



Counseling Student Handbook

Auburn Montgomery

College of Education

Department of Counselor, Leadership and Special Education

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Area Description

The skills and theories learned in Auburn Montgomery's Counselor Education area are applicable to a variety of professional situations. Consequently, Auburn Montgomery attempts to provide training for those who wish to engage in school-related counseling and those who wish to engage in counseling in agency, private practice, higher education, or nontraditional settings. The two basic options are the Master's and Education Specialist degree programs in School Counseling and Clinical Mental Health Counseling in the Area of Counselor Education.

Master of Education Degree

The Master of Education (M.Ed.) in Counseling is a program accommodating either full-time or part-time students. The Clinical Mental Health Counseling degree requires 60 credit hours and the School Counseling degree requires 51 credit hours. Both programs prepare students for endorsement and practice in their respective fields of preparation. The employment opportunities for the various specializations prepare counselors for employment in elementary and secondary schools; colleges and universities; rehabilitation settings; and community, governmental, and private agencies. Admission into the program reflects the requirements noted in the Graduate catalog. Students entering the School Counseling Program must have a foundation course in special education required by the State Department of Education. If this course has not been taken previously, students must take it or another approved alternative. Students will complete practicum and internships in settings related to their degree programs.

Education Specialist Degree

The Education Specialist (Ed.S.) degrees in counseling are 33 credit-hour programs of study. The Educational Specialist degree in Counselor Education is designed to prepare graduates to pursue advanced practice and/or administrative opportunities in counseling and related settings. Specific foci of the curriculum are in practice, research, and consultation. Students pursuing an EdS in Clinical Mental Health Counseling must have a Master's degree in a counseling related field. Students pursuing an EdS in School Counseling must possess a Masters degree in School Counseling and be eligible for an A-level certification in school counseling from Alabama Department of Education. Because of the many diverse counseling situations potentially available to graduates of this program, flexibility in coursework is permissible at the EdS level. Students should consult the Office of Graduate Studies to plan specific programs to meet their particular needs. Further discussion on graduate study and matriculation in the program is noted in the "Application and Admission" and "Progress Reviews" sections of this handbook as well as Appendix N: Admission Requirements for the Educational Specialist Degree.

Ethical Standards

All students in counseling programs are expected to become familiar with the ethical standards of the American Counseling Association in their first semester in the program. Students will be introduced to the code at the New Student Orientation meeting and provided information on where to find the code in this handbook. Faculty will refer to the code in all courses. The disclosure statement (Appendix L), which includes adherence to the code of ethics, signed in the first semester in the program, will be subject to review during the *Faculty Review of Student Performance* (Appendix G) each fall and spring semester. Any misrepresentation on the

disclosure statement could result in a delay of the start of field experience, remediation, or dismissal from the program of study. Appeals of such decisions are discussed in detail in the “Progress Reviews, Remediation, Retention, and Dismissal” section of this handbook.

Area Mission, Philosophy, Purpose and Objectives

Area Mission Statement

The mission of the Counselor Education Area at Auburn Montgomery is to prepare graduate students primarily from central Alabama and the surrounding area for success as reflective, competent, and committed counselors in a challenging and nurturing academic and experiential learning environment. Graduates will be expected to exhibit high levels of self-awareness, ethical behavior, skills to effect positive client change, and the personal characteristics of caring and empathic helpers. Graduates will ultimately be expected to help improve the quality of life of a diverse public they will serve and be dedicated to the improvement of their communities by being committed to lifelong learning and professional development necessary to meet the counseling needs of a dynamic and changing society.

Area Philosophy and Purpose

The purpose of the Auburn Montgomery Counselor Education Area is to provide quality instruction, experiential learning, research and service opportunities for students enrolled in its programs. Students are encouraged to embrace a sense of mission, vision and values that will enhance their ability to work effectively with others in the helping process. The area philosophy embraces a firm belief in the individual’s worth and dignity. Area faculty in Counselor Education seek to offer aspiring counselors opportunities to grow and develop to their full potential and to promote this attitude as the foundation for their professional service to others.

Area Objectives

The objectives for the Auburn Montgomery Counselor Education area are to:

1. Recruit and select qualified graduate students with appropriate attention given to the inclusion of candidates from diverse and under-served populations;

2. Offer a graduate curriculum which reflects the preparation standards of the profession as described by the Council for the Accreditation of Counseling and Related Educational Programs;
3. Educate graduate level counselors in the knowledge, skills, attitudes, philosophical orientation, and technological applications to facilitate their working effectively with diverse populations;
4. Provide specialized programs for the preparation of professional counselors to work in a wide variety of public and private educational and human services settings;
5. Collaborate with schools and human service agencies in planning and evaluating the counselor education program, and in providing experiential opportunities for the counseling students;
6. Provide counseling students with research skills appropriate for their preparation level, and instill a commitment to the pursuit of scholarly research;
7. Provide students with a framework in professional, ethical, and legal issues related to counseling;
8. Help students develop a strong professional counseling identity by promoting student knowledge of professional associations and appreciation of the importance and value of active involvement;
9. Assist graduates and potential employers in the identification of appropriate placement opportunities; and
10. Maintain a systematic, comprehensive and integrated plan of program evaluation.

Specific Program Information

Two programs are offered in the Area of Counselor Education, School counseling and Clinical Mental Health counseling. Both programs offer a Master's and Education Specialist degree. In addition to the broader area mission and objectives presented above, program missions and objectives that follow are specific to School counseling or Clinical Mental Health counseling. School and Clinical Mental Health missions and objectives are designed to correspond with the competency requirements of students' respective practice sites and to comply with the endorsement policy of the area.

School Counseling Mission

The mission of the Auburn Montgomery school counseling program is to prepare competent, committed and reflective graduate students to be K-12 school counselors who promote the academic, career and personal/social development of diverse populations of school aged youth. The purpose is to train the graduate students to plan and implement a comprehensive developmental school counseling and guidance program that fosters social interest and prepares youth to become contributing members of society.

School Counseling Program Philosophy and Purpose

Fundamental to the school counseling preparation program at Auburn Montgomery is the belief that school counseling is an integral part of the total school function. School counselors help students achieve success through classroom guidance, individual and group counseling, and consultation with parents, teachers, and administrators, as well as community and professional stakeholders. Because a school counseling and guidance program is an integral part of the total school program, school counselors must be competent in building system support and collaborating with all school personnel and professionals outside the school. School counselors also advocate for students' educational needs and work to remove systemic barriers to academic success.

School Counseling Program Objectives

In addition to the objectives for all Auburn Montgomery counseling students, graduates of the school counseling program will be able to:

1. Clearly define and describe the role and functions of a school counselor at all grade levels;
2. Plan, implement and evaluate a comprehensive school counseling and guidance program that includes classroom guidance, individual planning, responsive services and system support;
3. Select developmentally appropriate preventive and responsive interventions for students of varying ages and abilities;

4. Consult with parents, teachers, administrators, school personnel and community agency professionals to plan and coordinate interventions for students;
5. Plan and implement a comprehensive K-12 career development program;
6. Build system support for a comprehensive developmental counseling and guidance program that addresses the needs of a diverse student population; and
7. Advocate within the school and community to remove barriers to success and act on the behalf of students.

School Counseling Requirements

Each student must maintain a 3.0 GPA while completing the curriculum for the Master of Education degree or Class A certification, which is noted later in this section of the *Counseling Student Handbook*. Students who have an Alabama teaching certificate and two years of verified experience and who are applying for initial certification must submit a passing score on the appropriate Praxis II test. Students who do not have the above certificate and experience must obtain a passing score on the PRAXIS exam and the National Counselor Exam (NCE) before applying for certification from the Alabama State Department of Education (ALSDE). If these examinations are not accomplished before graduation, the student is responsible for submitting the documentation for certification to the ALSDE within five (5) years of graduation.

In compliance with the regulations of the ALSDE, those individuals who intend to function in a public school setting in Alabama must have or qualify for certification as a teacher and present evidence of at least two years of satisfactory educational experience or enroll under the expanded option (see Appendix M). Before the student graduates, this experience must be documented on the Supplement EXP form available from the Graduate Office (Room 302) in the College of Education or the State of Alabama Department of Education Teacher Education and Certification Office. The student must send the form to the school system in which the two years of experience was obtained. The system will complete the form, notarize it and send it to the

address on the front of the form. If the experience was completed outside Alabama, the applicant will request that state's equivalent to the Alabama EXP form. Applicants with a teaching certificate from another state must apply for an Alabama Teaching Certificate. States often, but not always, have reciprocity agreements with ALSDE.

In addition, before placement in practicum, School Counseling Program students must comply with security regulations established by the ALSDE which include fingerprinting and a background check, unless certified before July 1, 1997. Any changes in the regulations of the ALSDE will become effective in the school counseling program when they are published. Since Auburn Montgomery recommends to the state that the student qualifies for certification, Auburn Montgomery counseling students must earn a letter grade of B or higher in all practicum and internships before a recommendation for certification will be made by the certification officer of the College of Education.

Since students may enter the Area of Counselor Education in any semester, an exact schedule of courses for all students is not possible. Some guidelines for the course sequences in school and Clinical Mental Health counseling are described below. Elective courses are never used to satisfy required core curriculum content. The *Progress Monitoring Sheet* (Appendix D) lists the prerequisites for practicum and courses that may be taken simultaneous with field placements. To avoid delay in graduating, students should pay close attention to these documents.

Sequence of Courses for School Counseling Students

School counselors should take the prerequisite courses for practicum at the first opportunity. This will avoid delay in starting practicum and completion of the program. Practicum, Internship I, and Internship II must be taken in this order and cannot be taken in the

same term. Thus, school counseling students will start practicum at least one year before they graduate. Students in practicum, or Internships I and II must attend group and site supervision the full semester. They must also continue their site placements for the full semester. Students are advised that it is often difficult to obtain the number of direct hours in the required settings in the summer term and approved Summer Practicums are difficult to obtain. Therefore, some students elect to accomplish practicum and both internships only in fall and spring semesters when K-12 schools are in session. Unless a student can complete the practicum or internship during summer school, year round school, or similar setting, school counseling students should carefully consider not attempting practicum or internships in the summer.

Master Schedule for Counseling Program

A master schedule for completing the Master's Degree in Clinical Mental Health or School Counseling has been developed to assist students in their academic planning (see appendix O). This schedule indicates when course offerings may be expected. Students are provided with model plans of study based upon a two and three course load per term. Deviations from this plan will be the responsibility of the student, and are strongly discouraged as this will create difficulty in completing the course of study in the preferred amount of time.



COLLEGE OF EDUCATION

PLAN OF STUDY - Class A Level (Master's)
Department of Counselor, Leadership and Special Education
Traditional School Counseling

Advisor: Janis Bigelow
Email: jbigelo1@aum.edu

COURSE	SEM HRS	GRAD E	SEM/TERM	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
Instructional Support Area					
ECED 6220 Introduction to School Counseling (Before internship)	3			Hybrid – Full semester	Spring
ECED 6230 Ethical & Legal Issues in Counseling (Before practicum)	3			Lecture – Full semester	Summer
ECED 6260 Career Development and Vocational Assessment (Before internship)	3			Lecture – Full semester	Spring
ECED 6270 Counseling Diverse Populations	3			Lecture – SP Hybrid - SU	Summer
ECED 6280 Helping Relationships: Theory & Practice I (Before practicum)	3			Lecture – Full semester	Spring
ECED 6290 Counseling Theory & Practice II (Before internship)	3			Lecture – Full semester	Fall
ECED 6300 Group Dynamics and Procedures in Counseling (Before practicum)	3			Lecture – Full semester	Spring
ECED 6320 School Counseling Consultation and Program Planning (Before Internship I)	3			Lecture – Full semester	Fall
ECED 6330 Individual and Group Appraisal (Before practicum)	3			Lecture – Full semester	Fall
ECED 6350 Human Growth & Development	3			Online – Full semester	Spring

Check Point: Minimum GPA of 3.25 required to enroll in Practicum and Internships satisfied (Circle One) Yes No

Additional Courses					
FNDS 6610 Research in Education OR ECED 6560 Research and Evaluation in Counseling Programs (Advisor Approved Graduate Level Elective)	3			Online – Full term Lecture – Full term	Every semester Spring
ECED Elective	3				
ECED Elective	3				
Survey of Special Education (ALSDE required)					
ESPE 6100 Students with Special Needs OR ESPE 6350 Adv. Study of Coll. & Consultation OR ESPE 6800 Adv. St. of Tch. Basic Math & Reading Skills to Students with Exceptionalities OR Other ALSDE approved “diversity” course (Required if not taken at the A or B level within the last 5 years)	3			Hybrid – 1 st half	Every semester (20 hrs. field experience)
Practicum					
ECED 6914 Practicum in Counseling	3				Every semester
Internship					
ECED 6924 Counseling Internship I (Pre-requisite ECED 6914)	3				Every semester
ECED 6925 Counseling Internship II (Pre-requisite ECED 6924)	3				Every semester

A minimum of 51 semester hours and an overall GPA of at least 3.25 are required for graduation and certification. ALDSE 12-21-16

Note: You must apply for certification through the College of Education Certification Office (Room 301 in the Education building) when you complete your program.

Counseling is a specialized profession that requires the ability to relate effectively to others and demonstrate academic competence. Because of the special nature of this program, the Counseling faculty reserves the right to making binding decisions regarding the suitability of a student wishing to enroll in practicum and internships.

COURSE	SEM HRS	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
ECED 6130 Introduction to Play Therapy	3	Lecture – Full semester	Fall
ECED 6140 Advanced Play Therapy	3	Lecture – Full semester	Spring
ECED 6250 Cultural Issues of Families in Distress	3	Online – Full semester	Fall
ECED 6340 Counseling Children & Adolescents	3	Online – Full semester	TBA
ECED 6360 Assessment & Diagnosis of Abnormal Behavior	3	Hybrid – Full semester	Fall
ECED 6370 Addictions Counseling	3	Online – 1 st half	Summer
ECED 6430 Creative Arts in Counseling	3	Lecture – Full Semester	Summer
ECED 6902 Studies: School Crisis Planning	3	Lecture – Full semester	Spring
ECED 6923 Supervision in Group Leadership	3	Lecture – Full semester	Spring
ECED 6902 Studies in Counselor Education	3	Lecture – Full semester	Every semester
ECED 6952 Seminar in Counseling (Departmental approval)	3	Lecture – Full semester	Spring

ALSDE 12-21-16

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. However, groups may not count for more than half of the direct 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 during the fall and spring semesters. During the summer term, three hours of group clinical supervision is required weekly. 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 meets the criteria for both. The university clinical supervisor will make a determination concerning the use of hours in a middle school. Some school systems require specific procedures for placement in the system, so attendance at the practicum meeting before enrolling in practicum is especially important. The experiential requirement comes from the ADOE and governs the certification process for graduates seeking to become certified as school counselors by ADOE.

School Counseling Practicum Hourly Breakdown

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

19 more or less hours	Counseling elementary students on an individual basis
<u>1 or more hours</u>	<u>Counseling groups of elementary students</u>
20 hours total	Direct contact with students
19 more or less hours	Counseling secondary students on an individual basis
<u>1 or more hours</u>	<u>Counseling groups of secondary students</u>
20 hours total	Direct contact with students
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
<u>41-60 hours</u>	<u>Other counseling related activities</u>
60 hours total	Supervision and other related activities
This results in:	
40 hours	Direct contact
<u>60 hours</u>	<u>Supervision and indirect activities</u>
100 hours	Total hours for the course

Internships in School Counseling

The two internships require a combined total of 600 hours, 120 of which must be in direct contact with students. 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 fall and spring semesters, and three hours a week during the summer 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. The internship experience requires a total of six hundred hours (600) and is taken as two courses over two terms.

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
<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 students
<u>180 hours</u>	<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.

Clinical Mental Health Counseling Mission

The mission of the Auburn Montgomery Clinical Mental Health counseling program is to prepare graduate students for practice with diverse populations in public and private mental health and related human service settings. The curriculum features coursework in the foundations of counseling as well as applied experience in, but not limited to, specialty areas such as family counseling, addictions counseling, victimization, gerontological counseling, play therapy, and the use of creative arts in counseling.

Clinical Mental Health Counseling Program Philosophy and Purpose

Basic to the Auburn Montgomery Clinical Mental Health counseling philosophy is the belief that Clinical Mental Health counselors are competent, reflective and committed professionals who provide appraisal, individual and group counseling, and consulting within their limits of expertise. Clinical Mental Health counselors provide comprehensive services by

building cooperative and collaborative partnerships with other human service providers and by referral to other sources of help as needed. Advocacy within the profession and Clinical Mental Health is also an essential part of the role of caring and empathic Clinical Mental Health counselors.

Clinical Mental Health Counseling Program Objectives

In addition to the objectives for all Auburn Montgomery counseling students, graduates of the Clinical Mental Health counseling program will be able to:

1. Clearly define and describe the roles of Clinical Mental Health counselors in various practice settings and the relationships between counselors and other professionals in these settings;
2. Demonstrate an understanding of the professional, ethical and legal considerations specifically related to the practice of Clinical Mental Health counseling;
3. Identify general principles of community intervention, consultation, education and outreach, and the characteristics of public, private and volunteer programs and networks in local communities;
4. Develop strategies for needs assessment to design, implement, and evaluate Clinical Mental Health counseling interventions, programs and systems;
5. Describe characteristics of individuals and communities served by a variety of providers that offer Clinical Mental Health counseling services;
6. Implement principles of program development and service delivery for diverse clientele;
7. Utilize models and principles of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses using current diagnostic tools and implementing counseling plans;
8. Apply appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches;
9. Facilitate client understanding of and access to community resources; and
10. Develop effective strategies for client advocacy in public policy and other matters of equity and accessibility.

Clinical Mental Health Counseling Requirements

Each student must maintain a 3.0 GPA while completing the curriculum in Clinical Mental Health Counseling for the Master's of Education degree, which is noted later in this section of the *Counseling Student Handbook*. Additionally, the student must demonstrate competence in the field by obtaining a passing score on the written Comprehensive Exam (Appendix J) and an acceptable score on the Counselor Preparation Comprehensive Examination (CPCE). The CPCE must be taken at the student's expense and is required as a part of the comprehensive examination for Clinical Mental Health counseling students. The student may request exemption from the CPCE by submitting an official transcript of a passing score on the National Counselor Exam (NCE). Likewise the candidate must demonstrate successful field experiences at both the practicum and internship placement sites. Students must also abide by requirements of comportment appropriate to the counseling profession, professional conduct, and adherence to the area's retention policies.

Sequence of Courses for Clinical Mental Health Counseling Students

Clinical Mental Health counseling students should take the prerequisite courses for practicum at the first opportunity. This will avoid delay in starting practicum and completion of the program. Practicum, Internship I, and Internship II must be taken in this order and cannot be taken in the same term. Thus, Clinical Mental Health counseling students will start practicum at least one year before graduation. For Practicum, Internship I, and Internship II, students must attend group supervision and serve their site placements for the full semester of their placements. Students are advised that it is often difficult to obtain the number of direct hours in the summer term. Therefore, some students elect to accomplish practicum and both internships only in fall and spring semesters. Unless students can complete the practicum or internship during summer,

they should carefully consider not attempting practicum or internships during this term. While not required, it is recommended that ECED 6360, *Assessment & Diagnosis of Abnormal Behavior* be taken prior to practicum placement.

Master Schedule for Counseling Program

A master schedule for completing the Masters Degree in Clinical Mental Health or School Counseling has been developed to assist students in their academic planning (see appendix O). This schedule indicates when course offerings may be expected. Students are provided with model plans of study based upon a 2 and 3 course load per term. Deviations from this plan will be the responsibility of the student, and are strongly discouraged as this will create difficulty in completing the course of study in the preferred amount of time.



COLLEGE OF EDUCATION

PLAN OF STUDY - Class A Level (Master's)
Department of Counselor, Leadership and Special Education
Traditional Clinical Mental Health Counseling (Non-certification)

Advisor: Janis Bigelow
Email: jbigelo1@aum.edu

COURSE	SEM HRS	GRAD E	SEM/TERM	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
Core Courses - 18 courses required					
ECED 6240 Professional Orientation to Clinical Mental Health Counseling (May be taken during Practicum but must be taken prior to Internship I)	3			Online – Full term	Summer
ECED 6230 Ethical & Legal Issues in Counseling (Pre-requisite for Practicum)	3			Lecture – Full term	Summer
ECED 6260 Career Development and Vocational Assessment (May be taken during Practicum but must be taken prior to Internship I)	3			Lecture – Full term	Spring
ECED 6270 Counseling Diverse Populations (May be taken during Practicum and/or Internship I with departmental approval)	3			Hybrid –Full Term	Summer
ECED 6280 Helping Relationships: Theory & Practice I (Pre-requisite for Practicum)	3			Lecture – Full term	Spring
ECED 6290 Counseling Theory & Practice II (May be taken during Practicum but must be taken prior to Internship I)	3			Lecture – Full term	Fall
ECED 6300 Group Dynamics and Procedures in Counseling (Pre-requisite for Practicum)	3			Lecture – Full term	Spring
ECED 6310 Clinical Consultation, Supervision, and Program Planning (May be taken during Practicum and/or Internship I with departmental approval)	3			Lecture – Full term	Fall
ECED 6330 Individual and Group Appraisal (Pre-requisite for Practicum)	3			Lecture – Full term	Fall
ECED 6350 Human Growth and Development (May be taken during Practicum and/or Internship)	3			Hybrid –Full Term	Spring
ECED 6360 Assessment and Diagnosis of Abnormal Behavior (Pre-requisite for Practicum)	3			Lecture – Full term	Fall
ECED 6370 Addictions Counseling	3			Online – Full Term	Summer
ECED 6380 Disaster and Crisis Intervention	3			Online – Full Term	Spring
ECED 6410 Systemic Couples and Family Counseling	3			Online – Full Term	Spring
FNDS 6610 Research in Education (May be taken during practicum and internship) Or ECED 6560 Research and Evaluation in Counseling Programs (May be taken during practicum and internship)	3			Online – Full Term Lecture – Full Term	Every semester Spring
Check Point: Minimum GPA of 3.0 required to enroll in Practicum and Internships satisfied (Circle One) Yes No					
ECED 6914 Practicum in Counseling	3				Every semester
ECED 6924 Counseling Internship I	3				Every semester
ECED 6925 Counseling Internship II	3				Every semester
ECED 7982 Master's Comprehensive Exam (Can be taken during either Internship)	0				Every semester
Approved Electives – 2 courses required (See attached list)					
ECED Elective	3				
ECED Elective	3				

A minimum of 60 semester hours and an overall GPA of at least 3.0 are required for graduation.

Counseling is a specialized profession that requires the ability to relate effectively to others and demonstrate academic competence. Because of the special nature of this program, the Counseling faculty reserves the right to making binding decisions regarding the suitability of a student wishing to enroll in practicum and internships.

6/17/15

COURSE	SEM HRS	GRADE	SEM/TERM	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
Approved ECED Electives					
ECED 6130 Introduction to Play Therapy	3			Lecture – Full semester	Fall
ECED 6140 Advanced Play Therapy	3			Lecture – Full semester	Spring
ECED 6250 Cultural Issues of Families in Distress	3			Online – Full semester	Fall
ECED 6340 Counseling Children & Adolescents	3			Online – Full semester	TBA
ECED 6420 Counseling Older Adults	3			Lecture – Full semester	Summer
ECED 6430 Creative Arts in Counseling	3			Lecture – Full semester	Summer
ECED 6902 Studies in Counselor Education (<i>Departmental approval</i>)	3			Lecture – Full semester	Fall
ECED 6923 Supervision in Group Leadership	3			Lecture – Full semester	TBA
ECED 6952 Seminar in Counseling (<i>Can take 2 times</i>) (<i>Departmental approval</i>)	3			Lecture – Full semester	TBA

Summary of Practicum Requirements for Clinical Mental Health Counseling Students

Students must spend a total of 100 clock hours in practicum-related activities, 40 of which must include direct work with clients. Ten of the 40 direct hours must be with groups. Counseling practicum students may complete more than 10 hours in groups, but no less. 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:

30 more or less hours	Counseling clients on an individual basis
<u>10 or more hours</u>	<u>Counseling groups of clients</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
<u>41-60 hours</u>	<u>Other counseling related activities</u>
60 hours total	Supervision and other activities
This results in:	
40 hours	Direct contact
<u>60 hours</u>	<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. Of the 120 direct contact hours, 40 hours should be spent in group activities. Internship students spend 1.5 hours each week in group clinical supervision with the university supervisor during the fall and spring semesters, and three hours a week during the summer 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:

80 more or less hours	Counseling clients on an individual basis
<u>40 or more hours</u>	<u>Counseling groups of clients</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

Licensure and Certification

Licensure in Alabama

Students who plan to function in a community or agency setting may want to seek licensure after graduation. The Alabama Board of Examiners in Counseling (ABEC) governs the licensure law of Alabama. Students are responsible to apply for licensure following graduation. Faculty members are available to help students with questions regarding the licensure process. Current requirements for licensure in Alabama include a Master's Degree in Counseling that includes 48 hours of approved coursework, 3000 clock hours of post-master's supervised experience following verification of the required academic prerequisites and a passing score on the National Counselor Examination (NCE). Under current ABEC regulations, students who complete the Ed.S. degree may be able to reduce their post-master's supervised experience by 2000 hours thus attaining independent licensure more swiftly. Students should determine the current licensure requirements and other details from ABEC. This information is available from

<http://www.abec.alabama.gov/>. Students who wish to practice in another state should contact the licensure board for that state.

National Certification

Students who pass the NCE are eligible for certification as a National Certified Counselor (NCC). In addition to the NCC, certification in many specialty areas is available through the National Board for Certified Counselors (NBCC), including the National School Counselor Certification (NCSC) and the Certified Clinical Mental Health Counselor (CCMHC). The NCSC designation should not be confused with school counseling certification from the National Board for Professional Teaching Standards. Information on NCC certifications is available from <http://nbcc.org/>.

Alabama School Counselor Certification

In order to receive the Alabama Class A certificate, the student must complete the application process in the College of Education Certification Office. Information regarding certification requirements for School Counseling is available through the Office of Certification and Laboratory Placement.

Alabama teacher certification applicants are required to obtain background clearance through a fingerprint review conducted by the Alabama Bureau of Investigation and Federal Bureau of Investigation, unless they hold or have held an Alabama professional certificate which was issued on the basis of an application submitted prior to July 1, 1997.

Child Advocacy Studies (CAST) Certification

The counselor education program offers a special certification tract for child advocacy specifically children who are victims of abuse and neglect. CAST Certification is beneficial for

counselors working with professionals and agencies that intervene for victims of child abuse.

For more information on CAST certification consult your counseling faculty.

Description of Courses: Counselor Education (ECED)

ECED 6130. Introduction to Play Therapy (3). Includes the history, theoretical approaches, techniques and methods, applications to special settings or populations, and legal and ethical issues of the use of play therapy in the treatment of children. Includes a supervised experiential component in a play therapy setting.

ECED 6140. Advanced Play Therapy (3). Pr., ECED 6130. Provides comprehensive training in varied theoretical approaches in the application of play therapy with emphasis on the developmental processes of play therapy. Includes supervised practice in play therapy settings.

ECED 6180. Introduction to Rehabilitation Counseling (3). Introduction to the rehabilitation process, emphasizing the philosophical, social, psychological, ethical, and legal responsibilities of the rehabilitation professional, as well as special client needs. Students also become familiar with rehabilitation and other appropriate available community services.

ECED 6220. Professional Orientation to School Counseling (3). Overview and introduction to school counseling, including the history, philosophy, organization, preparation standards, credentials, and roles with related professionals. Enables students to develop a conceptual framework for counseling in the school setting.

ECED 6230. Ethical and Legal Issues in Counseling (3). Introduces the ethical standards of the American Counseling Association and related professions, and their application to ethical, moral, and legal considerations in professional counseling. Helps students increase awareness of ethical and legal considerations in a diverse and increasingly technical society.

ECED 6240. Professional Orientation to Clinical Mental Health Counseling (3). Overview and introduction to the counseling profession, including the history, philosophy, organization, preparation standards, credentialing, and roles with related professions. Promotes knowledge unique to clinical mental health counseling in community, private practice, and other settings.

ECED 6250. Cultural Issues of Families in Distress (3). The study of multicultural issues in systemic family counseling, family structure, and family attitudes of selected diverse populations. Factors impacting family relationships such as age, race, gender, SES, and sexual orientation will be emphasized.

ECED 6260. Career Development and Vocational Assessment (3). Includes career development theories, information systems and resources, vocational assessment, career planning, decision-making models, and computer-based career applications. Stresses the developmental nature of decision-making throughout life and the interrelationship of work, family, culture, gender, and age with career development.

ECED 6270. Counseling Diverse Populations (3). Provides opportunities for students to understand the effects of attitudes, experiences, ethnicity, and other unique cultural factors on the counseling process and relationship. Also includes counseling strategies for client populations experiencing loss, victimization, discrimination, or other specific concerns.

ECED 6280. Helping Relationships: Counseling Theory and Practice I (3). Emphasis on counseling interview techniques and skills helpful in developing and maintaining a therapeutic relationship. Provides experiential and didactic opportunities to learn the historical development of counseling theories, and the application of traditional psychodynamic, cognitive, behavioral, and humanistic approaches.

ECED 6290. Counseling Theory and Practice II (3). Provides experiential and didactic opportunities to learn the application of modern counseling theories, including family systems and brief therapy approaches. Emphasis on goal setting, assessing client needs, designing intervention strategies, and evaluating counseling outcomes.

ECED 6300. Group Dynamics and Procedures in Counseling (3). Provides experiential opportunities for students to develop an understanding of group development, dynamics, and procedures, and learn leadership skills helpful in group work. Includes the use of counseling theories in groups, ethical considerations, training standards, conflict resolution models, and research.

ECED 6310. Clinical Consultation, Supervision, & Program Planning. (3). Experiential and didactic techniques inform students of the administration, organization and evaluation of mental health centers, private practice and other counseling settings. Clinical supervision of counseling, consultation, needs assessment, program development and evaluation are also included.

ECED 6320. School Consultation and Program Planning (3). Includes organization and administration of school counseling programs, including consultation skills and practices. Action and didactic techniques help students learn to assess, plan, manage, and evaluate school counseling programs. Presents consultation models emphasizing the process and stages of consultation.

ECED 6330. Individual and Group Appraisal (3). Includes the history and basic concepts of testing and other assessment techniques, statistical interpretation of measurement, selecting and developing instruments, computer assisted methods, and legal and ethical concerns. Incorporates specialized methods for evaluating individuals, groups, and special populations.

ECED 6340. Counseling Children and Adolescents (3). This course includes physical, social and intellectual aspects of child and adolescent development, emphasizing sources of information, consultation, cooperation between school and home, techniques of prevention and evaluation, mental health principles and techniques, case studies, group work and case conferencing techniques.

ECED 6350. Human Growth and Development (3). Includes physical, psychological, social, emotional, and intellectual development over the life span. Emphasizes strategies for healthy development, and environmental factors that affect normal and abnormal behavior. Also includes developmental crises such as family abuse, disabilities, addiction, and psychopathology.

ECED 6360. Assessment and Diagnosis of Abnormal Behavior (3). Presents a thorough examination of the scope and understanding of abnormal behavior through the life span, emphasizing educational clinical implications. The most recent classification system is used to structure topics in the course.

ECED 6370. Addictions Counseling (3) Provides an overview of addictions counseling; covers topics such as addiction issues, assessment, diagnosis, treatment planning, ethical and professional issues in addictions counseling practice, individual/group counseling strategies with diverse populations, pharmacological trends and effects of substance abuse.

ECED 6380. Disaster and Crisis Intervention (3). Course focuses on the development of skills and knowledge for crisis intervention and management in counseling. Application is made to individual crisis intervention as well as to broader disaster contexts.

ECED 6410. Systemic Couples and Family Counseling (3). Course provides counselors and other human service workers with an overview of the processes & theories involved with counseling families. More specifically, the focus is on preparing students to think systemically and to learn about family concepts, dynamics, theories & techniques.

ECED 6420. Counseling Older Adults (3). Course provides counselors and other human service workers with an overview of the processes & theories involved with counseling older persons. Attitudes & myths about aging, challenges of aging, trends, research, empowering older persons, and accessing community resources are addressed.

ECED 6430. Creative Arts in Counseling (3). Advanced course that includes current literature on the use of a variety of creative arts in counseling & the opportunity to implement creative strategies with clients. Includes theoretical & practical applications with different age groups regarding counseling strategies using the arts.

ECED 6560. Research and Evaluation in Counseling Programs (3). Pr., M.Ed. standing or departmental approval. Provides knowledge and practice in research design, experimental research methods, statistical analyses, and counseling program evaluation. Candidates will also learn to write research in the publication style of the American Psychological Association.

ECED 6902. Studies in Education (1-6). Pr., departmental approval. Independent study in an area within the field of counseling. Selected topic for study is chosen in consultation with the professor supervising the study.

ECED 6914. Practicum in Counseling (3). Pr., all core courses and departmental approval. 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.

ECED 6923. Supervision in Group Leadership (3). Pr., ECED 6300. Provides opportunities to develop group leadership skills by observing different types of groups, co-facilitating group sessions, and implementing a group under supervision. Emphasizes group design, conflict resolution, interaction analysis, varying theoretical approaches, and research.

ECED 6924. Counseling Internship I (3). Pr., ECED 6914 and departmental approval. Provides supervised individual and group counseling experiences in Clinical Mental Health or school counseling settings. Counseling diverse populations and practicing a variety of counseling approaches are emphasized.

ECED 6925. Counseling Internship II (3). Pr., ECED 6924 and departmental approval. Provides advanced training and supervised individual and group counseling experiences in Clinical Mental Health or school counseling settings. Students have opportunities to become proficient in using several theoretical approaches and developing a personal style of counseling.

ECED 6952. Seminar in Counseling (3). Pr., approval of instructor or departmental approval. Provides the opportunity for graduate students and professors to cooperatively pursue special counseling topics of interest. Innovations and emerging issues in counseling emphasized. May be repeated once.

ECED 7560. Research and Evaluation in Counseling Programs (3). Pr., Ed.S. standing. Provides study and experience in measurement, appraisal, and evaluation of a broad range of objectives in counseling. Emphasizes research designs and procedures appropriate for evaluating counseling programs and outcomes.

ECED 7600. Supervision in Counseling (3). Pr., Ed.S. standing. Emphasizes models, types, and developmental process of counseling supervision. Includes ethical considerations, program supervision skills, leadership styles, client care management, and program planning and evaluation.

ECED 7902. Advanced Studies in Counseling (3-6). Pr., departmental approval & EdS standing. Advanced independent study in an area within the field of counseling. Selected in-depth topic for study is chosen in consultation with the professor supervising the study. May be taught concurrently with ECED 6902 or ECED 6952.

ECED 7926. Advanced Internship in Counseling I (3). Pr., Ed.S. standing, ECED 6914, ECED 6924, ECED 6925 or equivalent. Provides supervised experiences in group and individual counseling, program development, consultation, and supervision.

ECED 7927. Advanced Internship in Counseling II (3). Pr., Ed.S. standing, ECED 6926 or equivalent. Provides advanced supervised experience in group and individual counseling, program development, consultation, and supervision.

ECED 7982. Master's Comprehensive Examination in Counseling (0). Pr., all core courses, departmental approval. The Master's Comprehensive Examination is required for all candidates for the counseling M.Ed. Provides an opportunity to integrate theory and coursework with practical application. Must be taken during the final two semesters of enrollment in the M.Ed. program.

ECED 8982. Ed.S. Comprehensive Examination in Counseling (0). Pr., all Ed.S. core courses, departmental approval. The Ed.S. Comprehensive Examination is required of all candidates for the counseling Ed.S. Provides an opportunity to integrate theory and coursework with practical application. Must be taken during the final two semesters of enrollment in the Ed.S. program.

Faculty

Counselor Education faculty at Auburn Montgomery have relevant preparation and experience in the assigned areas of teaching and supervision. Current research interests and areas of concentration for each faculty member may be found on the Auburn Montgomery Website at <http://www.aum.edu/FacultySearch.aspx> .

Application and Admission

Students must apply to and be accepted in a university graduate program at Auburn Montgomery. They must also be accepted into the College of Education. Finally, students who plan to enter one of the counselor education programs must meet the requirements of the Area of Counselor Education. The following section describes the process for admission to university graduate programs, the College of Education, and programs of study specific to the Area of Counselor Education.

Admission to Auburn Montgomery Graduate Programs

Graduation with a bachelor's degree or its equivalent from an accredited college or university is required for admission to the graduate program. The undergraduate preparation of every applicant for graduate admission must satisfy the requirements of a screening committee in the department where the work will be completed. This screening committee for counseling students will include the faculty of the Area of Counselor Education and practicing counselors.

Applicants for admission to one of the graduate degree programs offered by Auburn Montgomery must submit to the Graduate Admission Office a formal application, official transcripts of all previous college-level work, and scores on admission test(s) required by the College of Education. The College of Education requires the general section of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) for the Master of Education and

Education Specialist degrees. Applicants for all graduate programs in the College of Education must be fingerprinted by an appropriate law enforcement official for a criminal history background check through the Alabama Department of Education. Applicants must receive clearance from the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) before admission to a graduate program in the College of Education.

See the Auburn Montgomery homepage link to *Future Students/Admissions* for complete information. All applicants must complete and return a graduate admission application available online in the new student section of the Auburn Montgomery homepage. A \$25.00 nonrefundable processing fee must be received before any application can be processed.

Applications and documents should be sent to:

Office of Graduate Studies
Auburn University at Montgomery
P.O. Box 244023
Montgomery, AL 36124-4023

All information should be submitted by posted University and College of Education deadlines prior to the term before beginning graduate study.

The admissions process and university enrollment are two of the most important issues students will address. If the Admissions Office can provide information or assistance, call 334-244-3615 or toll-free within the state of Alabama at 800-227-2649. TDD users may call Auburn Montgomery at 334-244-3801. Remember, it is critical to accurately complete the enrollment process and fulfill the requirements.

Graduate School Policies and Practices in the College of Education

When all relevant documents have been collected by the Graduate Admission Office of Auburn Montgomery, the applicant's file is then transmitted to the Graduate Evaluator of the College of Education where it will be initially processed for the Area of Counselor Education. The Graduate Evaluator calculates an admission score based upon the applicant's degree posted GPA and MAT or GRE test score. If a satisfactory admission score is obtained, additional documentation will be requested from the applicant and an admission interview will be scheduled with the area screening committee. Applicants for all counseling degrees in the College of Education must be fingerprinted by an appropriate law enforcement official for a criminal history background check through the Alabama State Department of Education. Applicants must receive clearance from the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) before admission for candidacy for a counseling degree in the College of Education.

Complete information on the College of Education admission procedure, including the timeline for admission, can be found in the *College of Education Graduate Student Handbook* available on CD from the Office of Graduate Studies in room 300A, Education Building. For more information on the counseling program please click on the *College of Education/Graduate* from the Auburn Montgomery homepage.

Graduate Advising in the College of Education

Upon receipt and evaluation of the applicant's Graduate College of Education application, the applicant will be sent a contact letter identifying the assigned advisor. Students may speak with area faculty or staff about the programs or procedures prior to being assigned an advisor by contacting the Office of Graduate Studies at (334) 244-3444.

Admission to the Counselor Education Area

All application materials must be received in the Graduate Advisor's office by the deadlines communicated to the applicant. After all materials have been received and forwarded to the area faculty, an appointment to be interviewed and details of the interview will be sent to the new applicant. Area faculty will interview the applicant. Following the interview, the faculty will consider the applicant's admission documents and interview responses to formulate a decision concerning admission. The applicant will be notified in writing of the decision regarding admission in a timely manner.

Helpful Information

New Student Orientation

An orientation for new students in the counseling programs is held each fall and spring semester. Attendance is required. The purpose of the orientation is to present entering students with helpful information for completing their studies. The orientation includes an overview of the program, policies and procedures, advising, comprehensive examinations, and requirements for the practicum and internships. New students will have the opportunity to ask questions and meet faculty as well as other students. If students are unable to attend the New Student Orientation during their first semester, they must attend the next available New Student Orientation session. Students are required to adhere to all program requirements covered in the New Student Orientation meeting.

Professional Organizations

Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association (ACA), the Alabama Counseling Association (ALCA), and the divisions closely aligned with their specialty area, such as

American School Counselor Association (ASCA) or American Mental Health Counselors Association (AMHCA). Information about these associations is provided to students as part of their coursework. Information can also be obtained about these organizations on-line at <http://www.counseling.org> or <http://alabamacounseling.org>. Additionally, information and applications for membership may be obtained in room 305 of the Education Building.

Students who qualify are invited to apply for membership in the counseling honor society, Alpha Upsilon Mu Chapter of the Chi Sigma Iota (CSI) International Counseling Honor Society. To qualify a student must have completed at least one term in the program with a GPA of 3.5 or greater. Membership forms are available online at www.csi-net.org. Prospective members are encouraged to attend a meeting of the Alpha Upsilon Mu Chapter for details about joining and the benefits of membership.

Further involvement may occur through professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of such activities is discussed at the New Student Orientation meeting and in announcements within the department.

Endorsement Policy

Decisions about the appropriateness of an endorsement for professional credentialing or employment will be based on the student's area of specialization, training and coursework completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment or credentialing outside their area(s) of demonstrated competence.

Student Diversity Recruitment Policy

An environment of academic excellence that respects diversity and values inclusiveness is fostered in all Counselor Education programs. Area goals for diversity include recruiting students from a variety of backgrounds and populations. The annual Counselor Education Student Survey and programming review informs recruiting efforts for under-represented populations. These efforts are consistent with the *University Strategic Diversity Plan* available on-line at homepage under the *Diversity* link.

Program for Students with Disabilities

Students in need of reasonable accommodations during their studies at Auburn Montgomery may self-advocate or may be referred by their instructor to the Center for Disability Services (CDS) in suite 101 of the Taylor Center (phone 334-244-3631). More detailed information is available on-line at the Auburn Montgomery homepage by clicking the *Campus Life* tab and then expanding the left hand tab for *Student Services* and then clicking *Center for Disability Services*. After visiting the CDS, the student will receive a form for planning necessary accommodations. The student must make an appointment with class instructors to complete the plan for meeting the needed accommodations in class. The instructor will keep a copy of the plan and return a copy to CDS. Students registered with CDS may also request special accommodations for the comprehensive examination. Faculty in counselor education programs will provide reasonable accommodations to all students screened and approved by the CDS.

Harassment and Discrimination

The Department of Counselor, Leadership and Special Education adheres to the university policies concerning harassment and discrimination. This policy protects all university

students, staff and employees from any form of discrimination or harassment related to race, color, sex, religion, national origin, age, and physical or mental disability. Details of the policy can be found in the *Student Handbook* available on-line from the Auburn Montgomery website. From the Auburn Montgomery Homepage click *Campus Life* and then *Student Affairs*, the link to the handbook is located at the bottom of the page.

Financial Assistance

Auburn Montgomery has a variety of financial aid sources, including federal programs. Specific information about financial aid is available on-line from the Auburn Montgomery homepage under the *Campus Life/Financial Information* link or the *Admissions/ Financial Information* link. The telephone number for the Auburn Montgomery Financial Aid Office is 334-244-3571. The College of Education also has scholarships and grants available to education students. Information on scholarships and grants is available from the Counselor Education faculty and is posted on the bulletin board on the third floor of the Education Building.

Computer Access and Use

From the Auburn Montgomery Homepage click *About AUM* and then *Information Technology Services* and then expand the left hand link labeled *Information Technology Services* for access to complete information on web tools, computer assistance, and location of labs. The College of Education computer lab, located in Room 208 of the Education Building, has an assistant available to help students during posted office hours. The telephone number is (334) 244-3418. Technological equipment is available to College of Education students for class projects and presentations. Arrangements for technological equipment must be made in advance.

Campus Email

Students are assigned an email account upon admission to Auburn Montgomery. Students are encouraged to activate and utilize the email account early in their first semester at Auburn Montgomery. All official communication from the university, schools, and departments within the university will be sent only via campus email service. Personal email addresses are not used for faculty and staff communication with students.

Current Contact Information

Students receive information from the university and the College of Education on a regular basis. Therefore, it is important for students to maintain current addresses, phone numbers and campus email. Any changes in contact information should be corrected on Webster intranet system by the student.

LiveText

All students enrolled in classes in the College of Education are required to purchase LiveText, which is available through the bookstore or online from: <https://college.livetext.com/purchasing/>. LiveText is used to assess student competencies identified in a number of courses. Students are required to place specified assignments on LiveText and make the assignments available to the class instructor. Student documents on LiveText are evaluated by their class instructors. If an unsatisfactory rating is received on any competency, the student will be required to remediate that competency before graduation, regardless of the grade received in the class. Additionally, LiveText is used as a tool for teaching some courses. The student owns the LiveText account and only they may create or delete their LiveText documents. LiveText assistance is available in room 208 of the Education Building and from the following Website: <http://aumlivetext.edublogs.org/>.

Progress Reviews, Remediation, Retention, and Dismissal

The Faculty of the Area of Counselor Education at Auburn Montgomery is aware of the ethical responsibilities regarding the training and supervision of counseling students (American Counseling Association [ACA], 2005; Association for Counselor Education and Supervision [ACES], 2003). The role of the faculty is to develop clear policies regarding field placement (ACA, 2005, F.6.g.), inform students of the competency levels expected in both didactic and clinical experiences (F.9.a), and address the inabilities of some students to achieve counseling competencies necessary for adequate performance (F.9.b). To accomplish these goals, the faculty follows F.9.b. of the ACA Code of Ethics (2005). Faculty will review student progress and inform them of the need for any necessary remediation. Faculty will assist in seeking professional consultation and document any decision regarding remediation, retention, or dismissal. Due process is strictly enforced in student progress reviews.

Progress Reviews

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 during 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 is informed of any remediation pertinent to advising 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, voluntary resignation, or dismissal from the program. Skill areas in which the

student has had no exposure or opportunity to demonstrate competence will be noted on the *Faculty Review of Student Performance* form as an area of “no concern” (see Appendix D). To meet these criteria students must demonstrate:

1. **Academic Skills** by maintaining a cumulative grade point average of 3.0 or better (Graduate Catalog) and obtain a grade of C or better in all graduate courses. Information and College of Education policies about repeating a course are available from the Academic Advisor. These skills are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.
2. **Clinical Skills** which include the ability to effectively use basic attending skills, formulate treatment goals, plans, and outcomes, and provide clients with appropriate insight to foster behavioral and cognitive change. These skills are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.
3. **Ethical and Professional Behavior** by adhering to the ACA and ASCA Codes of Ethics. These behaviors are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.
4. **Personal Characteristics** appropriate for counselors by exhibiting professional and responsible behaviors that include respect for diversity, cooperativeness, maturity, stability, acceptance of constructive feedback and courteous comportment. These qualities are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.

Students should be able to function competently and professionally in all four domains throughout their program of study and in the practicum and internship settings. Students performing competently in the four domains are recommended for continuance in the program.

Students provisionally recommended for continuance in the program will be monitored for improved and satisfactory performance. If, in the professional judgment of the area faculty, a student fails to meet the minimal criteria of any of the four domains, a student may be recommended for remediation or dismissal (see sections on “Remediation” and “Dismissal”).

Evaluation timeframes

Both formal and informal assessments take place in Counselor Education during coursework, near the end of each fall and spring semester and during practicum and internships. When a student enters the program, the student receives a *Counseling Student Handbook* and signs a “Disclosure Statement” (Appendix L). The student is responsible for attending the first available New Student Orientation at which time the handbook is discussed in detail and the disclosure statement signed. Students are required to adhere to all program requirements covered in the New Student Orientation.

As each student progresses through the curriculum, faculty members conduct academic, professional, and personal assessment using the *Faculty Review of Student Performance* form. At the area level, student deficiencies are brought to the area faculty during regular meetings or as concerns are identified. At the College of Education level, academic deficiencies that exceed the limits of the Graduate School policy concerning grade point averages will subject the student to the Graduate School retention policy. Finally, at the university level, the student will be subject to dismissal for behaviors deemed unacceptable by the Auburn Montgomery community as outlined in the code for student conduct available on-line via the Auburn Montgomery Website.

If a student is on academic probation or under a plan of remediation, the Academic Advisor will not approve the student to register for practicum or internship. Students approved

for practicum must have: (a) attained mastery over the didactic experiences in the program, and (b) exhibited professionally appropriate attitudes and behaviors. If these conditions are met and the student has attended the Practicum Orientation meeting with the Clinical Coordinator, the student will be approved for practicum.

Documentation of evaluations will be retained by the area. In addition, requirements specific to Clinical Mental Health or School Counseling programs of study for entry into practicum, such as insurance, and the on-site supervisor's and faculty member's willingness to place a student at a site will be assessed. Conditions are outlined in the program's *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

Remediation

If at any point during the student's program, the student is deemed to not meet the expectations in any of the four domains of student performance review, an area faculty member will be assigned by the Area of Counselor Education to meet with the student to review the areas of concern and plan of remediation. A signed copy of the plan will be provided to the student and a copy will be placed in the student's file. Remediation could include recommendations for readings, experiential training, additional courses or additional supervision of student practicum or internships. The plan may also require referral to resources outside the area of counseling, such as the Counseling Center at Auburn Montgomery, substance abuse treatment, or other professional help. The student will be responsible for any costs associated with treatment or services required as part of the remediation plan. The format for a remediation plan is noted in Appendix H.

A remediation plan designed to address the issue(s) of concern will be:

1. Established by the faculty member assigned by the Area of Counselor Education, and when appropriate, communicated to the student's Academic Advisor and the on-site supervisor;
2. Presented to the student;
3. Discussed relative to the faculty's concerns and, if applicable, protection of the public and field placement site;
4. Agreed upon and signed by the Academic Advisor, student, and the faculty member who will monitor the student's progress throughout the remediation plan; and
5. Communicated to all full-time area faculty and, as necessary, to Academic Advisor and adjunct faculty.

The remediation plan may involve, but is not limited to, any or all of the following:

1. Academic Remediation:
 - a. Repeating courses;
 - b. Tutoring;
 - c. Study skills training;
 - d. Test-taking training;
 - e. Readings and experiential learning activities;
 - f. Spoken or written language skills remediation; and
 - g. Other academic interventions, as deemed necessary and appropriate by the area faculty.

2. Clinical Skills Remediation:
 - a. Retaking courses (e.g., skills courses, ethics, content courses);
 - b. Removal from placement site;
 - c. Reassignment of placement site;
 - d. Specific assigned activities in placement site;
 - e. Writing reflection papers;
 - f. Additional supervision meetings; and
 - g. Other professional skills interventions, as deemed necessary and appropriate by the area faculty.
3. Ethical and Professional Remediation:
 - a. Retaking Courses (e.g. diversity and ethics courses);
 - b. Removal from placement until remediated;
 - c. Specific assigned activities;
 - d. Additional supervision; and
 - e. Other professional skills interventions, as deemed necessary and appropriate by the area faculty.
4. Personal Remediation:
 - a. Personal counseling;
 - b. Writing reflection papers;
 - c. Writing apology letters;
 - d. Additional supervision meetings; and
 - e. Other personal remediation interventions, as deemed necessary and appropriate by the area faculty.

The remediation plan will minimally include:

1. The description of the specific unacceptable performance;
2. A list of actions required to improve performance;
3. Target measures of documented accomplishment;
4. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan;
5. A timeframe for accomplishment;
6. Contact information for the faculty member responsible for monitoring the student's progress; and
7. Current contact information for the student. The student is responsible for updating phone numbers and addresses. All emails will be sent using the Auburn Montgomery student email address.

During the remediation process, copies of the plan will be retained by the student's assigned faculty member monitoring the student, the area coordinator, and the student. Copies will be sent to the Department Head and the Dean of the College of Education. The assigned faculty member will also retain notes documenting all meetings with the student during the course of the remediation process. At the completion of the remediation process, all related documents will be secured in the Area of Counselor Education.

The student and assigned faculty should sign and date all documentation. If a student indicates dissatisfaction with the process and indicates possible involvement of the judicial system, no faculty member may meet with the student alone, and all communication must be in writing, by email or hard copy.

Voluntary resignation.

Students who do not accept an opportunity for remediation may voluntarily choose to withdraw from the program.

Retention

At the completion of the remediation plan, the area faculty member responsible for monitoring the remediation plan will meet with the area faculty to discuss the success of the plan. The Department Head, Academic Advisor, and Dean of the College of Education may also attend the meeting. If the plan has been successful, the area faculty will advise the Academic Advisor and Department Head of the successful resolution of the areas of concern. The student will be advised in writing of the successful completion of the remediation plan by the area faculty member responsible for monitoring the plan.

If successful remediation is questionable, additional remediation activities **may be** deemed necessary, with all the conditions for appropriate remediation outlined above. The area faculty member responsible for monitoring the plan will advise the student in writing of any additional required remediation.

If the requirements as outlined in the remediation plan are not met, a written recommendation of dismissal will be issued (see “Dismissal Determined by the Area of Counselor Education” in this handbook).

Dismissal

In summary, three entities have published policies that determine continued enrollment at Auburn Montgomery:

1. The University, with regard to behavior and academic standards;
2. The College of Education, with regard to academic standards, state requirements for teacher certification; and
3. The Area of Counselor Education, with regard to academic, professional, and personal success.

Dismissal Determined by University Policy

Students may be dismissed from the University for behaviors that have been deemed unacceptable by the University community. These behaviors are listed in the *Auburn Montgomery Student Handbook* found on-line through the Auburn Montgomery home page.

Some examples of these behaviors include:

Violation of academic integrity

Endangering health or safety

Sexual misconduct/harassment

Destruction of property

Dangerous weapons or devices

Theft/vandalism/unauthorized use of property

Certain violations of state and federal laws

Drugs

Alcohol

Hazing

Dismissal Determined by the College of Education Policy

Academic dismissal will result from failure to maintain the university's required grade-point average. The student should consult with the Academic Advisor and refer to the Graduate Catalog regarding academic probation and suspension from degree programs. Students who wish to contest a grade or believe they have been treated unfairly in any matter related to academic studies are referred to the Chairperson of Student Affairs in the College of Education. (See *"Procedures for Processing Student Concerns"*, Appendix I).

Dismissal Determined by the Area of Counselor Education

If the student is unable or unwilling to complete a remediation plan outlined in this document, the faculty of the area would have the option of using dismissal from the program as an action of last resort. If this action is taken, the following process will be implemented:

1. Area faculty will document all evidence leading to this decision;
2. Area faculty will inform the Department Head, Academic Advisor (Associate Dean), and Dean of the College of Education of this decision;
3. Academic Advisor will inform the student of the decision; and
4. Upon request, the Academic Advisor will inform the student of due process options and provide the contact information for the person to whom an appeal would be made.

Appeals of Dismissal

In order to appeal dismissal from the university, a student may appeal to a committee composed of the Auburn Montgomery Chancellor, the Student Government Association (SGA) President and the dismissed student's dean. Notice of such an appeal must be filed both with the Office of the Chancellor and with the Office of the Vice Chancellor for Academic and Student

Affairs within seven (7) calendar days of receipt of notification of the decision to dismiss. (see *Student Discipline Code: Code of Conduct* available on-line via Auburn Montgomery Website).

Grade Appeals

Individual course instructors have the responsibility for assigning grades. Students wishing to appeal a grade assigned by a faculty member should follow the procedure listed below.

Time Limit: The student must initiate the procedure in writing to the appropriate department head by the fifth week after the grade was filed in the Office of Enrollment Services.

1. Prior to appealing the grade assigned by the instructor, the student should meet with the instructor to discuss the matter.
2. If, after meeting with the instructor, the student wishes to appeal the grade assigned by the instructor, the student must prepare a letter to the department head of the instructor outlining reasons for the grade appeal sought, and provide all relevant evidence. This letter, and any supporting documentation, must present all of the facts the student wishes to make known concerning this matter. This letter should also include the student's mailing address and phone number. The department head will maintain impartiality throughout steps (2) and (3).
3. The department head will organize a meeting between the student and instructor in order to seek a resolution to the dispute. If no resolution is found and the student wishes to continue the appeal process, the department head will form a departmental grievance committee and provide the committee with all relevant materials. After review of all materials the committee will make a recommendation to the department head to raise, lower or leave the grade intact. The department head will inform both the instructor and

student of the department head's decision within three weeks of receipt of the student's letter.

4. Either the instructor or student may appeal the department head's decision within one week of receiving it. The department head's decision will be given to both the instructor and the student.
5. If the instructor or the student wishes to further appeal the head's decision, a written appeal should be made to the Dean within one week of receiving the department head's decision. The Dean will review the case and inform the parties of the Dean's recommendation within three weeks of receiving the appeal.
6. If the instructor or the student wishes to further appeal the grade, a written appeal should be made within one week of receiving the Dean's recommendation to the Vice Chancellor for Academic and Student Affairs. The Vice Chancellor will review the case and inform the parties of the final decision within three weeks of receiving the appeal.
7. Individual course instructors have the responsibility for making the grade change determined by the appeals process. (See the *Student Handbook* under *Student Life/Student Services* of the Auburn Montgomery Website).

Appendix A

ACA Code of Ethics

Retrieved from American Counseling Association Website, Page
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

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.

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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 and with whom that information is shared prior to the beginning of counseling. The client may choose to refuse services. In this case, counselors will, to the best of their ability, discuss with the client the potential consequences of refusing counseling services.

A.3. Clients Served by Others

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

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

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

A.4.b. Personal Values

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

A.5. Prohibited Noncounseling Roles and Relationships

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

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

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

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

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

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

A.5.d. Friends or Family Members

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

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

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

A.6. Managing and Maintaining Boundaries and Professional Relationships

A.6.a. Previous Relationships

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

A.6.b. Extending Counseling Boundaries

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

A.6.c. Documenting Boundary Extensions

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

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

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

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

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

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

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

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

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

A.7.a. Advocacy

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

A.7.b. Confidentiality and Advocacy

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

A.8. Multiple Clients

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

A.9. Group Work

A.9.a. Screening

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

A.9.b. Protecting Clients

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

A.10. Fees and Business Practices

A.10.a. Self-Referral

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

A.10.b. Unacceptable Business Practices

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

A.10.c. Establishing Fees

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

A.10.d. Nonpayment of Fees

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

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

A.10.e. Bartering

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

A.10.f. Receiving Gifts

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

A.11. Termination and Referral

A.11.a. Competence Within Termination and Referral

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

A.11.b. Values Within Termination and Referral

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

A.11.c. Appropriate Termination

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

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

A.11.d. Appropriate Transfer of Services

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

A.12. Abandonment and Client Neglect

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

Section B

Confidentiality and Privacy



Introduction

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

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

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

B.1.b. Respect for Privacy

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

B.1.c. Respect for Confidentiality

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

B.1.d. Explanation of Limitations

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

B.2. Exceptions

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

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

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

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

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

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

B.2.d. Court-Ordered Disclosure

When ordered by a court to release confidential or privileged information

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

B.2.e. Minimal Disclosure

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

B.3. Information Shared With Others

B.3.a. Subordinates

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

B.3.b. Interdisciplinary Teams

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

B.3.c. Confidential Settings

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

B.3.d. Third-Party Payers

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

B.3.e. Transmitting Confidential Information

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

B.3.f. Deceased Clients

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

B.4. Groups and Families

B.4.a. Group Work

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

B.4.b. Couples and Family Counseling

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

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients

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

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

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

B.5.c. Release of Confidential Information

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

B.6. Records and Documentation

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

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

B.6.b. Confidentiality of Records and Documentation

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

B.6.c. Permission to Record

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

B.6.d. Permission to Observe

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

B.6.e. Client Access

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

B.6.f. Assistance With Records

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

B.6.g. Disclosure or Transfer

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

B.6.h. Storage and Disposal After Termination

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

B.6.i. Reasonable Precautions

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

B.7. Case Consultation

B.7.a. Respect for Privacy

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

B.7.b. Disclosure of Confidential Information

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

Section C

Professional Responsibility



Introduction

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

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

C.1. Knowledge of and Compliance With Standards

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

C.2. Professional Competence

C.2.a. Boundaries of Competence

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

C.2.b. New Specialty Areas of Practice

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

C.2.c. Qualified for Employment

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

C.2.d. Monitor Effectiveness

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

C.2.e. Consultations on Ethical Obligations

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

C.2.f. Continuing Education

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

C.2.g. Impairment

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

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

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

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

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

C.3.b. Testimonials

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

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

C.3.c. Statements by Others

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

C.3.d. Recruiting Through Employment

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

C.3.e. Products and Training Advertisements

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

C.3.f. Promoting to Those Served

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

C.4. Professional Qualifications

C.4.a. Accurate Representation

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

C.4.b. Credentials

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

C.4.c. Educational Degrees

Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

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

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

C.4.e. Accreditation Status

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

C.4.f. Professional Membership

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

C.5. Nondiscrimination

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

C.6. Public Responsibility

C.6.a. Sexual Harassment

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

C.6.b. Reports to Third Parties

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

C.6.c. Media Presentations

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

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

3. 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.

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 D

Relationships With Other Professionals



Introduction

Professional counselors recognize that the quality of their interactions

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.

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

H.1. Knowledge and Legal Considerations

H.1.a. Knowledge and Competency

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

H.1.b. Laws and Statutes

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

H.2. Informed Consent and Security

H.2.a. Informed Consent and Disclosure

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

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

Section H

Distance Counseling, Technology, and Social Media



Introduction

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

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

H.2.b. Confidentiality Maintained by the Counselor

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

H.2.c. Acknowledgment of Limitations

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

H.2.d. Security

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

H.3. Client Verification

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

H.4. Distance Counseling Relationship

H.4.a. Benefits and Limitations

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

H.4.b. Professional Boundaries in Distance Counseling

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

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

H.4.c. Technology-Assisted Services

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

H.4.d. Effectiveness of Services

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

H.4.e. Access

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

H.4.f. Communication Differences in Electronic Media

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

H.5. Records and Web Maintenance

H.5.a. Records

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

H.5.b. Client Rights

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

H.5.c. Electronic Links

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

H.5.d. Multicultural and Disability Considerations

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

H.6. Social Media

H.6.a. Virtual Professional Presence

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

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

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

H.6.c. Client Virtual Presence

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

H.6.d. Use of Public Social Media

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

Section I

Resolving Ethical Issues



Introduction

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

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

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).

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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



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Appendix B

ASCA Code of Ethics

Retrieved from

American School Counselor Association Website, Page

<http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

(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 places 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 C

Admission Requirements for Counselor Education Master's Degree Programs

I. Admission Requirements for M.Ed. Programs

- _____ Minimum 2.50 GPA
- _____ Satisfactory MAT or GRE test score
- _____ Satisfactory Formula admission score
- _____ Admission interview
- _____ Recommendation of Counselor Education Admission Committee
- _____ Fingerprint Clearance

II. Specific to School Counselor Applicants

- _____ Traditional Option (see attached)
- _____ Expanded Option (see attached)

III. Portfolio Documents

The following items must be received in the Graduate Studies Office (300A – Education) by 5:00 p.m. on the posted due date.

- _____ Three letters of recommendation on company/school letterhead
(One must be from a current or recent supervisor. For school counselor applicants, one must be from a current supervisor or principal. For students transferring from another graduate program, one letter must be from a professor from that program.)
- _____ Resume that includes:
 - Current contact information
 - Career goals and objectives
 - Education
 - Employment history
 - Community and professional service

Applicants will be contacted to schedule the admission interview after the completed portfolio has been submitted. If you have questions concerning the scheduling of the interview, please call (334) 244-3879.

12/13/10

Appendix D

PROGRESS MONITORING SHEET

(for student use only)

Courses Taken (Note: Most courses are offered only one time per year.)

Prerequisites for 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
- ___ ECED 6360 – Assessment and Diagnosis of Abnormal Behavior

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 6320 – School Counseling Consultation and Program Planning

Note: ECED 6320 must be taken prior to the Praxis II exam)

Core courses that may be taken during practicum and/or Internship I with approval from the Clinical Mental Health or School Counseling Coordinator (whichever is appropriate)

- ___ ECED 6310 – Clinical Consultation, Supervision, & Program Planning
- ___ ECED 6270 – Counseling Diverse Populations

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

- ___ 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
- ___ Elective #1 _____ Elective #2 _____
- ___ Elective #3 _____
- ___ ESPE 6100 or its equivalent (for school counselor unless previously taken)

Other Actions Required

- ___ Professional liability insurance. Students will be required to supply proof of insurance at the first practicum class meeting.
- ___ Practicum meeting date _____
- ___ School Counseling students request for Professional Practicum Placement
- ___ School Counseling students approval to register for practicum from Graduate Advisor
- ___ CPCE or NCE exam for Clinical Mental Health Counselors
- ___ Written Comprehensive Examination (during either internship)
- ___ School Counselors apply for certification (last semester in Certification Office)
- ___ Praxis II in Counseling for School Counselors
- ___ APTTP for School Counselors (if no teaching certificate and experience)
- ___ Apply for graduation (last semester)

1/21/15

Appendix E

RESOURCES AND EVENTS FOR COUNSELORS

Resources

1. Information about joining national and state professional organizations is available in the office of the Head of the Department of Counselor, Leadership and Special Education, room 304D.
2. Announcement Bulletin Boards. You will find a number of bulletin boards on the third floor of Education Building. There will be job openings, workshops, grant and scholarship opportunities, special events or meetings and other information on the Counseling Board. Check the other boards for Auburn Montgomery scholarships and information. From time to time important temporary announcements are posted on the walls of different floors.
3. Monitor. The monitor above the first floor elevator provides announcements.
4. Access to your professors. They have office hours posted on their doors. However, because they go to the places where students are doing internships they may be out of the office from time to time. It is best to call or email for an appointment.
5. LiveText help. A computer lab is on the 2nd floor. Additional help is available from the website: <http://AuburnMontgomerylivetext.edublogs.org/>
6. Blackboard – Some classes will be taught online through Blackboard. Other classes may be web supported through Blackboard. In these classes you will attend class and have some work to do through Blackboard. Your class will have a site on Blackboard but your instructor may or may not use it. You are automatically included in the class when you register on Webster. You sign in using your campus email user name and ID.
7. Email and Computers. You have an email account at Auburn Montgomery. You may go to the Taylor Center to get your email account set up. You have other technology services that are available to all students, not just counselors.
8. Counseling Center. This is available to all students. It is located in the Taylor Center. If you have stress or some problem, you may go there to talk to someone in confidential settings. This is free to all students.
9. Career Center. This is also in Taylor Center. They have at least one computer program – either SIGI or Discover – that you can use to examine your career goals. They also have other services to help you find a job. The SOE often gets calls from people who are looking for employees so don't forget to check on the third floor of the SOE building for job announcements.

Events and Special Programs

1. Workshops. There are a number of workshops during the school year. Some professors give credit for attending workshops and conferences. Check with your professor.
2. Several Honor Societies are available to you in the College of Education. The counseling honor society is CSI.
3. Some workshops that occur every year are:
 - a. Alabama Counseling Association in November. The conference rotates annually between Mobile, Birmingham and Huntsville.
 - b. CSI workshop sponsored by the Auburn Montgomery CSI. It is usually in Feb. or March and is on this campus.
 - c. Chapter VII has a workshop in late winter or spring. It is usually a 1 day event and is in or near Montgomery. Chapter VII also has 4 meetings every year. Students are invited to attend them. The spring meeting is designed to recognize graduate students.

2007

Appendix F

Midpoint Assessment Letter from Advisor

Dear

This email is written to advise you of the mid-point assessment in your graduate program.

Our records reflect the following information about your current status:

Program of Study:

Hours Completed:

Hours Remaining:

Cumulative GPA:

- Successful completion of APTT Basic Skills Assessment (Applied Mathematics, Reading for Information, Writing) (required prior to applying for internship): N/A
- Successful completion of PRAXIS II Subject Assessment (required prior to applying for internship):
- Submission of State of Alabama/Department of Education Alabama Certification of Teachers Fingerprint Inquiry Clearance:

Please call the Graduate Studies Office at (334) 244-3444 with any questions or concerns.

Sincerely,

Rhonda Morton, Ph.D.
Graduate Coordinator

Appendix G
FACULTY REVIEW OF STUDENT PERFORMANCE
Area of Counselor Education

Student Name: _____ Date: _____

Program: ☐ School; ☐ CMHC Degree: ☐ M. Ed.; ☐ Ed. S.

Purpose of This Recommendation: For faculty to conduct a regular review of student progress in academic and personal areas affecting successful completion of the program of study.

I. Academic Skills	Strength	No Concern	Concern	N/A
a. Completion of Assignments				
b. Class Participation				
c. Quality of Work				
d. Attendance				
e. Punctuality				
f.				
II. Clinical Skills				
a. Basic Attending Skills				
b. Intentionality				
c. Case Conceptualization				
d. Treatment Outcomes				
e. Accountability/Record Keeping				
f. Use of appropriate Counseling Techniques				
g.				
III. Ethical and Professional Behavior				
a. Ethical Conduct				
b. Professional Conduct				
c. Respect for Diversity				
d. Communication Skills				
e. Professional Identity				
IV. Personal Characteristics				
a. Stability				
b. Maturity				
c. Cooperativeness				
d. Motivation				
e. Peer Relationships				
f. Reaction to Feedback				
g. Comportment				
h. Appropriate Dress				
i. Attitude				
j.				

Recommendation to continue in program:

☐ Recommend ☐ Provisionally Recommend ☐ Remediate ☐ Do not Recommend

11-11-14

Appendix H

Remediation Contract

Name of Student: _____ Student # _____

Current Contact Information for Student:

Phone: _____ Phone #2 _____ Email _____

Address: _____

Name of Faculty Member: _____

Faculty Member Contact Information: Room # _____ Phone: _____

Email: _____

Date Plan Started: _____ Date Plan Ended: _____

Plan Completed Satisfactorily _____ Plan Not Completed Satisfactorily _____

Unacceptable Performance(s)

Actions Required to Improve Performance

Target Measure of Accomplishment

Time Frame/Schedule for Meeting Target Accomplishments

Schedule of Meetings Between Student and Faculty Member

Student Signature

Faculty Signature

2008

Appendix I

College of Education Grievance Procedures

Auburn University Montgomery College of Education
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PROCEDURES FOR PROCESSING STUDENT CONCERNS

Students wishing to appeal a grade assigned by a faculty member must follow the procedure listed in the current student handbook, *The Auburn Montgomery ANAC*.

Students who have concerns about student advising, student welfare, and other similar concerns should follow this procedure:

Step #1:

Contact the Chairperson for Student Affairs either directly or through another faculty member. The Chairperson encourages the student to work out the problem with the faculty member involved in the complaint. If the student does not resolve the problem with the faculty member or if the student will not discuss the problem with faculty member, proceed to **Step #2**.*

Step #2:

To initiate Step 2, the student must prepare a letter to the appropriate department head or the Dean if the faculty member involved is the department head. The letter, and any supporting documentation, must present the facts the student wishes to make known concerning this matter. This letter should also include the student's mailing address, telephone number, and student number. The letter will be delivered to the department head by the Chairperson of Student Affairs. The department head will interview the student and subsequently interview the faculty member. The department head will inform the Chairperson for Student Affairs of the decision regarding the matter. If the student does not feel that the matter has been resolved, then the student may proceed to **Step #3**.

Step #3:

The Chairperson for Student Affairs will contact the Dean of the School of Education. The circumstances of the concern will be explained to the Dean. The Dean will interview the student. The Dean will discuss the problem with the Department Head and the faculty member without revealing the identity of the student, if at all possible. The Dean will notify the Chairperson for Student Affairs of the results of the meetings.

*It is requested that any complaints that bypass this procedure be forwarded to the Chairperson for Student Affairs and the procedure be initiated. If the faculty member involved in the complaint is the Chairperson of Student Affairs, omit Step #1 and proceed to Step #2.

Appendix J

Sample M.Ed. Comprehensive Examination

The M. Ed. Counselor Education Comprehensive Exam Consists of four (4) parts:

- Part I** Contains five (5) questions about two theoretical approaches with one of two hypothetical clients described below.
- Part II** Elicits your responses about group counseling for a specific population.
- Part III** Is a question about the career development of a particular client.
- Part IV** Is an assessment question related to *the same client* in Part III.

Read all the questions before beginning your responses and plan your time carefully so you will be able to address each of the four (4) parts in the 3-1/2 hours allowed.

Part I: Counseling Theories: Answer ALL of Part I, using ONE of these clients.

Case #1

Jackson is a sixteen year old expelled student who is currently enrolled in an alternative school. He performed very well in elementary school, but his behavior drastically changed in the seventh grade. He dropped out of all extracurricular activities, missed a lot of school and was frequently referred to the principal's office for fighting. When assessing Jackson's history, you discover his mother was imprisoned when he was in the sixth grade, and he was sent to live with a relative who physically abused him. His ten year old sister still lives with the abusive relative, but Jackson lives at friends' homes or in an old car. He asked for help for himself and his sister from previous school administrators and teachers, but received none. Jackson hates traditional schools and devalues education, and he attends your alternative school basically to stay out of detention facilities or jail. When you encourage him to continue his education and train himself for gainful employment, you see he is bitter and tells you that you are ignorant, do not understand the real world, and nothing he does or tries will work.

Case #2

Cindy is a 43 year old woman who used to be homeless, but is now a resident in a transition home for persons with psychiatric disorders. Her husband left her years ago, and her children have little or no involvement with her. You have helped her learn life skills, she has enrolled in nursing assistant courses through vocational rehabilitation, and her psychiatric difficulties are adequately managed with proper treatment. However, she has little self-confidence and absolutely does not believe she can live successfully on her own. All previous attempts at independent living have ended poorly, and she believes she is helpless and worthless. You are trying to work with her on a plan to live independently, but your biggest challenge is to get her to believe she is capable and that she can live a satisfying life.

1. Choose **two (2)** counseling theories from the list below. After choosing two (2) theories, fully describe the personality development of the client you chose using your first theory. Then fully describe the personality development of the same client using your second theory.

Analytical (Jung)	Control Theory / Reality Therapy (Glasser)
Individual (Adler)	Transactional Analysis
Psychoanalytical (Freud)	Rational Emotive Behavioral Therapy
Behavioral and Social Learning	Existential
Client Centered (Rogers)	Cognitive Behavioral Therapy (CBT)

2. Discuss your assessment strategies and treatment goals for this client, based on the theory from List A, and again for the theory from List B. Also, discuss a time frame and prognosis you predict for this client.
3. What techniques would you use to achieve these goals? Apply the principles of each theory separately, describing the techniques from each theory you could employ to achieve the goals, alleviate the symptoms, or alter behaviors.
4. Discuss any legal and ethical issues for the client you have chosen, given the information at hand.
5. Name several agencies you might use as referral services to enhance this client's recovery or remediation. Describe the services and show how this referral would contribute to the achievement of the counseling goals.

Part II: Group Counseling

Describe how the client from Part I would benefit from a group. Explain what you would do in the group, being sure to thoroughly discuss your decisions about the following aspects of organizing a group and the reasons for your decisions.

- a) the type of group
- b) leader qualifications
- c) group composition (heterogeneous or homogeneous, etc.)
- d) the goals of the group (make the goals SPECIFIC to the needs of your group members)
- e) the size of the group
- f) whether the group would be open or closed
- g) the frequency and length of the group
- h) screening and selection procedures
- i) any ethical considerations
- j) any diversity or cultural issues

Part III: Career Assessment Case

Answer the career development question about the client described below.

John is a 25 year old single man who lives with his parents and works at a laundry. He has been offered a management position at the laundry, which would give him a much higher salary and a great deal more responsibility. However, he is bored with the work, and has a strong interest in music. In fact, he has played drums in a band since he returned from the Air Force six years ago, but has grown tired of late nights and apathetic crowds. John has come to you because he is conflicted about his career choices. He is engaged to a woman whose small child he would like to adopt. He feels unfulfilled working at the laundry, but realizes he will need a stable job with good pay to support a family.

Choose a career development theory from the list below and describe how you would use that theory to help John. Describe a plan of action, information, resources, goals, and techniques, and time frame.

- Donald Super's Life-Span Theory
- John Holland's Theory of Types
- Anne Roe's Personality Development and Needs Theory
- John Krumboltz's Social Learning Theory
- David Tiedeman and Robert O'Hara's Career Decision Making Theory
- Gottfredson's Developmental Theory of Occupational Aspiration

Part IV: Assessment

Answer the assessment question about the client in part III.

Describe the assessment strategies, instruments, and methods you could use to help John understand his interests, abilities, skills or areas of achievement. How would you utilize these specific assessment techniques to help John understand himself, explore the world of work, develop options, and make a life plan?

Appendix K

Procedure for Licensure in Alabama

This is a summary of the process of getting a license. It is not meant to take the place of information from the Alabama Board of Examiners in Counseling (ABEC) and should be used as a guide only. You may receive slightly different information but it is hoped that this will help you through your process of obtaining license after graduation.

ADDRESS FOR ABEC: Alabama Board of Examiners in Counseling, 950 22nd Street North, Suite 765, Birmingham, AL 35203
Phone: (205) 458-8716 or 1-800-822-3307

PROCESS:

1. Earn a Masters degree in Counseling from a program with 48 hours of counseling courses.
2. Take the National Counselor Exam (NCE) through ABEC or the National Board for Certified Counselors (NBCC) as soon as possible following graduation. Have the test results sent to ABEC.
3. Obtain and an application packet from ABEC.
4. Find someone willing to supervise you
5. Fill out the forms and send them to the board
6. Get your supervisor to fill out the supervision form and send it to the board
7. Get three references (they specify from whom) and have them sent to the board
8. Order all your graduate counseling transcripts to be sent to the board
9. Provide other information as requested
10. Note: In the event that obtaining a supervisor is delayed, you may send your application to ABEC with an explanation. The advantage of this is that changes in the licensing code will not affect you (to for a maximum of 3 years) while you secure a supervisor.

OTHER INFORMATION:

How much time will it take?

You may have to wait after you send all the forms to the board because they will make their decisions at their meetings and that may take some time (it could be months).

The test is given at various sites across the state online. You may take it during the time when you are earning your supervised hours toward licensure. Contact ABEC or NBCC to register to take the test.

You may send your information to ABEC and start supervision before you take the test.

When you take the test you must have NBCC send the test results to ABEC. If you take the test before you apply for licensure you will have to contact NBCC to get your results sent to ABEC. This may entail additional fees.

What if they don't approve my information?

You must have courses in the areas specified by CACREP and NBCC so be sure your Master transcript includes all these courses or you will have to take them.

You may be asked to forward documentation that your courses covered the required information. Keep your school catalog and course syllabi.

You will be told if they approve or not and why they did not. You will be told what you will have to do to get approval. If it is missing information, you will have the opportunity to supply what they want.

Supervision is confusing:

One year of supervision is approximately 1000 hours depending upon case load.

You can take 15 semester hours to take the place of 1 year of supervision (1000 hours).

You can do this for a second year for a total of two thousand hours (2000) but no more than that.

You must receive supervision for a minimum of 1000 hours of service.

Your supervisor must be licensed to supervise you. ABEC has a list of supervisors and their locations.

You may not count work done before you receive your associate status (this is when you begin your supervision after all your paperwork has been received and approved by ABEC).

You will have to pay for the board to review your application, for the associate license which you will hold during supervision, and finally for your license when you complete your supervision.

You will have to pay your supervisor unless your place of employment provides free supervision to you.

Appendix L
Auburn Montgomery
Disclosure Statement Counselor Education, Auburn Montgomery

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. Dr. Hard and Dr. Thomas may discuss my site selection with me and make suggestions, but I understand that I am expected to consult with Dr. Reynolds 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 expulsion from the Counselor Education program in accordance with University, College 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

2/2012

Appendix M:

Admission Options for the Masters in School Counseling Degree Traditional and Expanded Options for the Master's Degree Program in School Counseling at Auburn Montgomery

	Traditional Option	Expanded Option
Admission Requirements		
Bachelor's degree from an accredited U.S. institution, or the equivalent from an international institution	Required	Required
Professional educator certificate	Required ¹	Not required
Clear background check	Required ²	Required
Program Completion Requirements		
Completion of all course work with a minimum 3.0 overall GPA with no grade below C	Required	Required
Passing score on the basic skills assessments of the Alabama Prospective Teacher Testing Program (APTTP)	May be required ³	Required
Passing score on the current Praxis II test	Required	Required
Satisfactory completion of comprehensive examinations	Required	Required
Additional Certification Requirements⁴		
Two full years of full-time satisfactory educational experience	Required for AL certification	Not required for AL certification
Alabama Class B certification in a teaching field or Alabama Class A certification in another area of instructional support	Required for AL certification	Not required for AL certification
Passing score on National Counseling Examination (NCE)	Not required	Required

¹ Individuals pursuing the traditional approach to school counseling certification must have a bachelor's- or master's-level professional educator certificate in a teaching field or master's level professional educator certificate in another area of instructional support.

² Individuals who hold a valid Alabama professional educator certificate have already been fingerprinted and cleared through the ABI/FBI. Individuals who do not hold a valid Alabama professional educator certificate must be fingerprinted and cleared before being admitted into the Counseling program.

³ If an individual is admitted to an Alabama Class A program based on a bachelor's- or master's-level certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must apply for and obtain at least a Class B Professional Educator Certificate before applying for Class A certification. The ALSDE will evaluate the Class B application to determine if additional testing is required.

⁴ Certification requirements may be completed within 5 years after graduation, but must be completed and documented before the college's Certification Officer can verify to Alabama or another state that a State-approved and CACREP-accredited program has been completed at an NCATE-accredited institution. Individuals seeking certification in states other than Alabama are responsible for contacting those state certification offices regarding school counseling certification requirements.

12/13/10

**Appendix N: Admission Requirements for the Educational Specialist Degree
Admission Requirements for Counselor Education
Education Specialist (Ed.S.) Degree Programs**

I. General Admission Requirements for Ed.S. Programs

- _____ Minimum 3.25 GPA
- _____ Satisfactory MAT or GRE test score
- _____ Satisfactory Formula admission score
- _____ Admission interview
- _____ Recommendation of Counselor Education Admission Committee
- _____ Fingerprint Clearance

II. Specific to Clinical Mental Health Counseling Ed.S. Applicants

_____ Completed a Counseling Master's degree in Community, Clinical Mental Health, or School or a related counseling program* prior to admission (*e.g. Career, College, Gerontological, Marriage, Couples, & Family, or Rehabilitation Counseling [Therapy], or Student Affairs.)

III. Specific to School Counseling Ed.S. Applicants

- _____ Completed a School Counseling Master's degree OR
- _____ Currently a School Counselor as certified by the state of Alabama (*copy of certificate must be provided*).

VI. Portfolio Documents required of all applicants

The following items must be received in the Graduate Studies Office (300A – Education) by 5:00 p.m. on the posted due date.

- _____ Three letters of recommendation on company/school letterhead
(*One must be from a current or recent supervisor. For school counselor applicants, one must be from a current supervisor or principal. For students transferring from another graduate program, one letter must be from a professor from that program.*)
- _____ Resume that includes:
 - Current contact information
 - Career goals and objectives
 - Education
 - Employment history
 - Community and professional service

Applicants will be contacted to schedule the admission interview after the completed portfolio has been submitted. If you have questions concerning the scheduling of the interview, please call (334) 244-3879.

7/19/11

Minimum Admission Guidelines for Enrollment in Auburn Montgomery
Counseling Practicum / Internship classes for non-Auburn Montgomery counseling program graduates.

This form is only used by those requesting admission to the Auburn Montgomery Practicum and/or Internship Classes who have not completed their Masters degree through the Auburn Montgomery Counseling Program.

Minimum Admission Guidelines for Enrollment in Auburn Montgomery

Counseling Practicum / Internship classes for non-Auburn Montgomery counseling program graduates

In order to enroll in the Auburn Montgomery Counseling Practicum / Internship classes as a non-program graduate seeking counseling licensure, the student must:

1. **All persons** seeking to enroll in Practicum/Internship who are not AUM Counseling graduates must comply with all of these requirements. Only those seeking licensure must also comply with items 2 - 4.
2. **Apply for Licensure** – Official verification from the Alabama Board of Examiners in Counseling (ABEC) is required (in the form of official board communication) regarding the additional counseling courses needed to satisfy Licensure Requirements. ☐ Verified
3. **Pre-approval** - The student is encouraged to obtain ABEC pre-approval for the use of Auburn Montgomery courses used to satisfy deficiencies.
4. **Responsibility** - Auburn Montgomery and the Auburn Montgomery Counseling program assume no responsibility for the licensure of the student.

Students following this process for the purpose of being enrolled in Practicum/Internship must have a final Masters GPA of no less than 3.0 or a satisfactory formula outcome after taking the MAT or GRE.

Student should be aware that ABEC will not allow additional courses to be used for supervision hours until all identified deficient courses for the Masters degree, including Practicum/Internship, have been satisfied. It is recommended that all deficient coursework be completed *prior* to enrollment in any additional courses.

No less than 3 courses must be taken from the AUM counseling program before being allowed to register for Practicum or Internship. These counseling courses must be taken *from Auburn Montgomery* (not Auburn or another university).

List all courses needed (refer to the Auburn Montgomery ABEC Academic Review Grid if needed):

Prior to Practicum/Internship: _____

May be taken with Practicum/Internship:

If the student does not evidence a grasp of counseling skills, knowledge, professionalism, or ethics in any coursework, the student may not register for Practicum or Internship.

In addition to ABEC required courses, Practicum may be required at the discretion of the area coordinator.

☐ Required ☐ Not Required ☐ Deferred

Other Requirements: _____

Approval by Area Coordinator: _____

By signing below, I indicate that I understand this information.

Signature

Date

Witness

Date

Rev. 4-8-2014

Appendix O: Master Schedule for the Counseling Program

Fall	Spring	Summer
Courses Offered Every Fall	Courses Offered Every Spring	Courses Offered Every Summer
3890 Fundamentals of Counseling (H) [undergrad] 3950 Counseling Seminar [undergrad] 6290 Counseling Theory & Practice II (T)* 6310 Clinical Consultation, Supervision, & Program Planning (H) # 6320 School Consultation & Program Planning (R) # 6330 Individual & Group Appraisal (T) ** 6350 Human Growth & Development (R) 6360 Assessment & Diagnosis of Abnormal Behavior (H)*** 6902 Studies in Counseling 6914 Practicum in Counseling (R, H) 6924 Counseling Internship I (R, H) 6925 Counseling Internship II (R, H) 7600 Supervision in Counseling (T) 7902 Advanced Studies in Counseling 7926 Advanced Internship in Counseling I (T) 7927 Advanced Internship in Counseling II (T)	3950 Counseling Seminar [undergrad] 6220 Professional Orientation to School Counseling (R) * 6260 Career Development & Vocational Assess (T) * 6280 Helping Relationship: Counseling Theory I (H) ** 6300 Group Dynamics & Procedures in Counseling (T) ** 6350 Human Growth & Development (R) 6380 Disaster and Crisis Intervention (H) 6410 Systemic Couples & Family Counseling (H) 6560 Research & Evaluation in Counseling Programs 6902 Studies in Counseling 6923 Supervision in Group Leadership (T) 6914 Practicum in Counseling (R, H) 6924 Counseling Internship I (R, H) 6925 Counseling Internship II (R, H) 7560 Research in Counseling (T) 7902 Advanced Studies in Counseling 7926 Advanced Internship in Counseling I (T) 7927 Advanced Internship in Counseling II (T)	3950 Counseling Seminar [undergrad] 6230 Ethical / Legal Issues in Counseling (T)** 6240 Professional Orientation to Clinical Mental Health Counseling (H) * 6270 Counseling Diverse Populations (R) # 6370 Addictions Counseling (H) 6902 Studies in Counseling 6914 Practicum in Counseling (R, H) 6924 Counseling Internship I (R, H) 6925 Counseling Internship II (R, H) 7902 Advanced Studies in Counseling 7952 Topical Seminar in Counseling (T) 7926 Advanced Internship in Counseling I (T) 7927 Advanced Internship in Counseling II (T)
Electives from which to select offerings for each term		
4250 Diversity Issues of Families in Distress [undergrad] (R) CAST 4870 Play Therapy I [undergrad] 6130 Introduction to Play Therapy 6250 Cultural Issues of Families in Distress (R) CAST 6420 Counseling Older Adults (T)	4880 Play Therapy II [undergrad] 6140 Advanced Play Therapy 6340 Counseling Children & Adolescents (R) CAST <i>alternating with</i> 6902 Studies: School Crisis Planning (R) 6952 Seminar in Counseling	6430 Creative Arts in Counseling (T) <i>This semester electives are limited to 8 students each until both classes make – limits will then be eliminated</i>

*Must take before Internship **Must take before practicum ***Strongly Recommended but not required before Internship

#Requires approval to take during practicum or internships

(T), (R), (H) = typically taught by Drs. Thomas, Reynolds or Hard

4/8/2014

Student schedule with 3 classes per term, Master

Fall 1	Spring 1	Summer 1
6290 Counseling Theory & Practice II (T) * 6310 Clinical Consultation, Supervision, & Program Planning (H) # 6320 School Consultation & Program Planning (R) # 6330 Individual & Group Appraisal (T) **	6260 Career Development & Vocational Assess (T) * 6280 Helping Relationship: Counseling Theory I (H) ** 6300 Group Dynamics & Procedures in Counsel (T) ** 6560 Research & Evaluation in Counseling Programs	6230 Ethical / Legal Issues in Counseling (T)** 6240 Prof Orientation to Clinical MH Coun (H)* 6270 Counseling Diverse Populations (R)#
Fall 2	Spring 2	Summer 2
6360 Assessment & Diagnosis of Abnormal Behavior (H) *** 6914 Practicum in Counseling (R, H) FDNS 6610 Research or Electives – as offered	6220 Professional Orientation to School Coun (R)* 6350 Human Growth & Development (R) 6410 Systemic Couples & Family Counseling (H) 6924 Counseling Internship I (R, H) CMHC Electives as offered	6925 Counseling Internship II (R, H) FDNS 6610 Research or elective as offered CMHC Electives as offered

Students with 2 classes per term, Master

Fall 1	Spring 1	Summer 1
6290 Counseling Theory & Practice II (T) * 6330 Individual & Group Appraisal (T) **	6260 Career Development & Vocational Assess (T) * 6280 Helping Relationship: Counseling Theory I (H) **	6230 Ethical / Legal Issues in Counseling (T)** 6240 Prof Orientation to Clinical MH Coun (H)* 6270 Counseling Diverse Populations (for School Counseling students)#
Fall 2	Spring 2	Summer 2
6310 Clinical Consultation, Supervision, & Program Planning (H) # 6320 School Consultation & Program Planning (R) # 6360 Assessment & Diagnosis of Abnormal Behavior (H) *** And Elective - as offered	6220 Professional Orientation to School Coun (R)* 6300 Group Dynamics & Procedures in Counsel (T) ** 6410 Systemic Couples & Family Counseling (H) CMHC Electives as offered	6914 Practicum in Counseling (R, H) 6270 Counseling Diverse Populations (for CMHC students)# Electives - as offered
Fall 3	Spring 3	
6924 Counseling Internship I (R, H) FDNS 6610 Research or Elective – as offered	6350 Human Growth & Development (R) 6925 Counseling Internship II (R, H) FDNS 6610 Research or Elective - as offered	

4/8/2014