



2019

SCHOOL OF EDUCATION
THE DEPARTMENT OF COUNSELOR EDUCATION



SCHOOL COUNSELING
Practicum and Internship Handbook

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The Department of Counselor Education School Counseling program is accredited by:



*Council for Accreditation of
Counseling & Related Educational Programs*



**Council for the
Accreditation of
Educator Preparation**



1 SECTION

CLARK ATLANTA UNIVERSITY

1.1 History

Clark Atlanta University is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage. It offers undergraduate, graduate, and professional degrees as well as certificate programs to candidates of diverse racial, ethnic, and socioeconomic backgrounds. It was formed by the consolidation of Atlanta University, which offered only graduate degrees, and Clark College, a four-year undergraduate institution oriented to the liberal arts.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. In November 1987, after more than a year of discussion, the Boards of Trustees of Atlanta University and Clark College authorized an exploration of the potential advantages of closer working arrangements between the two institutions, including their consolidation into one university. In April 1988, the joint committee delivered its report titled *Charting a Bold New Future: Proposed Combination of Clark College and Atlanta University* to the Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Atlanta University and Clark College made the historic decision to consolidate the two institutions, creating Clark Atlanta University. The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment; by personal, corporate and consortia relationships; and by location.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African-American candidate body. By the late 1870s, Atlanta University had begun granting bachelor's degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas, and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At this same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of the Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation. Unlike the old Articles of 1929, the new contract created the Atlanta University Center. The influence of Atlanta University has been extended through professional journals and organizations, including *Phylon* and the National Association for the Advancement of Colored People, for both of which Dr. W.E.B. DuBois, a member of the faculty, provided leadership.

Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen's Aid Society and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta's Summerhill section,

housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "University" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all of the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also, in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930s, it was decided that Clark would join the Atlanta University Complex. While candidates on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988. Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002, and Dr. Carlton E. Brown, our third President, assumed the presidency on August 1, 2008.

1.2 CAU Mission

Clark Atlanta University is an institution of high research activity characterized by a focus on the intellectual and personal development of each candidate. Its purpose is to prepare a diverse community of learners to excel in their chosen endeavors and to become responsible, productive, and innovative citizen leaders, locally and globally. This outcome is accomplished by the provision of access to and excellence in teaching, research, service, and creative activities through continuous engagement in an enriched, challenging, and nurturing environment.

1.3 CAU Vision

Clark Atlanta University will further extend its national prominence and international presence for its distinctive capacity and commitment to provide a personally transformative learning environment, characterized by excellence in teaching, rigorous and innovative academic programs, dedication to the nurturing and development of its candidates, and the conduct of research addressing critical local, national, and global issues. Its candidates and faculty will gather from all parts of the world to discover and apply solutions to many of society's most pressing problems. Clark Atlanta University graduates will demonstrate finely honed intellectual capability, innovative ideas and practices, inclusiveness, a disposition to serve, and a distinct appreciation for diversity in people, place, and opportunity.

1.4 Institutional Goals

- To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among candidates, faculty, administrators, and staff.

- To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.
- To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.
- To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.
- To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.
- To implement an integrated and centralized program for faculty and staff to address personal and professional development.
- To continue to institute modern management techniques, taking into account the new information systems, the improvement of human work environments, and the energy- efficient utilization of space.
- To build and maintain a vigorous institutional advancement and fund-raising capacity to provide the financial resources necessary to meet the University's goals.
- To continue to develop and implement a comprehensive candidate life program that will include both the undergraduate and graduate levels.
- To develop and implement more comprehensive public service programs, including opportunities for candidates to participate in local, national, and international internships and work experiences.
- To implement a systematic plan for attracting a candidate body of increasing quality and size and an expanded academic support system to improve candidate retention.
- To enhance and provide services to meet the education, cultural, and social service needs of the community by maintaining ongoing linkages with other local, regional, national, and international institutions.
- To enhance the institution's commitment to provide education and technical assistance to other nations through programs, and to the furtherance of a university community that will be sensitive to the nature and depth of global interdependence.
- To provide a state-of-the-art telecommunication infrastructure using multimedia technology to facilitate excellence in teaching, research, and service.

1.5 Core Values

Undergirding all of this “institutional cartography,” are Clark Atlanta University’s Core Values. This comportment is defined by six, unwavering standards that benchmark the University’s culture:

Core Values

Candidate Centeredness
Pursuit of Excellence
Innovation and Discovery
Integrity
Social Responsibility
Respect

1.6 Campus Cultural Creed

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty,

kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. As a member of this scholarly community, I make the following pledge:

- I will work to promote academic honesty and integrity;
- I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;
- I will embrace the concept of mutual respect by treating others the way I want them to treat me;
- I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;
- I will honor and care for the sanctity of my body as the temple of God;
- I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;
- I will celebrate and contribute to the “spirit of greatness” left by those who preceded me and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University Family.

2 Accreditation

2.1 Institutional Accreditation

Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor’s, Master’s, and Doctoral Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Clark Atlanta University.

2.2 Program Accreditations

- Council for the Accreditation of Educator Preparation
- Council for Accreditation of Counseling and Related Educational Programs
- The Georgia Professional Standards Commission

3 SECTION

3.1 SCHOOL OF EDUCATION

Clark Atlanta University’s School of Education believes that every child, regardless of language, culture, ethnicity, perceived ability and/or circumstance, can learn. Moreover, we assert that they deserve an opportunity to maximize their potential.

Every day, we prepare and challenge current and future educators to make that happen. Whether pursuing bachelor’s, specialist, master’s or doctorate degrees, our candidates are more than mere instructors, counselors, and school leaders, they are child advocates equipped with the knowledge, skill, and disposition to be change agents. That is our brand...and our calling: we equip educators to transform the lives of all learners from preschool to high school graduation and beyond.

Our degree programs include:

- [Early Childhood Education](#)
- [Educational Studies](#)
- [Special Education - General Curriculum](#)
- [Secondary Math and Science Education](#)
- [Educational Leadership](#)
- [Clinical Mental Health Counseling](#)
- [School Counseling](#)

3.2 School of Education Mission

To prepare highly competent, autonomous, critical-thinking, candidates for P12 schools and various educational settings serving all candidates, particularly those belonging to culturally and linguistically diverse groups.

3.3 School of Education Vision

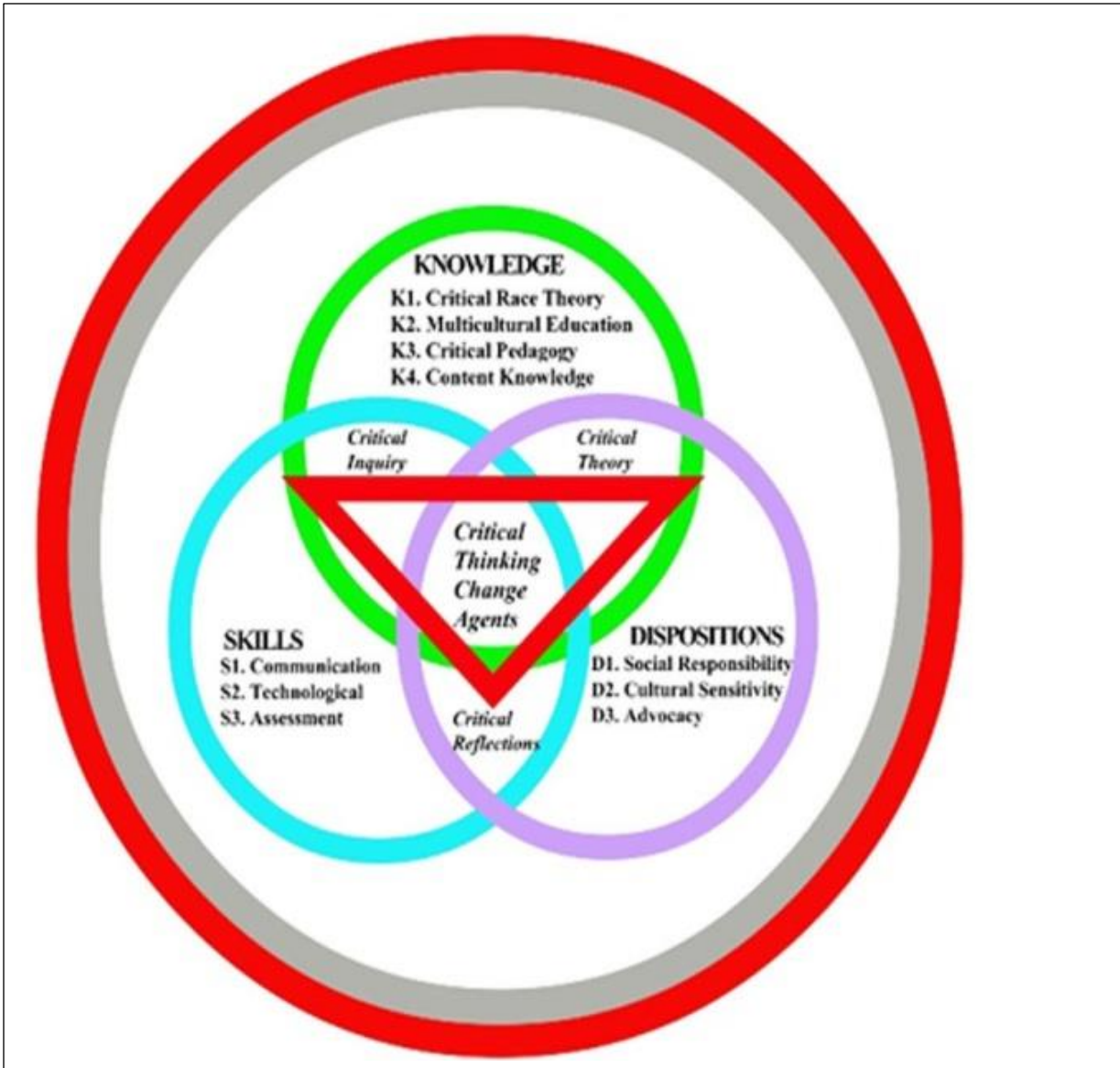
The School of Education will, consistent with the mission, vision, and core values of Clark Atlanta University, continue to drive and evaluate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

3.4 School of Education Theme

“Preparing Critical Thinking Change Agents to Improve Academic Outcomes in Diverse schools and Communities”

3.5 School of Education Conceptual Framework

The School of Education infuses all curricula with understandings that recognize and develop the gifts and talents that all persons bring to their respective program. The School identifies specific concepts: change agents for social justice, critical thinking and inquiry, assessment, pedagogy, diversity, content knowledge and technology-which undergird all curricula and instruction. These concepts empower candidates to pass on the unit’s vision that is sensitive to underserved populations.



Critical Thinking Change Agent Outcomes	
Knowledge	<p>K1. Critical Race Theory: Demonstrates the content knowledge of the cultural, historical, social, political and economic realities and uses such to foster optimal development for all candidates.</p> <p>K2. Multicultural Education: Demonstrates the basic and broad knowledge and critical skills for culturally diverse groups to provide learning opportunities adapted to diverse learning needs.</p> <p>K3. Critical Pedagogy: Demonstrates how to teach subject content inherent in effective teaching and/or learning.</p> <p>K4. Content Knowledge: Exhibits understanding and has knowledge of subject matter and how knowledge is constructed to improve candidate academic achievement in inclusive settings.</p>
Skills	<p>S1. Communication: Demonstrates effective verbal and nonverbal communication techniques to facilitate active learning in the classroom or when working with candidates, parents, colleagues and members of the community to promote candidate success.</p> <p>S2. Technological: Incorporates technological applications to promote learning and ensure educational equity.</p> <p>S3. Assessment: Systematically uses formal and informal assessment strategies to evaluate and assess teaching/learning issues in urban schools and communities.</p>
Dispositions	<p>D1. Social Responsibility (Professionalism): Models ethical and professional behaviors in all interactions with schools, families, and communities.</p> <p>D2. Cultural Sensitivity: Demonstrates respect for the learners' communities and cultural norms and sees the learning potential in all candidates</p> <p>D3. Advocacy: Views education as a dynamic political process in which to advocate improving the educational system.</p>

4 SECTION

4.1 COUNSELOR EDUCATION

Counseling can be a fulfilling profession for those who desire to promote the well-being of clients in a variety of settings. American Counseling Association outlined a definition and discussion that highlights the enormous responsibility and commitment that comes with being a professional counselor.

Professional counseling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology. To prepare for this challenging career, professional counselors undergo extensive education and training. This includes at least a master's degree and field training with a solid foundation in human growth and development, career and lifestyle development, social and cultural foundations, group work, practice and internships. Professional counselors serve at all levels of schools and universities, in hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations, community centers and private practice. The following include some examples that illustrate how counselors positively affect the lives of many different people...

In the schools... School counselors are certified professional educators specially trained in counseling interventions, theories and techniques. School counselors – as an integral part of school's total education program – work with candidates, teachers, parents, administrators, local business leaders and community leaders to help candidates become responsible and productive citizens. School counselors promote educational success, interpersonal skills and self-understanding. The following two examples illustrate the unique way counselors work with candidates.

Children and adolescents... Many schools call upon professional counselors for alternatives to traditional ways of curbing violence. One method, the invitational approach, maintains that everything the school does, as well as how it is done, invites a response from candidates. Counselors strive to create a total school environment in which candidates see themselves as important players in the success of both the school and themselves. To accomplish this, professional counselors use a number of techniques, including conflict management seminars, peer mediation teams, candidate mentoring, group guidance activities and rumor control. All represent safe avenues of expression, minimizing a child's desire to resort to violence.

Young adults... Recognizing that the key to our nation's competitiveness is a high-quality workforce, professional counselors are at the forefront of a national movement to prepare "work-bound" young adults. Unlike those who are college-bound, at least half of all high school graduates aspire to enter the workforce immediately. Professional counselors help these young people to personalize education and planning, so the candidates can maximize their talents and opportunities. They create, develop and shape innovative strategies to enable candidates to be satisfied learners as well as productive citizens.

Adults in a unique group... Emergency and rescue workers routinely respond to life-threatening incidents that inflict a level of job stress few will ever know. Counselors join with other

professionals to prepare these personnel who are called to such incidents as the bombing of the federal building in Oklahoma City, a hurricane that devastates the Gulf Coast or a rescue operation at a burning day care center. Counselors help these men and women identify stress in themselves and others, as well as take constructive action to alleviate acute stress responses at the scene or within days of an incident.

Older adults...Improvements in lifestyle choices, nutrition and health care are helping more Americans live longer lives. The fastest growing subgroup in America, older adults present a unique set of challenges for professional counselors. For example, retirees can experience a deep sense of loss. Some feel that their lives no longer have meaning, that they are no longer useful to society. To assist in the transition into senior adulthood, professional counselors guide many older adults in assessing their interests, abilities and potential in preparation for a second career. For many living on a fixed income, a successful second career provides new options.

Families...The number of single-parent families in America has grown at an alarming rate. With help and guidance from professional counselors, however, single parents and their children can learn to redefine relationships, live in harmony and lead productive lives. Working with parents who may be widowed, divorced or unmarried, professional counselors help them to overcome the negative stereotypes that society has perpetrated. Single parents learn how to identify their unique strengths and to use them advantageously in raising their children. Counselors also assist single parents in practical matters, such as dealing with school personnel and making career decisions.

From: American Counseling Association (2002). Professional counselors. Retrieved on October 15, 2002, www.counseling.org/consumers/serving.htm

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

4.2 Counseling Program

Overview

The Department of Counselor Education offers programs leading to Master of Arts degrees in Clinical Mental Health Counseling and School Counseling. The Counseling Programs further Clark Atlanta's mission by preparing students to assume roles of leadership and service in society as Licensed Professional Counselors (LPC) and Certified School Counselors. The curricula of the department are designed to prepare candidates who are knowledgeable, critical thinkers, and competent, ethical change agents. This preparation takes place in a pluralistic teaching and learning environment that incorporates all educational means, including didactic courses, practicum and internships, on-line courses, research, and community service.

The counseling programs are designed to meet the standards of the Licensed Professional Counselors and School Counselors based on Georgia Board of Professional Counselors, Social Workers, and Marriage & Family Therapists, the Council for the Accreditation of Counseling and Related Educational Programs

(CACREP) Standards, and the Georgia Professional Standards Commission (PSC), and the Council for the Accreditation of Educator Preparation (CAEP).

The program is aligned and accredited with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Candidates receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive intervention. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, and correctional institutions. This major also prepares candidates for advanced graduate work at other institutions. A 700-hour clinical field placement is required.

The School Counseling program at CAU meets the academic requirements for Georgia licensure as a Licensed Professional Counselor (LPC) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Georgia Standards of Commission (PSC) has approved the School Counseling Program at CAU, which leads to the School Counselor Certificate. **New PSC guidelines require prospective students to take and pass the Program Admission Assessment (PAA) prior to being accepted into a Georgia college or university. Students who have a conditional admission to CAU/Counselor Education must take and pass the PAA by the end of the first semester of their matriculation. See advisor or department chair for more information and go to: gapsc.org for updates. These requirements are subject to change.**

Endorsement

The Department of Counselor Education endorses the licensure/certification requirements of the Georgia Professional Standards Commission and the Georgia Composite Board of Professional Counselors, social Workers and Marriage and Family Therapists.

This handbook has been developed to provide a more explicit liaison between the Clark Atlanta University Counseling Program and the various school systems, institutions and agencies who voluntarily accept practicum and internship candidates. This manual serves to communicate the procedures and requirements relative to the field experience.

4.3 Counselor Education Mission and Vision Statement

The mission of the Department of Counselor Education is to prepare candidates to assume roles of leadership and service in society as Licensed Professional Counselors and/or certified School Counselors based on Georgia Board of Professional Counselors, Social Workers, and Marriage & Family Therapists, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards, and the Georgia Professional Standards Commission (PSC) and the Council for the Accreditation of Educator Preparation (CAEP).

The vision of the Department of Counselor Education is to prepare a diverse pool of candidates who are knowledgeable, critical thinkers, and ethical change agents, who promote a more just society. Graduates are prepared to counsel and foster change through counseling in collaboration with schools and community stakeholders

4.4 Program Goal and Objectives

The Goal of the Counselor Education Program is to prepare professional counselors with personal and professional integrity. This endeavor requires, at a minimum, institutional and departmental support, a programmatic structure meeting credentialing requirements, qualified faculty, and dedicated candidates. To help prepare them to enter the field of counseling, faculty will provide candidates with specialized curricular, experiential, supervisory, and professional experiences. These include course work, practicum, internships, supervision, and opportunities for professional experiences. Candidates are encouraged to attend workshops,

conferences, and to work with faculty on presentations/research. Faculty and candidates are expected to participate in local, state, and national professional activities and associations such as the American Counseling Association (ACA), its divisions, branches, and its affiliate organizations.

We encourage participation and contribution to seminars, workshops that contribute to personal and professional growth. In addition, the counseling faculties are dedicated to recruiting candidates from underrepresented groups and to educating future counselors on issues related to working with diverse populations.

- Upon graduation from the CAU counseling program, graduates should meet the following objectives.
- Comprehend and adhere to professional ethical standards and identity, including: the history and philosophy of the counseling profession, professional roles and responsibilities.
- Understand the uniqueness of human diversity and how it relates to the context of relationships, and issues in a pluralistic society.
- Understand and apply scientific processes, theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
- Understand and integrate career theories, career decision making. Career planning and career assessment in counseling through work at an agency or school.
- Understand and apply basic helping skills necessary for effective counseling and consultation with individuals and groups in schools or agencies.
- Learn group theory and group practice as related to dynamics, counseling theories, group counseling methods, and group approaches,
- Understand individual and group assessment approaches and their utility in a pluralistic society.
- Understand appropriate research methods (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.
- Understand and use basic technology: PowerPoint, appraisal instruments, World Wide Web, e-mail, and Microsoft Office Suite.

4.5 Degrees in Counseling

Welcome to the Clark Atlanta University Department of Counselor Education. You have chosen to begin a journey with the goal of becoming a professional school counselor. This department offers two types of degrees: Master of Arts degree in Clinical Mental Health Counseling and a Master of Arts degree in School Counseling. The curricula of the department are designed to develop competency in counseling, stimulate original research, and serve the educational enterprise with creative scholarship and effective clinical practice.

The requirements of the counseling programs consist of courses in counseling skills, theories, ethics, and research. More advanced courses offer candidates the opportunity to learn of a variety of counseling strategies and theories, which will be utilized in their practice. Other courses in the professional sequence emphasize self-concept development in relation to the role of the counselor. Monitored and sequenced practicum and internship courses provide opportunities for the application of appropriate theories, counseling curriculum development and counseling advocacy.

This handbook is offered to candidates interested in school counseling. It is hoped that the contents will assist candidates in understanding the counseling program and to maximize candidates' experience in the program. While every effort has been made to provide a comprehensive handbook, the following are only guidelines. Candidates need to work closely with their advisor. Ultimately, the candidate is responsible for the successful completion of all graduation requirements. In addition, it should be noted that the Counseling Program receives periodic review, permitting addition of new course work, elimination of obsolete course work, and/or change in program policy when appropriate. Any curriculum changes or policy changes required by reviews will be based on due notice and consultation with the academic and professional community. In order to

“lock” in your curriculum, you must sign a program of study with your advisor. The program of study is the contract between you and the program regarding the requirements for graduation. If you do not sign a program of study early in your studies, it is possible that curriculum changes could affect your requirements for graduation.

4.6 School Counseling

The Master of Arts degree in School Counseling consists of a **60 credit-hours** and is designed to prepare candidates for school counseling positions in public or private elementary, middle, or high school levels. Graduates of the program are prepared to develop, implement and evaluate the academic needs of children and adolescents in multicultural settings and provide individual and group counseling. At the completion of the program, graduates are eligible for State of Georgia certification in School Counseling. The curriculum of this program meets the standards of preparation as set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Georgia Professional Standards Commission (PSC) and the Council for the Accreditation of Educator Preparation (CAEP).

4.7 Curriculum Objectives

- Candidates will have knowledge of human growth and development so that they can understand and apply theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
- Candidates will have knowledge and understand the uniqueness of social and cultural foundations and how it relates to the context of relationships, and issues in a pluralistic society.
- Candidates will have knowledge and understand helping relationship skills of counseling.
- Candidates will be knowledgeable about group work: development, dynamics, counseling theory, group counseling methods, and group work approaches.
- Candidates will be knowledgeable and understand career and lifestyle development as well as integrate career theories, career decision making, career planning and career assessment.
- Candidates will be knowledgeable and understand individual and group appraisal approaches.
- Candidates will be knowledgeable about research methods, program evaluation and basic statistics. (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.
- Candidates will be knowledgeable about Professional orientation and ethics of counseling including history, philosophy of the counseling profession, professional roles and responsibilities, standards and credentials.
- Candidates will understand and use basic technology: PowerPoint, appraisal instruments, World Wide Web, e-mail, Microsoft Office Suite, Prezi, google docs, and zoom.

4.8 Program Prepares Candidates To

- Work effectively with individuals and groups on educational, emotional, personal, social
- and career through the processes of counseling, collaboration, consultation, coordination, assessment, referral, and follow-up.

- Select a theoretical approach to working with clients of diverse ethnic populations while simultaneously assimilating cultural sensitivity and cross-cultural knowledge.
- Design and maintain a comprehensive school counseling program based on data and through program planning, organization, administration, and program evaluation.
- Provide direct and indirect services as well as maintain accountability.
- Perform in a manner exemplifying the professional ethics and standards of the sponsoring
 - organizations that prepare and guide its membership.
- Conduct timely research for the purposes of improvement, and creative innovations in the areas of counselor effectiveness, counseling programs, issues pertinent to youth and their numerous and diverse concerns.
- Seek continuous professional growth and development as a person and counseling professional.

5 SECTION

5.1 CLINICAL FIELD PLACEMENT

5.2 Practicum and Internship Experiences

A total of 700 hours will be spent in the practicum and internship experiences, 100 total clock hours for practicum and 600 total clock hours for internships I and II, over a period of three semesters. It is here that the candidate can put into practice the skills developed in the classroom. The School Counselor Coordinator will supervise all school field placements. Candidates must complete the application form, course verification form and submit forms to the School Counselor Coordinator. The placement is contingent upon your continued advancement in the areas of knowledge, skills and dispositions. Practicum and Internship will take place over fifteen weeks, one semester each.

During your training you are expected to adhere to the ACA Code of Ethics and Standards of Practice, and the Clark Atlanta University Code of candidate Conduct and the policies and procedures of the placement site.

5.3 Breakdown of Clinical Hours

*Practicum=100 Hours * Internship I =300 hours * Internship II = 300 hours*

	Practicum (15 wks)	Internship I (15wks)	Internship II (15wks)
Direct Service	40 Hours	140 Hours	140 Hours
Indirect Service	60 Hours	160 Hours	160 Hours
Total Clock Hours	100 Hours	300 Hours	300 Hours

- Direct Hours= Individual and Group Counseling, Classroom Guidance (face-to-face interactions with client).
- Indirect Hours= Parent-Teacher Conferences, records, curriculum planning. See appendix for weekly and daily log forms for more samples.
- Practicum-8 to10 hours per week at site.
- Internships I & II-20 hours per week at site.

Students are required to attend field orientation prior to the semester of practicum, spring or fall semester.

5.4 Practicum

The practicum experience is typically the first school counseling experience for candidates. Master's degree candidates are required to register for a 3-credit practicum course that includes 100 total clock hours of field experience during an academic term. Practicum must be taken before the candidate can begin Internship I. Practicum is designed to provide the candidate with the opportunity to demonstrate basic counseling skills in a professional setting under close supervision. Candidates work 8 to 10 hours per week and must complete a total of 100 hours over the course of the one semester. Candidates are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, and the ethical standards of the American Counseling Association. Candidates who are ready to start practicum and internship must complete a School Counseling Placement Application and consult with the School Counseling Practicum Coordinator.

The candidate's Practicum includes the following:

1. A minimum of 40 hours of direct service with clients, in both individual and group work.
2. An average of one and one-half hours per week of group/university supervision with other candidates in practicum.
3. One hour per week of individual supervision over the academic term with an assigned University supervisor (actual meeting times and dates will be determined by University supervisor).
4. To formal evaluations of the candidate's performance and dispositions throughout the practicum by the University supervisor and/or site supervisor will be provided.
5. Candidates attend a one and one-half hours per week of group/university during a semester. Each class session includes advanced instruction in counseling and professional orientation.
6. The time spent in group supervision counts toward the 100 total clock hour's requirements.
7. Field placement sites are secured by the School Counseling Field Coordinator and the Director of Field Services of the School of Education.
8. Candidates will be placed in a school with at certified school counselor
9. The group supervision class will require and a capstone research paper.
10. Candidates are expected to maintain all field forms and submitted as outline in the course syllabus.

5.5 Practicum Courses

CCPS 524 School Counseling Practicum (100 hours)

Fall, Spring, 3 credits

An initial supervised experience in school counseling in which counseling theory and organization of school counseling programs are applied to practice. Candidates are placed in a PreK-12 school setting. In addition, candidates, in individual supervision and in small group supervision with the university supervisor, critique and analyze their actual counseling sessions. Feedback and analyses are given on these interactions by peers and the instructor. Through these processes each graduate candidate is assisted in developing his/her relationship skills and counseling style. Prerequisites: Common Core Courses, CCPS 518, 520 & Candidacy.

5.6 Internship

Upon successful completion of the practicum course, internship may begin. Candidates who have not successfully passed the Counselor Preparation Comprehensive Examination will not be approved for enrollment into Internship II. The Internship II experience is the last experiential experience for candidates. This experience is designed to continue the enhancement of counseling skills in a professional supervised setting. Candidates have a two-semester internship experience. They intern a minimum of 20 hours per week at school site and must complete 600 clock hours (300 hours each of the two semesters). Please be reminded, your placement will need to take place over a minimum of fifteen (15) weeks. One and one-half hours of group supervision is

provided by the university faculty and is required each week and the site supervisor provides one hour of individual supervision each week. Time spent in supervision counts toward the 300-hour requirement (per internship). The site supervision model may be individual or triadic.

Candidates are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, ethical standards of the American Counseling Association and site regulations. Candidates are also expected to participate in orientation prior to the start of their internship. This internship provides for the continued development of classroom guidance, psycho educational activities, individual counseling and small group counseling skills, teacher/parent consultation, and the implementation of a comprehensive counseling program. The candidate's internship will include the following:

- A minimum of 140 hours of direct service with clients (for each internship) in both individual and group work.
- A minimum of one hour per week of individual supervision from site supervisor.
- An average of one and one-half hours per week of group supervision with other candidates in internships and one hour per week of individual supervision over the academic term with an assigned University supervisor (actual meeting times and dates will be determined by assigned University supervisor)
- Conduct classroom guidance sessions on a topic in collaboration with on-site supervisor;
- Conduct individual client counseling sessions in collaboration with on-site supervisor;
- University supervisor may audio-tape or video-tape counseling session via observation at site.
- Candidates will keep a log outlining activities and journals to self-reflect.
- Attend a minimum of one (1) hour per week of individual supervision with site supervisor.

5.7 Internship Courses

CCPS 540: School Counseling Internship I (300 hours)

Fall, Spring, 3 credits

Supervised field placement. Candidate experiences include assessment, counselor-client sessions, and follow-up of the client's progress. Candidates receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. A minimum of 300 hours is required. Prerequisite: Common Core Courses, CCPS 518, 520, 521, 522, 524 and Candidacy.

CCPS 541: School Counseling Internship II (300 Hours)

Fall, Spring, 3 credits

Capstone clinical field placement. Supervised field placement. Candidate experiences include needs assessments for the counseling program, school site and candidate achievement; counselor-client sessions, follow-up of the client's progress and portfolio. Candidates receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. A minimum of 300 hours is required. Prerequisite: Common Core Courses, CCPS 540 and Candidacy.

5.8 Clinical Placement Guidelines

This guideline serves as a guide prior to the beginning of practicum and internship. Please check with the program coordinator to ensure you have question regarding the following guidelines:

- Candidates will attend the practicum/internship orientation the semester prior to field placement.

- Complete application and submit all required documents to the department staff assistant or counseling field coordinator before posted deadline.
- Applications for practicum/internship must be submitted the semester prior to the semester for the field experience.
- Read manual, including guidelines and expectations on clinical field placement.
- Sign and return acknowledgement statement.
- Meet with School Counselor Coordinator/University faculty to discuss practicum and/or internship plan.
- Learn expectations for candidates at site.
- Schedule meeting to discussed placement with Coordinator.
- Completed resume and prepared for interview with site personnel.
- Schedule and complete interviews with potential site supervisors.
- All candidates must submit a criminal background check.
- Secure Professional Liability Insurance.
- Candidates who are full-time teachers may not be permitted to complete their practicum or internships at their school site of employment. Teachers may need to consider release time.
- Approval and notification of placement will be emailed by the Counselor Education Department.

5.9 Responsibilities and Commitments

It is Clark Atlanta University’s intention to provide counseling candidates with the best possible experience during the clinical phase of their training. In order to accomplish this, it is essential that high quality institutions, capable of providing equally high-quality supervision, be utilized as off-campus field experience sites. It is imperative that a mutuality of understanding exists between all parties concerned; the on-site supervisor, the university supervisor and the candidate. Please consider the following criteria as it relates to these parties and their role and function in the total off-campus (laboratory) phase of the field experience. The candidate is directly responsible to the site school for the time and quality of his/her work. The site school, in turn, is responsible for providing direct supervision (one hour per week). The site school has final authority in all decisions concerning client care.

5.10 Candidate Responsibilities

- Counselors-in-training will meet, interview and finalize their clinical placement.
- Counselors-in-training will evaluate the on-site supervisor at the end of the experience.
- The work schedule is to be arranged by the candidate, via an interview with the site supervisor. It must include direct contact hours and direct supervision defined above.
- Counselors-in-training will present case studies in group supervision.
- Counselors-in-training are responsible for completing all records and forms required by site.
- Counselors-in-training are responsible for setting up all equipment for making the required tapes, and for getting the required signed permission forms to be filed with the school/agency.
- Counselors-in-training are responsible for honestly logging all time spent with clients, and in supervision.
- Counselors-in-training are expected to follow site policies and procedures.
- Counselors-in-training are responsible for obtaining liability insurance before counseling any client.
- Required to submit daily and weekly logs sheets signed by site supervisor to the University supervisor each week during class.

5.11 University Responsibilities

- Learn the philosophy, objectives, and organizational pattern of the cooperating host site.
- Orient the candidates to the host site in which they will do their practicum work.
- Acquaint the host site with the philosophy, objectives and organization of the Clark Atlanta University Counseling Program.
- Establish and maintain good relationships between the university and host site.
- Counsel with the candidates concerning problems of adjustment to their practicum role.
- Evaluate the effectiveness of the cooperating sites as part of the practicum team.

5.12 University Coordinator's Responsibilities

If the site placement component is to be a truly systematic phase of the counseling practicum and internship, it is essential that the following process be adhered to:

- Visit potential clinical sites.
- Facilitate clinical placement.
- Plan and conduct clinical orientation.
- Collaborate with core faculty to accept and adhere to the standards set up regulating site supervision, university staff, and candidate participation.

5.13 University Supervisor's Responsibilities

- Coordinate and conduct clinical seminars.
- Provide one hour of individual supervision per week.
- Visit clinical sites.
- Complete the Field Site Hours Information Sheet.
- Listen to the video or audio recordings, and provide detailed, concrete feedback.
- Assign clinical grades based on evaluation of the total clinical experience (seminar and field experience).
- The university faculty has final authority regarding the granting of competencies.
- Collect, review and sign all related documents.

5.14 Site Supervisor Responsibilities

- Submit a copy of your professional resume indicating degrees, certifications and licensures earned and counseling experience to the Clinical Coordinator.
- Sign the agreement form provided by the intern.
- Be familiar with all aspects of the counseling program, especially the practicum component.
- Provide orientation to the school and/or agency environment to include but not limited to the following:
 - Mission, goals, and objectives of the school and agency
 - Policies and procedures
 - Standard operating procedures
- Introduce the counselor-in-training to the administrators and staff of the site.

- Insure that the counselor-in-training is totally aware of and adheres to all established institutional rules and regulations as they apply to protocol, schedules (including working hours), dress, and other formalities. Report all occurrences of non-compliance to the university supervisor immediately.
- Provide the candidate with the best possible facility as a base of operations.
- Provide one hour of individual supervision conference per week with intern to discuss various aspects of his/her work and make recommendations relative to intern's progress.
- Observe the candidates in counseling sessions and/or group guidance activities at least two times during the semester.
- Internship site supervisor will complete a midterm and final evaluation report related to the candidate's performance and will discuss the evaluation with the candidate.

5.15 Guidelines for Supervision

Candidates in practicum are responsible for scheduling a minimum of one hour per week of individual supervision. The candidate will schedule individual supervision sessions with both the university and site supervisor. Candidates in internship will schedule one hour of individual supervision as recommended by the University supervisor. The purpose of this supervision is to provide support and direction for the professional development of counselors-in-training as they become fully engaged in their counseling functions.

5.16 CACREP Standards

School Counseling Field Experience

5.16.1 PRACTICUM

Candidates must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 15-week academic term. Each candidate's practicum includes the following:

- At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision .
- One and half hours per week of group supervision, provided weekly by a program faculty member.
- Site Supervisor Evaluation of the candidate and Supervisor Evaluation by the candidate.

5.16.2 INTERNSHIP

The program requires completion of a supervised internship experience which consists of 600 clock hours after successful completion of the practicum. Each candidate's internship may include the following:

- Two hundred-eighty (280) clock hours of direct service with clients, each of the two semesters.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor.
- One and half hours per week of group supervision, provided weekly by a program faculty member.
- Opportunities to become familiar with a variety of professional activities and resources such as record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- Site Supervisor Evaluation of the candidate and Supervisor Evaluation by the candidate.

5.17 Candidate Disposition

The department Disposition Rubric is used to assess personal and professional behaviors in every course. It is also used to address issues that become barriers to the candidate's progress in practicum and/or internship field experiences. This disposition rubric will identify the skills, behaviors, and/or knowledge that interfere with the candidate's success in the CAU Counselor Education program. It also identifies any actions/recommendations which have or will be taken about the candidate (this could include conference dates); and any action that would be recommended to the Department Chair with regard to this candidate.

Candidates must earn an overall rating of Satisfactory (2) by the end of the semester in order to meet the minimum standards on the disposition rubric. Also, an overall score of (4) for school counseling candidates and a (3) for clinical counseling candidates must be earned on the Practicum and Internship Performance Evaluation. Each of these two scores demonstrates that the candidate has done an adequate job of achieving competency.

Remediation Plan

A Remediation Plan is used to bring resolution of issues that a student may have while in their field experience. A disposition rubric may be used initially in this plan in an effort to monitor; evaluation and gate keep the progress of candidates. The Remediation Plan is developed only if a disposition rubric fails to bring resolution. The candidate, site supervisor, instructor and/or coordinator develop the remediation plan.

Conflicts in Field Experience Placement

Field experience students are required to contact their practicum and/or internship instructor if they experience a significant issue or problem during the field experience. The practicum and/or internship instructor will contact the site supervisor to discuss the matter and attempt to bring resolution to the problem. Where a resolution cannot be found, documentation of the problem will be compiled by the practicum and/or internship instructor of which a remediation plan will be construction with all parties. This remediation plan will be signed by all parties acknowledging that each understands and agrees to the procedures of the plan. Each person will have a copy of the signed plan and a copy will placed in the department's file.

Once the remediation plan has been fulfilled, the site supervisor will complete the student evaluation instrument and mail a copy to the instructor or it may be received by the instructor or University designee per school site visit.

If the problem or issue is unable to be resolved in the manner so described in the remediation plan, the practicum and/or internship instructor will report the problem with the appropriate documentations to the coordinator. A meeting will be held with the site supervisor, instructor, coordinator, department chair, and director of field. Several outcomes are possible from this meeting:

- Student will be able to recommit to the remediation plan
- Student will recommit to a revised remediation plan
- Student will be able to complete the course
- Student will not be able to complete the course

Note: There is no reassignment after fourth week of the semester. The following will also govern conflicts between field site requirements, ACA Code of Ethics, the Georgia Professional Standards, and the Georgia Composite Board.

Academic Process

In the event a student or candidate wishes to contest an academic decision, there are several levels of appeal, all of which involve a personal conference between the student and a faculty member or administrator. The student must initiate the appeal process in writing and according to the levels outlined below:

Level 1: University Instructor

Level 2: Coordinator

Level 3: Department Chair

Level 4: Ombudsman of School of Education

Level 5: Dean of the School of Education

Level 6: Vice President for Academic Affairs

Level 7: Provost, Executive Vice President

Level 8: President of Clark Atlanta University

Dismissal from the Counselor Education Program

Not limited to but included: Failure to achieve satisfactory on disposition rubric and end of course student evaluation and grade sheet, remediation plan, satisfactory on field experience evaluations, cheating and plagiarism. The student will follow the grievance hierarchy as indicated above.

Appendices

5.18 Field Application

Clark Atlanta University

School of Education
Department of Counselor Education

School Counseling CLINICAL FIELD EXPERIENCE PROCESS

The practicum and internship experience are an important facet of the School Counseling program. Your practicum experience represents clinical experiences in which students are first exposed to clients/students in a school. The internship experience represents the culmination of formal academic training in the Counseling program. It is the opportunity students must assume the role of professional counselor-in-training and to provide counseling services within a school under appropriate supervision. During both practicum and internship, students apply skills acquired in their course work. In addition, students are challenged to practice the theories, techniques, and ethics learned in their program.

IMPORTANT NOTES:

Students must have completed the following prerequisite courses to be eligible for the first practicum placement:

Course Requirements

- CCPS 501 Introduction to Counseling
- CCPS 502 Helping Skills
- CCPS 503 Theory of Counseling
- CCPS 504 Human Growth & Development
- CCPS 505 Group Counseling
- CCPS 506 Career Counseling
- CCPS 507 Research and Measurements
- CCPS 508 Individual and Group Practice
- CCPS 509 Counseling Diversity Consultation
- CCPS 510 Professional Ethics
- CCPS 518 School Consultation
(prior or co-requisite with 1st field placement)
- CCPS 520 Organization & Administration of Guidance
(prior or co-requisite with 1st field placement)

Please type in the shaded areas. Use the tab key to navigate in this document.

Candidates must submit a completed application for the School Counseling Field Experience with all requested documents. Careful attention to the Clinical Field Experience Application will ensure that the practicum and internship process runs smoothly. If you have questions about completing the application, contact the Field Placement Coordinator or the department chair.

Directions: This application, professional liability insurance, unofficial transcript, resume, candidacy form, fingerprint and the criminal/police background check must be completed and returned before **Friday, March 18, 2018**. Late application will result in denial of placement.

Important

Please review your application before you submit it to ensure that all information is *complete, correct and your application is signed*. Incomplete application will result in delayed processing and/or denial of placement.

Clark Atlanta University

School of Education

Department of Counselor Education

School Counseling Practicum and Internship Application

Summer 2018 Fall 2018

Directions: This application, professional liability insurance, unofficial transcript, resume, candidacy form, fingerprint and the criminal/police background check must be completed and returned before **Friday, March 18, 2018**. Late application will result in denial of placement. The following checklist is an important part of your application. Please use this checklist to ensure that you submit a **COMPLETE** application.

Student Information

Student Name:		Student ID#:		
		900-		
Mailing Address:		Apt. #:	City:	State:
				Zip:
Home Phone:		Work Phone:		
() -		()		
Cell Phone:		CAU Email:		
() -		@clerk.cau.edu		

School District in which you are currently employed:	Will you be working during your internship?
	Yes <input type="checkbox"/> No <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/>

Do not contact desired practicum or internship site before receiving approval.

School District Preferences:

COUN 524 School Counseling Practicum I (300 hours)– <i>Elementary School</i>	School District:	Semester:
COUN 540 School Counseling Practicum II (300 hours)– <i>Middle School</i>	School District:	Semester:
COUN 541 School Counseling Internship II (300 hours)– <i>High School</i>	School District:	Semester:

Statement of Understanding

This confirms my understanding that I must complete the School Counseling practicum and/or internship under the supervision of a State Certified School Counselor as set forth by the State of Georgia Professional Standards Commission and CACREP. I further understand that I am to conduct myself in an ethical and professional manner, adhering to the policies and procedures of the school district in which my practicum and/or internship takes place.

Student Signature (If sending electronically, typed name will serve as signature)

Date

School Counseling Field Placement Coordinator

Date

**Clark Atlanta University
School of Education
Department of Counselor Education**

**School Counseling Practicum and Internship Checklist
Summer 2018 and Fall 2018**

Directions: This application, professional liability insurance, unofficial transcript, resume, candidacy form, fingerprint and the criminal/police background check must be completed and returned before **Friday, March 18, 2018**. Late application will result in denial of placement. The following checklist is an important part of your application. Please use this checklist to ensure that you submit a **COMPLETE** application.

Student Name: _____

- Complete CAU Practicum/Internship application
- Unofficial copy of academic transcript
- Affidavit of Understanding
- Copy of a most recent resume
- Proof of Professional Liability Insurance
- Criminal/Police record background check (must submit prior to the start of the field placement semester)
- Fingerprint (if not previously submitted)
- Complete a Candidacy form (if not previously submitted)

Please submit your entire document via your student email only. Fingerprint (card available in the office) background check must be submitted in person.

- **Pre-Practicum course requirements for 1st field placement (21 hours maximum)**

Course Requirements	Se	er Taken	Planned to Take
COUN 501 Introduction to Counseling			
COUN 502 Helping Skills			
COUN 503 Theory of Counseling			
COUN 504 Human Growth & Development			
COUN 505 Group Counseling			
COUN 506 Career Counseling			
COUN 507 Research and Measurement			
COUN 508 Individual & Group Assessment			
COUN 509 Counseling of Diverse Populations			
COUN 510 Professional Ethics			
COUN 518 School Counseling			
(prior or co-requisite with 1 st field placement)			
COUN 520 Organization & Administration of Guidance			
(prior or co-requisite with 1 st field experience)			

- **Course completion required for Internship I field placement is:** 30 hours of Core Courses, COUN 524, and student must be a candidate to the counseling master's program.

School Counseling Practicum & Internship Applications are due before _____ for students who are eligible to enroll in **COUN 524, COUN 541 and COUN 542**

For Office Use Only:

Reviewed by: _____ **Date:** _____

Status: [] Approved [] Declined **Comments:** _____

**Clark Atlanta University
School of Education
Department of Counselor Education**

5.19 Affidavit of Understanding for Field Placement

Field placement in a school district is a privilege. Applicants are expected to follow all application procedures outlined below. Candidates who do not follow these application protocols will not receive a field placement for that semester. There will be no exceptions made.

Please initial each of the following statements of understanding and sign and date this form. You must also have a witness sign and date the form after you. **THIS FORM MUST BE ATTACHED TO YOUR FIELD PLACEMENT APPLICATION OR YOUR APPLICATION WILL BE DENIED.**

I understand and agree to the following:

Initial	I am not to contact school/agency sites or counselors myself regarding field placement.
Initial	I am not to contact the Department of Counselor Education office or the Department of Counselor Education faculty to determine the status of my application. This includes no phone calls, e-mails, or any other form of communication. I understand that I will be notified when my field placement site is finalized.
Initial	I understand that Department of Counselor Education will make placement decisions.
Initial	I understand that I must make accommodations in my schedule to meet the requirements for each field placement. (100 HOURS PER PRACTICUM AND 300 HOURS PER INTERNSHIP)
Initial	I understand that once I accept a field placement site that I may not request to change that site until the next field placement application is submitted. I understand that if I do not like the location of the site, that I may not request to be placed at another location.
Initial	I understand that I will only be placed at one site per semester and that my field placement schedule will be coordinated with my on-site supervisor.
Initial	I understand that fingerprinting and a background check is required to be APPROVED for field placement in Department of Counselor Education. It is not negotiable and that I am responsible for meeting the deadlines. I understand that a school or agency may require additional fingerprinting.
Initial	I understand that my field placement application is due by the deadlines established. I understand that late applications will not be accepted.
Initial	I understand that if I do not follow any of the above protocols that I will be denied a field placement in Department of Counselor Education for that semester – no exceptions.

Applicant printed Name

Applicant Signature

Date

WITNESSED * BY:

Witness Name

Witness Signature

Date

*Witness



may not be a CAU faculty member, advisor or a fellow CAU candidate.
CLARK ATLANTA UNIVERSITY

School of Education
DEPARTMENT OF COUNSELOR EDUCATION

5.20 Clinical Site Affiliation Agreement

___ Practicum ___ Internship I ___ Internship II

This agreement is made this ___ day of ___ by and between Clark Atlanta University and _____,
Accepting School and District/ Agency
located at _____
address city state zip code

This agreement will be effective for a total of 100 hours for practicum. Specific _____ a minimum of 40 hours per practicum spent in direct and 60 hours spent in indirect experiences to candidates. A total of 300 hours for each internships with 140 hours of direct hours and 160 hours of indirect hours.
Purpose: The purpose of this agreement is to provide _____ candidates with field experience in working with individuals and groups in specific _____ to candidates. Candidates in the School Counseling Program will work with school _____ in a Pre-K-12 setting.
The University shall be responsible for the following: (1) Providing the candidate who has successfully completed all the prerequisite courses for _____ (2) Providing the Site with this agreement which clearly delineates the responsibilities of the University and the Site; (3) Designating a qualified faculty member as the Supervisor who will work with the Site in coordinating the experience; (4) Notifying the candidate that she/he must adhere to the administrative policies, rules, standards, schedules, and practices of the Site; (5) Advising the candidate that she/he should have adequate liability and accident insurance.
The School/Agency shall be responsible for the following: (1) Providing the candidate with an overall orientation to the Site's specific services necessary for the implementation of the experience; (2) Designating a qualified staff member to function the host on-site Supervisor that meets the following criteria:

- Master's degree in Counseling or closely related field
 - Appropriate certification and/or licenses
 - At least two years pertinent professional experiences
 - Knowledge of the program's expectations, requirements, and evaluation procedures for candidates.
- (3) Providing the candidate with adequate work space, staff, and resources to conduct professional activities. The on-site supervisor shall be responsible for providing opportunities for the candidate to engage in a variety of counseling activities under supervision, and for evaluating the candidate's performance. Suggested experiences are on the Field Experience Weekly Log Sheet. Forms for evaluating the candidate's performance will be provided by the University's Supervisor or School Counselor Coordinator.

Grade levels involved in experience: _____
School Level involved in experience: _____

ACTIVITIES

- The training activities listed above will be provided for the candidate in sufficient amounts to an adequate evaluation of the candidate's level of competence in each activity.
- Counseling services (individual, group, family) of personal, social, educational, occupational nature
 - Consultation (teachers, referral agencies, family members, administrators, professional team)
 - Coordination (of counseling curriculum with regular curriculum)
 - Observation
 - Career development services

- Planning and development of program and services
- Individual assessment and inventory
- Research (including evaluation)
- Placement and follow-up
- Referral activities
- In-service
- Report-writing, intake interviewing, record keeping
- Case conferences, staff meetings
- Use of technology
- Other (as assigned by administration, classroom guidance, registration of new individuals in setting, grant writing)

The names and signatures of the responsible individuals in fulfilling this agreement are:

_____	_____	_____
Site Supervisor (Print)	Signature	Date
_____	_____	_____
Principal or Director (Print)	Signature	Date

SAMPLE

Clark Atlanta University

_____	_____	_____
Field Experience Candidate (Print)	Signature	Date
_____	_____	_____
CAU Field Placement Coordinator (Print)	Signature	Date
_____	_____	_____
CAU School Counselor Coordinator (Print)	Signature	Date
_____	_____	_____
Department Chair (Print)	Signature	Date



CLARK ATLANTA UNIVERSITY
School of Education

DEPARTMENT OF COUNSELOR EDUCATION

5.21 Practicum/Internship Performance Evaluation

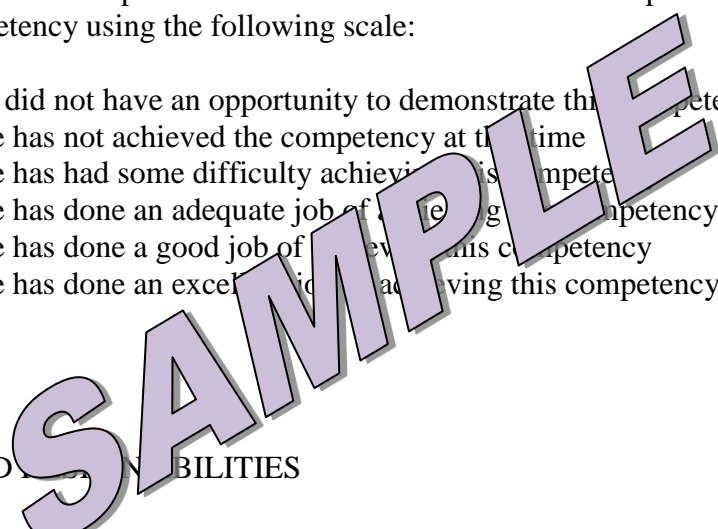
Candidate Name _____ Semester _____

Site Supervisor Name _____

Directions: Site supervisors should complete this form on the candidate at mid-way (mid-term) and at the end (end of semester). Please review with the candidate and keep a copy for yourself. This evaluation may be emailed to the instructor/faculty program member or placed in a seal envelop and given to the candidate.

The areas listed below are in compliance with the standards set forth by the Georgia School Counselor Evaluation Program. They are general guides for the activities typically engaged in during counselor training as well as actual counselor performance. Please rate the candidate’s performance on level of achievement and/or competency using the following scale:

- 1 – The candidate did not have an opportunity to demonstrate this competency
- 2 – The candidate has not achieved the competency at this time
- 3 – The candidate has had some difficulty achieving this competency
- 4 – The candidate has done an adequate job of achieving this competency
- 5 – The candidate has done a good job of achieving this competency
- 6 – The candidate has done an excellent job of achieving this competency



SCHOOL COUNSELOR GENERAL DUTIES AND ABILITIES

A. Professional practices consistent with school and system policies in working with candidates, candidate’s records, parents, and colleagues.

Interacts in a professional manner with candidates, parents and staff 1 2 3 4 5 6

Intervenes during candidate crisis situations 1 2 3 4 5 6

Informs candidates, school staff, parents, and community of school guidance roles special programs, and the school-based written guidance plan 1 2 3 4 5 6

Is available to candidates, parents, and staff for conferences according to system policies. 1 2 3 4 5 6

Facilitates home-school-community communication by such means as holding conferences, telephoning, and sending written communications. 1 2 3 4 5 6

Maintains confidentiality of candidates and candidate records 1 2 3 4 5 6

Works cooperatively with school administrators, other support personnel, teachers, and parents 1 2 3 4 5 6

Models correct use of oral and written language	1 2 3 4 5 6
Demonstrates accurate and up-to-date knowledge of content	1 2 3 4 5 6
Complies with school, system, and state administrative regulations and board of education policies.	
Conducts guidance and counseling activities at the time scheduled	1 2 3 4 5 6
Supports regulations concerning candidate conduct and discipline	1 2 3 4 5 6
Is punctual	1 2 3 4 5 6
Maintains plans as required by school policy	1 2 3 4 5 6
Adheres to school or system policy regarding counselor absences	1 2 3 4 5 6
Involves administration in all aspects of the written curriculum	1 2 3 4 5 6
Implements designated guidance curriculum	1 2 3 4 5 6
Demonstrates general knowledge of school curriculum	1 2 3 4 5 6
Maintains accurate, complete and up-to-date records and files reports promptly	1 2 3 4 5 6
Attends and participates in faculty meetings and other assigned meetings and activities according to school policy	1 2 3 4 5 6
Complies with conditions as stated in contract/agreement	1 2 3 4 5 6
Acts in a professional manner and assumes responsibility for enhancing the total school program, its safety, and good order.	
Takes precautions to protect candidate's health and safety	1 2 3 4 5 6
Takes precautions to protect records, equipment, materials, and facilities	1 2 3 4 5 6
Participates in professional growth activities according to local system policies.	
Engages in professional growth activities	1 2 3 4 5 6
Applies newly acquired professional knowledge	1 2 3 4 5 6

Internship Performance Evaluation

E. The area listed below is from standards established by the American School Counselor Association. They are specific guides for the activities typically engaged in during counselor training as well as actual counselor performance. Please rate the candidate on the activities that she/he had engagement.

- | | | |
|-------|-------------------------------------|-------------|
| I. | Counseling services | 1 2 3 4 5 6 |
| II. | Consultation | 1 2 3 4 5 6 |
| III. | Coordination | 1 2 3 4 5 6 |
| IV. | Career development services | 1 2 3 4 5 6 |
| V. | Planning and development | 1 2 3 4 5 6 |
| VI. | Individual assessment and inventory | 1 2 3 4 5 6 |
| VII. | Research and evaluation | 1 2 3 4 5 6 |
| VIII. | Placement and follow-up | 1 2 3 4 5 6 |
| IX. | Referral | 1 2 3 4 5 6 |

Based on your experiences, what would you evaluate as the candidate's major strengths?

Please comment further addressing the candidate's need for additional training, skills, knowledge of the school-aged child, theories, professional growth, and/or, personal characteristics:

In comparison to other interns at this stage in their training, how would you evaluate this candidates' performance?

1	2	3	4	5	6	
		Clearly		Like		Clearly
Deficient			Others		Excellent	

Signature of Site Supervisor

Site Name

Date

*Signature of Field Experience Candidate

Date

*My signature indicates I have read and discussed the material above with my site supervisor. It does not indicate my total or partial agreement with the evaluation.



5.22 Practicum/Internship Evaluation of On-Site Supervisor

 Name of Candidate Name of Site Supervisor

Placement Site: _____

Directions: Practicum/Internship candidates should complete this form at mid-term at the end of the semester. Review with site supervisor. A copy this evaluation should be given to instructor/program faculty member.

Please circle the response that described your supervision experience most accurately.
 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

PART I: Supervisory Process & Relationship

- My supervisor explained his/her role as my supervisor 1 2 3 4 N/A
- My supervisor made me feel at ease with the supervisory process 1 2 3 4 N/A
- My supervisor assisted me in developing my counseling skills 1 2 3 4 N/A
- My supervisor gave me feedback about my role as a counselor that was accurate and that I could use 1 2 3 4 N/A
- My supervisor helped me clarify the issues that I brought to the session 1 2 3 4 N/A
- My supervisor assisted me in understanding my clients' feelings about the client 1 2 3 4 N/A
- My supervisor helped me to focus on specific counseling strategies to assist the students that I counseled 1 2 3 4 N/A
- My supervisor helped me to develop techniques to resolve conflict 1 2 3 4 N/A
- My supervisor modeled appropriate counseling techniques when necessary 1 2 3 4 N/A
- My supervisor made it comfortable to communicate with him/her 1 2 3 4 N/A
- My supervisor made me feel that our supervisory relationship was a priority 1 2 3 4 N/A
- My supervisor provided resources and information when necessary 1 2 3 4 N/A
- My supervisor was genuine, congruent, empathic, and honest 1 2 3 4 N/A
- My supervisory sessions allowed for my personal and professional growth 1 2 3 4 N/A

PART II: Legal & Ethical Issues

- My supervisor reviewed and discussed with me the guidelines and standards of ASCA, ACA, & the PSC 1 2 3 4 N/A
- My supervisor discussed with me the importance of confidentiality 1 2 3 4 N/A
- My supervisor discussed with me the importance of written informed consent 1 2 3 4 N/A
- My supervisor and I discussed the importance of avoiding dual relationships 1 2 3 4 N/A
- My supervisor helped promote my professional identity by encouraging membership in professional organizations 1 2 3 4 N/A

PART III: Evaluation Process

- My supervisor provided me with all documents relevant to my Practicum/Internship experience 1 2 3 4 N/A
- My supervisor met with me on a regular basis 1 2 3 4 N/A
- My supervisor, when necessary, provided immediate feedback regarding the Students that I counseled 1 2 3 4 N/A
- My supervisor initiated periodic evaluation of my counseling skills 1 2 3 4 N/A

SAMPLE

PART IV: Site Evaluation

This Internship/Intern site was beneficial to my professional growth as a school counselor 1 2 3 4 N/A

I would encourage other Internship/Intern candidates to work in this District 1 2 3 4 N/A

Additional Comments:

Signature of Field Experience Candidate

Date

My signature indicates that I have read the above report and have discussed the content with my Internship/Intern supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Signature of Internship Site Supervisor

Date

5.23 School Counseling Practicum/Internship Daily Sign-In Log



CLARK ATLANTA UNIVERSITY

School Counseling Practicum/Internship Daily Sign-in Log

Field Placement candidate's Name: _____

Field Placement Supervisor's Name: _____

Day	Date	Time In	Time Out	Total Hours	On-site Supervisor Signature
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Total Hours					

SAMPLE

Field Placement Candidate's Signature:

Site Supervisor's Signature:

School and School District:

5.24



School Counseling Practicum/Internship Weekly Log Sheet Week 1-8

Candidate's Name: _____

Field Experience Grade Level: _____

Field Site: _____

Site Supervisor: _____

School System: _____

Current Semester: _____

Courses:

- COUN 524 School Counseling Practicum
 COUN 540 Internship I
 COUN 541 Internship II

Field Experience Weekly Log (Weeks 1-8)

Activities	Week 1 Hours	Week 2 Hours	Week 3 Hours	Week 4 Hours	Week 5 Hours	Week 6 Hours	Week 7 Hours	Week 8 Hours	Total Hours
Individual Counseling									
Group Counseling/Guidance									
Classroom Guidance									
Parent Consultation									
Assessment/Testing									
Referrals to Community Consultation									
Program/Case Planning									
Professional Conferences									
Multicultural Experiences									
Group Supervision									
University Supervision									
Other (Explain)									
TOTAL HOURS BY WEEKS									

Field Placement Candidate's Signature: _____

Site Supervisor's Signature: _____

5.25 School Counseling Practicum/Internship Weekly Log Sheet/Week 9-16



CLARK ATLANTA UNIVERSITY
 School of Education
 Department of Counselor Education

School Counseling Practicum/Internship Weekly Log Sheet

Candidate's Name:

Site Supervisor:

Field Experience Grade Level:

School System:

Field Site:

Current Semester:

Courses:

- COUN 524 School Counseling Practicum
- COUN 540 Internship I
- COUN 541 Internship II

Field Experience Weekly Log (Weeks 9-16)

Activities	Week 9 Hours	Week 10 Hours	Week 11 Hours	Week 12 Hours	Week 13 Hours	Week 14 Hours	Week 15 Hours	Week 16 Hours	Total Hours
Individual Counseling									
Group Counseling/Guidance									
Classroom Guidance									
Parent Consultation									
Assessment/Testing									
Referrals to Community Consultation									
Program/Case Planning									
Professional Conferences									
Multicultural Experiences									
Group Supervision									
University Supervision									
Other (Explain)									
TOTAL HOURS BY WEEKS									

SAMPLE

Field Placement Candidate's Signature:

Site Supervisor's Signature:

School and School District:

5.26 School Counseling Practicum/Internship Daily



CLARK ATLANTA UNIVERSITY
School of Education
Department of Counselor Education

School Counseling Practicum/Internship Daily Log Sheet

Candidate's Name:

Site Supervisor:

Field Experience Grade Level:

School System:

Field Site:

Current Semester:

Courses:

COUN 524 School Counseling Practicum

COUN 540 Internship I

COUN 541 Internship II

Field Experience Daily Log

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Individual Counseling						
Group Counseling						
Career Counseling						
Testing, Assessment (use of candidate records and reports)						
Parent Conferences						
Teacher Conferences						
Crisis Intervention						
Referrals to Community Agencies						
Multi-cultural Experiences						
Professional Conferences						
Interdisciplinary Meeting						
Other (Explain)						
TOTAL DAILY HOURS						

SAMPLE

Field Placement Candidate's Signature

Date



**Clark Atlanta University
School of Education
Department of Counselor Education**

5.27 Field Site and Hours Completion Form

School Counseling

Practicum Internship I Internship II

Candidate Information			
First Name	Last Name	Middle Initial	
Address			Unit or Apt. #
City	State	Zip Code	Admission Semester
Work or Home Number () -	Cellular Number () -	candidate ID # (900-12-3456) 900- -	

Field Experience Site			
Site Name	Telephone Number () -		
Director/Principal's Name	Telephone Number () -		
Site Address	Suite or Building		
City	Zip Code	County	
Site Supervisor Name	Title		
Site Supervisor License/Certification (Must be completed before submitting)	License/Certification Number		

Field Experience Hours Completed			
Below indicate the number of clock hours you completed. Check the appropriate semester and indicate the year and the number of completed clock hours.			
Semester	Year	Experience Clock Hours	Semester Hours
<input type="checkbox"/> Fall	_____	_____	_____
<input type="checkbox"/> Spring	_____	_____	_____

Copy this form for each Internship course you take. This form becomes part of the candidate record to document the completion of Internship hours. It is the candidate's responsibility to record the appropriate information on the form and obtain the signature of his/her faculty and site supervisor. It is the faculty instructor's responsibility to incorporate this form into the candidate record. A Semester Log Sheet must be attached to verify the number of clock hours.

Faculty		Signature (If sending electronically, typed name will serve as signature)	Date
Site		(If sending electronically, typed name will serve as signature)	Date
University Supervisor's Signature (If sending electronically, typed name will serve as signature)			Date:

Clark Atlanta University
School of Education
Department of Counselor Education

5.28 PARENTAL RELEASE FORM

Parent's Name:	Child's Name:		
Address:	City:	State:	Zip:
Home Phone:	Work:		
Cell:	E-mail:		

The Graduate the Counselor Education Department at Clark Atlanta University offers a practicum and/or Counseling Internship course each semester. The practicum course provides initial clinical experience, Internship I is the second followed by the most advanced Internship II. All three are required. Audio and video taped counseling sessions are required during the course and degree. _____ would like to work with your son/daughter, a candidate at _____ The counseling sessions conducted with your child may be audio taped and will be reviewed by the candidate's supervisor _____. All audio tapes made will be erased at the completion of your child's involvement in the program.

I have been told that all my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision. In certain cases confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. Times when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual] (b) danger to one's self [i.e., suicide], (c) danger to others [homicide, threat to injure someone], and (d) if an appropriate court order directs otherwise.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Thank you for your cooperation.

 Parent's Signature

 Date



**School of Education
Department of Counselor Education**

School Counseling

5.29 CANDIDATE RELEASE FORM

candidate's Name:	candidate's Age	Date:

I _____ agree to be counseled by an Internship Candidate in _____ Candidate's Name the Counselor Education Department at Clark Atlanta University. I further understand that I may participate in counseling interviews that may be audio/video taped. I understand that I may be counseled by a graduate candidate who has completed advanced course work in counseling. I understand that the candidate may be supervised by a certified school counselor and a University faculty member with appropriate credentials.

I am aware that all my counseling sessions will remain confidential. I understand the terms of the information that will be revealed during the process of supervision. In certain situations confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. When confidentiality cannot be maintained include:

- (a) any form of child abuse [neglect, physical or sexual]
- (b) danger to one's self [i.e. suicide]
- (c) danger to others [homicide or to injure someone], and
- (d) if an appropriate court order dictates otherwise.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Candidate's Signature:	Date:
Field Placement Candidate's Name	Field Placement Candidate's Signature
	Date:
Site Supervisor's Name: _____	Title: _____
	Date: _____
Site Supervisor's Signature: _____	

Clark Atlanta University

**School of Education
Department of Counselor Education
School Counseling**

5.30 STUDENT RELEASE FORM

Student's Name:	Date:

I _____ agree to be counseled by an Internship student in the _____ Student's Name

the Department of Counselor Education at Clark Atlanta University. I further understand that I may participate in counseling interviews that may be audio/video recorded by the university supervisor. I understand that I may be counseled by a graduate candidate who has completed advanced course work in counseling. I understand that the candidate may be supervised by an independently licensed clinician (LPC) and a University faculty member with appropriate credentials.

I am aware that all my counseling sessions will remain confidential in the information that will be revealed during the process of supervision. In certain situations, confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. Situations in which confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual] (b) danger to one's self [i.e., suicide], (c) danger to others [homicide, threat to injure], and (d) if an appropriate court order directs otherwise.

I am aware that some counseling sessions may be recorded. The university supervisor uses the following security measures when recording: (a) no digital recordings are identified with student information, (b) the digital recordings once provided to the university supervisor are secured in a locked cabinet, (c) the digital recordings are destroyed after they have been reviewed in supervision, and (d) the digital recordings are used for training purposes and clinical instruction in the Counselor Education program.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Client's Signature: _____ Date: _____

Field Placement Student's Name _____ Field Placement Student's _____ Date: _____
Signature

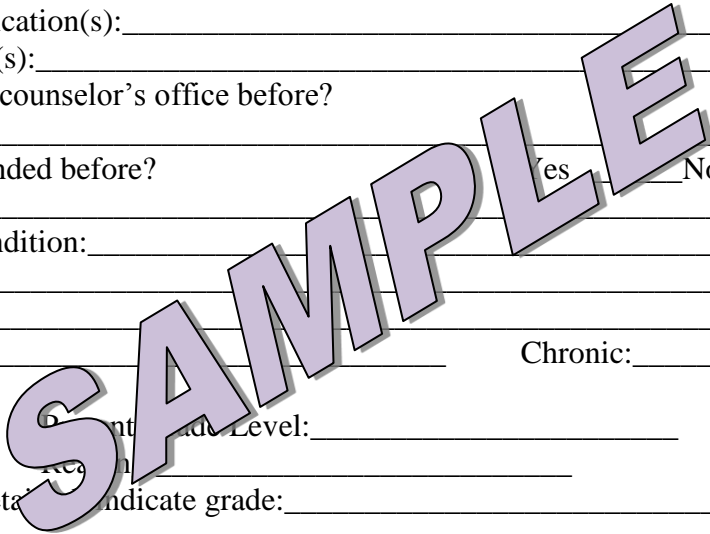
Site Supervisor's Name: _____ Title: _____

Site Supervisor's Signature: _____ Date: _____

5.31 STUDENT PROFILE

Name: _____ Date: _____
Address: _____ City: _____ State: _____ Zip Code: _____
Telephone (Home): _____ (Work): _____
Age: _____ D.O.B.: _____ Place: _____
Sex: Male _____ Female _____ Height: _____ Weight: _____
Race: White _____ Black _____ Asian _____ Hispanic _____ Other _____
Are you currently taking medication? Yes _____ No _____
If yes, name(s) of the medication(s): _____
Dosage: of the medication(s): _____
Have you ever been to the counselor's office before? Yes _____ No _____
If yes, tell why: _____
Have you ever been suspended before? Yes _____ No _____
If yes, tell why: _____
Presenting Problem or Condition: _____
Presenting Factors: _____
Symptoms: _____
Acute: _____ Chronic: _____

TEST RESULTS
IQ: _____
Math: _____
Has candidate ever been retained? Indicate grade: _____



FAMILY HISTORY

Father's Name: _____ Age: _____ Living _____ Deceased _____
Occupation: _____ Full-time _____ Part-time _____
Mother's Name: _____ Age: _____ Living _____ Deceased _____
Occupation: _____ Full-time _____ Part-time _____
Siblings:
Name: _____ Living _____ Deceased _____
Name: _____ Living _____ Deceased _____
Name: _____ Living _____ Deceased _____
Name: _____ Living _____ Deceased _____

PLEASE CHECK ALL THAT APPLY

Aggressive _____
Assertive _____
Noncompliant _____
Disregard for Rights _____
Self-Confident _____
Withdrawn _____
Argumentative _____
Personable _____
Shy _____
Dependent _____
Depressed _____
Avoidant _____

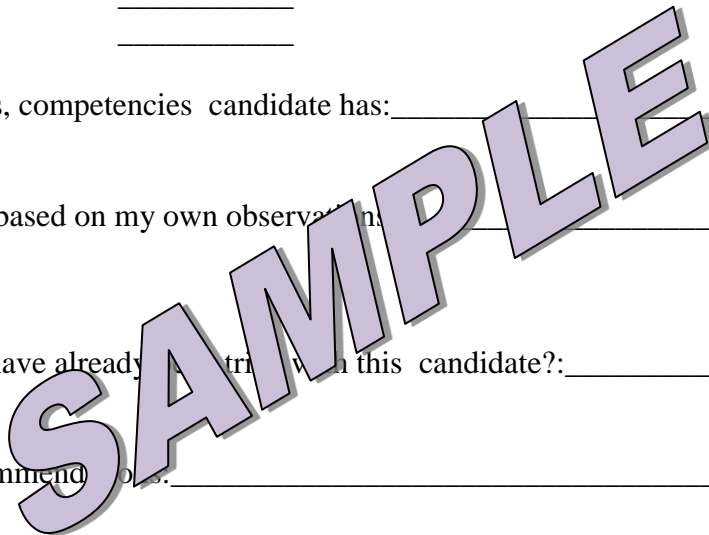
Friendly _____
 Social _____
 Engaging _____
 Ambitious _____
 Impulsive _____
 Preoccupied _____
 Motivated _____
 Distractible _____

Special skills, talents, competencies candidate has: _____

Reason for referral (based on my own observations): _____

What interventions have already been tried with this candidate?: _____

Comments and recommendations: _____



CLIENT'S PRESENT FUNCTIONING

(As I perceive it)

	Above	Below			
	Excellent	Average	Average	Average	Poor
Reading	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
Language Arts	_____	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____	_____
General Learning Rate	_____	_____	_____	_____	_____
On-task Behavior	_____	_____	_____	_____	_____
Self-Directed Learner	_____	_____	_____	_____	_____
Follows directions (oral)	_____	_____	_____	_____	_____
Follows directions (written)	_____	_____	_____	_____	_____
Attention Span	_____	_____	_____	_____	_____
Completes Assignments	_____	_____	_____	_____	_____

Returns Homework	_____	_____	_____	_____	_____
Works Well with Others	_____	_____	_____	_____	_____
Obeys Classroom Rules	_____	_____	_____	_____	_____
Motor Coordination	_____	_____	_____	_____	_____
Self-image Development	_____	_____	_____	_____	_____
Adult Relationships	_____	_____	_____	_____	_____
Peer Relationships	_____	_____	_____	_____	_____
Attitudes Toward School	_____	_____	_____	_____	_____
Shows Enthusiasm for Learning	_____	_____	_____	_____	_____
Participates in Class	_____	_____	_____	_____	_____

SAMPLE

ETHICAL STANDARDS FOR SCHOOL COUNSELORS (Revised 2016)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools/district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.

g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.

h. Provide effective, responsive interventions to address student needs.

i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.

j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.

c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.

d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.

e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.

h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- 1) Student identifies partner, or the partner is highly identifiable
- 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
- 3) Student refuses
- 4) School counselor informs the student of the intent to notify the partner
- 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.

j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.

l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program's goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness
- b. Provide and advocate for individual students' preK–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.

b. Inform parent/guardian(s) of student participation in a small group.

c. Screen students for group membership.

d. Use data to measure member needs to establish well-defined expectations of group members.

e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.

g. Facilitate groups from the framework of evidence-based or research-based practices.

h. Practice within their competence level and develop professional competence through training and supervision.

i. Measure the outcomes of group participation (process, perception and outcome data).

j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.

c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

c. Identify resources needed to optimize education.

- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.
- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.

e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.

f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.

- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.

k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.

l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

m. Promote cultural competence to help create a safer more inclusive school environment.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Promote equity and access for all students through the use of community resources.

p. Use culturally inclusive language in all forms of communication.

q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.

r. Work responsibly to remedy work environments that do not reflect the profession's ethics.

s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.

b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.

c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.

d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and

Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.

f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by:

a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.

b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. Implement the course of action

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries

something that indicates or affixes an extent or limits.

Breach

disclosure of information given in private or confidential communication such as information given during counseling.

Competence

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest

a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent

permission, approval or agreement; compliance.

Consultation

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters

general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed

accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure

the act or an instance of exposure or revelation.

Diversity

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption

process of putting information into a coded form to control and limit access to authorized users.

Ethics

the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

a standard or set of standards defining the course of action for the profession.

Ethical Rights

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible

capable of being done, effected or accomplished.

Gender Expression

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment

the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights

those rights bestowed onto a person by a given legal system.

Mandatory Reporting

the legal requirement to report to authorities.

Minors

persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy

the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication

conversation that takes place within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development

the process of improving and increasing capabilities through access to education and training opportunities.

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks

School Counseling Supervisor

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable

when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder

a person or group that shares an investment or interest in an endeavor.

Supervision

a collaborative relationship in which one person promotes and/or evaluates the development of another.

Title IX of the Education Amendments of 1972

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling

counseling by electronic means.

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association. (). Code of ethics and standards of practice. Alexandria, VA. (5999 Stevenson Ave., Alexandria, VA 22034) 1-800-347-6647
HYPERLINK <http://www.counseling.org>
www.counseling.org

American School Counselor Association. (2012). The national standards for school counseling programs. Alexandria, VA. (801 North Fairfax Street, Suite 310, Alexandria, VA 22314) 1 800-306-4722,
HYPERLINK <http://www.schoolcounselor.org>

Section A

The Counseling Relationship



Introduction

Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*).

A.1. Client Welfare

A.1.a. Primary Responsibility

The primary responsibility of counselors is to respect the dignity and promote the welfare of clients.

A.1.b. Records and Documentation

Counselors create, safeguard, and maintain documentation necessary for rendering professional services. Regardless of the medium, counselors include sufficient and timely documentation to facilitate the delivery and continuity of services. Counselors take reasonable steps to ensure that documentation accurately reflects client progress and services provided. If amendments are made to records and documentation, counselors take steps to properly note the amendments according to agency or institutional policies.

A.1.c. Counseling Plans

Counselors and their clients work jointly in devising counseling plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of clients. Counselors and clients regularly review and revise counseling plans to assess their continued viability and effectiveness, respecting clients' freedom of choice.

A.1.d. Support Network Involvement

Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.

A.2. Informed Consent in the Counseling Relationship

A.2.a. Informed Consent

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both counselors and clients. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, relevant experience, and approach to counseling; continuation of services upon the incapacitation or death of the counselor; the role of technology; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis and the intended use of tests and reports. Additionally, counselors inform clients about fees and billing arrangements, including procedures for nonpayment of fees. Clients have the right to confidentiality and to be provided with an explanation of its limits (including how supervisors and/or treatment or interdisciplinary team professionals are involved), to obtain clear information about their records, to participate in the ongoing counseling plans, and to refuse any services or modality changes and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language that counselors use, counselors provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent

When counseling minors, incapacitated adults, or other persons unable to give voluntary consent, counselors seek the assent of clients to services and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.2.e. Mandated Clients

Counselors discuss the required limitations to confidentiality when working with clients who have been mandated for counseling services. Counselors also explain what type of information and with whom that information is shared prior to the beginning of counseling. The client may choose to refuse services. In this case, counselors will, to the best of their ability, discuss with the client the potential consequences of refusing counseling services.

A.3. Clients Served by Others

When counselors learn that their clients are in a professional relationship with other mental health professionals, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values

Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.

A.5. Prohibited Noncounseling Roles and Relationships

A.5.a. Sexual and/or Romantic Relationships Prohibited

Sexual and/or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

A.5.b. Previous Sexual and/or Romantic Relationships

Counselors are prohibited from engaging in counseling relationships with persons with whom they have had a previous sexual and/or romantic relationship.

A.5.c. Sexual and/or Romantic Relationships With Former Clients

Sexual and/or romantic counselor–client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. This prohibition applies to both in-person and electronic interactions or relationships. Counselors, before engaging in sexual and/or romantic interactions or relationships with former clients, their romantic partners, or their family members, demonstrate forethought and document (in written form) whether the interaction or relationship can be viewed as exploitive in any way and/or whether there is still potential to harm the former client; in cases of potential exploitation and/or harm, the counselor avoids entering into such an interaction or relationship.

A.5.d. Friends or Family Members

Counselors are prohibited from engaging in counseling relationships with friends or family members with whom they have an inability to remain objective.

A.5.e. Personal Virtual Relationships With Current Clients

Counselors are prohibited from engaging in a personal virtual relationship with individuals with whom they have a current counseling relationship (e.g., through social and other media).

A.6. Managing and Maintaining Boundaries and Professional Relationships

A.6.a. Previous Relationships

Counselors consider the risks and benefits of accepting as clients those with whom they have had a previous relationship. These potential clients may include individuals with whom the counselor has had a casual, distant, or past relationship. Examples include mutual or past membership in a professional association, organization, or community. When counselors accept these clients, they take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs.

A.6.b. Extending Counseling Boundaries

Counselors consider the risks and benefits of extending current counseling relationships beyond conventional parameters. Examples include attending a client’s formal ceremony (e.g., a wedding/commitment ceremony or graduation), purchasing a service or product provided by a client (excepting unrestricted bartering), and visiting a client’s ill family member in the hospital. In extending these boundaries, counselors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no harm occurs.

A.6.c. Documenting Boundary Extensions

If counselors extend boundaries as described in A.6.a. and A.6.b., they must officially document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. When unintentional harm occurs to the client or former client, or to an individual

significantly involved with the client or former client, the counselor must show evidence of an attempt to remedy such harm.

A.6.d. Role Changes in the Professional Relationship

When counselors change a role from the original or most recent contracted relationship, they obtain informed consent from the client and explain the client’s right to refuse services related to the change. Examples of role changes include, but are not limited to

1. changing from individual to relationship or family counseling, or vice versa;
2. changing from an evaluative role to a therapeutic role, or vice versa; and
3. changing from a counselor to a mediator role, or vice versa.

Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, therapeutic) of counselor role changes.

A.6.e. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)

Counselors avoid entering into non-professional relationships with former clients, their romantic partners, or their family members when the interaction is potentially harmful to the client. This applies to both in-person and electronic interactions or relationships.

A.7. Roles and Relationships at Individual, Group, Institutional, and Societal Levels

A.7.a. Advocacy

When appropriate, counselors advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.7.b. Confidentiality and Advocacy

Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.8. Multiple Clients

When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately.

A.9. Group Work

A.9.a. Screening

Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with the goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.9.b. Protecting Clients

In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.10. Fees and Business Practices

A.10.a. Self-Referral

Counselors working in an organization (e.g., school, agency, institution) that provides counseling services do not refer clients to their private practice unless the policies of a particular organization make explicit provisions for self-referrals. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Unacceptable Business Practices

Counselors do not participate in fee splitting, nor do they give or receive commissions, rebates, or any other form of remuneration when referring clients for professional services.

A.10.c. Establishing Fees

In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. If a counselor's usual fees create undue hardship for the client, the counselor may adjust fees, when legally permissible, or assist the client in locating comparable, affordable services.

A.10.d. Nonpayment of Fees

If counselors intend to use collection agencies or take legal measures to col-

lect fees from clients who do not pay for services as agreed upon, they include such information in their informed consent documents and also inform clients in a timely fashion of intended actions and offer clients the opportunity to make payment.

A.10.e. Bartering

Counselors may barter only if the bartering does not result in exploitation or harm, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.f. Receiving Gifts

Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and gratitude. When determining whether to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, the client's motivation for giving the gift, and the counselor's motivation for wanting to accept or decline the gift.

A.11. Termination and Referral

A.11.a. Competence Within Termination and Referral

If counselors lack the competence to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors discontinue the relationship.

A.11.b. Values Within Termination and Referral

Counselors refrain from referring prospective and current clients based solely on the counselor's personally held values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

A.11.c. Appropriate Termination

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is

being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client or by another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services

When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

A.12. Abandonment and Client Neglect

Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

Section B

Confidentiality and Privacy



Introduction

Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy

Counselors respect the privacy of prospective and current clients. Counselors request private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality

Counselors protect the confidential information of prospective and current clients. Counselors disclose information only with appropriate consent or with sound legal or ethical justification.

B.1.d. Explanation of Limitations

At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify situations in which confidentiality must be breached.

B.2. Exceptions

B.2.a. Serious and Foreseeable Harm and Legal Requirements

The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues.

B.2.b. Confidentiality Regarding End-of-Life Decisions

Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option to maintain confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties.

B.2.c. Contagious, Life-Threatening Diseases

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if the parties are known to be at serious and foreseeable risk of contracting the disease. Prior to making a disclosure, counselors assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party. Counselors adhere to relevant state laws concerning disclosure about disease status.

B.2.d. Court-Ordered Disclosure

When ordered by a court to release confidential or privileged information

without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship.

B.2.e. Minimal Disclosure

To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others

B.3.a. Subordinates

Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers.

B.3.b. Interdisciplinary Teams

When services provided to the client involve participation by an interdisciplinary or treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings

Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers

Counselors disclose information to third-party payers only when clients have authorized such disclosure.

B.3.e. Transmitting Confidential Information

Counselors take precautions to ensure the confidentiality of all information transmitted through the use of any medium.

B.3.f. Deceased Clients

Counselors protect the confidentiality of deceased clients, consistent with legal requirements and the documented preferences of the client.

B.4. Groups and Families

B.4.a. Group Work

In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group.

B.4.b. Couples and Family Counseling

In couples and family counseling, counselors clearly define who is considered "the client" and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties regarding the confidentiality of information. In the absence of an agreement to the contrary, the couple or family is considered to be the client.

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients

When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received—in any medium—in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians

Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship, consistent with current legal and custodial arrangements. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information

When counseling minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, counselors seek permission from an appropriate third party to disclose information. In such instances, counselors inform clients consistent with their level of understanding and take appropriate measures to safeguard client confidentiality.

B.6. Records and Documentation

B.6.a. Creating and Maintaining Records and Documentation

Counselors create and maintain records and documentation necessary for rendering professional services.

B.6.b. Confidentiality of Records and Documentation

Counselors ensure that records and documentation kept in any medium are secure and that only authorized persons have access to them.

B.6.c. Permission to Record

Counselors obtain permission from clients prior to recording sessions through electronic or other means.

B.6.d. Permission to Observe

Counselors obtain permission from clients prior to allowing any person to observe counseling sessions, review session transcripts, or view recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.e. Client Access

Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the records in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that relate directly to them and do not include confidential information related to any other client.

B.6.f. Assistance With Records

When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.

B.6.g. Disclosure or Transfer

Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

B.6.h. Storage and Disposal After Termination

Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with federal and state laws and statutes such as licensure laws and policies governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. Counselors apply careful discretion and deliberation before destroying records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment, or violence.

B.6.i. Reasonable Precautions

Counselors take reasonable precautions to protect client confidentiality in the event of the counselor's termination of practice, incapacity, or death and appoint a records custodian when identified as appropriate.

B.7. Case Consultation

B.7.a. Respect for Privacy

Information shared in a consulting relationship is discussed for professional purposes only. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.7.b. Disclosure of Confidential Information

When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation.

Section C

Professional Responsibility



Introduction

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors are expected to advocate to promote changes at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous re-

search methodologies. Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*). In addition, counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of and Compliance With Standards

Counselors have a responsibility to read, understand, and follow the *ACA Code of Ethics* and adhere to applicable laws and regulations.

C.2. Professional Competence

C.2.a. Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

C.2.b. New Specialty Areas of Practice

Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and protect others from possible harm.

C.2.c. Qualified for Employment

Counselors accept employment only for positions for which they are qualified given their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness

Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors take reasonable steps to seek peer supervision to evaluate their efficacy as counselors.

C.2.e. Consultations on Ethical Obligations

Counselors take reasonable steps to consult with other counselors, the ACA Ethics and Professional Standards Department, or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education

Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. Counselors maintain their competence in the skills they use, are open to new procedures, and remain informed regarding best practices for working with diverse populations.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

C.2.h. Counselor Incapacitation, Death, Retirement, or Termination of Practice

Counselors prepare a plan for the transfer of clients and the dissemination of records to an identified colleague or records custodian in the case of the counselor's incapacitation, death, retirement, or termination of practice.

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients, former clients, or any other persons who

may be vulnerable to undue influence. Counselors discuss with clients the implications of and obtain permission for the use of any testimonial.

C.3.c. Statements by Others

When feasible, counselors make reasonable efforts to ensure that statements made by others about them or about the counseling profession are accurate.

C.3.d. Recruiting Through Employment

Counselors do not use their places of employment or institutional affiliation to recruit clients, supervisors, or consultees for their private practices.

C.3.e. Products and Training Advertisements

Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices.

C.3.f. Promoting to Those Served

Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, counselor educators may adopt textbooks they have authored for instructional purposes.

C.4. Professional Qualifications

C.4.a. Accurate Representation

Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training.

C.4.b. Credentials

Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees

Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

Counselors clearly state their highest earned degree in counseling or a closely related field. Counselors do not imply doctoral-level competence when possessing a master's degree in counseling or a related field by referring to them-

selves as "Dr." in a counseling context when their doctorate is not in counseling or a related field. Counselors do not use "ABD" (all but dissertation) or other such terms to imply competency.

C.4.e. Accreditation Status

Counselors accurately represent the accreditation status of their degree program and college/university.

C.4.f. Professional Membership

Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of ACA must clearly differentiate between professional membership, which implies the possession of at least a master's degree in counseling, and regular membership, which is open to individuals whose interests and activities are consistent with those of ACA but are not qualified for professional membership.

C.5. Nondiscrimination

Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.

C.6. Public Responsibility

C.6.a. Sexual Harassment

Counselors do not engage in or condone sexual harassment. Sexual harassment can consist of a single intense or severe act, or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties

Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others.

C.6.c. Media Presentations

When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, recordings, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that

1. the statements are based on appropriate professional counseling literature and practice,
2. the statements are otherwise consistent with the *ACA Code of Ethics*, and

- the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others

Counselors do not exploit others in their professional relationships.

C.6.e. Contributing to the Public Good (Pro Bono Publico)

Counselors make a reasonable effort to provide services to the public for which there is little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).

C.7. Treatment Modalities

C.7.a. Scientific Basis for Treatment

When providing services, counselors use techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation.

C.7.b. Development and Innovation

When counselors use developing or innovative techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities. Counselors work to minimize any potential risks or harm when using these techniques/procedures/modalities.

C.7.c. Harmful Practices

Counselors do not use techniques/procedures/modalities when substantial evidence suggests harm, even if such services are requested.

C.8. Responsibility to Other Professionals

C.8.a. Personal Public Statements

When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D

Relationships With Other Professionals



Introduction

Professional counselors recognize that the quality of their interactions

with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees

D.1.a. Different Approaches

Counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own. Counselors acknowledge the expertise of other professional groups and are respectful of their practices.

D.1.b. Forming Relationships

Counselors work to develop and strengthen relationships with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork

Counselors who are members of interdisciplinary teams delivering multifaceted services to clients remain focused on how to best serve clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines.

D.1.d. Establishing Professional and Ethical Obligations

Counselors who are members of interdisciplinary teams work together with team members to clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

D.1.e. Confidentiality

When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues.

D.1.f. Personnel Selection and Assignment

When counselors are in a position requiring personnel selection and/or assigning of responsibilities to others, they select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies

The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers regarding acceptable standards of client care and professional conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions

Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be affected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection From Punitive Action

Counselors do not harass a colleague or employee or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Provision of Consultation Services

D.2.a. Consultant Competency

Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed.

D.2.b. Informed Consent in Formal Consultation

When providing formal consultation services, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality.

Section E

Evaluation, Assessment, and Interpretation



Introduction

Counselors use assessment as one component of the counseling process, taking into account the clients' personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, mental health, psychological, and career assessments.

E.1. General

E.1.a. Assessment

The primary purpose of educational, mental health, psychological, and career assessment is to gather information regarding the client for a variety of purposes, including, but not limited to, client decision making, treatment planning, and forensic proceedings. Assessment may include both qualitative and quantitative methodologies.

E.1.b. Client Welfare

Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information provided. They respect the client's right to know the results, the interpretations made, and the bases for counselors' conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

Counselors use only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology-based application. Counselors take reasonable measures to ensure the proper use of assessment techniques by persons under their supervision.

E.2.b. Appropriate Use

Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results

Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of psychometrics.

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients

Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in terms and language that the client (or other legally authorized person on behalf of the client) can understand.

E.3.b. Recipients of Results

Counselors consider the client's and/or examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results.

E.4. Release of Data to Qualified Personnel

Counselors release assessment data in which the client is identified only with the consent of the client or the client's legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data.

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis

Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g., locus of treatment, type of treatment, recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity

Counselors recognize that culture affects the manner in which clients' problems are defined and experienced. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders.

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology

Counselors recognize historical and social prejudices in the misdiagnosis and

pathologizing of certain individuals and groups and strive to become aware of and address such biases in themselves or others.

E.5.d. Refraining From Diagnosis

Counselors may refrain from making and/or reporting a diagnosis if they believe that it would cause harm to the client or others. Counselors carefully consider both the positive and negative implications of a diagnosis.

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments and, when possible, use multiple forms of assessment, data, and/or instruments in forming conclusions, diagnoses, or recommendations.

E.6.b. Referral Information

If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized.

E.7. Conditions of Assessment Administration

E.7.a. Administration Conditions

Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Provision of Favorable Conditions

Counselors provide an appropriate environment for the administration of assessments (e.g., privacy, comfort, freedom from distraction).

E.7.c. Technological Administration

Counselors ensure that technologically administered assessments function properly and provide clients with accurate results.

E.7.d. Unsupervised Assessments

Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, counselors do not permit unsupervised use.

E.8. Multicultural Issues/ Diversity in Assessment

Counselors select and use with caution assessment techniques normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and they place test results in proper perspective with other relevant factors.

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

When counselors report assessment results, they consider the client's personal and cultural background, the level of the client's understanding of the results, and the impact of the results on the client. In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or inappropriateness of the norms for the person tested.

E.9.b. Instruments With Insufficient Empirical Data

Counselors exercise caution when interpreting the results of instruments not having sufficient empirical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee. Counselors qualify any conclusions, diagnoses, or recommendations made that are based on assessments or instruments with questionable validity or reliability.

E.9.c. Assessment Services

Counselors who provide assessment, scoring, and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. At all times, counselors maintain their ethical responsibility to those being assessed.

E.10. Assessment Security

Counselors maintain the integrity and security of tests and assessments consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessment and Outdated Results

Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose (e.g., noncurrent versions of assessments/instruments). Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction

Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of assessment techniques.

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations

When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not therapeutic in nature, and entities or individuals who will receive the evaluation report are identified. Counselors who perform forensic evaluations obtain written consent from those being evaluated or from their legal representative unless a court orders evaluations to be conducted without the written consent of the individuals being evaluated. When children or

adults who lack the capacity to give voluntary consent are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

Counselors do not evaluate current or former clients, clients' romantic partners, or clients' family members for forensic purposes. Counselors do not counsel individuals they are evaluating.

E.13.d. Avoid Potentially Harmful Relationships

Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

Section F

Supervision, Training, and Teaching



Introduction

Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that supervisees communicate their

qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

F.2.b. Multicultural Issues/ Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/ diversity in the supervisory relationship.

F.2.c. Online Supervision

When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship

F.3.a. Extending Conventional Supervisory Relationships

Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to

both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment

Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members

Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.4.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.4.d. Termination of the Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities

Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

F.5.b. Impairment

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.5.c. Professional Disclosure

Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

F.6. Counseling Supervision Evaluation, Remediation, and Endorsement

F.6.a. Evaluation

Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

E.6.c. Counseling for Supervisees

If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

E.6.d. Endorsements

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

E.7. Responsibilities of Counselor Educators

E.7.a. Counselor Educators

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

E.7.b. Counselor Educator Competence

Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

E.7.c. Infusing Multicultural Issues/Diversity

Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

E.7.d. Integration of Study and Practice

In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

E.7.e. Teaching Ethics

Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

E.7.f. Use of Case Examples

The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

E.7.g. Student-to-Student Supervision and Instruction

When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

E.7.h. Innovative Theories and Techniques

Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities.

E.7.i. Field Placements

Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that

site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

E.8. Student Welfare

E.8.a. Program Information and Orientation

Counselor educators recognize that program orientation is a developmental process that begins upon students' initial contact with the counselor education program and continues throughout the educational and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program's expectations, including

1. the values and ethical principles of the profession;
2. the type and level of skill and knowledge acquisition required for successful completion of the training;
3. technology requirements;
4. program training goals, objectives, and mission, and subject matter to be covered;
5. bases for evaluation;
6. training components that encourage self-growth or self-disclosure as part of the training process;
7. the type of supervision settings and requirements of the sites for required clinical field experiences;
8. student and supervisor evaluation and dismissal policies and procedures; and
9. up-to-date employment prospects for graduates.

E.8.b. Student Career Advising

Counselor educators provide career advisement for their students and make them aware of opportunities in the field.

E.8.c. Self-Growth Experiences

Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

E.8.d. Addressing Personal Concerns

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

F.10. Roles and Relationships Between Counselor Educators and Students

F.10.a. Sexual or Romantic Relationships

Counselor educators are prohibited from sexual or romantic interactions or relationships with students currently enrolled in a counseling or related program and over whom they have power and authority. This prohibition applies to both in-person and electronic interactions or relationships.

F.10.b. Sexual Harassment

Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships With Former Students

Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty

members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.

F.10.d. Nonacademic Relationships

Counselor educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisor placement.

F.10.e. Counseling Services

Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority.

F.10.f. Extending Educator–Student Boundaries

Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; conducting hospital visits; providing support during a stressful event; or maintaining mutual membership in a professional association, organization, or community. Counselor educators discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time limited and/or context specific and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs

F.11.a. Faculty Diversity

Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity

Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse cultures and types of abilities that students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.

Section G

Research and Publication



Introduction

Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support the efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research.

G.1. Research Responsibilities

G.1.a. Conducting Research

Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research.

G.1.b. Confidentiality in Research

Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

G.1.c. Independent Researchers

When counselors conduct independent research and do not have access to an institutional review board, they are bound to the same ethical principles and

federal and state laws pertaining to the review of their plan, design, conduct, and reporting of research.

G.1.d. Deviation From Standard Practice

Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when research indicates that a deviation from standard or acceptable practices may be necessary.

G.1.e. Precautions to Avoid Injury

Counselors who conduct research are responsible for their participants' welfare throughout the research process and should take reasonable precautions to avoid causing emotional, physical, or social harm to participants.

G.1.f. Principal Researcher Responsibility

The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.2. Rights of Research Participants

G.2.a. Informed Consent in Research

Individuals have the right to decline requests to become research participants. In seeking consent, counselors use language that

1. accurately explains the purpose and procedures to be followed;
2. identifies any procedures that are experimental or relatively untried;
3. describes any attendant discomforts, risks, and potential power differentials between researchers and participants;
4. describes any benefits or changes in individuals or organizations that might reasonably be expected;
5. discloses appropriate alternative procedures that would be advantageous for participants;
6. offers to answer any inquiries concerning the procedures;
7. describes any limitations on confidentiality;
8. describes the format and potential target audiences for the dissemination of research findings; and
9. instructs participants that they are free to withdraw their consent and discontinue participation in the project at any time, without penalty.

G.2.b. Student/Supervisee Participation

Researchers who involve students or supervisees in research make clear to them that the decision regarding participation in research activities does not affect their academic standing or supervisory relationship. Students or supervisees who choose not to participate in research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.c. Client Participation

Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.d. Confidentiality of Information

Information obtained about research participants during the course of research is confidential. Procedures are implemented to protect confidentiality.

G.2.e. Persons Not Capable of Giving Informed Consent

When a research participant is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.f. Commitments to Participants

Counselors take reasonable measures to honor all commitments to research participants.

G.2.g. Explanations After Data Collection

After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.h. Informing Sponsors

Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

G.2.i. Research Records Custodian

As appropriate, researchers prepare and disseminate to an identified colleague or records custodian a plan for the transfer of research data in the case of their incapacitation, retirement, or death.

G.3. Managing and Maintaining Boundaries

G.3.a. Extending Researcher-Participant Boundaries

Researchers consider the risks and benefits of extending current research relationships beyond conventional parameters. When a nonresearch interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant, the researcher must show evidence of an attempt to remedy such harm.

G.3.b. Relationships With Research Participants

Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

G.3.c. Sexual Harassment and Research Participants

Researchers do not condone or subject research participants to sexual harassment.

G.4. Reporting Results

G.4.a. Accurate Results

Counselors plan, conduct, and report research accurately. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results

Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors

If counselors discover significant errors in their published research, they take

reasonable steps to correct such errors in a correction erratum or through other appropriate publication means.

G.4.d. Identity of Participants

Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data are adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies

Counselors are obligated to make available sufficient original research information to qualified professionals who may wish to replicate or extend the study.

G.5. Publications and Presentations

G.5.a. Use of Case Examples

The use of participants', clients', students', or supervisees' information for the purpose of case examples in a presentation or publication is permissible only when (a) participants, clients, students, or supervisees have reviewed the material and agreed to its presentation or publication or (b) the information has been sufficiently modified to obscure identity.

G.5.b. Plagiarism

Counselors do not plagiarize; that is, they do not present another person's work as their own.

G.5.c. Acknowledging Previous Work

In publications and presentations, counselors acknowledge and give recognition to previous work on the topic by others or self.

G.5.d. Contributors

Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first, and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors

Counselors who conduct joint research with colleagues or students/supervisors establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment that will be received.

G.5.f. Student Research

Manuscripts or professional presentations in any medium that are substantially based on a student's course papers, projects, dissertations, or theses are used only with the student's permission and list the student as lead author.

G.5.g. Duplicate Submissions

Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in one journal or published work are not submitted for publication to another publisher without acknowledgment and permission from the original publisher.

G.5.h. Professional Review

Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and avoid personal biases.

additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

H.1. Knowledge and Legal Considerations

H.1.a. Knowledge and Competency

Counselors who engage in the use of distance counseling, technology, and/or social media develop knowledge and skills regarding related technical, ethical, and legal considerations (e.g., special certifications, additional course work).

H.1.b. Laws and Statutes

Counselors who engage in the use of distance counseling, technology, and social media within their counseling practice understand that they may be subject to laws and regulations of both the counselor's practicing location and the client's place of residence. Counselors ensure that their clients are aware of pertinent legal rights and limitations governing the practice of counseling across state lines or international boundaries.

H.2. Informed Consent and Security

H.2.a. Informed Consent and Disclosure

Clients have the freedom to choose whether to use distance counseling, social media, and/or technology within the counseling process. In addition to the usual and customary protocol of informed consent between counselor and client for face-to-face counseling, the following issues, unique to the use of distance counseling, technology, and/or social media, are addressed in the informed consent process:

- distance counseling credentials, physical location of practice, and contact information;
- risks and benefits of engaging in the use of distance counseling, technology, and/or social media;
- possibility of technology failure and alternate methods of service delivery;
- anticipated response time;
- emergency procedures to follow when the counselor is not available;
- time zone differences;
- cultural and/or language differences that may affect delivery of services;

Section H

Distance Counseling, Technology, and Social Media



Introduction

Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources. Counselors understand the

- possible denial of insurance benefits; and
- social media policy.

H.2.b. Confidentiality Maintained by the Counselor

Counselors acknowledge the limitations of maintaining the confidentiality of electronic records and transmissions. They inform clients that individuals might have authorized or unauthorized access to such records or transmissions (e.g., colleagues, supervisors, employees, information technologists).

H.2.c. Acknowledgment of Limitations

Counselors inform clients about the inherent limits of confidentiality when using technology. Counselors urge clients to be aware of authorized and/or unauthorized access to information disclosed using this medium in the counseling process.

H.2.d. Security

Counselors use current encryption standards within their websites and/or technology-based communications that meet applicable legal requirements. Counselors take reasonable precautions to ensure the confidentiality of information transmitted through any electronic means.

H.3. Client Verification

Counselors who engage in the use of distance counseling, technology, and/or social media to interact with clients take steps to verify the client's identity at the beginning and throughout the therapeutic process. Verification can include, but is not limited to, using code words, numbers, graphics, or other nondescript identifiers.

H.4. Distance Counseling Relationship

H.4.a. Benefits and Limitations

Counselors inform clients of the benefits and limitations of using technology applications in the provision of counseling services. Such technologies include, but are not limited to, computer hardware and/or software, telephones and applications, social media and Internet-based applications and other audio and/or video communication, or data storage devices or media.

H.4.b. Professional Boundaries in Distance Counseling

Counselors understand the necessity of maintaining a professional relationship with their clients. Counselors discuss

and establish professional boundaries with clients regarding the appropriate use and/or application of technology and the limitations of its use within the counseling relationship (e.g., lack of confidentiality, times when not appropriate to use).

H.4.c. Technology-Assisted Services

When providing technology-assisted services, counselors make reasonable efforts to determine that clients are intellectually, emotionally, physically, linguistically, and functionally capable of using the application and that the application is appropriate for the needs of the client. Counselors verify that clients understand the purpose and operation of technology applications and follow up with clients to correct possible misconceptions, discover appropriate use, and assess subsequent steps.

H.4.d. Effectiveness of Services

When distance counseling services are deemed ineffective by the counselor or client, counselors consider delivering services face-to-face. If the counselor is not able to provide face-to-face services (e.g., lives in another state), the counselor assists the client in identifying appropriate services.

H.4.e. Access

Counselors provide information to clients regarding reasonable access to pertinent applications when providing technology-assisted services.

H.4.f. Communication Differences in Electronic Media

Counselors consider the differences between face-to-face and electronic communication (nonverbal and verbal cues) and how these may affect the counseling process. Counselors educate clients on how to prevent and address potential misunderstandings arising from the lack of visual cues and voice intonations when communicating electronically.

H.5. Records and Web Maintenance

H.5.a. Records

Counselors maintain electronic records in accordance with relevant laws and statutes. Counselors inform clients on how records are maintained electronically. This includes, but is not limited to, the type of encryption and security assigned to the records, and if/for how long archival storage of transaction records is maintained.

H.5.b. Client Rights

Counselors who offer distance counseling services and/or maintain a professional website provide electronic links to relevant licensure and professional certification boards to protect consumer and client rights and address ethical concerns.

H.5.c. Electronic Links

Counselors regularly ensure that electronic links are working and are professionally appropriate.

H.5.d. Multicultural and Disability Considerations

Counselors who maintain websites provide accessibility to persons with disabilities. They provide translation capabilities for clients who have a different primary language, when feasible. Counselors acknowledge the imperfect nature of such translations and accessibilities.

H.6. Social Media

H.6.a. Virtual Professional Presence

In cases where counselors wish to maintain a professional and personal presence for social media use, separate professional and personal web pages and profiles are created to clearly distinguish between the two kinds of virtual presence.

H.6.b. Social Media as Part of Informed Consent

Counselors clearly explain to their clients, as part of the informed consent procedure, the benefits, limitations, and boundaries of the use of social media.

H.6.c. Client Virtual Presence

Counselors respect the privacy of their clients' presence on social media unless given consent to view such information.

H.6.d. Use of Public Social Media

Counselors take precautions to avoid disclosing confidential information through public social media.

Section I

Resolving Ethical Issues



Introduction

Professional counselors behave in an ethical and legal manner. They are aware that client welfare and trust in

the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work and engage in ongoing professional development regarding current topics in ethical and legal issues in counseling. Counselors become familiar with the ACA Policy and Procedures for Processing Complaints of Ethical Violations¹ and use it as a reference for assisting in the enforcement of the *ACA Code of Ethics*.

1.1. Standards and the Law

1.1.a. Knowledge

Counselors know and understand the *ACA Code of Ethics* and other applicable ethics codes from professional organizations or certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

1.1.b. Ethical Decision Making

When counselors are faced with an ethical dilemma, they use and document, as appropriate, an ethical decision-making model that may include, but is not limited to, consultation; consideration of relevant ethical standards, principles, and laws; generation of potential courses of action; deliberation of risks and benefits; and selection of an objective decision based on the circumstances and welfare of all involved.

1.1.c. Conflicts Between Ethics and Laws

If ethical responsibilities conflict with the law, regulations, and/or other gov-

erning legal authority, counselors make known their commitment to the *ACA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved using this approach, counselors, acting in the best interest of the client, may adhere to the requirements of the law, regulations, and/or other governing legal authority.

1.2. Suspected Violations

1.2.a. Informal Resolution

When counselors have reason to believe that another counselor is violating or has violated an ethical standard and substantial harm has not occurred, they attempt to first resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

1.2.b. Reporting Ethical Violations

If an apparent violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action depending on the situation. Such action may include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or appropriate institutional authorities. The confidentiality rights of clients should be considered in all actions. This standard does not apply when counselors have been retained to review the work of another counselor whose professional conduct is in question (e.g., consultation, expert testimony).

1.2.c. Consultation

When uncertain about whether a particular situation or course of action may be in violation of the *ACA Code of Ethics*, counselors consult with other counselors who are knowledgeable about ethics and the *ACA Code*

of Ethics, with colleagues, or with appropriate authorities, such as the ACA Ethics and Professional Standards Department.

1.2.d. Organizational Conflicts

If the demands of an organization with which counselors are affiliated pose a conflict with the *ACA Code of Ethics*, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the *ACA Code of Ethics* and, when possible, work through the appropriate channels to address the situation.

1.2.e. Unwarranted Complaints

Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are retaliatory in nature or are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

1.2.f. Unfair Discrimination Against Complainants and Respondents

Counselors do not deny individuals employment, advancement, admission to academic or other programs, tenure, or promotion based solely on their having made or their being the subject of an ethics complaint. This does not preclude taking action based on the outcome of such proceedings or considering other appropriate information.

1.3. Cooperation With Ethics Committees

Counselors assist in the process of enforcing the *ACA Code of Ethics*. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation.

Glossary of Terms

- Abandonment** – the inappropriate ending or arbitrary termination of a counseling relationship that puts the client at risk.
- Advocacy** – promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.
- Assent** – to demonstrate agreement when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a counseling service or plan.
- Assessment** – the process of collecting in-depth information about a person in order to develop a comprehensive plan that will guide the collaborative counseling and service provision process.
- Bartering** – accepting goods or services from clients in exchange for counseling services.
- Client** – an individual seeking or referred to the professional services of a counselor.
- Confidentiality** – the ethical duty of counselors to protect a client’s identity, identifying characteristics, and private communications.
- Consultation** – a professional relationship that may include, but is not limited to, seeking advice, information, and/or testimony.
- Counseling** – a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.
- Counselor Educator** – a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of professional counselors.
- Counselor Supervisor** – a professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual’s counseling work or clinical skill development.
- Culture** – membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are cocreated with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.
- Discrimination** – the prejudicial treatment of an individual or group based on their actual or perceived membership in a particular group, class, or category.
- Distance Counseling** – The provision of counseling services by means other than face-to-face meetings, usually with the aid of technology.
- Diversity** – the similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.
- Documents** – any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.
- Encryption** – process of encoding information in such a way that limits access to authorized users.
- Examinee** – a recipient of any professional counseling service that includes educational, psychological, and career appraisal, using qualitative or quantitative techniques.
- Exploitation** – actions and/or behaviors that take advantage of another for one’s own benefit or gain.
- Fee Splitting** – the payment or acceptance of fees for client referrals (e.g., percentage of fee paid for rent, referral fees).
- Forensic Evaluation** – the process of forming professional opinions for court or other legal proceedings, based on professional knowledge and expertise, and supported by appropriate data.
- Gatekeeping** – the initial and ongoing academic, skill, and dispositional assessment of students’ competency for professional practice, including remediation and termination as appropriate.
- Impairment** – a significantly diminished capacity to perform professional functions.
- Incapacitation** – an inability to perform professional functions.
- Informed Consent** – a process of information sharing associated with possible actions clients may choose to take, aimed at assisting clients in acquiring a full appreciation and understanding of the facts and implications of a given action or actions.
- Instrument** – a tool, developed using accepted research practices, that measures the presence and strength of a specified construct or constructs.
- Interdisciplinary Teams** – teams of professionals serving clients that may include individuals who may not share counselors’ responsibilities regarding confidentiality.
- Minors** – generally, persons under the age of 18 years, unless otherwise designated by statute or regulation. In some jurisdictions, minors may have the right to consent to counseling without consent of the parent or guardian.
- Multicultural/Diversity Competence** – counselors’ cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge are applied effectively in practice with clients and client groups.
- Multicultural/Diversity Counseling** – counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts.
- Personal Virtual Relationship** – engaging in a relationship via technology and/or social media that blurs the professional boundary (e.g., friending on social networking sites); using personal accounts as the connection point for the virtual relationship.
- Privacy** – the right of an individual to keep oneself and one’s personal information free from unauthorized disclosure.
- Privilege** – a legal term denoting the protection of confidential information in a legal proceeding (e.g., subpoena, deposition, testimony).
- Pro bono publico** – contributing to society by devoting a portion of professional activities for little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).
- Professional Virtual Relationship** – using technology and/or social media in a professional manner and maintaining appropriate professional boundaries; using business accounts that cannot be linked back to personal accounts as the connection point for the virtual relationship (e.g., a business page versus a personal profile).
- Records** – all information or documents, in any medium, that the counselor keeps about the client, excluding personal and psychotherapy notes.
- Records of an Artistic Nature** – products created by the client as part of the counseling process.
- Records Custodian** – a professional colleague who agrees to serve as the caretaker of client records for another mental health professional.
- Self-Growth** – a process of self-examination and challenging of a counselor’s assumptions to enhance professional effectiveness.

Serious and Foreseeable – when a reasonable counselor can anticipate significant and harmful possible consequences.

Sexual Harassment – sexual solicitation, physical advances, or verbal/nonverbal conduct that is sexual in nature; occurs in connection with professional activities or roles; is unwelcome, offensive, or creates a hostile workplace or learning environment; and/or is sufficiently severe or intense to be perceived as harassment by a reasonable person.

Social Justice – the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

Social Media – technology-based forms of communication of ideas, beliefs, personal histories, etc. (e.g., social networking sites, blogs).

Student – an individual engaged in formal graduate-level counselor education.

Supervisee – a professional counselor or counselor-in-training whose counseling work or clinical skill development

is being overseen in a formal supervisory relationship by a qualified trained professional.

Supervision – a process in which one individual, usually a senior member of a given profession designated as the supervisor, engages in a collaborative relationship with another individual or group, usually a junior member(s) of a given profession designated as the supervisee(s) in order to (a) promote the growth and development of the supervisee(s), (b) protect the welfare of the clients seen by the supervisee(s), and (c) evaluate the performance of the supervisee(s).

Supervisor – counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training.

Teaching – all activities engaged in as part of a formal educational program that is designed to lead to a graduate degree in counseling.

Training – the instruction and practice of skills related to the counseling profession. Training contributes to the ongoing proficiency of students and professional counselors.

Virtual Relationship – a non-face-to-face relationship (e.g., through social media).

USEFUL SCHOOL COUNSELING RELATED WEB SITES

American School Counseling Association – <http://www.schoolcounselor.org>

Georgia Professional Standards Commission – <http://www.gapsc.com>

American Counseling Association -- <http://www.counseling.org>

Georgia Department of Education -- <http://www.doe.k12.ga.us>

Clark Atlanta University
Department of Counselor Education

Practicum and Internship Handbook Acknowledgement Statement

I have received a copy of the Counselor Education Practicum and Internship Handbook. I understand that I must follow the guidelines and procedures outlined in this handbook. As a counselor-in-training in the Clark Atlanta University, School of Education, Department of Counselor Education, I acknowledge that it is my responsibility to read and be thoroughly familiar with the content of this Practicum and Internship Handbook. My signature below indicates that I have read and understood the contents of this handbook, and that I agree to abide by standards so stated.

I also understand that I must comply with the following guidelines:

- All practicum/internship placements must have the approval of the Practicum/Internship Coordinator. The candidate may not change his/her practicum/internship placement. The School Counseling Coordinator and/or the instructor should be consulted immediately where concerns are noted. Changes in placement will not be made after the fourth week of the semester.
- All practicum/internship activities must be completed as outlined in the course syllabus.
- An accurate log of practicum/internship experiences must be kept. Any discrepancies in the recording of dates, times or signatures will invalidate the hours in question.
- If practicum/internship hours are not completed during the designated time, the candidate will receive an “F”. Then the entire field experience and course must be retaken. Candidates must satisfy the course and field requirements to receive a passing grade.
- Candidates are advised to read all university documents to successfully complete their program of study.

Candidate’s Name (Please print): _____

Candidate’s Signature: _____

Received on _____
(Date)

Note: This form should be turned in to the School Counselor Coordinator during the field orientation. A copy of this form will be placed in the candidate’s file.

Candidate’s Copy

Clark Atlanta University
Department of Counselor Education

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Candidate's Name (Please print): _____

Candidate's Signature: _____

Received on _____
(Date)

Note: (This form should be turned in to the School Counselor Coordinator during the first semester of the candidate's program. The School Counselor Coordinator will place this form in the candidate's file.)

Department Copy

Notes