



Clinical Experiences Handbook

Clinical Mental Health Counseling

and

School Counseling

Auburn Montgomery

Montgomery, Alabama

Required for

ECED 6914, 6924, 6925, 7926, 7927

TABLE OF CONTENTS

| | |
|----------------------------------------------------------------------------------|-----------|
| Introduction..... | 5 |
| Master of Education | 6 |
| School Counseling Program | 6 |
| Clinical Mental Health Counseling Program..... | 7 |
| Education Specialist..... | 8 |
| Clinical Procedures..... | 8 |
| Overview of Clinical Procedures | 8 |
| Procedures for Beginning Practicum | 11 |
| Internships..... | 12 |
| Education Specialist Advanced Internships | 13 |
| Summary of Practicum Requirements for School Counseling Students | 14 |
| School Counseling Practicum Hourly Breakdown | 15 |
| Internships in School Counseling | 16 |
| Continuity of School Counseling Internships..... | 16 |
| School Counseling Internship Hourly Breakdown | 17 |
| Summary of Practicum Requirements for Clinical Mental Health Counseling | |
| Students..... | 17 |
| Clinical Mental Health Counseling Practicum Hourly Breakdown..... | 18 |
| Internships in Clinical Mental Health Counseling | 18 |
| Continuity of Clinical Mental Health Counseling Internships..... | 19 |
| Clinical Mental Health Counseling Internship Hourly Breakdown | 19 |
| Specific Procedures and Professional Issues in Clinical Experiences | 19 |

| | |
|---------------------------------------------------------------|----|
| Informed Consent..... | 19 |
| Permission to Tape..... | 20 |
| Emergency Counseling Procedures | 20 |
| Ethical Guidelines..... | 20 |
| Student Liability Insurance | 20 |
| Professional Behavior | 21 |
| The Supervisory Relationship..... | 21 |
| Progress Reviews, Remediation, Retention, and Dismissal | 22 |

APPENDICES

| | |
|--------------------------------------------------------------------------------|-----------|
| Appendix A: Syllabi..... | 23 |
| Practicum | 23 |
| Internship I and II..... | 30 |
| <i>Advanced Internship I</i> | 36 |
| Appendix B: Instructions for Practicum Registration | 42 |
| Appendix C: Information Form for Practicum | 44 |
| Appendix D: Information for Site Supervisor..... | 46 |
| Appendix E: Clinical Instruction: CACREP Section III | 48 |
| Appendix F: Agreements..... | 50 |
| Counseling Practicum Agreement | 51 |
| Agreement for Clinical Mental Health Internship in Counseling I and II | 55 |
| Agreement for School Counselors Internship in Counseling: I and II..... | 58 |
| Appendix G: Practicum/Internship Log of Hours..... | 61 |
| Appendix H: Statement of Understanding & Consent to Tape Form | 65 |

| | |
|-------------------------------------------------------------------------------------|------------|
| Appendix I: Session Process & Tape Critique Form..... | 68 |
| Appendix J: Evaluations | 73 |
| Mid Term Site Supervisor Evaluation of Counseling Student's Performance | 74 |
| School Counselor Performance Evaluation Form..... | 75 |
| On Site Supervisor's Evaluation of Clinical Mental Health Counseling | 77 |
| Site Evaluation | 79 |
| University Supervisor's Evaluation of the Site..... | 80 |
| Site Evaluation of the AUM Counseling Program | 81 |
| Appendix K: Practicum/Internship Student Check Sheet | 83 |
| Appendix L: List of Sites..... | 85 |
| Appendix M: Practicum/Internship Site Survey | 88 |
| Appendix N: American Counseling Association Code of Ethics | 91 |
| Appendix O: American School Counselor Association Code of Ethics | 93 |
| Appendix P: Auburn Montgomery Disclosure Statement Counselor Education | 95 |
| Appendix Q: Site Supervisor Data Sheet..... | 97 |
| Appendix R: Additional Forms..... | 99 |
| • Digital Recorder Agreement (X1)..... | 100 |
| • CMHC Practicum/Internship Application..... | 101 |
| • Confirmation of Provisional Placement – School Counseling..... | 103 |
| • Memorandum of Agreement for CMHC Sites..... | 104 |
| • Memorandum of Agreement for School Sites..... | 105 |
| • School Counseling Placement Procedure..... | 106 |
| • Employer of AUM Counseling Graduate Letter & Survey..... | 107 |

Clinical Experiences Handbook for Counselor Education

Introduction

The Counselor Education area at Auburn Montgomery offers two levels of training, the Master's of Education and the Education Specialist. Both degree programs require clinical experiences.

Counseling is a specialized profession that requires the ability to effectively relate to others and demonstrate academic competence. Because of the special nature of this program, the counselor education faculty reserves the right to make binding decisions regarding the suitability of students enrolling in practicum and internships and to recommend to the Department Head, Associate Dean and Dean regarding the exclusion of students from enrolling in the practicum and internships based on criteria other than scholarship. During the practicum and internships, students must adhere to the American Counseling Association (ACA) Code of Ethics at their site placements. Students will be evaluated in the areas of academic skills, clinical skills, ethical and professional behavior and personal characteristics before and during site placement. Failure to meet minimal criteria in any of these areas may result in remediation or dismissal from the program.

Two handbooks are important for graduate students in Counselor Education. The *Counseling Student Handbook* addresses a variety of policy and benchmark elements of graduate study and is designed as a tandem reference for the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*. This clinical experiences handbook will provide information on the clinical experiences required for a counseling degree. This information has been discussed in the prerequisite coursework for practicum and internships. The intent of this handbook is to help students organize

and integrate previous learning so that it will be useful in clinical experiences in ECED 6914, 6924, 6925, 7926, 7927 (See Appendix A: Syllabi).

Master of Education

Two options at the Master's level in Counselor Education include School Counseling (Pre K-12) and Clinical Mental Health Counseling. The programs of both options consist of a core of required courses with some degree of flexibility in elective coursework. The Master of Education (M.Ed.) in Counseling is a 60 semester credit hour program of study accommodating either full-time or part-time students. Students should be able to complete their chosen program in 3 to 4 years. Because the programs are so structured, students should pay close attention to the prerequisite courses for practicum. All prerequisite courses must be completed before beginning practicum. Practicum (100 hours) and the two internships (300 hours each) require a total of 700 hours of experience. The practicum and internships are offered consecutively and require at least a full year to complete. Students should complete practicum and internships in settings related to their career goals. All students who enroll in practicum and internships must provide proof of professional counseling liability insurance. Additional information concerning the Master's of Education degree is available in the *Counseling Student Handbook*.

School counseling program. Individuals selecting the School Counseling track must meet one of two options for admission: the Traditional option or the PCLS option. The Traditional option is to meet teacher certification requirements at the "B" Level (undergraduate degree) and present evidence of at least two years of successful experience in schools. The second option is for those students lacking a teaching

certificate and school experience. These students may qualify for School Counseling certification by successful completion of the AUM program in School Counseling, obtaining a passing score on the PRAXIS exam, and passing score on the National Counselor Exam (NCE). The alternate approved route is the PCLS (i.e. Provisional Certification in Library Media or School Counseling). See the *Counseling Student Handbook* for details. This program is designed specifically to prepare K-12 school counselors. However, other employment options are available to school counseling majors. Students entering the School Counseling Program must have a foundation course in special education or an approved alternate class if these courses have been previously taken. These courses are in addition to the 48 credit hours for the CACREP school counseling program for a total of 51 hours minimum. At the time of this writing, the School Counselor Program has been approved for certification in school counseling by the Alabama Department of Education (ADOE). Additional information concerning the School Counseling program is available in the *Counseling Student Handbook*.

Clinical Mental Health Counseling program. Individuals selecting Clinical Mental Health Counseling are those who plan to engage in counseling in agency, higher education, private practice or nontraditional settings. The Clinical Mental Health Counseling Program consists of 60 hours of counseling courses. Students who enroll in the Clinical Mental Health Counseling Program will find that this CACREP accredited program is satisfactory for licensure requirements to the Alabama Board of Examiners in Counseling (ABEC). For students who enroll in Clinical Mental Health Counseling classes in order to amend previous older coursework, ABEC has an approved grid for licensure to assist in the selection of the needed classes. Additional information

concerning the Clinical Mental Health Counseling program is available in the *Counseling Student Handbook*.

Education Specialist

The Education Specialist (Ed. S.) degrees in counseling are 33 semester credit hours of study and are designed for either school or clinical mental health counselors. School counselors who meet the “A” level (Master’s) certification requirements of Auburn Montgomery and who desire advanced study may apply to the education specialist program. Students with a Master’s degree in clinical mental health counseling often enter the Ed.S. program to increase their competence and to help meet the supervision requirements for licensure in Alabama. The Ed.S. offers opportunities for specialty training in such areas as counselor supervision, play therapy, family therapy, addictions counseling and domestic abuse counseling. Coursework is also offered in counseling older persons, grieving children, special populations, and other areas of study. Additional information concerning the Educational Specialist programs is available in the *Counseling Student Handbook*.

Clinical Procedures

Overview of Clinical Procedures

The clinical experience is designed to provide students with the highest quality of opportunities to develop counseling skills. Specifically, individual and group counseling, consultation, intervention, social advocacy, and case conceptualization will be applied and strengthened. Students will also increase their awareness of appropriate reactions to clients and the impact of human diversity on the helping relationship.

Procedures presented in this handbook:

Outline the sequence to be followed in selecting a site and placement.

Detail requirements for practicum and internships.

Delineate the student's, University's, and the Site's responsibilities.

Provide information concerning appropriate administration of counseling practice (e.g. documentation, 3rd party reimbursement, etc).

The following individuals perform specific tasks with students as they complete their clinical experiences.

Faculty Advisor

Discusses specific requirements and guidelines for the program of study.

Devises a plan for completing all program courses, including pre-practicum requirements.

Checks student progress throughout the program and sends a progress report to students at the midpoint of their studies with regard to GPA, hours completed, hours remaining in program and any required corrective action (see Appendix F of the *Counseling Student Handbook* for additional information on this procedure).

Approves student plans for coursework each school term after consulting with counseling area faculty.

Clinical Coordinator

Meets each fall and spring with students enrolled in the ECED Orientation to Clinical Experiences.

Distributes applications for Practicum and Internship placements so that students may apply by the end of their third semester.

Evaluates all practicum and internship sites and supervisors for suitability.

Works with sites, students, and other faculty to obtain suitable student placements and resolves any difficulties that may arise.

Communicates with practicum and internship instructors prior to the beginning of each semester concerning the status of field site placements.

Site Supervisor

Provides clinical experiences for the student in accordance with the guidelines required by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). (see Appendix D and E for more on CACREP requirements for site supervisors).

Makes provisions for orientation of the student to the site buildings, philosophies and policies.

Assigns clients to the student and supervises site-specific activities.

Provides office space to the degree possible at the site, including a private space for seeing clients and space for group counseling.

Assists in evaluating the student's clinical performance and notifies the university supervisor of any problems which may influence the student's successful completion of the placement.

Assures that the student will be properly supervised at all times by a master's level counselor or equivalent for a total average of one hour weekly. Clinical Mental Health supervisors must have a minimum of two (2) years of counseling experience while those supervising School Counselors must have three (3) years of school counseling experience.

Faculty Instructor/Supervisor

Provides supervision of students enrolled in practicum and internships.

Conducts weekly group supervision sessions with practicum and internship students.

Meets weekly with practicum students in individual or triad supervision.

Maintains communication with on-site supervisors.

Makes site visits as needed.

Initiates resolution of any problem occurring on site.

Secures site supervisor's evaluation of students.

Assigns grade for course.

Files logs and evaluations for all students.

General Procedures for Beginning Practicum (all Masters students)

Students must enroll in ECED Orientation to Clinical Experience in their first or second semester. During this orientation, the Clinical Coordinator will discuss detailed instructions for entering practicum. Complete instructions are given concerning contacting sites as well as explanations of all practicum and internship forms. All required forms are in the appendices.

All students must also apply for professional counseling liability insurance prior to beginning their practicum. When applying for this insurance, the student should specify the first day of practicum class as the date the insurance will go into effect. Finally, students will contact their university approved site for practicum and internships to schedule an interview. A list of potential sites and contact information will be available at the orientation class with the Clinical Coordinator for students (see Appendix L). Upon the initial visit with the site supervisor, all students should take with them: Site supervisor information (PowerPoint printout) (see Appendix D).

Clinical Instructions for Site Supervisor (see Appendix E).

3 Copies of Practicum Agreement (see examples in Appendix F).

(Keep a student copy, instructor copy, and leave a copy with site after it is signed)

Identification.

Proof of professional counseling liability insurance.

Note: Enrollment in Practicum is contingent upon completing all pre-practicum requirements and clearance by the Faculty Advisor. Failure to do so will result in relinquishing a previously secured site.

General Procedures for Beginning Internships (all Masters students)

The supervised experience of the internship is a continuation of the supervised experience of the practicum. However, the site placement may or may not be the same for the practicum and internship. School counseling intern supervisors must hold a valid Alabama master's level professional education certificate in school counseling, have three (3) years of school counseling experience, and be currently employed as a school counselor. School counselor supervisors will be cleared through the College of Education Office of Student Services and Teacher Certification. School counseling students will divide both Internship I and II between elementary and high school settings. Middle school settings may be used for either elementary or high school internship requirements. Clinical Mental Health counseling students are not required to divide their placement for practicum or internship.

Each internship requires a new placement contract between the site, the student, and the university. Students should follow the proscribed placement procedures for both internships.

Students are responsible for assuring they have professional counseling liability insurance throughout the duration of any field-based experience. Many insurance policies have an annual renewal date.

Education Specialist Advanced Internships

Supervised clinical experiences are an important aspect of growth as an advanced professional practitioner. The education specialist programs include two internships that provide students with opportunities to increase their skills under supervision. The first advanced internship is required for all Ed.S students. Students who completed a masters degree requiring a 700 hour practicum and internship field experience are not required to take the second advanced internship but it may be taken as an option. Students who completed a masters degree that did not require a 700 hour practicum and internship field experience are required to take both advanced internships. The procedures for placement in advanced internships are coordinated by the clinical instructor. When needed, the College of Education Office of Student Services and Teacher Certification will be asked to assist in the placement.

Summary of Practicum Requirements for School Counseling Students

Students must complete a total of 100 clock hours in practicum-related activities, 40 of which must include direct work with students. The practicum experience must be comprised of a representative sample of both individual and group hours of direct client contact. Classroom guidance and psycho-educational groups count as group hours.

Individual supervision includes meeting with one's site supervisor and university supervisor to discuss client issues and individual or group counseling processes. Site supervisors help practicum and internship students learn site procedures, methods of keeping client records and protocols for working with other counselors and supervisors at the site. Site supervisors also help counseling students learn about client problems and how these problems are addressed.

Practicum students must receive 1.5 hours of group clinical supervision a week from the university supervisor. In addition to the group clinical supervision, each practicum student must receive an additional hour each week in individual or triadic clinical supervision from the university supervisor. School counseling practicum and internship hours differ from Clinical Mental Health counseling hours in that the school counseling students must gain experience in both elementary and secondary school settings, except when a middle school may meet the criteria for both.

Application & Placement Procedure for School Counseling Practicum & Internship

Attendance at the orientation meeting before enrolling in practicum is required. The experiential requirement comes from the ADOE and governs the certification process for graduates seeking to become certified as school counselors by ADOE. The process below must be followed by those seeking School Counseling placements:

Students must register and complete ECED Orientation to Clinical Experiences either the first or second semester of their program.

School counseling students must gain experience in both elementary and secondary school settings, except when a middle school may meet the criteria for both.

The candidate will complete a School Internship Application distributed by the Clinical Coordinator of the School Counseling Program of Study.

An application for Practicum, Internship I, and Internship II must be submitted to the AUM College of Education Office of Student Services and Teacher Certification by the end of their third semester.

Note: If either of the internships will not sequentially follow the practicum, indicate on the application which semesters the student will take the internships.

After processing, a copy of the application for the three courses will be placed in the candidate's graduate folder.

Candidates requesting the same placements for Internship I & II must complete The Counseling Continuation Application at the end of Internship I and submit it to the AUM College of Education Office of Student Services and Teacher Certification for processing. The continuation application is distributed by the Clinical Coordinator of the School Counseling Program of Study.

School Counseling Practicum Hourly Breakdown

The breakdown in hours for the elementary/high school counseling practicum is as follows:

| | |
|---------------------------------------------------------------------------|----------------------------------------|
| 40 direct hours (minimum) | Counseling students |
| <u>With both individual and group counseling or psychoeducation hours</u> | |
| 40 hours total | Direct contact with students |
| 41-60 hours | Indirect counseling related activities |
| 100 hours total | |

Supervision Requirements per Week

| | |
|-----------------------|----------------------------------------------|
| 1 hour per week | Supervision with university supervisor |
| 1.5 hours per week | Group supervision with university supervisor |
| 1 hour weekly average | Supervision with site supervisor |

Internships in School Counseling

The internship experience requires a total of six hundred hours (600) taken as two courses over two terms. In each internship 120 hours must be in direct contact with students.

Direct contact hours in both individual counseling and group counseling activities should be recorded. Internship students spend 1.5 hours each week in group clinical supervision with the university supervisor during the semester. Individual supervision in the internships differs from the individual supervision in the practicum. The site supervisor provides a weekly average of one hour of individual or triadic supervision throughout the internship. Students are expected to continue at the placement site and in class throughout the semester regardless of the number of hours accumulated.

Continuity of School Counseling Internships

Internships follow the practicum and may be continued at the same sites. School counselors must have two approved sites each term or a middle school placement. Sites must be approved by the Clinical Coordinator and the College of Education Certification Officer. For more detailed discussion of the supervised experiences in the practicum and internship, see the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

School Counseling Internship Hourly Breakdown

The breakdown in hours for each internship in school counseling is as follows*:

| | |
|--------------------------------------------------------------------------|-----------------------------------------------|
| 120 hours | Counseling students in group or individually |
| <u>Group and Individual counseling recorded separately for the total</u> | |
| 120 total hours | Direct contact with students |
| 1.5 hours per week | Group supervision with university supervisor |
| 1 hour per week | Supervision with site supervisor |
| Up to 180 hours | <u>Indirect counseling related activities</u> |
| 180 total hours | Supervision and indirect activities |

This results in:

| | |
|-----------|--------------------------------------------|
| 120 hours | Direct contact with students |
| 180 hours | <u>Supervision and indirect activities</u> |
| 300 hours | Total hours for the course |

*Each student should have experiences in both elementary and secondary school settings. This may be accomplished in a variety of ways. Each student must consult with the university supervisor for the breakdown of hours between the two sites.

Summary of Practicum Requirements for Clinical Mental Health Students

Students must spend a total of 100 clock hours in practicum-related activities, 40 of which must include direct work with clients. The practicum experience must be comprised of a representative sample of both individual and group hours of direct client contact. Psychoeducational groups count as group hours.

Individual supervision includes meeting with one's site supervisor or university supervisor to discuss client issues and the individual or group counseling process. Site supervisors help the counseling student learn site procedures, methods of keeping client records and protocols for working with other counselors and supervisors at the site. Site supervisors also help students learn about client problems and how these problems are addressed.

Clinical Mental Health Counseling Practicum Hourly Breakdown

The breakdown in hours for the Clinical Mental Health counseling practicum is as follows:

| | |
|---------------------------------------------------------------------------|-----------------------------|
| 40 direct hours (minimum) | Counseling clients |
| <u>With both individual and group counseling or psychoeducation hours</u> | |
| 40 hours total | Direct contact with clients |

| | |
|---------------------|----------------------------------------------|
| 1 hour per week | Supervision with university supervisor |
| 1.5 hours per week | Group supervision with university supervisor |
| 1 hour more or less | Supervision with site supervisor |
| 41-60 hours | <u>Other counseling related activities</u> |
| 60 hours total | Supervision and other activities |

This results in:

| | |
|-----------|--------------------------------------------|
| 40 hours | Direct contact |
| 60 hours | <u>Supervision and indirect activities</u> |
| 100 hours | Total hours for the course |

Internships in Clinical Mental Health Counseling

Each of the two internships requires 300 hours of counseling activities, 120 of which must be in direct contact with clients. Direct contact hours in both individual counseling and group counseling activities should be recorded. Internship students spend 1.5 hours each week in group clinical supervision with the university supervisor during the academic term. Individual supervision in the internships differs from the individual supervision in the practicum. The site supervisor usually provides the additional one hour of individual or triadic supervision throughout the internship.

Individual supervision is provided by the site supervisor and group supervision is provided by the university supervisor. The internship experience requires a total of six hundred hours (600) and is taken as two courses over two terms. Change in placement requires the approval of the university supervisor who will consult with the clinical coordinator.

Continuity of Clinical Mental Health Counseling Internships

Internships follow the practicum and may be continued at the same sites. Clinical Mental Health counseling students must have sites approved by the Auburn Montgomery Counselor Education Area Clinical Coordinator. For more detailed discussion of the supervised experiences in the practicum and internship, see the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

Clinical Mental Health Counseling Internship Hourly Breakdown

The breakdown in hours for each internship for Clinical Mental Health counselors is as follows:

| | |
|--------------------------------------------------------------------------|-----------------------------------------------|
| 120 hours | Counseling clients in group or individually |
| <u>Group and Individual counseling recorded separately for the total</u> | |
| 120 total hours | Direct contact with clients |
| 1.5 hours per week | Group supervision with university supervisor |
| 1 hour per week | Supervision with site supervisor |
| <u>Up to 180 hours</u> | <u>Indirect counseling related activities</u> |
| 180 total hours | Supervision and indirect activities |
| This results in: | |
| 120 hours | Direct contact with clients |
| <u>180 hours</u> | <u>Supervision and indirect activities</u> |
| 300 hours | Total hours for the course |

Specific Procedures and Professional Issues in Clinical Experiences

Informed Consent

Before any student initiates a counseling relationship, the student must first inform the client of limits to confidentiality, the student's status as a counselor-in-training, and any site specific information. (See Appendix H).

Permission to Record

Before recording any sessions, the student must also obtain written permission to record the session, inform the client about how the recording will be used, and the disposition of the recording. The Auburn Montgomery *Statement of Understanding & Consent to Record Forms* is appropriate for all our sites, but some sites may have a preferred form. (See Appendix H).

Emergency Counseling Procedures

When students start their site placement, they must consult with their site supervisor about emergency procedures under which the site operates. Counselors-in-training are only allowed to see clients under supervision. Therefore, students are not available to clients off site or after hours. Students should not give home addresses or phone numbers to clients. If a student determines a client is at risk, the student should have an alternative number approved by the site to give the client.

Ethical Guidelines

The counselor-in-training's responsibility is to the client. When counselors-in-training enter a counseling agreement, they agree to provide for the client's welfare. Students agree to respect the client, provide appropriate treatment, not exceed their level of competence and make appropriate referrals. Students are expected to adhere to the American Counseling Association and American School Counselor Association ethical guidelines at all times (See Appendices N and O). Students must also follow site policies and procedures.

Student Professional Counseling Liability Insurance

All students must provide proof of professional counseling liability insurance from an approved provider on the first day of class for the practicum and maintain liability insurance throughout the practicum and all internships. Education Specialist students must also provide proof of insurance on the first day of their advanced

internships. Students must pay for their own insurance. Student membership in the American Counseling Association (ACA), American School Counselor Association (ASCA), and Alabama Education Association (AEA) include professional liability insurance. Other sources of professional counseling insurance may also be available.

Professional Behavior

The primary purpose of practicum and internship is to assist students in growth as professional counselors. However, during the site placement the student is an agent of the site, and is expected to operate under the norms of the site. Professional behavior at the site includes being punctual, dressing appropriately, presenting oneself professionally, and adhering to site regulations. Students are expected to develop a professional identity and be aware of current trends, issues and needs for advocacy. Membership in professional organizations and attendance at professional development workshops and seminars are excellent growth opportunities. Involvement in the profession is encouraged. For additional information on review of professional behavior, please consult the *Counseling Student Handbook* regarding “Student Progress Reviews.”

The Supervisory Relationship

Students will engage in clinical supervision with a senior member of the profession and peer supervision with classmates. The purpose of the supervision is to enhance professional competence and to monitor the quality of counseling services. The relationship is supportive and developmental so that an optimal learning environment is created. Ongoing evaluation is an integral function of the supervisory relationship.

The student will demonstrate mastery of competencies through review of recorded sessions, mid-term & final site reports, professor evaluation, documentation, and case reports. Areas of strengths and areas for improvement will be noted by the university and site supervisors. The supervisors will engage the roles and skills of consultant, teacher, counselor and mentor for the purpose of enhancing trainee competence.

Students are expected to be prepared for all supervision sessions. This includes listening to records after they are recorded and before the supervision session, completing assignments given by the supervisor, and being prepared to discuss strengths and weaknesses at the current level of development. All parties are expected to adhere to ethical guidelines as they relate to supervision.

The site supervisor will provide similar assistance and leadership as that provided by the university supervisor. In addition to clinical supervision, the site supervision will include administrative supervision. The site supervisor will work with the counselor-in-training concerning the functioning of the site and the counselor-in-training's role while at the site.

Progress Reviews, Remediation, Retention, and Dismissal

Faculty members are committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in ongoing self-evaluation and the *Faculty Review of Student Performance Form* will be completed by counseling faculty members in the fall and spring semesters. Continued enrollment in counselor education will be based on satisfactory performance in the domains of academic skills, clinical skills, ethical and professional behavior, and personal characteristics. The Academic Advisor will be informed of any remediation items needed for advisement decisions.

Students in the Counselor Education Area are expected to meet certain minimum criteria in the above evaluation domains each semester. Failure to meet minimum standards may result in remediation or dismissal from the program. (See the Progress Reviews, Remediation, Retention, and Dismissal Policy section in the *Counseling Student Handbook*).

Appendix A

Syllabi

**AUBURN UNIVERSITY MONTGOMERY
COLLEGE OF EDUCATION**

COURSE NUMBER & TITLE: ECED 6914: Practicum in Counseling

PREREQUISITES: All core courses & department approval.

SEMESTER:

COURSE INSTRUCTOR:

CONTACT INFORMATION:

Office Room Number:

Phone:

Email Address:

Office Hours:

CLASS LOCATION & TIME:

LAST DAYS TO DROP:

REQUIRED TEXT:

Herlihy, B., & Corey, G. (2015). *ACA Ethical Standards Casebook* (7th ed.). Alexandria, VA: American Counseling Association.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Association, 2013.

Additional readings will be provided.

FIELD EXPERIENCES MATERIALS: *Clinical Experiences Handbook* available in Blackboard.

REQUIRED SOFTWARE (for students enrolled in the College of Education)

Livertext activated (available at <https://www.livertext.com/misk5/c1/activate>) AUM Email acct activated

Instruction Methods: lecture, assignments, field experience, & research. *The instructor may assign additional readings, handouts, web-based activities throughout the semester.* Students will directly apply the course content and decision-making skills through the completion of individual & group assignments.

CATALOG DESCRIPTION: (3 hours).

Provides class and supervised on-site practice of individual and group counseling skills with applications of counseling theories and strategies. Direct client service, record keeping, information and referral, appraisal, consultation and evaluations are included.

LiveText Evaluation: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at <http://aumsotechnologyresources.weebly.com/livetext-tutorials.html> The student is encouraged to review this evaluation and to contact their professor if they have questions regarding it. **Livertext posting is required for all COE students: failure to do so may result in a reduced grade.**

APA Format Required: All written work will be completed in the format provided by the American Psychological Association (APA) through its *latest* publication manual. A review of several articles in counseling journals will help you understand the style. Keep in mind that the directions for typing a paper and for the way an article will look in a journal are different. Follow the directions for typing a paper in the APA manual., **All papers, at a minimum,** must have an APA compliant cover page complete with running head and page numbers (APA, 1.06), 1 inch margins, 12 pt Times New Roman font, avoid sexist or bias language (2.14-2.17), proper heading/levels (3.31 - 3.32); and correct *grammar*. Unless an assignment is a personal opinion paper, proper APA citations and references of professional and peer reviewed sources are also required (no internet references). Failure to use APA format will result in a reduced grade and may result in a failing grade.

ABEC Content Area: This course is identified as primarily addressing content from area 10 of ABEC 255-X-3.01(2) (b) 10. Practicum (or CACREP 2016: 3.A.-V.). Other areas may also be addressed.

CONTENT AREAS: CACREP Standards (2016) Addressed in Practicum in Counseling:

This class responds to CACREP counseling national standards listed in Section 2 (F), specialty areas listed in section 5, and professional practice section 3. These include (1) curricular experiences and demonstrated knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships, the impact of technology on the counseling process, and processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.d.e.n.). (2) Also included are procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.c.d.). (3) Student experiences will include an exploration of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC 5.C.1.c) (5.C.2.m). (4) Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.C.a.b.) (5) Techniques of personal/social counseling in school settings and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.f.h.). (6) Students will also explore current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling (5.C.2.i).

Students will also engage in counseling activities as described in CACREP Section 3: Professional Practice: Practicum experiences that include the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following conditions will exist: students will be covered by individual professional counseling liability insurance policies while enrolled in practicum. (CACREP 3.a.). Supervision of practicum students will include program appropriate audio/video recordings and/or live supervision of students' interactions with clients (CACREP 3.b.) and formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge (CACREP 3.c.). Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources (CACREP 3.d.) In addition to the development of individual counseling skills, during the practicum, students will lead or co-lead a counseling or psychoeducational group (CACREP 3.e.).

Students will engage in the following activities: Students will complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks (CACREP 3.f.). Practicum students will complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (CACREP 3.g.). Practicum students will have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (CACREP 3.h.). Practicum students will participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (CACREP 3.i.).

LEARNING OBJECTIVES AND ASSESSMENTS: The content and experiences of this course are sequenced such that students may accomplish the following:

1. **Demonstrate knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process, as well as current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling** as assessed by class discussion and discussion of journal article 1.
2. **Identify procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse** as assessed by discussion of journal article 2.
3. **Identify the considerations and processes for developing a personal model of counseling** as assessed by discussion of journal article 3.
4. **Explore principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management** as assessed by in class group activities as well as documentation submitted to Blackboard.
5. **Demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues and/or techniques of personal/social counseling in school settings skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement** as assessed by client recordings and documentation submitted to Blackboard and Project.
6. **Students will submit:**
 - a. **Proof of coverage by individual professional counseling liability insurance policies while enrolled in Practicum** as assessed by professor and by inclusion in notebook.
 - b. **Four program appropriate audio/video recordings and/or live supervision of students' interactions with clients** as assessed by professor through Blackboard.
 - c. **Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum** as assessed by site supervisor's mid-term and final evaluations.
7. **Students will have the following experiential learning opportunities:**
 - d. **Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum** as assessed by class discussions and student's log of activities.
 - e. **In addition to the development of individual counseling skills, during either the practicum or the internship, students must lead or co-lead a counseling or psychoeducational group** as assessed by Practicum Log of Hours and Log of Activities.
 - f. **Practicum students complete at least 40 (total) clock hours of direct service** as assessed by

site and university supervisor.

g. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member as assessed by site and university supervisor.

h. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member as assessed by university supervisor.

Course Requirements (see above for additional information):

1. Completion of 100 hours at Practicum site including at least 40 hours of direct individual and group counseling, and at least 60 of indirect service.
2. Journal articles and in-class discussion 1, 2, 3 (100 points each, 300 points total)
3. Project: (100 points) Topics will be assigned in class.
4. Class Participation (100 points) will be assessed by student's participation in class discussions, providing feedback to peers, being engaged in group activities, etc.
5. Tapes 1, 2, 3, 4 (125 points each: 400 points total)
6. Notebook: **Submission of The Notebook including all items listed below is required to pass the course. The notebook is maintained in your academic file at AUM. Any student who does not submit their complete notebook by the scheduled exam date will receive a failing grade in the course.** The notebook includes all related materials for the course and should be brought to each class. The notebook must include all forms, signed logs, etc. as detailed below:

***The Notebook must include:**

- (a) **Proof of professional liability insurance** (Include printed copy)
- (b) **Site contract(s)** (one per site if multiple) (Contract provided Form A)
- (c) **Copy of mid-term evaluation of student by the site supervisor** (Evaluation provided Form B)
- (d) **Copy of final evaluation of student by the site supervisor** (Evaluation provided Form C)
- (e) **The student's evaluation of the site & Site Supervisor** (Evaluation provided Form D, pp. 1-2)
- (f) **The site's evaluation of AUM's counseling program** (Evaluation provided Form E)
- (g) **Signed/initialed Log of hours** (Log provided Form F)
- (h) **Log of Daily activities** (Summary provided Form G) description of all supervised experiences including direct and indirect service as well as the use of professional resources such as assessment instruments, technologies, trainings, etc.
- (i) **Summary of total hours form** (Form H)
- (j) **A copy of the student's Project** (also posted on LiveText)
- (k) **Professional development activities** (list created by student and labeled appropriately)

7. Required paperwork to accompany each taped session:

- (1) Signed Informed Consent for treatment and/or taping by client. (Form T1)
- (2) Signed consent to tape by parent if client is a child. High school students may sign their own consent to tape. (Form T2)
- (3) Progress Note (Form T3)
- (4) Session Process Questions (Form T4)
- (5) Treatment Plan (Form T5)

| EVALUATION: | points each | total points |
|-----------------------------------------------|--------------------|---------------------|
| 1. (3) Journal Articles and class discussion: | | |
| x 100 | | 300 |
| 2. Project | | 100 |
| 3. Class Participation | | 100 |
| 4. (4) Tapes and paperwork | x 125 | 500 |
| Total: | | 1000 |

| COURSE GRADING SCALE: | |
|---------------------------------|--------------------|
| <i>PERCENTAGE POINTS NEEDED</i> | <i>FINAL GRADE</i> |
| 900-100 points | A |
| 800 – 899 | B |
| 700 – 799 | C |
| 600 – 699 | D |
| 600 or less | F |

AUM & Class Policies

Retention Policy: Your professor retains your class assignments for only as long as necessary to post your final grade for the class. Students wishing to obtain these papers must arrange to pick them up from the professor *prior* to their destruction. *Students are encouraged to retain original copies of all submitted work.*

STATEMENT OF DISABILITY ACCOMODATIONS:

Auburn University at Montgomery attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their instructor as soon as possible and provide a copy of their accommodation memo and accommodation contract obtainable from the Center for Disability Services (CDS). CDS is located in 147 Taylor Center and by phone at 334-244-3631 or by email at cds@aum.edu.

Policy on Academic Dishonesty: Auburn University at Montgomery does not tolerate academic dishonesty. You must familiarize yourself with Section II of the “Student Academic Honesty Code” in the AUM Student Handbook, which details those acts that violate the university’s standards of academic integrity. **Violations:** Violations of the honesty code may result in the assignment of a failing grade on the assignment (or test) or failure for the course at the instructors discretion. When an instructor determines that **blatant and deliberate** academic dishonesty has occurred, he or she may pursue the maximum sanctions outlined in the Student Academic Honesty Code, Section III. That is, students accused of violations will be formally notified that they have received a grade of “F” for the entire course on the grounds of academic dishonesty, and notification of this penalty will be sent to the Office of the Provost and the Registrar’s Office. Unless overturned in a hearing before the Academic Honesty Committee, this will become part of the student’s permanent academic file. Students who fail a course due to academic dishonesty may not withdraw from the course; they will receive a failing grade. Failing grades received due to academic dishonesty are not eligible for AUM’s grade forgiveness policy.

Attendance & Professional Conduct Policy: All students are expected to conduct themselves as professionals with regard to class attendance, punctuality, and participation. Punctual attendance and participation are expected of all students. Students absent (or not participating online) in the first three classes will be reported to the university office in charge of federal financial aide. If a student must be tardy or miss a class anytime during the course, every effort should be made to notify the professor in

advance or as soon after the class as possible. Persistent tardiness (i.e. tardy 3 times) will be counted as an absence. More than three unexcused absences (or 3 weeks of online inactivity) may result in a grade of "FA". Arrangements to make up work missed because of the absence or tardiness should be initiated by the student. Also, if a student misses a special or final examination, a grade of "FA" may be assigned.

Policy on Cell Phones: Cell phones must be turned off before coming to class. If an emergency exists, the student must get permission from the professor before class to leave the cell phone on. The professor reserves the right to take whatever action he/she considers appropriate for phones ringing during class without prior permission. This includes but is not limited to deducting 10 points from the final grade.

Free Academic Support: All students have the opportunity to receive free academic support at AUM. Visit the Learning Center (LC) in the WASC on second floor Library or the Instructional Support Lab (ISL) in 203 Goodwyn Hall. The LC/ISL offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 244-3470 (call or walk-in for a session), and the ISL may be reached at 244-3265. ISL tutoring is first-come-first served. Current operating hours can be found at www.aum.edu/learningcenter.

Hybrid or Online courses, or any courses using Blackboard: Students may seek technology assistance from the ITS Help Desk located in the computer lab on the first floor of the Taylor Center. You may also call 334-244-3500 or email helpdesk@aum.edu.

Late Work: All work must be turned in on time. Work turned in late may result in the loss of a letter grade per day that it is late.

Syllabus for Internship I and II

**AUBURN UNIVERSITY MONTGOMERY
COLLEGE OF EDUCATION**

COURSE NUMBER & TITLE: ECED 6924/6925: Counseling Internship I & II

PREREQUISITES: ECED 6914 and departmental approval.

SEMESTER:

COURSE INSTRUCTOR:

CONTACT INFORMATION Office

Room Number:

Phone:

Email Address:

Office Hours:

CLASS LOCATION & TIME:

LAST DAYS TO DROP:

REQUIRED TEXT:

Herlihy, B., & Corey, G. (2015). *ACA Ethical Standards Casebook* (7th ed.). Alexandria, VA: American Counseling Association.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Association, 2013.

Additional readings will be provided.

FIELD EXPERIENCES MATERIALS: *Clinical Experiences Handbook* available in Blackboard.

REQUIRED SOFTWARE (for students enrolled in the College of Education)

Livetext activated (available at <https://www.livetext.com/misk5/c1/activate>) AUM Email acct activated

Instruction Methods: lecture, assignments, field experience, & research. *The instructor may assign additional readings, handouts, web-based activities throughout the semester.* Students will directly apply the course content and decision-making skills through the completion of individual & group assignments.

CATALOG DESCRIPTION: (3 hours).

Advanced training and supervised individual and group counseling experiences in community or school counseling settings. Students have opportunities to become proficient in using several theoretical approaches and developing a personal style of counseling.

LiveText Evaluation: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at <http://aumsoetechnologyresources.weebly.com/livetext-tutorials.html> The student is encouraged to review this evaluation and to contact their professor if they have questions regarding it. **Livetext posting is required for all COE students: failure to do so may result in a reduced grade.**

APA Format Required: All written work will be completed in the format provided by the American Psychological Association (APA) through its *latest* publication manual. A review of several articles in counseling journals will help you understand the style. Keep in mind that the directions for typing a paper and for the way an article will look in a journal are different. Follow the directions for typing a paper in the APA manual., **All papers, at a minimum,** must have an APA compliant cover page complete with running head and page numbers (APA, 1.06), 1 inch margins, 12 pt Times New Roman font, avoid sexist or bias language (2.14-2.17), proper heading/levels (3.31 -3.32); and correct *grammar*. Unless an assignment is a personal opinion paper, proper APA citations and references of professional and peer reviewed sources are also required (no internet references). Failure to use APA format will result in a reduced grade and may result in a failing grade.

ABEC Content Area: This course is identified as primarily addressing content from area 11 of ABEC 255-X-3.01(2) (b) 11. Internship (or CACREP 2016: 3.A.-V.). Other areas may also be addressed.

CONTENT AREAS: CACREP Standards (2016) Addressed in Counseling Internship II:

This class responds to CACREP counseling national standards listed in Section 2 (F), specialty areas listed in section 5, and professional practice section 3. These include (1) curricular experiences and demonstrated knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships, the impact of technology on the counseling process, and processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.d.e.n.). (2) Also included are procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.c.d.). (3) Student experiences will include an exploration of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC 5.C.1.c) (5.C.2.m). (4) Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.C.a.b.) (5) Techniques of personal/social counseling in school settings and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.f.h.). (6) Students will also explore current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling (5.C.2.i).

Students will also engage in counseling activities as described in CACREP Section 3: Professional Practice: Internship experiences that includes the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following conditions will exist: students will be covered by individual professional counseling liability insurance policies while enrolled in internship (CACREP 3.a.). Supervision of internship students will include program appropriate audio/video recordings and/or live supervision of students' interactions with clients (CACREP 3.b.) and formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge (CACREP 3.c.). Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources (CACREP 3.d.) In addition to the development of individual counseling skills, during either the practicum or internship, students will lead or co-lead a counseling or psychoeducational group (CACREP 3.e.).

Students will engage in the following activities: After successful completion of the practicum, students complete 600 (total) clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (CACREP 3.j.). Internship students complete at least 240 clock hours of direct service (CACREP 3.k.). Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (CACREP 3.l.). Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. (CACREP 3.j.k.l.m.)

LEARNING OBJECTIVES AND ASSESSMENTS: The content and experiences of this course are sequenced such that students may accomplish the following:

1. **Demonstrate knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process, as well as current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling** as assessed by class discussion and discussion of journal article 1.as assessed by discussion of journal article 1.
2. **Identify procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse** as assessed by discussion of journal article 2.
3. **Identify the considerations and processes for developing a personal model of counseling** as assessed by discussion of journal article 3.
4. **Explore principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management** as assessed by in class group activities as well as documentation submitted to Blackboard.
5. **Demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues and/or techniques of personal/social counseling in school settings skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement** as assessed by client recordings and documentation submitted to Blackboard and Project.
7. **Students will submit:**
 - a. **Proof of coverage by individual professional counseling liability insurance policies while enrolled in Internship II** as assessed by professor and by inclusion in notebook.
 - b. **Four program appropriate audio/video recordings and/or live supervision of students' interactions with clients** as assessed by professor through Blackboard.
 - c. **Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship** as assessed by site supervisor's mid-term and final evaluations.
8. **Students will have the following experiential learning opportunities:**
 - d. **Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship** as assessed by class discussions and student's log of activities.
 - e. **In addition to the development of individual counseling skills, during either the practicum or internships, students must lead or co-lead a counseling or psychoeducational group** as assessed by Internship Log of Hours and Log of Activities.
 - f. **Internship students complete at least 240 (total) clock hours of direct service** as assessed by site and university supervisor.
 - g. **Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program**

faculty member as assessed by site and university supervisor.

h. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member as assessed by university supervisor.

Course Requirements (see above for additional information):

1. Completion of 300 hours at Internship site including at least 120 hours of direct individual and group counseling, and at least 180 of indirect service.
2. Journal articles and in-class discussion 1, 2, 3 (100 points each, 300 points total)
3. Project: (100 points) Topics will be assigned in class.
4. Class Participation (100 points) will be assessed by student’s participation in class discussions, providing feedback to peers, being engaged in group activities, etc.
5. Tapes 1, 2, 3, 4 (125 points each: 400 points total)
6. Notebook: **Submission of The Notebook including all items listed below is required to pass the course. The notebook is maintained in your academic file at AUM. Any student who does not submit their complete notebook by the scheduled exam date will receive a failing grade in the course.** The notebook includes all related materials for the course and should be brought to each class. The notebook must include all forms, signed logs, etc. as detailed below:

***The Notebook must include:**

- (a) **Proof of professional liability insurance** (Include printed copy)
 - (b) **Site contract(s)** (one per site if multiple) (Contract provided Form A)
 - (c) **Copy of mid-term evaluation of student by the site supervisor** (Evaluation provided Form B)
 - (d) **Copy of final evaluation of student by the site supervisor** (Evaluation provided Form C)
 - (e) **The student’s evaluation of the site & Site Supervisor** (Evaluation provided Form D, pp. 1-2)
 - (f) **The site’s evaluation of AUM’s counseling program** (Evaluation provided Form E)
 - (g) **Signed/initialed Log of hours** (Log provided Form F)
 - (h) **Log of Daily activities** (Summary provided Form G) description of all supervised experiences including direct and indirect service as well as the use of professional resources such as assessment instruments, technologies, trainings, etc.
 - (i) **Summary of total hours form** (Form H)
 - (j) **A copy of the student’s Project** (also posted on LiveText)
 - (k) **Professional development activities** (list created by student and labeled appropriately)
7. **Required paperwork to accompany each taped session:**
- (1) Signed Informed Consent for treatment and/or taping by client. (Form T1)
 - (2) Signed consent to tape by parent if client is a child. High school students may sign their own consent to tape. (Form T2)
 - (3) Progress Note (Form T3)
 - (4) Session Process Questions (Form T4)
 - (5) Treatment Plan (Form T5)

EVALUATION: points each total points

| | | |
|-----------------------------------------------|-------|-------------|
| 1. (3) Journal Articles and class discussion: | | |
| x 100 | 300 | |
| 2. Project | | 100 |
| 3. Class Participation | | 100 |
| 4. (4) Tapes and paperwork | x 125 | 500 |
| Total: | | 1000 |

| | |
|---------------------------------------------|----------|
| COURSE GRADING SCALE: | |
| PERCENTAGE POINTS NEEDED FINAL GRADE | |
| 900-100 points | A |
| 800 – 899 | B |
| 700 – 799 | C |
| 600 – 699 | D |
| 600 or less | F |

AUM & Class Policies

Retention Policy: Your professor retains your class assignments for only as long as necessary to post your final grade for the class. Students wishing to obtain these papers must arrange to pick them up from the professor *prior* to their destruction. *Students are encouraged to retain original copies of **all** submitted work.*

STATEMENT OF DISABILITY ACCOMMODATIONS:

Auburn University at Montgomery attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their instructor as soon as possible and provide a copy of their accommodation memo and accommodation contract obtainable from the Center for Disability Services (CDS). CDS is located in 147 Taylor Center and by phone at 334-244-3631 or by email at cds@aum.edu.

Policy on Academic Dishonesty: Auburn University at Montgomery does not tolerate academic dishonesty. You must familiarize yourself with Section II of the “Student Academic Honesty Code” in the AUM Student Handbook, which details those acts that violate the university’s standards of academic integrity. **Violations:** Violations of the honesty code may result in the assignment of a failing grade on the assignment (or test) or failure for the course at the instructor’s discretion. When an instructor determines that **blatant and deliberate** academic dishonesty has occurred, he or she may pursue the maximum sanctions outlined in the Student Academic Honesty Code, Section III. That is, students accused of violations will be formally notified that they have received a grade of “F” for the entire course on the grounds of academic dishonesty, and notification of this penalty will be sent to the Office of the Provost and the Registrar’s Office. Unless overturned in a hearing before the Academic Honesty Committee, this will become part of the student’s permanent academic file. Students who fail a course due to academic dishonesty may not withdraw from the course; they will receive a failing grade. Failing grades received due to academic dishonesty are not eligible for AUM’s grade forgiveness policy.

Attendance & Professional Conduct Policy: All students are expected to conduct themselves as professionals with regard to class attendance, punctuality, and participation. Punctual attendance and participation are expected of all students. Students absent (or not participating online) in the first three classes will be reported to the university office in charge of federal financial aid. If a student must be tardy or miss a class anytime during the course, every effort should be made to notify the professor in advance or as soon after the class as possible. Persistent tardiness (i.e. tardy 3 times) will be counted as an absence. More than three unexcused absences (or 3 weeks of online inactivity) may result in a grade of “FA”. Arrangements to make up work missed because of the absence or tardiness should be initiated by the student. Also, if a student misses a special or final examination, a grade of “FA” may be assigned.

Policy on Cell Phones: Cell phones must be turned off before coming to class. If an emergency exists, the student must get permission from the professor before class to leave the cell phone on. The professor reserves the right to take whatever action he/she considers appropriate for phones ringing during class without prior permission. This includes but is not limited to deducting 10 points from the final grade.

Free Academic Support: All students have the opportunity to receive free academic support at AUM. Visit the Learning Center (LC) in the WASC on second floor Library or the Instructional Support Lab (ISL) in 203 Goodwyn Hall. The LC/ISL offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 244-3470 (call or walk-in for a session), and the ISL may be reached at 244-3265. ISL tutoring is first-come-first served. Current operating hours can be found at www.aum.edu/learningcenter.

Hybrid or Online courses, or any courses using Blackboard: Students may seek technology assistance from the ITS Help Desk located in the computer lab on the first floor of the Taylor Center. You may also call 334-244-3500 or email helpdesk@aum.edu.

Late Work: All work must be turned in on time. Work turned in late may result in the loss of a letter grade per day that it is late.

ECED 7926/7927
Advanced Internship in Counseling I & II
AUBURN UNIVERSITY MONTGOMERY
COLLEGE OF EDUCATION

COURSE NUMBER & TITLE: ECED 7926/7927 Advanced Internship in Counseling I & II

PREREQUISITES: Post-Graduate standing

COURSE INSTRUCTOR:

SEMESTER:

CONTACT INFORMATION

Office Room Number:

Phone:

Email Address:

Office Hours:

CLASS LOCATION & TIME:

Required Text: Cormier, S., & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Readings assigned by professor.

Field experience materials: *Clinical Experiences Handbook* available on CD from your instructor.

REQUIRED SOFTWARE (for students enrolled in the College of Education)

Livertext activated (available at <https://www.livertext.com/misk5/c1/activate>) AUM Email account activated

Instruction Methods: lecture, assignments, field experience, & research. The instructor may assign additional readings, handouts, web-based activities throughout the semester. Students will directly apply the course content and decision-making skills through the completion of individual and group assignments.

Catalog Descriptions:

Pr. Ed.S. standing, ECED 6914, 6924 and 6925 or equivalent. Provides supervised experiences in group and individual counseling, program development, consultation and supervision. Further Description:

LiveText Evaluation: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at <http://aumsoetechnologyresources.weebly.com/livertext-tutorials.html> The student is encouraged to review this evaluation and to contact their professor if they have questions regarding it. Livertext posting is required for all COE students: failure to do so may result in a reduced grade.

APA Format Required: All written work will be completed in the format provided by the American Psychological Association (APA) through its latest publication manual. A review of several articles in counseling journals will help you understand the style. Keep in mind that the directions for typing a paper and

for the way an article will look in a journal are different. Follow the directions for typing a paper in the APA manual., All papers, at a minimum, must have an APA compliant cover page complete with running head and page numbers (APA, 1.06), 1 inch margins, 12 pt Times New Roman font, avoid sexist or bias language (2.14-2.17), proper heading/levels (3.31 -3.32); and correct grammar. Unless an assignment is a personal opinion paper, proper APA citations and references of professional and peer reviewed sources are also required (no internet references). Failure to use APA format will result in a reduced grade and may result in a failing grade.

ABEC Content Area: This course is identified as primarily addressing content from area 11 of ABEC 255-X-3.01(2) (b) 11. Internship (or CACREP 2016: 3.A.-V.). Other areas may also be addressed.

Clinical Requirements:

Clinical requirements for this internship meet the requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Alabama Board of Examiners in Counseling (ABEC). Before beginning Advanced Internship I students should have completed all requirements for Practicum and Master's level internships.

For the clinical requirements of Advanced Internship I, students must complete a minimum of:

1. 300 clock hours in a counseling setting similar to the environment in which the student intends to work,
2. 120 clock hours in direct contact with clients,
3. 30 clock hours in group counseling,
4. An average of one and one-half hours a week of group supervision from the university clinical supervisor and one hour a week of face to face supervision from the site supervisor, who should have a master's degree in counseling or a related field and two years of counseling experience.

Content Areas: CACREP 2016 – CACREP III. A. – D., L.& M.

Course objectives: This internship is designed to provide a process through which students have an opportunity to perform at a more advanced level of proficiency than in previous courses and under appropriate supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. **(CACREP 3.P.)**

Through the internship the student will:

1. Complete a minimum of 600 clock hours of internship in the student's designated program area and in a setting appropriate to the area of study. School Counselors will gain experience in elementary and secondary school settings. **(CACREP 3.J.)**
2. Provide 240 hours of direct service to clients appropriate to their areas of study **(CACREP 3.K.)**
3. Be supervised on site for an average of one hour per week and attend group supervision on campus for at least 1 ½ hours per week **(CACREP 3.L. & M.)**
4. Become familiar with a variety of professional activities other than direct service (i.e. recordkeeping, supervision, information and referral, in-service and staff meetings, etc.) **(CACREP 3.D.)**
5. Demonstrate skills and the ability to apply counseling theories through submitting audio tapes of counseling sessions with individuals as well as the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
6. Learn to use a variety of professional resources appropriate to the site. These include, but are not limited to

assessment instruments, technologies, print and non-print media, professional literature, and research. **(CACREP 3.D.)**

7. Demonstrate maturity in the supervision relationship *as evidenced by a favorable performance evaluation by both the university and site-supervisor* **(CACREP 3.C.)**

8. Demonstrate an understanding of the counselor's roles in social justice and recognize discrimination and culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.

9. Interact with clients and peers professionally and ethically.

10. Demonstrate counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

Course Requirements: The student intern will complete the following:

1) Keep a file or notebook of all related materials for the course and bring it to class. The notebook must include notes from the class, all forms, log, and description of supervised experiences in the use of professional resources such as assessment instruments, technologies, as well as a journal **(All Objectives)** as detailed below:

a) Students will keep a log of hours for the internships which will have a total of 600 hours for both internships. **(Objective 1)**

b) The log must consist of a minimum of 120 hours of direct service with clients, at an approved site, appropriate to the program of study in each internship for a total of 240 **(Objective 2)**

c) The log will include a minimum of 1 hour weekly individual supervision, during the internship, usually performed by the on-site supervisor **(Objective 3)**

d) The log will also include a minimum of one and one-half hours per week of group supervision, throughout the internships performed by a faculty supervisor. **(Objective 3)**

e) One paper or PowerPoint researched by the student which will be posted on Livetext and be documented in the notebook. **(Objective 6)**

f) An annotated listing in APA style of professional readings from print and non-print resources, professional literature and research. **(Objective 6)**

g) A journal of internship experiences: his or her pilgrimage through the course – feelings, ideas, concerns, leanings, etc.

h) Documentation of attendance at professional meetings as options present themselves. **(Objective 6)**

2) The student should be prepared to lead 2 class discussions on topic(s) (see 1.e. above). **(Objective 6)**

3) The student will develop and submit audio/video recordings (a minimum of 4 of which will be graded) of the student interacting with clients. The recordings must be of quality that is acceptable to the instructor. Each recording must demonstrate identifiable theories of counseling. Students must critique recordings from the identified theoretical point of view. **(Objective 5)**

4) Students will insure that the site supervisor does a mid-term and final evaluation and that the form is

provided to the university supervisor who will also evaluate the student. **(Objective 7 - 10)**

5) Students will submit evaluation of their internship site and supervisors at the end of the semester.

Grading

| | |
|-----------------------------|---------------|
| 4 Graded Tapes | 50 each = 200 |
| Site performance | 200 |
| PowerPoint & Livetext entry | 25 |
| Class conduct & discussions | 25 |
| Readings | 25 |
| Notebook* see detail | 25 |
| Total | 500 |

| |
|---------------|
| A = 500 - 450 |
| B = 449 - 400 |
| C = 399 - 350 |

Confidentiality: Students must maintain confidentiality of all case discussions. The discussion of cases outside of the group setting with persons other than those in the agency of placement, the client, or instructor are grounds for being dismissed from the class with a failing grade.

Audio/Video recordings: Each student will complete a minimum of 4 audio recordings of an individual client session. These may be in cassette, micro cassette, mp3, CD, or other formats depending upon your professor's requirement. You may also use video tapes. These recordings will be turned in with the required documentation on time at the individual supervision sessions. The professor's evaluation of recordings allows the student to correct issues and demonstrate this in subsequent recordings. Therefore, spacing recordings out across the semester is in the student's interest. No more than one recording per week should be turned in. ***Under no circumstances*** will a student be allowed to turn in multiple recordings at the end of the course.

Note on recording quality: The student will review their recordings prior to submission to review their clinical skills and *to insure recording quality*. If the recording cannot be understood then the session cannot be evaluated and must be done over. *It is the student's responsibility to insure that their recording equipment is working properly and that the recording quality is adequate.*

Destruction of Recordings: The student will insure that recordings are erased or destroyed at the close of the semester to insure client confidentiality. **Recommendation:** Since a recording may be accidentally damaged or lost, it is recommended that the student *retain a copy* until the work is evaluated to insure the assessment of their work. In the event that another player device damages a recording to the extent that it cannot be evaluated, it is recommended that the student retain a copy.

***The Notebook must include at a minimum:**

- (1) Internship contract(s) (one per site if multiple); (2) proof of professional liability insurance;
- (3) copies of mid-term & final evaluation of student by the site supervisor;
- (4) the student's evaluation of the site;
- (5) Summary of all hours with the actual Logs of hours included;
- (6) a copy of the student's class presentation (also posted on LiveText); &
- (7) class notes.

Class Outline and Topics for Discussion

This schedule is subject to change.

1. Counseling techniques and theories as appropriate
2. Presentations on assigned readings and text
3. Wellness and self-knowledge
4. Presentations on assigned readings and text
5. Influences on counselor values, behaviors, and theoretical orientation influences the counseling process
6. Presentations on assigned readings and text
7. Ethical and legal issues
8. Presentations on assigned readings and text
9. Personality dynamics in understanding clients
10. Presentations on assigned readings and text
11. Proficiency in counseling
12. Presentations on assigned readings and text
13. Use appropriate counseling techniques in group and individual sessions and conduct large-group guidance activities in school counseling
14. Presentations on assigned readings and text
15. (School counselor) provide in-service activities related to test administration and interpretation; developmental needs of students; implementation of guidance interventions; early identification, remediation, and referral of children with developmental deficiencies; and curriculum strategies that emphasize relationships between education choices and life-style/career choices. [SDE (2)(b)4]
Clinical Mental Health Counselors – outreach and advocacy

AUM & Class Policies

Retention Policy: Your professor retains your class assignments for only as long as necessary to post your final grade for the class. Students wishing to obtain these papers must arrange to pick them up from the professor *prior* to their destruction. *Students are encouraged to retain original copies of **all** submitted work.*

STATEMENT OF DISABILITY ACCOMODATIONS: Auburn University at Montgomery attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their instructor as soon as possible and provide a copy of their accommodation memo and accommodation contract obtainable from the Center for Disability Services (CDS). CDS is located in 147 Taylor Center and by phone at 334-244-3631 or by email at cds@aum.edu.

Policy on Academic Dishonesty: Auburn University at Montgomery does not tolerate academic dishonesty. You must familiarize yourself with Section II of the “Student Academic Honesty Code” in the AUM Student Handbook, which details those acts that violate the university’s standards of academic integrity. **Violations:** Violations of the honesty code may result in the assignment of a failing grade on the assignment (or test) or failure for the course at the instructors discretion. When an instructor determines that **blatant and deliberate** academic dishonesty has occurred, he or she may pursue the maximum sanctions outlined in the Student Academic Honesty Code, Section III. That is, students accused of violations will be formally notified that they have received a grade of “F” for the entire course on the grounds of academic dishonesty, and notification of this penalty will be sent to the Office of the Provost and the Registrar’s Office. Unless overturned in a hearing before the Academic Honesty Committee, this will become part of the student’s permanent academic file. Students who fail a course due to academic dishonesty may not withdraw from the course; they will receive a failing grade. Failing grades received due to academic dishonesty are not eligible for AUM’s grade forgiveness policy.

Attendance & Professional Conduct Policy: All students are expected to conduct themselves as professionals with regard to class attendance, punctuality, and participation. Punctual attendance and participation are expected of all students. Students absent (or not participating online) in the first three classes will be reported to the university office in charge of federal financial aid. If a student must be tardy or miss a class anytime during the course, every effort should be made to notify the professor in advance or as soon after the class as possible. Persistent tardiness (i.e. tardy 3 times) will be counted as an absence. More than three unexcused absences (or 3 weeks of online inactivity) may result in a grade of “FA”. Arrangements to make up work missed because of the absence or tardiness should be initiated by the student. Also, if a student misses a special or final examination, a grade of “FA” may be assigned.

Policy on Cell Phones: Cell phones must be turned off before coming to class. If an emergency exists, the student must get permission from the professor before class to leave the cell phone on. The professor reserves the right to take whatever action he/she considers appropriate for phones ringing during class without prior permission. This includes but is not limited to deducting 10 points from the final grade.

Free Academic Support: All students have the opportunity to receive free academic support at AUM. Visit the Learning Center (LC) in the WASC on second floor Library or the Instructional Support Lab (ISL) in 203 Goodwyn Hall. The LC/ISL offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 244-3470 (call or walk-in for a session), and the ISL may be reached at 244-3265. ISL tutoring is first-come-first served. Current operating hours can be found at www.aum.edu/learningcenter.

Hybrid or Online courses, or any courses using Blackboard: Students may seek technology assistance from the ITS Help Desk located in the computer lab on the first floor of the Taylor Center. You may also call 334-244-3500 or email helpdesk@aum.edu.

Late Work: All work must be turned in on time. Work turned in late may result in the loss of a letter grade per

day that it is late.

Appendix B

Instructions for Practicum Registration

INSTRUCTIONS FOR PRACTICUM REGISTRATION

In order to be eligible to enroll in practicum (ECED 6914), all students must meet the following criteria:

Fulfill all the necessary course prerequisites prior to starting the practicum.

- ECED 6230 – Ethical & Legal Issues in Counseling
- ECED 6280 – Helping Relationships: Counseling Theory and Practice I
- ECED 6300 – Group Dynamics and Procedures In Counseling
- ECED 6330 – Individual and Group Appraisal

Core courses that may be taken during practicum but must be taken prior to Internship I

- ECED 6220 – Professional Orientation to School Counseling or
- ECED 6240 – Professional Orientation to Clinical Mental Health Counseling
- ECED 6260 – Career Development and Vocational Assessment
- ECED 6290 – Counseling Theory and Practice II
- ECED 6360 – Assessment and Diagnosis of Abnormal Behavior (this course is *strongly recommended* but not required prior to Internship I)

With approval from the Graduate Advisor the following core courses may be taken prior to or during Internship I

- ECED 6310 – Clinical Consultation, Supervision, & Program Planning or
- ECED 6320 – School Counseling Consultation and Program Planning*
(*Note: ECED 6320 must be taken prior to the Praxis II exam)
- ECED 6270 – Counseling Diverse Populations

Electives and Foundation courses may be taken during practicum and internship.

- ECED 6350 Human Growth & Development
- ECED 6370 Addictions Counseling
- ECED 6380 Disaster & Crisis Intervention
- ECED 6410 Systemic Couples & Family Counseling
- ECED 6560 Research & Evaluation in Counseling Programs OR FNDS 6610 Research in Education
- ESPE 6100 or its equivalent (for school counselor unless previously taken)

The electives you select may be taken in any semester. School Counselors must have ESPE 6100 or its equivalent before graduation and it may be counted as one of the electives.

B. Obtain professional liability insurance. Students will be required to supply proof of insurance at the first practicum class meeting. ACA and ASCA provide free insurance to student members.

C. Meet with the Clinical Director before you plan to do your practicum. A meeting date and time will be emailed to your AUM email each spring and fall term. All students are expected to attend this meeting before practicum. Failure to attend this meeting and/or contact the Clinical Director could delay starting the practicum hours and impact the grade for the course. Failure to attend will not exempt any student from the regulations regarding practicum and internships.

D. Complete a Request for Professional Practicum Placement. The form may be obtained from the Clinical Director at the time of your meeting with her. School counselors will turn in their requests to the Certification office. This is due the within the first two weeks before starting the practicum. School Counselors follow the same procedure for each internship.

E. Meet with the Graduate Advisor and get approval to register for practicum.

F. In addition to these required procedures you may, with the consent of the University Supervisor, contact a site to obtain permission to complete your practicum at that site. Students may contact the site one year before starting practicum. However, throughout your coursework at AUM, you may become familiar with the sites and services in the general geographical location and specialty area of counseling in which you wish to work. You must not confirm or imply that you have permission to do your practicum at any site before you clear it with your practicum instructor.

8/2014

Appendix C

Information Form for Practicum & Internship

INFORMATION FORM FOR PRACTICUM & INTERNSHIP
(IF YOU HAVE MORE THAN 1 SITE USE A PAGE FOR EACH SITE. YOU MAY OMIT
THE PERSONAL INFORMATION EXCEPT YOUR NAME ON PAGE 2.)

Page _____ of _____

YOUR NAME: _____
YOUR CURRENT ADDRESS: _____

YOUR CURRENT HOME PHONE: _____
YOUR CURRENT WORK PHONE: _____
YOUR E-MAIL: _____
YOUR FAX: _____
YOUR SITE NAME: _____
YOUR SITE ADDRESS: _____


DIRECTIONS TO YOUR SITE IF NOT ON GPS OR IF SPECIAL INFORMATION IS
NEEDED SUCH AS A CERTAIN PARKING SPACE OR DOOR TO ENTER: _____

YOUR SITE SUPERVISOR: _____
HOW TO CONTACT YOUR SITE SUPERVISOR:
PHONE: _____
EMAIL: _____
MAILING ADDRESS IF DIFFERENT FROM THE SITE ADDRESS: _____

OTHER INFORMATION YOU THINK I SHOULD KNOW FOR YOU
TO SUCCESSFULLY COMPLETE THE PRACTICUM OR INTERNSHIP. _____


Appendix D

Information for Site Supervisor




Site Supervisor Information
Clinical Mental Health Counselors

Auburn University
Montgomery




Objectives

- AUM clinical placement procedures
- Qualifications of supervisors
- Placement procedures
- Learning requirements
- Forms
- Evaluations




Welcome to AUM

Thank you for supervising our student. This slide will explain our program forms and our expectations for students.



University Supervisors

Your student will have one of these university supervisors. Feel free to contact them at any time you have a question or concern. The emails remain the same and are provided here. Preferred phone numbers will be provided by the supervisor working with you.



University Supervisors

Dr. Paul Hard
phard@aum.edu
Dr. Carrie Hemmings
chemmin1@aum.edu




Placement Procedures

Students attend a field experience meeting before practicum. After approval to start they develop a resume and apply to sites for their placement. They interview as if for a job and, if you accept them, they notify the university.



Placement Procedures

All sites must be approved by AUM. If we already have an agreement with your site, no further action is required. If we do not have an agreement, the student will tell us who to contact and we will set up an appointment to review your site and our requirements. If we mutually agree that the student can intern there, the student may proceed with the interview and contracting.



Qualifications of Supervisors

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.



Duties of Site Supervisors

The site supervisor should provide:

1. Weekly interaction averaging one hour per week.
2. Opportunity for the student to develop program-appropriate audio recordings
3. Evaluation of the student's counseling performance throughout the term and formal midterm and final evaluations




Site Requirements

The site must have adequate place for student to counsel clients and perform other duties of a counselor and the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).



AUM Student Requirements

The following slides list expectations of our students. If any concerns arise please contact the university supervisor. The Counseling Department has policies in place to address areas of concern. Our options range from warning to remediation to dismissal from the program. We will work with you to determine the best avenue to help the student and protect the public.




We Require Students to Adhere to ACA Code of Ethics

If a student engages in unethical behavior, please bring that to the attention of the student immediately. If you have any problems, the university supervisor can work with you to determine the future of the student in the counseling program.



We Require Students to Provide Proof of Insurance

Students may purchase their insurance through ACA. They have insurance if they belong to AEA, ACA or ASCA. Proof may be a membership card or verification from the insurance company.



We Require Students to Abide by the Policies of the Site

Students must learn and abide by the policies of the site, including documentation of counseling and all contact with clients. They will use documentation forms of the site to accomplish this. After adequate time to learn how to document, any failure to do so should be addressed sternly and the university supervisor notified either on the evaluation or by direct contact.



We Require Students to Be on Site on Schedule

Students must be on site at their scheduled times. Being reliable is important. Not showing up for appointments with clients is not tolerated. Please notify the university supervisor or reflect attendance on the note on the evaluation form.




We Require Students to be Responsible for All Documentation

Students will remind you when evaluations are due and see that you have all documents from AUM. These include: personal contracts for their practicum and each in internship that must be signed by the student, you and the university supervisor midterm and final evaluations, and university evaluation.




Forms

Forms are in a separate file. You may prefer to fill them out and then print. We ask that you physically sign them. The student is responsible for seeing that you have all documents in paper form. The next slides describe the forms.



Logs


The student is expected to keep time logs of his or her time spent completing on-site activities. These logs must be signed by you before they are turned in to the university instructor. The logs should be written in ink before you sign them.



Logs

For practicum students complete 100 clock hours, a minimum of 40 of which are direct with clients. At least 10 of the 40 must be in groups.

For internship the ratio is the same but they will complete a total of 600 clock hours, 240 of which in direct contact with clients.




Student Evaluations

The evaluation forms are the same for practicum and both internships. This insures we are evaluating the same skills throughout the clinical experiences. Evaluate those areas that apply to your supervision of this student. Some students may be very good and receive the top rating for an item. The same student may not receive a rating on another item. The same student may be good, considering the level of training, and therefore receive a rating more in the middle. Your comments in addition to the rating scale will be of great help to us. We expect students to improve as they gain more experience.




Mid-Term Evaluation

The mid-term evaluation is purposely very concise. We ask that, during supervision, you go over the student's strengths and areas that need attention during the term.




Final Evaluation

The final evaluation is comprehensive. We hope that by the end of the last internship the student will have a satisfactory rating on all areas of the evaluation. Again, your comments are very helpful.




Evaluation of AUM Counseling Program

Based on the performance of this student and any other information you have about our program, we ask that you complete the AUM Evaluation and send it back to us along with the student evaluations.




Thank You

Please do not hesitate to contact the Clinical Director or the University Supervisor if you have any questions or concerns or if Auburn Montgomery faculty can be of support to you during the placement. Again, thank you for your time and efforts.




Site Supervisor Information
School Counselors

Auburn University
Montgomery




Objectives

- AUM clinical placement procedures
- Qualifications of supervisors
- Placement procedures
- Learning requirements
- Forms
- Evaluations




Welcome to AUM

Thank you for supervising our student. This slide will explain our program, the forms and our expectations for students.




University Supervisors

Your student will have one of these university supervisors. Feel free to contact them at any time you have a question or concern. The emails remain the same and are provided here. Preferred phone numbers will be provided by the supervisor working with you.




University Supervisors

Dr. Paul Hard
phard@aum.edu
Dr. Carrie Hemmings
chemmin1@aum.edu




Placement Procedures

Students attend a field experience meeting before practicum. After approval to start they apply through the certification office of AUM. We encourage students to ask the school counselor before requesting placement in a specific school.



Placement Procedures

If we do have an agreement with your school system, the clinical director will review the student request and contact you.



Qualifications of Supervisors


1. A minimum of a master's degree in school counseling.
2. A minimum of three years of school counseling experience.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.
5. A teaching certificate in school counseling
6. Currently employed as a school counselor



Duties of Site Supervisors

The site supervisor should provide:

1. Weekly interaction averaging one hour per week.
2. Opportunity for the student to develop program-appropriate audio recordings
3. Evaluation of the student's counseling performance throughout the term and formal midterm and final evaluations




Site Requirements

Students must accomplish their practicum and internships in elementary and secondary school settings. A middle school can meet this requirement for both levels. Their time each term must be divided between these levels.




AUM Student Requirements

The following slides list expectations of our students. If any concerns arise please contact the university supervisor. The Counseling Department has policies in place to address areas of concern. Our options range from warning to remediation to dismissal from the program. We will work with you to determine the best avenue to help the student and protect the public.




We Require Students to Adhere to ACA and ASCA Codes of Ethics

If a student engages in unethical behavior, please bring that to the attention of the student immediately. If you have any problems, the university supervisor can work with you to determine the future of the student in the counseling program.




We Require Students to Provide Proof of Insurance

Students may purchase their insurance through ACA. They have insurance if they belong to AEA, ACA or ASCA. Proof may be a membership card or verification from the insurance company.




We Require Students to Abide by the Policies of the Site

Students must learn and abide by the policies of the site, including documentation of counseling and all contact with clients. They will use documentation forms used at the school to accomplish this. After adequate time to learn how to document, any failure to do so should be addressed sternly and the university supervisor notified either on the evaluation or by direct contact.




We Require Students to Be on Site on Schedule

Student must be on site at their scheduled times. Being reliable is important. Not showing up for appointments with clients is not tolerated. Please notify the university supervisor or reflect attendance on the note on the evaluation form.




We Require Students to be Responsible for All Documentation

Students will remind you when evaluations are due and see that you have all documents from AUM. These include: personal contracts for their practicum and each in internship that must be signed by the student, you and the university supervisor midterm and final evaluations, and university evaluation.




Forms

Forms are in a separate file. You may prefer to fill them out and then print. We ask that you physically sign them. The student is responsible for seeing that you have all documents in paper form. The next slides describe the forms.




Logs

The student is expected to keep time logs of his or her time spent completing on-site activities. These logs must be signed by you before they are turned in to the university instructor. The logs should be written in ink before you sign them.




Student Evaluations

The evaluation forms are the same for practicum and both internships. This insures we are evaluating the same skills throughout the clinical experiences. Evaluate those areas that apply to your supervision of this student. Some students may be very good and receive the top rating for an item. The same student may not receive a rating on another item. The same student may be good, considering the level of training, and therefore receive a rating more in the middle. Your comments in addition to the rating scale will be of great help to us. We expect students to improve as they gain more experience.




Mid-term Evaluation

The mid-term evaluation is purposely very concise. We ask that, during supervision, you go over the student's strengths and areas that need attention during the term.




Final Evaluation

The final evaluation is comprehensive
We hope that by the end of the last internship the student will have a satisfactory rating on all areas of the evaluation. Again, your comments are very helpful.



Evaluation of AUM Counseling Program

Based on the performance of this student and any other information you have about our program, we ask that you complete the AUM Evaluation and send it back to us along with the student evaluations.



Thank you

Please do not hesitate to contact the Clinical Director or the University Supervisor if you have any questions or concerns or if Auburn Montgomery faculty can be of support to you during the placement. Again, thank you for your time and efforts.

Appendix E

Clinical Instruction CACREP 2016 Section 3

SECTION 3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

PRACTICUM

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

PRACTICUM AND INTERNSHIP COURSE LOADS

- S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- U. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.
- V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

Appendix F

Agreements

Counseling Practicum Agreement

Form A_P

ECED 6914 (3 semester hours)

This agreement is made between the (name of the site organization) _____, the Counselor Education Program at Auburn University Montgomery, and (student) _____ for the purpose of defining their separate and mutual responsibilities when the student, enrolled in a practicum class, provides services to clients at the (site where services will be provided) _____ as part of the class requirement.

This agreement is voluntary and may be terminated by either party at any time, although both parties agree that, except in unusual circumstances, reasonable efforts will be made to solve problems prior to termination of the agreement.

Section A. University Department agrees to:

1. Provide adequate university supervision in accordance with the Program's Practicum Guidelines which include one (1) hour of individual and one and one-half (1-½) hours of group supervision per week.
2. Provide a copy of the Practicum Guidelines to the Site.
3. Indicate to the practicum student that the Counselor Education Program expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student's performance.
5. Emphasize to the student his or her professional responsibilities to clients.
6. Require the student to purchase liability insurance from a reputable company prior to the beginning of Practicum.

Section B. The Site agrees to:

1. Provide clinical experience for the practicum student in accordance with Practicum Guidelines. A total of one hundred (100) clock hours at the Site and in university supervision during the semester are required. At least forty (40) of those hours must be spent in direct contact with clients, and of the forty, at least ten (10) hours must be spent in group counseling.

School counselors may need two site placements because they must complete one-half (1/2) of the above hours with elementary students and one-half (1/2) with secondary students. The practicum student may be able to complete the practicum in a middle school that serves both groups of students.

2. Make provisions for orientation of the practicum student to the site and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients to the student, emergency procedures of the site, any site-specific limits to confidentiality, and other orientation as required by the Site.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, ADOE, Alabama Board of Examiners in Counseling and other regulatory entities requirements.
4. Provide office space for the practicum student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients.
5. Assist in the evaluation of the practicum student's clinical performance. The Site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student's successful completion of the placement.

6. Assure that the student will be properly supervised at all times by a master's level or higher counselor with a minimum of two (2) years professional experience.

Section C. The Practicum Student agrees to:

1. Follow the administrative policies, standards, and practices of the Site.
2. Report to the Site on time and follow all established regulations of the Site.
3. Conform to the standards and practices of the University while training at the Site.
4. Keep in confidence all medical and health information pertaining to particular clients.
5. Adhere to the Code of Ethics and Standards of Practice of the American Counseling Association.

Section D. It is agreed and understood that:

1. Placement will be made by mutual cooperation of the Site and the Counselor Education Program at Auburn University Montgomery.
2. No representative of either party will discriminate against a representative of the other party on the basis of race, color, gender, creed, national origin, disability, or sexual orientation. Reasonable accommodations will be made for individuals with disabilities.
3. This agreement may be modified by mutual consent, provided that such modifications will be in writing and signed by a representative of each party.
4. The Site does not assume liability for any injury that the student may receive during his/her experience at the Site, but will make reasonable efforts to provide a safe working environment.

This agreement is entered into on the date when all individuals listed below have signed.

AUM Supervisor

Date

AUM Student

Date

Site Supervisor

Date

2017

AGREEMENT FOR CLINICAL MENTAL HEALTH COUNSELORS

Internship in Counseling: I and II

ECED 6924 ___ or 6925 ___ (3 semester hours per course)

This agreement is made between the (name of the site organization) _____, the Counselor Education Program at Auburn University Montgomery, and (student) _____ for the purpose of defining their separate and mutual responsibilities when the student, enrolled in an Internship class, provides services to clients at the (site where services will be provided) _____ as part of the class requirement.

This agreement is voluntary and may be terminated by either party at any time, although all parties agree that, except in unusual circumstances, reasonable efforts will be made to solve problems prior to termination of the agreement.

Section A. University Department agrees to:

1. Provide adequate university supervision in accordance with the Program’s Internship Guidelines which includes one-half (1-½) hours of group supervision per week.
2. Indicate to the internship student that the Counselor Education Program expects the student to abide by the policies of the Site.
3. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student’s performance.
4. Emphasize to the student his or her professional responsibilities to clients and stress conduct according to the ACA Code of Ethics.
5. Require the student to purchase liability insurance from a reputable company prior to the beginning of the term.

Section B. The Site agrees to:

1. Provide clinical experience for the student in accordance with Internship Guidelines which require total of three hundred (300) clock hours at the Site and in university supervision for the course. At least part of those hours (about 40% or 120 hours) must be spent in direct contact with clients in individual and/or group counseling.
2. If this is a new placement, make provisions for orientation of the internship student and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients to the student, emergency procedures of the site, any site-specific limits to confidentiality, and other orientation as required by the Site.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, and ADOE, and Alabama Board of Examiners in Counseling regulations.
4. Provide office space for the student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients.
5. Assist in the evaluation of the student's clinical performance. The Site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student's successful completion of the placement.
6. Assure that the student's supervisor will have a Master's degree or higher in counseling or a related field and a minimum of two (2) years professional experience for a weekly total average of one hour of individual or triadic supervision.

Section C. The Internship Student agrees to:

1. Follow the administrative policies, standards, and practices of the Site.
2. Report to the Site on time and follow all established regulations of the Site.
3. Conform to the standards and practices of the University while training at the Site.
4. Keep in confidence all medical and health information pertaining to particular clients.

5. Adhere to the Code of Ethics and Standards of Practice of the American Counseling Association.

Section D. It is agreed and understood that:

1. Placement will be made by mutual cooperation of the Site and the Counselor Education Program at Auburn University Montgomery.
2. No representative of either party will discriminate against a representative of the other party on the basis of race, color, gender, creed, national origin, disability, or sexual orientation. Reasonable accommodations will be made for individuals with disabilities.
3. This agreement may be modified by mutual consent, provided that such modifications will be in writing and signed by a representative of each party.
4. The Site does not assume liability for any injury that the student may receive during his/her experience at the Site, but will make reasonable efforts to provide a safe working environment.

This agreement is entered into on the date when all individuals listed below have signed.

AUM Supervisor

Date

AUM Student

Date

Site Supervisor

Date

rev. 2017

AGREEMENT FOR SCHOOL COUNSELORS

Internship in Counseling: I and II

ECED 6924 __ or 6925 __ (3 semester hours per course)

This agreement is made between the (name of the site organization) _____, the Counselor Education Program at Auburn University Montgomery, and (student) _____ for the purpose of defining their separate and mutual responsibilities when the student, enrolled in an Internship class, provides services to clients (students and care-givers) at the (site where services will be provided) _____ as part of the class requirement.

This agreement is voluntary and may be terminated by either party at any time, although all parties agree that, except in unusual circumstances, reasonable efforts will be made to solve problems prior to termination of the agreement.

Section A. University Department agrees to:

1. Assure through the certification office that candidates interning in P-12 schools be supervised by individuals who hold a valid master’s level professional educator certificate in school counseling and are employed as a counselor.
2. Provide adequate university supervision in accordance with the Program’s Internship Guidelines which includes one-half (1-1/2) hours of group supervision per week.
3. Indicate to the internship student that the Counselor Education Program expects the student to abide by the policies of the Site.
4. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student’s performance.
5. Emphasize to the student his or her professional responsibilities to clients (students and care-givers) and stress conduct according to the ASCA and ACA Code of Ethics.
6. Require the student to provide proof of liability insurance from a reputable company prior to the beginning of the term.

Section B. The Site agrees to:

1. Provide clinical experience for the student in accordance with Internship Guidelines which require total of three hundred (300) clock hours at the Site and in university supervision for the course. At least part of those hours (about 40% or 120 hours) must be spent in direct contact with clients in individual and/or group counseling and/or classroom guidance. School Counselors are required by CACREP and ADOE standards to complete these hours in elementary and secondary school settings, therefore part of the internship should be in an elementary school and part of it in a secondary school, with the exception of middle schools. Certain middle school settings will meet the requirement for both elementary and secondary school.
2. If this is a new placement, make provisions for orientation of the internship student and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients (students) to the intern, emergency procedures of the Site, any site-specific limits to confidentiality, and other orientation as required by the Site.
3. Attempt, within Site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, Alabama Department of Education, Board of Examiners in Counseling and other regulatory bodies' regulations.
4. Provide office space for the student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients.
5. Assist in the evaluation of the student's clinical performance. The Site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student's successful completion of the placement.
6. Assure that the student's supervisor will be a certified school counselor employed in that capacity for a weekly total average of one hour of individual or triadic supervision.

Section C. The Internship Student agrees to:

1. Follow the administrative policies, standards, and practices of the Site.
2. Report to the Site on time and follow all established regulations of the Site.
3. Conform to the standards and practices of the University while training at the Site.
4. Keep in confidence all medical and health information pertaining to particular clients.
5. Adhere to the Code of Ethics and Standards of Practice of the American Counseling Association.

Section D. It is agreed and understood that:

1. Placement will be made by mutual cooperation of the Site and the Counselor Education Program at Auburn University Montgomery.
2. No representative of either party will discriminate against a representative of the other party on the basis of race, color, gender, creed, national origin, disability, or sexual orientation. Reasonable accommodations will be made for individuals with disabilities.
3. This agreement may be modified by mutual consent, provided that such modifications will be in writing and signed by a representative of each party.
4. The Site does not assume liability for any injury that the student may receive during his/her experience at the Site, but will make reasonable efforts to provide a safe working environment.

This agreement is entered into on the date when all individuals listed below have signed.

AUM Supervisor

Date

AUM Student

Date

Site Supervisor

Date

2017

Appendix G

Practicum/Internship Log of Hours

Summary of all Hours for
 Practicum; Internship I; Internship II

_____ (student's name)

TERM: Spring; Summer; Fall _____ (year)

| | Direct Service Hours | Indirect Service Hours | Totals |
|-------------------------|-----------------------------|-------------------------------|--------------------|
| Group Hours | | | |
| Individual Hours | | | |
| Total | | | |
| | Total Direct + | Total Indirect = | Grand Total |

I confirm that the hours indicated above are an accurate reflection of the practicum/internship hours performed this semester.

Student's Signature

Date

Instructor's Signature

Date

Appendix H

Statement of Understanding & Consent to Record Form

Statement of Understanding & Consent to Treat and/or Tape Form
Auburn University Montgomery

Client's Identification Code: _____

I understand that the counselor listed below is a student at Auburn Montgomery and that she/he is under the supervision of the faculty at Auburn Montgomery. Notes and tapes of our session will be accessible to the university supervisor and to the site supervisor. Cases may also be discussed in supervised peer consultations. During these times, the American Counseling Association Code of Ethics regarding confidentiality will be strictly followed.

I understand that I will not be identified by name and all reasonable efforts will be made to protect my confidentiality. After the tape has been used for supervision purposes, the tape will be destroyed. Only the counselor and supervisors will have access to this form.

I may accept or refuse the terms listed above with no effect on the care and treatment I receive from this counselor or this counseling site. By signing below, I indicate that I understand the counseling student will be discussing my case with his/her supervisor for their academic class as described above. I further understand that I may refuse to be recorded at any time but my case is still subject to the supervision process. Counseling Student's Name:

Counselee Name: _____

I agree to the terms above and to receive counseling from the Counseling Student.

I agree to the terms above and to allow my sessions to be audio taped.

Signature: _____ Date: _____

Auburn University Montgomery Child/Adolescent Consent to Treat and/or Tape
Auburn University Montgomery, Alabama 36117
Counselor, Leadership, and Special Education
7051 Senators Drive: (334) 244-3000

Dear Parent or Guardian:

Counseling students from Auburn University Montgomery are enrolled in courses during the second and third year of their graduate work called Counseling Practicum, Internship I and Internship II. These courses involve working in the school or agency where your child is served for approximately 8-10 hours each week for Practicum and 15-20 hours a week for Internship I and II. During those hours, student counselors provide individual and group counseling for those students or clients who have been identified by an official at the site, or through self or parent referral, as someone who might benefit from participating in counseling. If you have received this form through your child's school and have questions about the reason you are receiving this request, please contact the counselor at your child's school.

_____ is enrolled in Auburn University Montgomery's would like to work with your child, _____.

Counseling students are required to audio and/or video record counseling sessions as part of their course and degree requirements. The sessions are listened to by supervisors and peer counselors who are committed to monitoring the well-being of your child and to help the student counselor develop the skills needed to enter the counseling profession upon graduation. The counseling sessions conducted with your child will be reviewed by the student counselor's supervisor, _____. All audio and video recordings made will be destroyed at the completion of your child's involvement in the program. If at any time you wish to speak with your child's student counselor, please call the school and leave a message.

If you are interested and willing to have your child participate, please sign the form where indicated.

Thank you.

I agree to the terms above and to allow my child to receive counseling from the Counseling Student.

I agree to the terms above and to allow my child's sessions to be audio taped.

Parent's Name _____

Telephone (Home) _____ Telephone (Work) _____

Parent's Signature _____

Date _____

Appendix I

Session Process & Tape Critique Form

With Progress Notes Instructions

PROGRESS NOTES, SESSION PROCESS QUESTIONS, AND TREATMENT PLANS

PROGRESS NOTES

- * **Progress notes must be completed for all submitted recordings.** Progress notes provide a means for monitoring a client's progress throughout treatment/counseling. Progress notes are also used to examine a client's progress toward treatment/counseling goals, the development of new issues and goals, and the modification of the initial treatment plan. In supervision, these notes provide a means for the supervisor to track the progress of the client and the supervisee. Progress notes should be completed for each client/student seen by the practicum or intern student. These progress notes will differ based on the site's requirements.
- * Progress notes should be brief, concise, and should be written as soon as possible following the counseling session. The notes should include only relevant information, thus in writing your progress notes "avoid labeling, judging, and the using terminology that may be stigmatizing to the client" (Hansen, Rossberg, & Cramer, 1994, p. 306).
- * Remember that clients have the right to review their case records.
- * Session objectives and therapeutic interventions should relate to the overall treatment plan for the client. Progress notes should include specific client information and may be supported by behavioral observations, assessment measures, client statements, and other observations by the counselor. Progress notes also allow you to monitor changes that may result in a modification of the treatment plan for a client.
- * The following progress note format focuses on: client history, client prescriptions, client affect, presenting problem, session summary, session objectives, therapeutic interventions, session evaluation, and plans for next session. It is essential to the supervisory process that you include all relevant information. Finally, these progress notes are not meant to substitute the progress notes required at your site.

SESSION PROCESS QUESTIONS

- * **Session process questions are to be completed for all submitted recordings.** The session summary process questions are used to provide the supervisor with an opportunity to evaluate the session but also explore the issues and concerns the student may have about the session, the counseling process, or the supervisory process.
- * Session process questions also provide the student with an opportunity to reflect upon and examine the counseling process. It is recommended that students consider all aspects of the counseling process when completing the form. Students should always complete all sections of the form and develop questions or issues to address in supervision.

TREATMENT PLANS

- * **Treatment plans are to be completed for all submitted recordings.** Treatment plans provide an outline for long term-goals, short-term objectives and interventions utilized. They also provide a record of diagnostic information and modifications to goals, objectives, interventions. Treatment plans should be completed by the second session. If a submitted tape is of the first session, then a treatment plan must be completed at that time.

PROGRESS NOTE
INDIVIDUAL _____ GROUP _____

Client Code: _____ Counselor-in-Training: _____ Session #: _____ Date: _____

Client History:

Client Prescriptions:

Client Affect:

Presenting Problem:

Session Summary:

Session Objective(s):

Therapeutic Intervention(s):

Evaluation:

Plan(s) for Next Session:

TREATMENT PLAN

Client Code: _____ Date: _____

Counselor-in-training: _____

Treatment/Counseling Focus:

Diagnostic Information:

Long-term Goals:

Short-term Objectives

Therapeutic Interventions:

Changes to Treatment Plan (please note reason, type of modification, and date)

Treatment/Counseling Plan Evaluation (note session and date)

Appendix J

Evaluations

**MID-TERM
SITE SUPERVISOR'S EVALUATION OF COUNSELING STUDENT'S
PERFORMANCE**

Student: _____ Semester: _____

Check the Required Activities the Practicum Student has Experienced to Date:

- _____ Individual Counseling
- _____ Group Counseling
- _____ Assessment/ Appraisal (such as testing, intake interviews, observations, diagnostic evaluations, etc.)
- _____ Consultation (with staff, families of clients/students, etc.)
- _____ Program Planning/ Program Management/ Program Evaluation
- _____ Coordination (such as record keeping/ documentation, scheduling appointments, linking clients/students to other service providers, etc.)

Overall, the Practicum Student's performance can be characterized as described below:

- _____ Unacceptable
- _____ Basic (Average)
- _____ Proficient (Good)
- _____ Exceptional

Comments: _____

Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

School Counselor Performance Evaluation Form

Name of Counseling Student _____

Term: (circle one) spring summer fall **Course** _____

Directions. Check the rating scale indicating the quality of the work for each item you observed this student doing. Leave blank any area that you did not observe or that did not apply to this site. The numbered items are the general categories and the lettered items are the indicators. For example: You may think the student is overall satisfactory (3) in 1. Guidance Curriculum - the category, and below expectations (2) in A. Classroom management, clearly outstanding (5) in D, Topic and satisfactory (3) in B, Lesson plans and C, Student involvement. The rating scale has the following values:

- 1 – Unsatisfactory
- 2 – Below expectations
- 3 – Satisfactory
- 4 – Exceeding expectations
- 5 - Clearly outstanding

| | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Guidance Curriculum: Uses effective instructional skills | | | | | |
| A. Holds attention of students, classroom management | | | | | |
| B. Effective use of lesson plan | | | | | |
| C. Active involvement of students in learning | | | | | |
| D. Topic consistent with School Guidance Plan | | | | | |
| 2. Individual Planning: Uses guidance skills effectively | | | | | |
| A. Carefully plans sessions | | | | | |
| B. Presents accurate, relevant, unbiased information | | | | | |
| C. Involves students in their education and career planning | | | | | |
| D. Uses test results accurately and appropriately | | | | | |
| E. Understands and uses appropriate planning for at-risk and identified students with diverse needs | | | | | |
| 2. Responsive Service: Uses counseling, consulting and referral skills | | | | | |
| A. Correctly identifies problem/issues to be resolved | | | | | |
| B. Selects appropriate intervention: consulting, counseling, Referral | | | | | |
| C. Uses individual counseling skills including well-designed and prepared sessions, actively involving the client | | | | | |
| D. Uses consulting skills | | | | | |
| E. Makes appropriate and well prepared referrals | | | | | |
| F. Uses group techniques that are appropriate to the topic and the needs and abilities of the students | | | | | |
| G. Implements data driven and timely follow-up | | | | | |
| H. Knows how to prioritize needs consistent with school policy and district goals | | | | | |
| 3. System Support: Demonstrates an ability to help the counseling program be an integral part of the total school program | | | | | |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| A. Can plan a comprehensive and balanced guidance Program | | | | | |
| B. Can select activities that meet the needs of the students in this school | | | | | |
| C. Collects data driven evidence of the effectiveness of counselor activities | | | | | |
| D. Contributes to collaborative efforts of counseling program and other school programs | | | | | |
| E. Demonstrates ability to participate in non-counseling duties that are assigned to the counselor and are consistent with the duties of certified personnel in the school | | | | | |
| F. Demonstrates the ability and an attitude to work cooperatively with school administrators | | | | | |
| G. Explains the school counseling program effectively to non-counseling personnel, parents, and/or community | | | | | |
| H. Can contribute ideas to the ongoing development of the counseling program | | | | | |
| I. Demonstrates an understanding of how school and district policies are a part of the school counseling program | | | | | |
| 5. Professional Relationships: Builds rapport with | | | | | |
| A. Students | | | | | |
| B. Teachers, administrators and staff | | | | | |
| C. Parents | | | | | |
| D. Resource agencies | | | | | |
| F. Other school specialists | | | | | |
| 6. Professional Responsibilities: | | | | | |
| A. Acts professionally and ethically on the job | | | | | |
| B. Dresses professionally on the job | | | | | |
| C. Seeks professional supervision from site supervisor | | | | | |
| D. Keeps records consistent with ethical and legal guidelines | | | | | |
| E. Demonstrates non-biased attitude toward all students | | | | | |
| F. Overall demonstrates professional behavior at the site | | | | | |
| 7. Overall evaluation of student: | | | | | |
| A. Has knowledge of school counseling | | | | | |
| B. Has skills of school counselor | | | | | |

Other activities observed:

Recommendations and comments:

Signature of supervisor: _____

2007

**ON-SITE SUPERVISOR'S EVALUATION
OF CLINICAL MENTAL HEALTH COUNSELING STUDENT'S
PERFORMANCE
For Practicum, Internships I and II**

Final Evaluation Name of Intern: _____
Due Date _____ Evaluator: _____
Semester _____ Placement/ Site: _____

Please return this evaluation to the intern so that it can be placed in the internship notebook.

Evaluation Key: (circle the appropriate number)
1 = Unacceptable 2 = Basic (Average) 3 = Proficient (Good) 4 = Target (Superior)

***** College "Conceptual Framework" Learning Outcomes are Referenced Below *****

1. Individual Counseling (Reference # I, # II, and # IV)
 - _____ a. provides counseling services for individual clients.
 - _____ b. demonstrates understanding of counseling theories and proficiency in applying techniques to help individual clients (relative to intern's level of experience).
 - _____ c. exhibits individual counseling strategies and techniques appropriate for clients of various ages and developmental levels (students P-12).

2. Group Counseling and Guidance (Reference # I, # II, and # IV)
 - _____ a. provides counseling/ guidance services for groups.
 - _____ b. demonstrates understanding of counseling theories and proficiency in applying techniques to help individual clients in groups (relative to intern's level of experience).
 - _____ c. exhibits group counseling strategies and techniques that are appropriate for clients of various ages and developmental levels (students P-12).

3. Assessment and Treatment / Intervention Planning (Reference # VIII)
 - _____ a. administers tests and/or conducts informal assessments.
 - _____ b. uses appropriate procedures in selecting and scoring tests or other assessments.
 - _____ c. interprets and communicates assessment data appropriately.
 - _____ d. uses assessment data in making treatment/ referral decisions.

4. Consultation and Coordination
 - _____ a. delivers consultation services.
 - _____ b. provides feedback about performance (treatment outcomes), as applicable.
 - _____ c. plans or modifies interventions (treatments), when applicable.
 - _____ d. works with others (e.g., with other agencies) to access services for clients (students).
 - _____ e. uses technology to enhance the delivery of counseling services.
(Reference # VII)

ON-SITE SUPERVISOR'S EVALUATION

Page 2

Evaluation Key: (circle the appropriate number)

1= Unacceptable 2 = Basic (Average) 3 = Proficient (Good) 4 = Target (Superior)

***** College "Conceptual Framework" Learning Outcomes are Referenced Below *****

5. Professional and Program Management Skills

- _____ a. establishes appropriate goals and objectives. (Reference # IV)
- _____ b. plans for and schedules delivery of services. (Reference # IV)
- _____ c. manages service delivery and documents services. (Reference # IV)
- _____ d. completes and organizes files/ materials in a timely manner.
(Reference # IV)
- _____ e. is cooperative and flexible in order to create environments that meet the needs of clients of various ages and developmental levels (students P-12).
(Reference # VI)

6. Communication, Appreciation of Diversity, and Professional Growth

- _____ a. responds appropriately to constructive feedback from supervisor.
(Reference # V)
- _____ b. uses effective strategies and interaction skills with clients/students, families, and other professionals. (Reference # V)
- _____ c. demonstrates proficiency in written and spoken language. (Reference # II)
- _____ d. engages in professional growth activities. (Reference # V)
- _____ e. adheres to legal mandates and ethical guidelines. (Reference # V)
- _____ f. exhibits understanding of individual differences. (Reference # III)
- _____ g. demonstrates sensitivity toward diverse populations in diverse settings.
(Reference # III)

Comments (Attach additional pages, if needed.):

Evaluator's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

Note: The intern's signature documents that he/she has seen the evaluation above and as been given an opportunity to respond to the report. It does not necessarily mean that the intern agrees with the evaluation, in part or in whole.

2008

Site Evaluation by the Student

Department of Counselor, Leadership, & Special Education Practicum/Internship

Name of Site: _____
Address of Site: _____

Site Supervisor Name: _____
Site Supervisor Phone: _____

Are there other requirements for placement at your site:

Number of hours required on site each week: _____

Please describe the typical client population served (age range, average length of stay, inpatient, outpatient, primary treatment modality, etc.)

Please describe your experience in supervision with the site supervisor (philosophy, time, group and/or individual, etc.):

Did you have the opportunity to co-lead and/or lead groups? _____

Was your supervision available on-site? _____

Describe the technological resources provided at the site including recording ability:

Was it difficult for you to do the audio-records? Describe.

Describe any professional development opportunities, activities, and resources you had at the site.

Describe the program and your reaction to it. Do you recommend this site for future students with your program emphasis?

Student Name & Date: _____

To be completed at the completion of the Practicum or Internship experience by the student.

Student's Evaluation of Practicum / Internship Supervisor

To be completed at the End of the Semester

Student's Name: _____ Supervisor's Name: _____

Select one: Practicum, Internship I, Internship II; Adv. Internship I, Adv. Internship II;

Location: _____ Date: _____

The Supervisor created an open and positive clinical learning environment

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor provided an orientation to the site, documentation, and regulations

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor provided information about emergency procedures under which the site operates

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor was positive and supportive of me as a student

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor provided opportunities to improve my knowledge and skill

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor was professional in their dealings with me as a student

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

I would recommend this site to other students

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

Comments: _____

University Supervisor's Evaluation of the Site

Location: _____ Date: _____

Counseling Environment was Safe and Wholesome

| | | | | |
|-----------------|---|---|---|--------------|
| Highly Disagree | | | | Highly Agree |
| 1 | 2 | 3 | 4 | 5 |

Colleagues were positive and supportive of the student

| | | | | |
|-----------------|---|---|---|--------------|
| Highly Disagree | | | | Highly Agree |
| 1 | 2 | 3 | 4 | 5 |

Site Supervisor was positive and supportive of the student

| | | | | |
|-----------------|---|---|---|--------------|
| Highly Disagree | | | | Highly Agree |
| 1 | 2 | 3 | 4 | 5 |

Student had opportunities to improve knowledge and skill

| | | | | |
|-----------------|---|---|---|--------------|
| Highly Disagree | | | | Highly Agree |
| 1 | 2 | 3 | 4 | 5 |

The instructor would recommend this site to other students

| | | | | |
|-----------------|---|---|---|--------------|
| Highly Disagree | | | | Highly Agree |
| 1 | 2 | 3 | 4 | 5 |

Site has setting for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and recording). Yes No

Site has settings for small-group work with assured privacy and sufficient space for appropriate equipment. Yes No

Site has necessary and appropriate technological resources that assist learning. Yes No

Site has settings with observational and/or other interactive supervision capabilities. Yes No

Site has procedures that ensure that the client's confidentiality and legal rights are protected. Yes No

Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors. Yes No

Site has weekly interaction for the student with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor). Yes No

2017

Site Evaluation of the AUM Counseling Program

Name of Site Representative _____

Agency/School Site _____ Date _____

How would you rate AUM's preparation of counseling students in the following areas?

Knowledge Base

| Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
|------|---|---|---|---|---|-----------|
|------|---|---|---|---|---|-----------|

Comments _____

Individual Counseling Skills

| Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
|------|---|---|---|---|---|-----------|
|------|---|---|---|---|---|-----------|

Comments _____

Group Counseling Skills

| Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
|------|---|---|---|---|---|-----------|
|------|---|---|---|---|---|-----------|

Comments _____

Time Management

| Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
|------|---|---|---|---|---|-----------|
|------|---|---|---|---|---|-----------|

Comments _____

Self Care / Wellness

| Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
|------|---|---|---|---|---|-----------|
|------|---|---|---|---|---|-----------|

Comments _____

Site Evaluation of the AUM Counseling Program (page 2)

Ethics

| | Poor | | | | Excellent |
|----------|------|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 |
| Comments | | | | | |
| | | | | | |
| | | | | | |

Documentation

| | Poor | | | | Excellent |
|----------|------|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 |
| Comments | | | | | |
| | | | | | |
| | | | | | |

Professionalism

| | Poor | | | | Excellent |
|----------|------|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 |
| Comments | | | | | |
| | | | | | |
| | | | | | |

Effectiveness with the Clients/Students

| | Poor | | | | Excellent |
|----------|------|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 |
| Comments | | | | | |
| | | | | | |
| | | | | | |

AUM Program Services

- Supervision orientation was provided to our site. Yes No
- Assistance was available to the site if requested. Yes No
- Consultation regarding students was provided. Yes No
- Professional development was offered to the site. Yes No

General Comments

Appendix K

Practicum/Intern Student Check Sheet

Practicum/Intern Student Check Sheet

Term _____ Year _____

Name of Student _____

Attended Practicum Orientation Yes _____ No _____ ASU _____

| Assignment | Due | Date Completed | Notes |
|-----------------------------------|------------------------------------------------------|----------------|-------|
| Contract | 2 nd wk/ | | |
| Insurance | 2 nd wk/ | | |
| Class Attendance | All term | | |
| Professional behavior at the site | All term | | |
| Individual sessions | Start 3 rd wk/ End 14 th wk | | |
| Record 1 | 4 th wk/ | | |
| Record 2 | 6 th wk/ | | |
| Record 3 | 8 th wk/ | | |
| Record 4 | 9 th wk/ | | |
| Case notes | 5-15 wks/ | | |
| Midterm evaluation from site | 9 th wk/ | | |
| Final evaluation from site | 15 th wk/ | | |
| LiveText entry | 13 th wk/ | | |
| Professor's evaluation | 15 th wk/ | | |
| Your evaluation of site | 15 th wk/ | | |
| Log | | | |

Appendix L

List of Sites

Sites

You will need to secure a site as soon as possible. Most places like to know if they are going to have interns 4-6 weeks in advance and some places fill their vacancies early. If you have not already secured a site placement, now is a good time to start.

When you are considering your site, you must check with me before you contact them.

If you want to accomplish your practicum in the Montgomery County School system, you must complete a form located in the SOE Certification Office at AUM. Site placement will be determined by the Montgomery County School system's placement officer.

We like to give you the freedom to select your placement. This usually results in a better fit between your needs and the needs of your site and fulfills our requirements.

School counselors need two (2) sites – an elementary school and a high school.

Your practicum and internships will take one (1) year to complete. It is better for you and usually for your site if you can go straight through at the same place(s). This is not, however, a requirement.

Site Supervisors

A site supervisor should meet the following criteria:

1. A minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses and employed as a counselor;
2. A minimum of two (2) years of pertinent professional experience; and
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. School Counseling site placements must be approved through the certification office.

Examples of Practicum/Internship Sites

| Clinical Mental Health Sites | |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <i>Clinical Sites we have used</i> | <i>Sites you have interest in:</i> |
| Auburn Career Center | |
| AUM Early Childhood Center | |
| AUM Counseling Center | |
| AUM Career Development Center | |
| ASU Counseling Center | |
| Cahaba Mental Health | |
| Chemical Addictions Program | |
| Catholic Social Services | |
| Child Protect | |
| Cross Bridge | |
| East Alabama Mental Health/MR Center: Family and Children’s Service | |
| Easter Seal Rehabilitation Center | |
| Family Guidance Center | |
| Family Sunshine Center | |
| EVEN Program | |
| Lighthouse | |
| Montgomery Area Mental Health | |
| Elks Center | |
| Hillside Group Home | |
| Morning Star | |
| Pre-trial Diversion | |
| SAFY | |
| Second Chance | |
| Samaritan Counseling Center | |
| Three springs | |
| Troy Career Center | |
| United Methodist Children’s Home | |
| School Sites | |
| Public and private schools sites are available in most Alabama counties. | Submit the school site of your choice to the clinical coordinator and the certification office for approval. |

2017

Appendix M

Practicum/Internship Preliminary Site Evaluation

Auburn Montgomery
Department of Counselor, Leadership and Special Education

Practicum/Internship - Preliminary Site Evaluation

Name of Site: _____

Address: _____

*Site Supervisor for Student: _____

Phone: _____

Interview required for placement? Yes No

Are there other requirements for placement at your site? _____

of Hours Required on Site each week: _____

Please describe the typical client population served (age range, average length of stay, inpatient, outpatient, primary treatment modality, etc): _____

The University supervisor provides 1 hour of individual and 1 ½ hours of group supervision per week for each student enrolled in practicum and internship.

Please describe briefly the site supervision experience for the (philosophy, time, group and/or individual, etc.): _____

Would students have the opportunity to co-lead and/or lead groups? Yes No

Would supervision be available on-site to process with the counselor in-training

the group experience? Yes No

Is student Audio Recording of sessions allowed at your site? Yes No

Are there video-recording capabilities at your site? Yes No

Describe and professional development opportunities which might be available to students at your site:

Description of program(s) in which students can be placed. Please include any

Relevant material such as: Brochures, etc

Date of this Evaluation: _____

*Individuals serving as **Site Supervisors** should have (a) a minimum of a Master's degree in counseling or a closely related field, (b) a minimum of two (2) Years of pertinent professional experience, (c) knowledge of the programs expectations, requirement, and evaluation procedures for students, and (d) appropriate certification and/or licenses.

To be completed prior to or at the interview for the placement and turned in **before** the start of the Practicum or Internship experience.

Appendix N

American Counseling Association

Code of Ethics

2014 ACA Code of Ethics

As approved by the ACA Governing Council



AMERICAN COUNSELING
ASSOCIATION
counseling.org

Mission

The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

© 2014 by the American Counseling Association.

All rights reserved. *Note:* This document may be reproduced in its entirety without permission for non-commercial purposes only.

Contents

| | | |
|------------------|------------------------------------------------------|------|
| | <i>ACA Code of Ethics Preamble</i> | • 3 |
| | <i>ACA Code of Ethics Purpose</i> | • 3 |
| Section A | | |
| | The Counseling Relationship | • 4 |
| Section B | | |
| | Confidentiality and Privacy | • 6 |
| Section C | | |
| | Professional Responsibility | • 8 |
| Section D | | |
| | Relationships With Other Professionals | • 10 |
| Section E | | |
| | Evaluation, Assessment, and Interpretation | • 11 |
| Section F | | |
| | Supervision, Training, and Teaching | • 12 |
| Section G | | |
| | Research and Publication | • 15 |
| Section H | | |
| | Distance Counseling, Technology, and Social Media | • 17 |
| Section I | | |
| | Resolving Ethical Issues | • 18 |
| | Glossary of Terms | • 20 |
| | Index | • 21 |

ACA Code of Ethics Preamble

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are

- *autonomy*, or fostering the right to control the direction of one’s life;
- *nonmaleficence*, or avoiding actions that cause harm;
- *beneficence*, or working for the good of the individual and society by promoting mental health and well-being;
- *justice*, or treating individuals equitably and fostering fairness and equality;
- *fidelity*, or honoring commitments and keeping promises, including fulfilling one’s responsibilities of trust in professional relationships; and
- *veracity*, or dealing truthfully with individuals with whom counselors come into professional contact.

ACA Code of Ethics Purpose

The *ACA Code of Ethics* serves six main purposes:

1. The *Code* sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.
2. The *Code* identifies ethical considerations relevant to professional counselors and counselors-in-training.
3. The *Code* enables the association to clarify for current and prospective members, and for those served by members, the nature of the ethical responsibilities held in common by its members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.
5. The *Code* helps to support the mission of ACA.
6. The standards contained in this *Code* serve as the basis for processing inquiries and ethics complaints concerning ACA members.

The *ACA Code of Ethics* contains nine main sections that address the following areas:

- Section A: The Counseling Relationship
- Section B: Confidentiality and Privacy
- Section C: Professional Responsibility
- Section D: Relationships With Other Professionals
- Section E: Evaluation, Assessment, and Interpretation
- Section F: Supervision, Training, and Teaching
- Section G: Research and Publication
- Section H: Distance Counseling, Technology, and Social Media
- Section I: Resolving Ethical Issues

Each section of the *ACA Code of Ethics* begins with an introduction. The introduction to each section describes the ethical behavior and responsibility to which counselors aspire. The introductions help set the tone for each particular section and provide a starting point that invites reflection on the ethical standards contained in each part of the *ACA Code of Ethics*. The standards outline professional responsibilities and provide direction for fulfilling those ethical responsibilities.

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed. Counselors acknowledge that resolving ethical issues is a process; ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards.

Counselors’ actions should be consistent with the spirit as well as the letter of these ethical standards. No specific ethical decision-making model is always most effective, so counselors are expected to use a credible model of decision making that can bear public scrutiny of its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors work collaboratively with clients to make decisions that promote clients’ growth and development. A breach of the standards and principles provided herein does not necessarily constitute legal liability or violation of the law; such action is established in legal and judicial proceedings.

The glossary at the end of the *Code* provides a concise description of some of the terms used in the *ACA Code of Ethics*.

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 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.

F.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.

F.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.

F.7. Responsibilities of Counselor Educators

F.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.

F.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.

F.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.

F.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.

F.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.

F.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.

F.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).

F.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.

F.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.

F.8. Student Welfare

F.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.

F.8.b. Student Career Advising

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

F.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.

F.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.

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

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;

- 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*.

I.1. Standards and the Law

I.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.

I.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.

I.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.

I.2. Suspected Violations

I.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.

I.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).

I.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.

I.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.

I.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.

I.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.

I.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.

¹See the American Counseling Association web site at <http://www.counseling.org/knowledge-center/ethics>

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).

Index

| | | | | | |
|------------------------------------------|----------|-------------------------------------------|---|----------------------------------------------------|----------|
| ACA Code of Ethics Preamble..... | 3 | A.6.a. Previous Relationships | 5 | Section B: Confidentiality and Privacy | 6 |
| ACA Code of Ethics Purpose..... | 3 | A.6.b. Extending Counseling | | Section B: Introduction | 6 |
| Section A: The Counseling | | Boundaries | 5 | B.1. Respecting Client Rights..... | 6 |
| Relationship | 4 | A.6.c. Documenting Boundary | | B.1.a. Multicultural/Diversity | |
| Section A: Introduction | 4 | Extensions | 5 | Considerations | 6 |
| A.1. Client Welfare | 4 | A.6.d. Role Changes in the | | B.1.b. Respect for Privacy | 6 |
| A.1.a. Primary Responsibility | 4 | Professional Relationship | 5 | B.1.c. Respect for Confidentiality | 7 |
| A.1.b. Records and Documentation | 4 | A.6.e. Nonprofessional Interactions or | | B.1.d. Explanation of Limitations | 7 |
| A.1.c. Counseling Plans | 4 | Relationships (Other Than Sexual or | | B.2. Exceptions..... | 7 |
| A.1.d. Support Network Involvement | 4 | Romantic Interactions or | | B.2.a. Serious and Foreseeable Harm | |
| A.2. Informed Consent in the | | Relationships) | 5 | and Legal Requirements | 7 |
| Counseling Relationship | 4 | A.7. Roles and Relationships at | | B.2.b. Confidentiality Regarding | |
| A.2.a. Informed Consent | 4 | Individual, Group, Institutional, | | End-of-Life Decisions | 7 |
| A.2.b. Types of Information Needed | 4 | and Societal Levels..... | 5 | B.2.c. Contagious, Life-Threatening | |
| A.2.c. Developmental and | | A.7.a. Advocacy | 5 | Diseases | 7 |
| Cultural Sensitivity | 4 | A.7.b. Confidentiality and Advocacy | 5 | B.2.d. Court-Ordered Disclosure | 7 |
| A.2.d. Inability to Give Consent | 4 | A.8. Multiple Clients | 6 | B.2.e. Minimal Disclosure | 7 |
| A.2.e. Mandated Clients | 4 | A.9. Group Work | 6 | B.3. Information Shared With Others..... | 7 |
| A.3. Clients Served by Others | 4 | A.9.a. Screening | 6 | B.3.a. Subordinates | 7 |
| A.4. Avoiding Harm and | | A.9.b. Protecting Clients | 6 | B.3.b. Interdisciplinary Teams | 7 |
| Imposing Values..... | 4 | A.10. Fees and Business Practices..... | 6 | B.3.c. Confidential Settings | 7 |
| A.4.a. Avoiding Harm | 4 | A.10.a. Self-Referral | 6 | B.3.d. Third-Party Payers | 7 |
| A.4.b. Personal Values | 5 | A.10.b. Unacceptable Business | | B.3.e. Transmitting Confidential | |
| A.5. Prohibited Noncounseling Roles | | Practices | 6 | Information | 7 |
| and Relationships | 5 | A.10.c. Establishing Fees | 6 | B.3.f. Deceased Clients | 7 |
| A.5.a. Sexual and/or Romantic | | A.10.d. Nonpayment of Fees | 6 | B.4. Groups and Families | 7 |
| Relationships Prohibited | 5 | A.10.e. Bartering | 6 | B.4.a. Group Work | 7 |
| A.5.b. Previous Sexual and/or | | A.10.f. Receiving Gifts | 6 | B.4.b. Couples and Family Counseling | 7 |
| Romantic Relationships | 5 | A.11. Termination and Referral | 6 | B.5. Clients Lacking Capacity to | |
| A.5.c. Sexual and/or Romantic | | A.11.a. Competence Within | | Give Informed Consent | 7 |
| Relationships With Former | | Termination and Referral | 6 | B.5.a. Responsibility to Clients | 7 |
| Clients | 5 | A.11.b. Values Within Termination | | B.5.b. Responsibility to Parents and | |
| A.5.d. Friends or Family Members | 5 | and Referral | 6 | Legal Guardians | 7 |
| A.5.e. Personal Virtual Relationships | | A.11.c. Appropriate Termination | 6 | B.5.c. Release of Confidential | |
| With Current Clients | 5 | A.11.d. Appropriate Transfer of | | Information | 7 |
| A.6. Managing and Maintaining | | Services | 6 | B.6. Records and Documentation..... | 7 |
| Boundaries and Professional | | A.12. Abandonment and | | B.6.a. Creating and Maintaining Records | |
| Relationships..... | 5 | Client Neglect | 6 | and Documentation | 7 |

• ACA Code of Ethics •

| | | | | | |
|--------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------|-----------|
| B.6.b. Confidentiality of Records and Documentation | 8 | D.1.f. Personnel Selection and Assignment | 10 | F.2.b. Multicultural Issues/Diversity in Supervision | 13 |
| B.6.c. Permission to Record | 8 | D.1.g. Employer Policies | 10 | F.2.c. Online Supervision..... | 13 |
| B.6.d. Permission to Observe | 8 | D.1.h. Negative Conditions | 10 | F.3. Supervisory Relationship..... | 13 |
| B.6.e. Client Access | 8 | D.1.i. Protection From Punitive Action | 10 | F.3.a. Extending Conventional Supervisory Relationships..... | 13 |
| B.6.f. Assistance With Records | 8 | D.2. Provision of Consultation Services... .. | 10 | F.3.b. Sexual Relationships | 13 |
| B.6.g. Disclosure or Transfer | 8 | D.2.a. Consultant Competency | 10 | F.3.c. Sexual Harassment | 13 |
| B.6.h. Storage and Disposal After Termination | 8 | D.2.b. Informed Consent in Formal Consultation | 10 | F.3.d. Friends or Family Members | 13 |
| B.6.i. Reasonable Precautions | 8 | Section E: Evaluation, Assessment, and Interpretation | 11 | F.4. Supervisor Responsibilities..... | 13 |
| B.7. Case Consultation..... | 8 | Section E: Introduction | 11 | F.4.a. Informed Consent for Supervision | 13 |
| B.7.a. Respect for Privacy | 8 | E.1. General | 11 | F.4.b. Emergencies and Absences | 13 |
| B.7.b. Disclosure of Confidential Information | 8 | E.1.a. Assessment | 11 | F.4.c. Standards for Supervisees | 13 |
| Section C: Professional Responsibility..... | 8 | E.1.b. Client Welfare | 11 | F.4.d. Termination of the Supervisory Relationship | 13 |
| Section C: Introduction..... | 8 | E.2. Competence to Use and Interpret Assessment Instruments..... | 11 | F.5. Student and Supervisee Responsibilities..... | 13 |
| C.1. Knowledge of and Compliance With Standards | 8 | E.2.a. Limits of Competence | 11 | F.5.a. Ethical Responsibilities | 13 |
| C.2. Professional Competence | 8 | E.2.b. Appropriate Use | 11 | F.5.b. Impairment | 13 |
| C.2.a. Boundaries of Competence | 8 | E.2.c. Decisions Based on Results | 11 | F.5.c. Professional Disclosure | 13 |
| C.2.b. New Specialty Areas of Practice | 8 | E.3. Informed Consent in Assessment | 11 | F.6. Counseling Supervision Evaluation, Remediation, and Endorsement | 13 |
| C.2.c. Qualified for Employment | 8 | E.3.a. Explanation to Clients | 11 | F.6.a. Evaluation | 13 |
| C.2.d. Monitor Effectiveness | 8 | E.3.b. Recipients of Results | 11 | F.6.b. Gatekeeping and Remediation | 13 |
| C.2.e. Consultations on Ethical Obligations | 9 | E.3.c. Release of Data to Qualified Personnel | 11 | F.6.c. Counseling for Supervisees | 14 |
| C.2.f. Continuing Education | 9 | E.3.d. Historical and Social Prejudices in the Diagnosis of Pathology | 11 | F.6.d. Endorsements | 14 |
| C.2.g. Impairment | 9 | E.3.e. Refraining From Diagnosis | 11 | F.7. Responsibilities of Counselor Educators..... | 14 |
| C.2.h. Counselor Incapacitation, Death, Retirement, or Termination of Practice | 9 | E.4. Instrument Selection..... | 11 | F.7.a. Counselor Educators | 14 |
| C.3. Advertising and Soliciting Clients | 9 | E.4.a. Appropriateness of Instruments | 11 | F.7.b. Counselor Educator Competence .. | 14 |
| C.3.a. Accurate Advertising | 9 | E.4.b. Referral Information | 11 | F.7.c. Infusing Multicultural Issues/Diversity | 14 |
| C.3.b. Testimonials | 9 | E.4.c. Conditions of Assessment Administration | 11 | F.7.d. Integration of Study and Practice .. | 14 |
| C.3.c. Statements by Others | 9 | E.4.d. Administration Conditions | 11 | F.7.e. Teaching Ethics | 14 |
| C.3.d. Recruiting Through Employment | 9 | E.4.e. Provision of Favorable Conditions | 11 | F.7.f. Use of Case Examples | 14 |
| C.3.e. Products and Training Advertisements | 9 | E.4.f. Technological Administration | 11 | F.7.g. Student-to-Student Supervision and Instruction | 14 |
| C.3.f. Promoting to Those Served | 9 | E.4.g. Unsupervised Assessments | 12 | F.7.h. Innovative Theories and Techniques | 14 |
| C.4. Professional Qualifications | 9 | E.4.h. Multicultural Issues/Diversity in Assessment | 12 | F.7.i. Field Placements | 14 |
| C.4.a. Accurate Representation | 9 | E.5. Scoring and Interpretation of Assessments | 12 | F.8. Student Welfare | 14 |
| C.4.b. Credentials | 9 | E.5.a. Reporting | 12 | F.8.a. Program Information and Orientation..... | 14 |
| C.4.c. Educational Degrees | 9 | E.5.b. Instruments With Insufficient Empirical Data..... | 12 | F.8.b. Student Career Advising | 14 |
| C.4.d. Implying Doctoral-Level Competence | 9 | E.5.c. Assessment Services | 12 | F.8.c. Self-Growth Experiences | 14 |
| C.4.e. Accreditation Status | 9 | E.5.d. Assessment Security..... | 12 | F.8.d. Addressing Personal Concerns | 14 |
| C.4.f. Professional Membership | 9 | E.5.e. Obsolete Assessment and Outdated Results..... | 12 | F.9. Evaluation and Remediation | 15 |
| C.5. Nondiscrimination | 9 | E.5.f. Assessment Construction | 12 | F.9.a. Evaluation of Students | 15 |
| C.6. Public Responsibility | 9 | E.5.g. Forensic Evaluation: Evaluation for Legal Proceedings | 12 | F.9.b. Limitations | 15 |
| C.6.a. Sexual Harassment | 9 | E.5.h. Primary Obligations | 12 | F.9.c. Counseling for Students | 15 |
| C.6.b. Reports to Third Parties | 9 | E.5.i. Consent for Evaluation | 12 | F.10. Roles and Relationships Between Counselor Educators and Students | 15 |
| C.6.c. Media Presentations | 9 | E.5.j. Client Evaluation Prohibited | 12 | F.10.a. Sexual or Romantic Relationships | 15 |
| C.6.d. Exploitation of Others | 10 | E.5.k. Avoid Potentially Harmful Relationships | 12 | F.10.b. Sexual Harassment | 15 |
| C.6.e. Contributing to the Public Good (<i>Pro Bono Publico</i>) | 10 | Section F: Supervision, Training, and Teaching | 12 | F.10.c. Relationships With Former Students | 15 |
| C.7. Treatment Modalities..... | 10 | Section F: Introduction | 12 | F.10.d. Nonacademic Relationships | 15 |
| C.7.a. Scientific Basis for Treatment | 10 | F.1. Counselor Supervision and Client Welfare | 12 | F.10.e. Counseling Services | 15 |
| C.7.b. Development and Innovation | 10 | F.1.a. Client Welfare | 12 | F.10.f. Extending Educator-Student Boundaries | 15 |
| C.7.c. Harmful Practices | 10 | F.1.b. Counselor Credentials | 12 | F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs..... | 15 |
| C.8. Responsibility to Other Professionals | 10 | F.1.c. Informed Consent and Client Rights | 13 | F.11.a. Faculty Diversity | 15 |
| C.8.a. Personal Public Statements | 10 | F.2. Counselor Supervision Competence | 13 | F.11.b. Student Diversity | 15 |
| Section D: Relationships With Other Professionals | 10 | F.2.a. Supervisor Preparation | 13 | F.11.c. Multicultural/Diversity Competence | 15 |
| Section D: Introduction | 10 | | | Section G: Research and Publication | 15 |
| D.1. Relationships With Colleagues, Employers, and Employees | 10 | | | Section G: Introduction | 15 |
| D.1.a. Different Approaches | 10 | | | G.1. Research Responsibilities | 15 |
| D.1.b. Forming Relationships | 10 | | | | |
| D.1.c. Interdisciplinary Teamwork | 10 | | | | |
| D.1.d. Establishing Professional and Ethical Obligations | 10 | | | | |
| D.1.e. Confidentiality | 10 | | | | |

| | | | | | |
|----------------------------------------------------------------|----|----------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------|-----------|
| G.1.a. Conducting Research | 15 | G.4.d. Identity of Participants | 17 | H.4.e. Access | 18 |
| G.1.b. Confidentiality in Research | 15 | G.4.e. Replication Studies | 17 | H.4.f. Communication Differences in Electronic Media..... | 18 |
| G.1.c. Independent Researchers | 15 | G.5. Publications and Presentations | 17 | H.5. Records and Web Maintenance..... | 18 |
| G.1.d. Deviation From Standard Practice | 16 | G.5.a. Use of Case Examples | 17 | H.5.a. Records..... | 18 |
| G.1.e. Precautions to Avoid Injury | 16 | G.5.b. Plagiarism | 17 | H.5.b. Client Rights..... | 18 |
| G.1.f. Principal Researcher Responsibility | 16 | G.5.c. Acknowledging Previous Work | 17 | H.5.c. Electronic Links | 18 |
| G.2. Rights of Research Participants..... | 16 | G.5.d. Contributors | 17 | H.5.d. Multicultural and Disability Considerations | 18 |
| G.2.a. Informed Consent in Research | 16 | G.5.e. Agreement of Contributors | 17 | H.6. Social Media..... | 18 |
| G.2.b. Student/Supervisee Participation | 16 | G.5.f. Student Research | 17 | H.6.a. Virtual Professional Presence | 18 |
| G.2.c. Client Participation | 16 | G.5.g. Duplicate Submissions | 17 | H.6.b. Social Media as Part of Informed Consent | 18 |
| G.2.d. Confidentiality of Information | 16 | G.5.h. Professional Review | 17 | H.6.c. Client Virtual Presence | 18 |
| G.2.e. Persons Not Capable of Giving Informed Consent | 16 | Section H: Distance Counseling, Technology, and Social Media..... | 17 | H.6.d. Use of Public Social Media | 18 |
| G.2.f. Commitments to Participants | 16 | Section H: Introduction | 17 | Section I: Resolving Ethical Issues | 18 |
| G.2.g. Explanations After Data Collection | 16 | H.1. Knowledge and Legal Considerations | 17 | Section I: Introduction | 18 |
| G.2.h. Informing Sponsors | 16 | H.1.a. Knowledge and Competency | 17 | I.1. Standards and the Law | 19 |
| G.2.i. Research Records Custodian | 16 | H.1.b. Laws and Statutes | 17 | I.1.a. Knowledge | 19 |
| G.3. Managing and Maintaining Boundaries | 16 | H.2. Informed Consent and Security..... | 17 | I.1.b. Ethical Decision Making | 19 |
| G.3.a. Extending Researcher- Participant Boundaries | 16 | H.2.a. Informed Consent and Disclosure.... | 17 | I.1.c. Conflicts Between Ethics and Laws | 19 |
| G.3.b. Relationships With Research Participants | 16 | H.2.b. Confidentiality Maintained by the Counselor | 18 | I.2. Suspected Violations | 19 |
| G.3.c. Sexual Harassment and Research Participants | 16 | H.2.c. Acknowledgment of Limitations | 18 | I.2.a. Informal Resolution | 19 |
| G.4. Reporting Results..... | 16 | H.2.d. Security | 18 | I.2.b. Reporting Ethical Violations | 19 |
| G.4.a. Accurate Results | 16 | H.3. Client Verification | 18 | I.2.c. Consultation | 19 |
| G.4.b. Obligation to Report Unfavorable Results | 16 | H.4. Distance Counseling Relationship | 18 | I.2.d. Organizational Conflicts | 19 |
| G.4.c. Reporting Errors | 16 | H.4.a. Benefits and Limitations | 18 | I.2.e. Unwarranted Complaints | |
| | | H.4.b. Professional Boundaries in Distance Counseling..... | 18 | I.2.f. Unfair Discrimination Against Complainants and Respondents | 19 |
| | | H.4.c. Technology-Assisted Services | 18 | I.3. Cooperation With Ethics Committees | 19 |
| | | H.4.d. Effectiveness of Services..... | 18 | Glossary of Terms | 20 |

Ethics Related Resources From ACA!

- Free consultation on ethics for ACA Members
- Bestselling publications revised in accordance with the 2014 *Code of Ethics*, including *ACA Ethical Standards Casebook*, *Boundary Issues in Counseling*, *Ethics Desk Reference for Counselors*, and *The Counselor and the Law*
- Podcast and six-part webinar series on the 2014 *Code*
- The latest information on ethics at counseling.org/ethics



AMERICAN COUNSELING
ASSOCIATION

5999 Stevenson Avenue
Alexandria, VA 22304

counseling.org • 800-422-2648 x222

Note: This document may be reproduced in its entirety
without permission for non-commercial purposes only.

Appendix O

American School Counselor Association Code of Ethics

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 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.
- f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

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.

o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

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.

Appendix P

Auburn Montgomery

Disclosure Statement Counselor

Education

**Auburn Montgomery
Disclosure Statement Counselor Education**

As a student in the Counselor Education program at **Auburn Montgomery**, I have read the following items and have had the opportunity to ask any questions I may have concerning the items before signing this form.

1. I understand the process of advising and registering for classes. I also understand that any questions regarding registration should be directed to my advisor.
2. I agree that I am responsible for working with my professors when I have concerns about my classes and that I have the resource of the Student Affairs Committee if I have a problem at the university level. If I wish to appeal a grade I must follow the procedure listed in the current student handbook, The AUMANAC.
3. Site election for practicum and internship is a different process from registration. Faculty may discuss my site selection with me and make suggestions, but I understand that I am expected to consult with the Clinical Coordinator before I contact any site to accomplish the practicum.
4. **I agree that I will abide by the ethics codes of the American School Counselor Association (ASCA) when applicable and the American Counseling Association (ACA).** I understand that a breach of an ethical standard of the ACA ethical code will result in a review by the Counseling Faculty Review Board and may result in disciplinary action up to and including expulsion from the Counselor Education program in accordance with University, School of Education and area policy on such matters.
5. I agree that I am aware of the due process procedures if the faculty of the Area of Counseling should deem it necessary for me to remediate or be dismissed from the program.
6. I do not have a criminal record or use illegal substances that would prevent me from working in a school or clinical mental health counseling setting. (If you have been arrested or convicted of a criminal offense check here. _____. A faculty member will discuss it with you to see if it will prevent you from working in the area of counseling.)
7. I agree to read and abide by the **Auburn Montgomery** student code of conduct. I am aware that the code of conduct is contained in the **Graduate Student Handbook**.

Signature of Student

Date

rev. 2017

Appendix Q

Auburn Montgomery Site Supervisor Data Sheet

AUM COUNSELING DEPARTMENT SITE SUPERVISOR DATA SHEET
Clinical Mental Health Counseling

Semester Requesting Site: _____

Check which applies: ECED 6914 Practicum; ECED 6924 Internship I; ECED 6925 Internship II;
 ECED 7926 /7927 Advanced Internship in Counseling I & II

AUM Student Name and S#: _____

Supervisor's Name: _____

Place of Employment: _____

Current Position: School Counselor; Agency Counselor; Private Counselor;

Other specify _____ from _____ to _____

Graduate Degree in: School Counseling; Community Counseling; Clinical Mental Health Counseling;
 Rehabilitation Counseling; Other specify _____

Year Graduated _____ College / University: _____

Licenses or Certifications: Certified School Counselor; LPC; NCC; Other specify: _____

Years of Post Master's Experience (circle one): 1 2 3 4 5+

Site Supervisor Employment History:

| Place of Employment | From/To (dates) | Job Title |
|---------------------|-----------------|-----------|
| | | |
| | | |
| | | |

Honors: _____

Other (Such as Professional / Community Involvement): (add additional pages if necessary)

Site Supervisor Signature _____

_____ Date

Mail to: Counseling Clinical Coordinator, Auburn University Montgomery, College of Education, P. O. Box 244023, Montgomery, AL 36124-4023 or email to phard@aum.edu .

Approved

Not Approved

Clinical Coordinator Signature _____

_____ Date

Appendix R

Additional Forms:

- **Digital Recorder Agreement (X1)**
- **CMHC Practicum/Internship Application**
- **Confirmation of Provisional Placement – School Counseling**
- **Memorandum of Agreement for CMHC Sites**
- **Memorandum of Agreement for School Sites**
- **School Counseling Placement Procedure**
- **Employer of AUM Counseling Graduate Letter & Survey**

Auburn University Montgomery
Clinical and School Counseling

ECED 6914: Practicum, ECED 6924: Internship I, ECED 6925: Internship II, * ECED 7926 /7927
Advanced Internship in Counseling I & II

- The Department of Counselor, Leadership, and Special Education provides digital recorders for students in the Clinical and School Counseling program while enrolled in: Practicum, Internship I, and Internship II. These are available for students to check out for the duration of the semester in which they are enrolled in the courses listed above.
- Students are required to use *only* these recorders to tape sessions with clients and/or students.
- Students must read and sign the agreement below.

I agree that once I check out a digital recorder from the Department of Counselor, Leadership, and Special Education:

_____ It is for my use for one semester only and must be turned in prior to the scheduled exam date.

_____ If I should lose or damage the recorder or any of its accessories at any time during the semester, I am to notify my University Supervisor as soon as possible.

_____ If it is not in working order or turned in, including all accessories (a total of 4 plus the recorder and bag) in the original box at the end of the semester, then my grades will not be submitted until I reimburse the Department of Counselor, Leadership, and Special Education.

_____ In the case that I damage or lose the recorder **or any of its accessories**, I agree to reimburse the Department of Counselor, Leadership, and Special Education \$40.00 for a complete kit replacement.

_____ Once I have either returned the recorder and all accessories or paid for its replacement, the hold on my course grade will be released.

I, _____, agree to the terms above and am signing below

to check out a digital recorder # _____ this _____ semester, _____.

Practicum/Internship Site(s): _____

Address: _____

Email: _____

On-Site Supervisor: _____

Site Supervisor's Job Title: _____ Phone: _____

On-Site Supervisor's Credentials:
 Graduate Degree(s) Major(s): _____
 Check Applicable Categories Below:
 Licensed Professional Counselor (LPC) _____
 National Certified Counselor (NCC) _____
 Other _____ What? _____

Years of post master's experience in the counseling field: _____

Dates placement will begin: _____ end: _____

On-Site Supervisor's Signature _____

Statement of Understanding

I acknowledge that the practicum/internship experience is one of the culminating courses in Counselor Education and is, therefore, a major commitment. **I will conduct myself professionally. I will complete both class and site requirements through the end of the term.**

Eligible Student's Signature: _____

AUM Supervisor's Signature: _____

Application Approved: _____ Denied: _____ Date: _____

Reason for denial, if applicable: _____

May 15, 2017

Auburn University Montgomery
College of Education - School Counseling
Provisional Confirmation of Placement

This is to confirm that student _____ is provisionally confirmed for Practicum/Internship at the following school district(s): _____

_____.

This approval is contingent upon the following conditions:

- Maintenance of the required Overall GPA: 3.0 for Master's degree and 3.25 for the Ed.S.
- Successful completion of **all** Pre-requisites for Practicum and Internship respectively.
- Adherence to the approved plan of study as per the student's academic advisor.

Please be advised that if you do not comply with **all** of the above conditions, the Practicum / Internship site(s) will be in *jeopardy and may be cancelled*. You must contact Dr. Melissa Card at mc card@aum.edu *immediately* if you fail to adhere to the above requirements.

**Memorandum of Agreement
Auburn University Montgomery
Clinical Mental Health Counseling Program and College of Education
and**

Agency

The purpose of this memorandum is to establish a formal agreement between Auburn University Montgomery and _____
to provide clinical placements for the AUM counselor education graduate students in practicum and/or internships. This agreement lists the supports, roles, and responsibilities provided by the AUM College of Education, Clinical Mental Health Counseling Program (CMHCP) and _____

AUM College of Education and counselor education faculty agree to provide the following:

- A copy of the *Practicum and Internship Guidelines* to the Site.
- Adequate university clinical supervision in accordance with the *Practicum and Internship Guidelines*.
- Conferences with the agency's Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student's performance.
- Descriptions of the CMHC expectations for AUM practicum/internship students.
- Evidence of students' liability insurance from a reputable company prior to the beginning of service with the site.
- Assurance to the Site that the CMHC expects the students to abide by the policies of the Site and honor their professional responsibilities to the clients.
- Assurance that the CMHC students are required to abide by the American Counseling Association *Code of Ethics*.
- Professional development training opportunities for the Site's counseling staff, when feasible.

_____ agrees to provide the following:

(Site)

- Clinical experience opportunities for AUM CMHC practicum and/or internship students.
- Clinical supervision from a site supervisor with a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses and a minimum of two years of pertinent professional experience.
- Formal midterm and final evaluations of CMHC students.
- Communication with AUM Counseling faculty when needed.
- Weekly interaction by onsite supervisor with all students. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the semester with internship students.

This Memorandum of Agreement will remain valid until terminated by either party in writing.

Dean, College of Education

Date

Agency Administrator

Date

Department Head, CLSE

Date

Counseling Coordinator & Contact

Date

11/10/15

**Memorandum of Agreement
Auburn University Montgomery
School Counseling Program and College of Education
and**

School

The purpose of this memorandum is to establish a formal agreement between Auburn University Montgomery and _____
to provide clinical placements for the AUM counselor education graduate students in practicum and/or internships. This agreement lists the supports, roles, and responsibilities provided by the AUM College of Education, School Counseling Program (SCP) and _____

AUM College of Education and counselor education faculty agree to provide the following:

- A copy of the *Practicum and Internship Guidelines* to the Site.
- Adequate university clinical supervision in accordance with the *Practicum and Internship Guidelines*.
- Conferences with the agency’s Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student’s performance.
- Descriptions of the SCP expectations for AUM practicum/internship students.
- Evidence of students’ liability insurance from a reputable company prior to the beginning of service with the site.
- Assurance to the Site that the SCP expects the students to abide by the policies of the Site and honor their professional responsibilities to the clients.
- Assurance that the SCP students are required to abide by the American Counseling Association *Code of Ethics*.
- Professional development training opportunities for the Site’s counseling staff, when feasible.

_____ agrees to provide the following:

(School)

- Clinical experience opportunities for AUM SCP practicum and/or internship students.
- Clinical supervision from a site supervisor holding a valid Alabama school counseling certificate and three years experience as a school counselor and currently employed as a school counselor.
- Formal midterm and final evaluations of SCP students.
- Communication with AUM Counseling faculty when needed.
- Weekly interaction by onsite supervisor with all students. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the semester with internship students.

This Memorandum of Agreement will remain valid until terminated by either party in writing.

Dean, College of Education

Date

Agency Administrator

Date

Department Head, CLSE

Date

Counseling Coordinator & Contact

Date

11/10/15

School Counseling Placement Procedure for Practicum, Internship I, and Internship II

1. Students must register and complete ECED Orientation to Clinical Experiences either the first or second semester of their program.
2. An application for Practicum, Internship I, and Internship II must be submitted to the AUM School of Education Office of Student Services and Teacher Certification by the end of their third semester.
3. Note: If either of the internships will not sequentially follow the practicum, indicate on the application which semesters the student will take the internships.
4. After processing, a copy of the application for the three courses will be placed in the candidate's graduate folder and in the counseling folder in the department office.
5. School counseling students must gain experience in both elementary and secondary school settings, except when a middle school meets the criteria for both.

Dear Employer of an AUM Counseling Graduate,

We need your help in our efforts to continuously evaluate and improve our graduate counselor education program. You have hired one of our graduates, and we would like to know your evaluation of our program as evidenced by our graduate's professional performance. Please take just a few moments to tell us how well our graduate is performing and your estimate of the quality of the graduate's training.

Thank you for your valuable feedback.

Paul F. Hard, Ph.D.
Coordinator of Counselor Education

Dr. Carrie Hemmings
Clinical Coordinator

Please return this evaluation to:

Dr. Sam Flynt, Ph.D.
Head, Dept. of Counselor, Leadership and Special Education
College of Education
P. O. Box 244023
Montgomery, AL 36124-4023

Or

Deliver it by hand to either Dr. Hard or Dr. Hemmings

**Employers of AUM Graduates
Evaluation of the AUM Counseling Program**

Employer Representative: _____

Place of Employment: _____

Graduate/Employee's Name: _____

Year of Graduation: _____ Program: School; Community, CMHC

Directions: Based on your observations of your employee, please rate AUM's preparation of counseling students in the following areas.

Knowledge Base

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Counseling Skills

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Time Management

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Self Care / Wellness

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Ethics

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Documentation

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Professionalism

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Effectiveness with the Clients or Students

| | | | | | |
|------|---|---|---|---|-----------|
| Poor | | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 | |

Comments
