, INTEGRITY AND RESPECT

Respectful Language & Sensitivity

Ethical coaching respects who the client is. That includes sensitivity to identity, environment, experiences, values and beliefs, and language that is appropriate and respectful toward clients, sponsors and other stakeholders.



Six areas of sensitivity. Ask rather than assume, and use the client's own words.

Names and pronouns — getting the basics right.

- *"How would you like me to address you?"*
- *"What pronouns do you use?"*
- *"Tell me if I get it wrong."*

Respectful, plain language — avoiding jargon and labels.

- *"Is my language clear for you?"*
- *"Would a different word suit you better?"*
- *"What term do you prefer for this?"*

Sensitivity to identity and culture — no stereotypes.

- *"What would you like me to understand about your background?"*
- *"Where might I be assuming something?"*
- *"How does your culture shape how you see this?"*

Respect for values and beliefs — including those you don't share.

- *"What matters to you here?"*
- *"Help me understand what makes this important to you."*
- *"How can I support you in line with your values?"*

Language for sponsors and stakeholders — equal respect.

- *"How would you describe your organization's expectations?"*
- *"What language should we use in reports?"*
- *"How can we speak about this respectfully?"*

Handling a lapse — when you say something hurtful.

- *“I’m sorry, that was not respectful. Thank you for telling me.”*
- *“I’d like to put it differently.”*
- *“What would you like me to do differently?”*

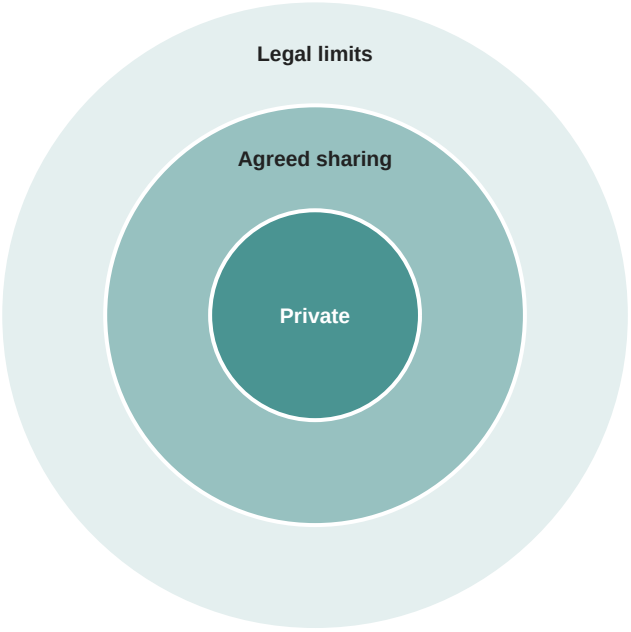
Respectful or not?

Less respectful	More respectful
“Where are you really from?”	*“Tell me about yourself, whatever you’d like to share.”*
“You people tend to…”	*“How does that work for you?”*
“That’s crazy.”	*“That sounds difficult. What is it like for you?”*
“I don’t see color or difference.”	*“Tell me how your background shapes this.”*
“Manning the project.”	*“Staffing the project.”*

> **Coach’s note.** You will sometimes get it wrong. An ethical coach apologizes plainly, learns and keeps being curious.

4 Confidentiality & Privacy

Confidentiality is the foundation of trust. The coach protects client information in line with agreements with stakeholders and with the law, and is clear about the limits before they come up.



Private
Everything the client shares is private by default, including that they are a client.

Agreed sharing
Information shared only as agreed in advance: with a sponsor, a supervisor or in anonymous case discussion.

Legal limits
Exceptions the law or the agreement requires. Explain them at the start.

Layers of confidentiality. Clarify the outer layers early, so the client is never surprised.

Explaining confidentiality at the start — clear, early, in plain words.

- *"Here is how I protect what you tell me, and the exceptions."*
- *"What questions do you have about privacy?"*
- *"Is there anything you want treated with extra care?"*

Limits of confidentiality — legal and safety exceptions.

- *"There are exceptions, such as legal obligations or serious risk of harm. Here they are…"*
- *"How do you feel about those limits?"*
- *"What would you like me to do if I'm unsure?"*

Information with sponsors — what is shared and how.

- *"What will be shared with your organization, and by whom?"*
- *"How will we agree what is reported?"*
- *"What stays between us?"*

Supervision and case discussion — protecting identity.

- *"How can I discuss this case without identifying you?"*
- *"Do I need your permission to share this?"*
- *"What details can I leave out?"*

Records, notes and recordings — storing and using data safely.

- *"How do I store your information securely?"*
- *"May I record this session, and how will I use the recording?"*
- *"How long do I keep records, and when are they deleted?"*

Digital privacy — tools, platforms and messaging.

- *“Is the platform I use secure?”*
- *“How do I share files safely?”*
- *“What would a breach mean for this client?”*

Everyday discretion — conversations outside sessions.

- *“Am I mentioning any client in a way that could identify them?”*
- *“Who can overhear or see my screen?”*
- *“What would the client want me to do?”*

Confidentiality checklist

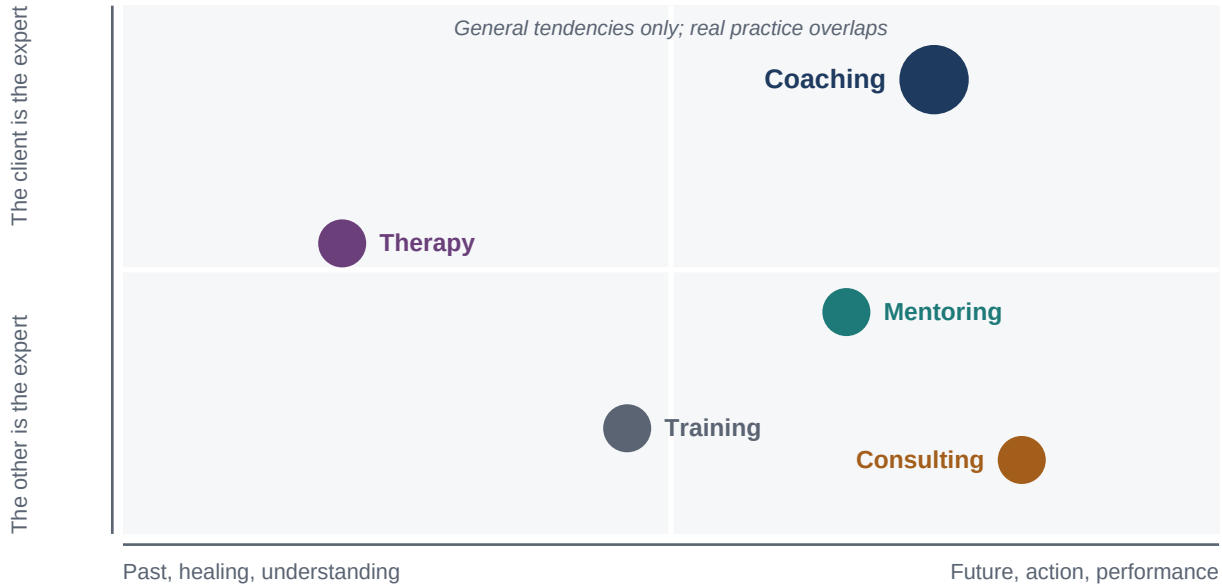
Topic	What to do	Done (tick)
At the start	Explain privacy and its limits in plain words	
Agreements	Put key terms in writing, including sponsors	
Notes and data	Store securely; keep only what is needed	
Sharing	Get consent; anonymize when discussing cases	
Technology	Use secure tools; protect devices and accounts	
Exceptions	Know your legal duties and act as agreed	

> **Coach’s note.** Privacy and data laws vary widely by country and context. Learn what applies to you, and seek proper advice for legal questions. This guide is not legal advice.

PROTECTING THE CLIENT · PRIVACY, BOUNDARIES AND REFERRAL

5 Boundaries with Other Professions

Coaching sits near mentoring, consulting, training and psychotherapy, but it is a distinct profession. Ethical coaches keep these distinctions clear for themselves and their clients, and do not offer services they are not trained or authorized to provide.



Coaching compared with other helping approaches. The positions are general tendencies to support a conversation, not a definition.

Coaching and psychotherapy — forward focus versus healing and treatment.

- *"Here is how coaching differs from therapy."*
- *"Are you also working with a therapist?"*
- *"What would help you decide where to take this?"*

Coaching and consulting — client expertise versus expert advice.

- *"Would you like my professional opinion, or to think it through together?"*
- *"If I give advice, I'll say so."*
- *"Is this a coaching moment or a consulting one?"*

Coaching and mentoring — partnership versus guidance from experience.

- *"Would you like me to share from my experience, or to ask questions?"*
- *"How would you like to use my experience?"*
- *"Shall we switch hats for a moment?"*

Staying within your role — not diagnosing or treating.

- *"I can't diagnose or treat. Here is who can."*
- *"That sounds like it needs support beyond coaching."*
- *"How would you like to proceed?"*

Mixed roles and dual relationships — friend, supervisor or consultant.

- *"What other relationship do we have, and how might it affect our work?"*
- *"How do we keep the roles clear?"*
- *"Would a different arrangement be better?"*

Being clear in marketing and agreements — no misleading claims.

- *"Does my description match what I actually offer?"*
- *"Do clients understand what coaching is and is not?"*
- *"What might someone assume about my services that is not true?"*

Coaching and its neighbors

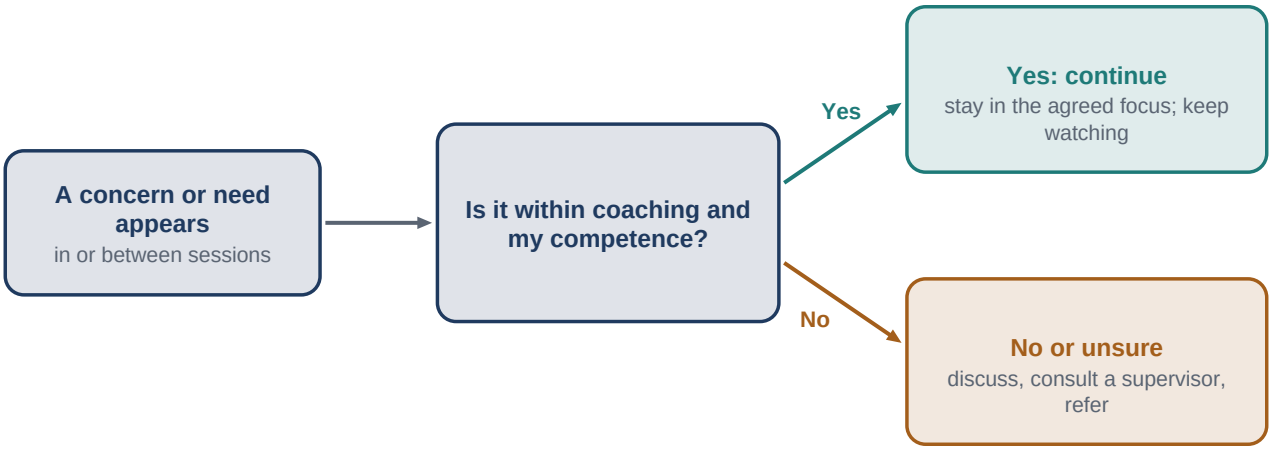
Approach	Main focus	A sign a client may need it
Coaching	Goals, growth and action	The client wants to move forward on something
Mentoring	Learning from experience	The client wants guidance from a senior person
Consulting	Expert advice on a problem	The client wants answers from an expert
Training	Skills and knowledge	The client needs to learn a specific skill
Psychotherapy	Mental health, healing	Distress affecting daily life, trauma, or symptoms

> **Coach's note.** You may hold more than one qualification, but be clear which role you are in, and do not slip between roles without the client's informed agreement.

PROTECTING THE CLIENT · PRIVACY, BOUNDARIES AND REFERRAL

6 Knowing Your Limits & Referring

Part of being ethical is knowing what you cannot do. Referring a client to another professional, when appropriate, is a mark of care and competence, not failure.



A simple referral decision flow. When in doubt, consult a supervisor before deciding.

Recognizing your limits — skills, training and scope.

- *"Is this within my training and competence?"*
- *"What would I need to handle this well?"*
- *"Who is better placed to help?"*

Signs a client may need other support — when to be alert.

- *"Is the distress persistent or severe?"*
- *"Are there signs of risk to the client or others?"*
- *"Is this affecting their daily functioning?"*

Raising the topic with care — kind and clear.

- *"I wonder whether other support would serve you well. What do you think?"*
- *"This seems beyond what coaching can help with. May I share why?"*
- *"How are you feeling about getting additional support?"*

Making the referral — supporting the client's choice.

- *"Would you like some options for who could help?"*
- *"How can I help you take the next step?"*
- *"What would make it easier to reach out?"*

Urgent situations — safety first.

- *"Are you safe right now?"*
- *"Who can be with you, and who can we contact?"*
- *"I want to make sure you get help now."*

Continuing or pausing coaching — deciding together.

- *"Would you like to continue coaching alongside other support?"*
- *"Should we pause while you get help?"*
- *"What would you like to do with our agreement?"*

Referral conversation guide

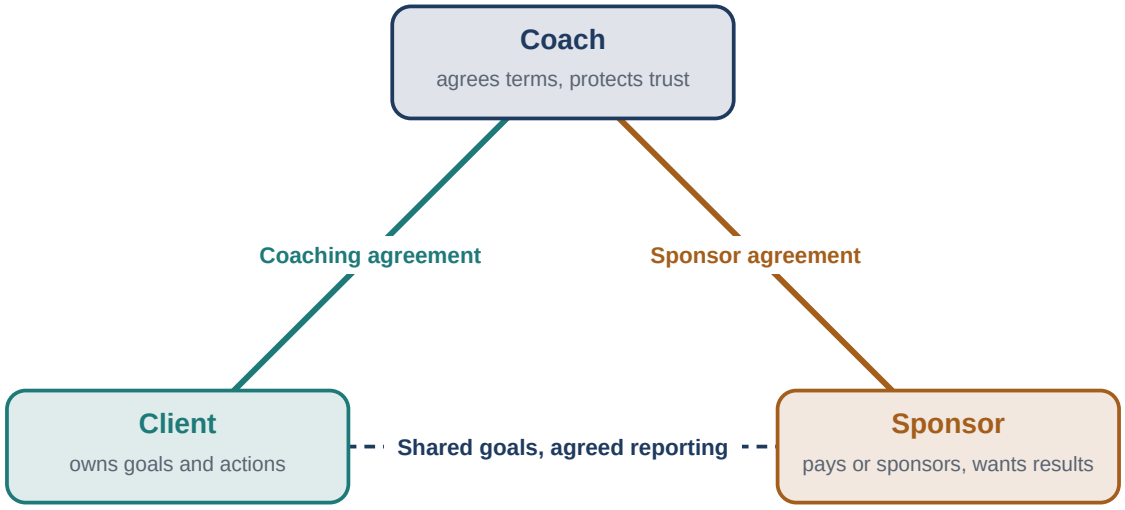
Step	What to do	A prompt
Notice	Recognize that the need may be outside coaching	*"I'm noticing…"*
Consult	Think with a supervisor if unsure	*(for you)*
Raise	Name it kindly and invite their view	*"What do you think about getting extra support?"*
Offer	Provide options, not orders	*"Would you like some suggestions?"*
Follow up	Check in, and agree how coaching continues	*"How can I support you now?"*

> **Coach's note.** In an emergency, follow the law and your agreement: contact emergency services where someone may be in danger. Know in advance what you would do.

NAVIGATING DILEMMAS · CONFLICTS AND DECISIONS

7 Conflicts of Interest & Competing Interests

Coaches often serve more than one party. A conflict of interest arises when the coach's own interests, or another party's, could affect the client's best interest. Naming conflicts early keeps trust intact.



A three-way relationship. Each connection needs a clear agreement, and the client's confidentiality stays central.

Sponsor and client interests — when they differ.

- *"Whose goals are we working toward?"*
- *"What happens if the client's goals differ from the organization's?"*
- *"How will we handle a conflict?"*

Dual relationships — friend, family, colleague or business partner.

- *"What other relationship do we have?"*
- *"How could it affect our coaching?"*
- *"Would it be better for someone else to coach you?"*

Fees, gifts and favors — being transparent.

- *“Is it appropriate to accept this gift?”*
- *“How would this look if others knew?”*
- *“How do I keep fees clear and fair?”*

Coach’s own interests — money, ego or reputation.

- *“Am I recommending this for the client, or for me?”*
- *“What do I gain if the client says yes?”*
- *“How do I avoid steering the client?”*

Referral and commission — disclosing benefits.

- *“Do I benefit from referring this client?”*
- *“How will I tell the client?”*
- *“What would be the fair thing to do?”*

Declaring and managing conflicts — openness and agreement.

- *“I need to tell you about something that could affect our work.”*
- *“How would you like us to handle it?”*
- *“Shall we agree what to do if it comes up?”*

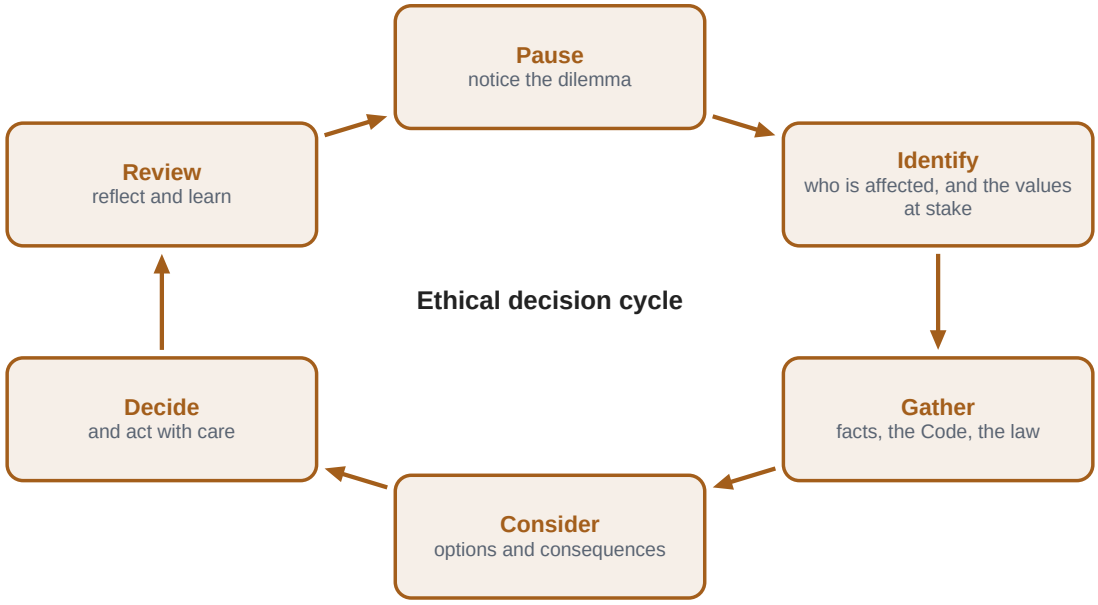
Spotting a conflict of interest

Question	If yes…
Could my own gain affect my advice?	Disclose it and consider stepping back
Do I have another relationship with the client?	Discuss openly; clarify roles or refer
Does the sponsor want information the client hasn’t agreed to share?	Return to the agreement; protect confidentiality
Am I being offered something that could sway me?	Decline, or disclose and follow the Code
Would this look different if it became public?	Pause and consult a supervisor

> **Coach’s note.** Disclosure is usually the first step. When a conflict cannot be managed fairly, the ethical choice may be to decline the work or end the relationship.

8 Ethical Decision-Making

Dilemmas rarely announce themselves. A simple, repeatable process helps coaches slow down, see the whole picture and choose with care, rather than react.



An ethical decision cycle. Consult a supervisor at any step.

Pausing to notice — recognizing an ethical moment.

- *"What feels off here?"*
- *"What is the ethical question?"*
- *"What do I need to slow down?"*

Identifying who is affected — the full picture.

- *"Who could be helped or harmed by each choice?"*
- *"Whose voice have I not considered?"*
- *"What are the client's best interests?"*

Checking the Code and the law — standards first.

- *"What does the Code say?"*
- *"What does the law require?"*
- *"What do my agreements say?"*

Weighing options — consequences and values.

- *"What are my options?"*
- *"What are the risks and benefits of each?"*
- *"Which option best fits the Core Values?"*

Consulting others — never alone with a hard case.

- *"Who can I talk this through with?"*
- *"What would a respected colleague advise?"*
- *"Is this something to take to supervision or an ethics resource?"*

Acting and reviewing — deciding, documenting and learning.

- *“What will I do, and why?”*
- *“How will I explain this decision?”*
- *“What did I learn for next time?”*

Quick tests for a hard choice

Test	The question
The Code test	Does this fit the Code of Ethics and Core Values?
The client test	Does it serve the client’s best interests and autonomy?
The openness test	Could I explain this comfortably to the client or a colleague?
The respect test	Would I be comfortable if everyone affected knew?
The consult test	What would a trusted supervisor say?

> **Coach’s note.** No process removes difficulty. The aim is a considered, documented, defensible decision made with care and, when possible, with advice.

9

PROFESSIONAL DUTY · PRACTICE, SOCIETY AND SUSTAINING ETHICS

Responsibility for Practice & Performance

Ethical coaches take responsibility for the quality of their work: staying competent, keeping sound records, representing themselves honestly and treating colleagues fairly.

A cycle of responsible practice



A path for responsible practice. Each step supports client trust.

Competence and ongoing learning — staying current.

- *"Is my training current and relevant to my clients?"*
- *"What gaps do I need to close?"*
- *"How do I get feedback on my coaching?"*

Honest marketing — claims you can stand behind.

- *"Is everything I say about myself accurate?"*
- *"Do my testimonials reflect real, consented experiences?"*
- *"Am I promising outcomes I can't guarantee?"*

Credentials — using them truthfully.

- *"Am I using my credentials correctly?"*
- *"Do my claims match my training?"*
- *"How do I explain my qualifications simply and honestly?"*

Fees and money — fair and transparent.

- *"Are my fees clear in advance?"*
- *"How do I handle refunds and cancellations?"*
- *"Am I charging fairly for my value?"*

Records and data — accurate, secure and minimal.

- *"What records do I really need?"*
- *"How do I keep them safe?"*
- *"When do I delete them?"*

Fairness to colleagues — respectful professional relationships.

- *“How do I speak about other coaches?”*
- *“Do I credit others’ work?”*
- *“How do I handle disagreements professionally?”*

Responsible practice self-check

Area	Question	My answer
Competence	Can I do what I offer?	
Honesty	Does my marketing tell the truth?	
Records	Are my notes accurate and secure?	
Fees	Are my terms clear and fair?	
Learning	What will I study next?	

> **Coach’s note.** Credentials and legal requirements vary. Check with the ICF and with local authorities about what applies to your practice.

10

PROFESSIONAL DUTY · PRACTICE, SOCIETY AND SUSTAINING ETHICS

Responsibility to Society & Sustaining Ethics

Ethical practice reaches beyond individual clients. Coaches contribute to a fair, inclusive profession and society, and need support structures that keep their own ethics steady over a career.



An ethics self-assessment (sample scores). A conversation starter, not a test.

How to use the wheel

Rate yourself from 0 (center) to 10 (outer ring) in each area, today and where you want to be.

Choose one or two areas to strengthen, and take the wheel to supervision.

Scores here are samples for illustration only.

Today (sample)

Goal (sample)

Fairness and inclusion — coaching that does not exclude.

- *"Who might find my services hard to access?"*
- *"How do I treat people fairly and equally?"*
- *"What biases might shape who I coach?"*

Care for the wider community — contributing beyond clients.

- *"How can I give back through my coaching?"*
- *"What could I offer pro bono or at reduced cost?"*
- *"How does my work affect others?"*

Raising concerns — when something seems wrong.

- *"What would I do if I saw unethical behavior?"*
- *"How do I raise a concern respectfully?"*
- *"Where can I report it?"*

Supervision and reflection — ongoing ethical learning.

- *"What ethical questions do I bring to supervision?"*
- *"What patterns do I see in my dilemmas?"*
- *"What do I want to understand better?"*

Self-care and ethical resilience — protecting your judgment.

- *"When am I most likely to cut corners?"*
- *"How do fatigue and stress affect my decisions?"*
- *"What helps me stay principled under pressure?"*

Leaving a good example — modeling ethics for the profession.

- *"What kind of coach do I want to be known as?"*
- *"How do I mentor newer coaches?"*
- *"What legacy do I hope to leave?"*

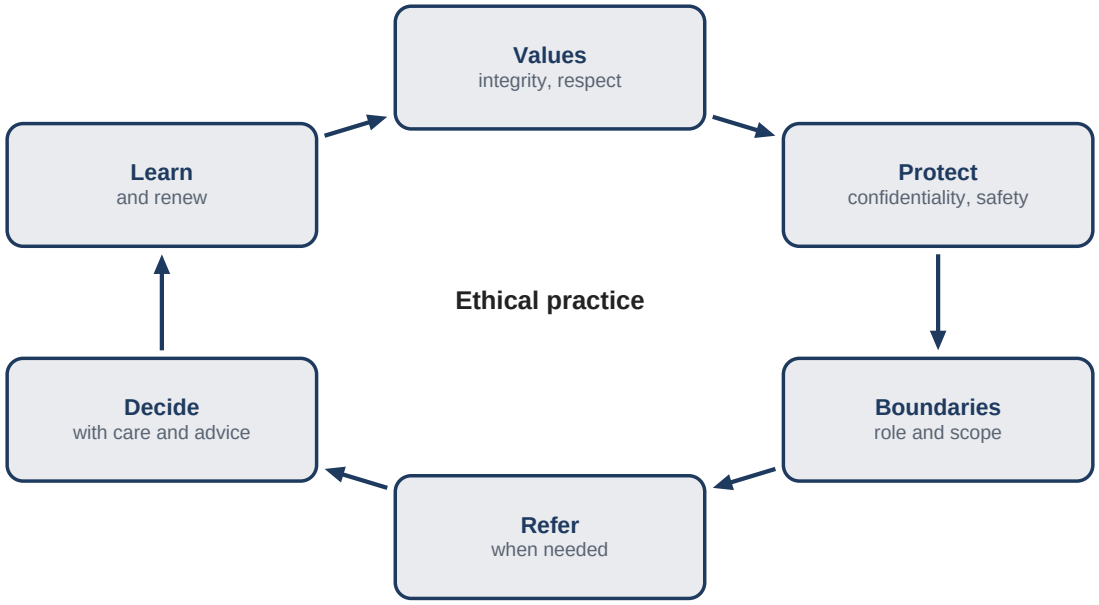
Ethical practice: a self-review every year

Review	What to look at
Client trust	Feedback, complaints and how I handled them
Agreements	Are my contracts and confidentiality terms current?
Records and data	Am I keeping and deleting data properly?
Dilemmas faced	What did I decide, and what did I learn?
Learning	Have I read the Code and updated my knowledge?
Support	Do I have the supervision and peers I need?

> **Coach's note.** Aim for progress, not perfection. Ethical practice is built by many small, honest choices and by asking for help early.

Putting It Together

Ethical practice is a cycle rather than a checklist. The coach holds the values, protects the client, keeps boundaries, refers when needed, handles dilemmas with care, and keeps learning.



The ethical practice cycle.

Do and avoid

Do	Avoid
Explain confidentiality and its limits early	Surprising clients with exceptions
Use respectful language and the client's words	Labels, jargon and assumptions
Refer when it is beyond coaching	Stretching beyond your competence
Disclose conflicts of interest	Hiding or ignoring them
Consult before a hard decision	Deciding alone under pressure
Represent yourself honestly	Exaggerating results or credentials

Phrases by purpose

Purpose	Sample phrases	When to use
Explain privacy	*Here is how I protect what you tell me, and the exceptions.*	At the start
Set boundaries	*Coaching is not therapy. Here is the difference.*	When roles blur
Admit a limit	*That is beyond my training. May I suggest someone?*	When you reach your edge
Disclose	*I need to tell you about something that could affect our work.*	With any conflict
Own a mistake	*I got that wrong. Here's what I'll do.*	As soon as you notice
Seek advice	*I'd like to think this through with my supervisor.*	Before a hard decision

Practical notes

- **Read the Code regularly.** Revisit it each year, not just once.
- **Write agreements down.** Clear terms prevent most disputes.
- **Document decisions.** Note what you considered and why you chose.
- **Seek supervision.** Do not carry hard dilemmas alone.
- **Know your local law.** Privacy, data and reporting duties vary.
- **Stay humble.** Everyone makes mistakes; ethical practice is how you respond.

Session Checklist

A quick review after a session, or before the next one.

- [ ] I was honest about what I can and cannot offer.
- [ ] I used respectful language and was sensitive to the client’s identity and context.
- [ ] I explained confidentiality and its limits, and protected the client’s information.
- [ ] I kept my role clear and did not drift into therapy, consulting or advice.
- [ ] I noticed whether any need was beyond coaching and considered a referral.
- [ ] I noticed any conflict of interest and handled it openly.
- [ ] I consulted the Code or a supervisor about any ethical doubt.
- [ ] My notes and data are accurate and stored securely.
- [ ] I kept my promises and corrected any mistakes.
- [ ] I chose one ethical question to reflect on or take to supervision.