Clinical Experiences Handbook

Clinical Mental Health Counseling

and

School Counseling

Auburn Montgomery

Montgomery, Alabama

Required for

ECED 6914, 6924, 6925, 7926, 7927

August 26, 2014
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Clinical Experiences Handbook for Counselor Education

Introduction

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

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

Two handbooks are important for graduate students in Counselor Education. The Counseling Student Handbook addresses a variety of policy and benchmark elements of graduate study and is designed as a tandem reference for the Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling. This clinical experiences handbook will provide information on the clinical experiences required for a counseling degree. This information has been discussed in the prerequisite coursework for practicum and internships. The intent of this handbook is to help students organize
and integrate previous learning so that it will be useful in clinical experiences in ECED 6914, 6924, 6925, 6926, 6927 (See Appendix A: Syllabi).

**Master of Education**

Two options at the Master’s level in Counselor Education include School Counseling (Pre K-12) and Clinical Mental Health Counseling. The programs of both options consist of a core of required courses with some degree of flexibility in elective coursework. The Master of Education (M.Ed.) in Counseling is a 48 semester credit hour program of study accommodating either full-time or part-time students. Students should be able to complete their chosen program in 2 to 3 years. Because the programs are so structured, students should pay close attention to the prerequisite courses for practicum. All prerequisite courses must be completed before beginning practicum. Practicum (100 hours) and the two internships (300 hours each) require a total of 700 hours of experience. The practicum and internships are offered consecutively and require at least a full year to complete. Students should complete practicum and internships in settings related to their career goals. All students who complete practicum and internships must provide proof of liability insurance from an approved provider. Additional information concerning the Master’s of Education degree is available in the *Counseling Student Handbook*.

**School counseling program.** Individuals selecting the School Counseling option must meet teacher certification requirements at the “B” Level (undergraduate degree) and present evidence of at least two years of successful experience in schools. See the *Counseling Student Handbook* for details. This program is designed specifically to prepare K-12 school counselors. However, other employment options are available to
school counseling majors. Students entering the School Counseling Program must have a foundation course in special education and a required course in technology. If these courses have not been previously taken students must take them in addition to the 48 credit hours for the counseling program. At the time of this writing, the School Counselor Program has been approved for certification in school counseling by the Alabama Department of Education (ADOE). Additional information concerning the School Counseling program is available in the *Counseling Student Handbook*.

**Clinical Mental Health Counseling program.** Individuals selecting Clinical Mental Health Counseling are those who plan to engage in counseling in agency, higher education, private practice or nontraditional settings. Students entering the Clinical Mental Health Counseling Program must take the course in technology or an approved equivalent before graduation in addition to the 48 hours of counseling courses. Currently, the Clinical Mental Health Counseling program has an approved grid for licensure through the Alabama Board of Examiners in Counseling (ABEC). Additional information concerning the Clinical Mental Health Counseling program is available in the *Counseling Student Handbook*.

**Education Specialist**

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

**Clinical Procedures**

**Overview of Clinical Procedures**

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

Procedures presented in this handbook:

1. Outline the sequence to be followed in selecting a site and placement.
2. Detail requirements for practicum and internships.
3. Delineate the student’s, University’s, and the Site’s responsibilities.
4. Provide information concerning appropriate record keeping.

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

1. Faculty Advisor
   a. Discusses specific requirements and guidelines for the program of study.
b. Devises a plan for completing all program courses, including pre-practicum requirements.

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

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

2. Coordinator of Clinical Placements

   a. Meets each fall and spring with students who plan to take practicum the next term. Students who plan to take practicum in the spring meet with the Clinical Coordinator in the fall. Students who plan to take practicum in the summer or fall meet with the Clinical Coordinator in the spring.

   b. Evaluates all practicum and internship sites for suitability.

   c. Works with sites and students to obtain suitable placements for students and resolves any difficulties that may arise.

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

3. Site Supervisor

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

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

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

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

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

f. Assures that the student will be properly supervised at all times by a master’s level counselor or equivalent with a minimum of two (2) years of experience.

4. Faculty Instructor/Supervisor

a. Provides supervision of students enrolled in practicum and internships.

b. Conducts weekly group supervision sessions with practicum and internship students.

c. Meets weekly with practicum students in individual or triad supervision.

d. Maintains communication with on-site supervisors.

e. Makes site visits as needed.

f. Initiates resolution of any problem occurring on site.

g. Secures site supervisor’s evaluation of students.
h. Assigns grade for course.

i. Files logs and evaluations for all students.

**Procedures for Beginning Practicum**

In the fall or spring semester immediately before taking practicum students must meet with the Clinical Coordinator at a scheduled place and time. During the meeting, the Clinical Coordinator will discuss detailed instructions for entering practicum. Complete instructions are given concerning contacting sites as well as explanations of all practicum forms. This is a mandatory meeting, and the faculty can refuse to grant permission for students to start practicum if they do not attend the meeting. All required forms are in the appendices.

In the same semester, students meet with the Clinical Coordinator and work with the Faculty Advisor who will review all courses completed and approve the student for enrollment in practicum. School counseling student must be supervised by an individual who hold a valid master’s level professional education certificate in school counseling and who are employed as a counselor. School counselor supervisors will be cleared through the School of Education Certification Office. Students must also apply for liability insurance prior to beginning their practicum. When applying for insurance, the student should specify the first day of practicum class as the date the insurance will go into effect. Finally, students will contact the site where they would like to complete their practicum and internships and schedule an interview. A list of sites and contact information will be available at the meeting with the Clinical Coordinator for students to schedule a site interview (see Appendix L). When visiting the site, students should take with them:
1. Letter for Site Supervisor (see Appendix D).

2. Clinical Instructions for Site Supervisor (see Appendix E).

3. 2 Copies of Practicum Agreement (see examples in Appendix F).

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

4. Identification.

School counseling students will divide practicum between elementary and high school settings. Middle school settings may be used for either elementary or high school practicum requirements. Clinical Mental Health counseling students are not required to divide their placement for practicum.
**Practicum Hours for School Counseling**
The breakdown in hours for the school counseling practicum is as follows:

- **15 more or less hours**  Counseling elementary students individually
- **5 or more hours**  Counseling groups of elementary students
- **20 hours total**  Direct contact with students
- **15 more or less hours**  Counseling secondary students individually
- **5 or more hours**  Counseling groups of secondary students
- **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
- **41-60 hours**  Other counseling related activities
- **60 hours total**  Supervision and other related activities

This results in:

- **40 hours**  Direct contact
- **60 hours**  Supervision and indirect activities
- **100 hours**  Total hours for the course

**Practicum Hours for Clinical Mental Health Counseling**
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
- **10 or more hours**  Counseling groups of clients
- **40 hours total**  Direct contact with clients
- **1 hour per week**  Supervision with university supervisor
- **1.5 hours per week**  Group supervision with university supervisor
- **1 hour more or less**  Supervision with site supervisor
- **41-60 hours**  Other counseling related activities
- **60 hours total**  Supervision and other activities

This results in:

- **40 hours**  Direct contact
- **60 hours**  Supervision and indirect activities
- **100 hours**  Total hours for the course
Internships

The supervised experience of the internship is a continuation of the supervised experience of the practicum, however, the site placement may or may not be the same for the practicum and internship. School counseling intern supervisors must hold a valid master’s level professional education certificate in school counseling and who are employed as a counselor. School counselor supervisors will be cleared through the School of Education Certification Office. School counseling students will divide both Internship I & II between elementary and high school settings. Middle school settings may be used for either elementary or high school internship requirements. Clinical Mental Health counseling students are not required to divide their placement for practicum or internship.

Each internship requires a new contract with the site. Students should follow the same placement procedures used for beginning the practicum.

Students are responsible for assuring they have liability insurance throughout the duration of any field-based experience. Many insurance policies have an annual renewal date.
**Internship Hours for School Counseling**

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

- **80 more or less hours**  
  Counseling students on an individual basis

- **40 or more hours**  
  Counseling groups of students

- **120 total hours**  
  Direct contact with students

- **1.5 hours per week**  
  Group supervision with university supervisor

- **1 hour per week**  
  Supervision with site supervisor

- **Up to 180 hours**  
  Indirect counseling related activities

- **180 total hours**  
  Supervision and indirect activities

This results in:

- **120 hours**  
  Direct contact with students

- **180 hours**  
  Supervision and indirect activities

- **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.

**Internship Hours for Clinical Mental Health Counseling**

The hourly breakdown for internships for clinical mental health counselors is as follows:

- **80 more or less hours**  
  Counseling clients on an individual basis

- **40 or more hours**  
  Counseling groups of clients

- **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

- **Up to 180 hours**  
  Indirect counseling related activities

- **180 total hours**  
  Supervision and indirect activities

This results in:

- **120 hours**  
  Direct contact with clients

- **180 hours**  
  Supervision and indirect activities

- **300 hours**  
  Total hours for the course
Education Specialist Advanced Internships

Supervised clinical experiences are an important aspect of growth as a professional practitioner. The education specialist programs include two internships that provide students with opportunities to increase their skills under supervision. The procedures for setting up advanced internships are similar to the procedures for beginning the practicum.

Specific Procedures and Professional Issues in Clinical Experiences

Informed Consent

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

Permission to Tape

Before taping any sessions, the student must also obtain written permission to tape the session, inform the client about what will happen to the tape and how it will be used. The Auburn Montgomery Statement of Understanding & Consent to Tape Form is appropriate for all our sites, but some sites may have a preferred form. (See Appendix H).

Emergency Counseling Procedures

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

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

Student Liability Insurance

All students must provide proof of liability insurance from an approved provider on the first day of class for the practicum and maintain liability insurance throughout the practicum and all internships. Education Specialist students must also provide proof of insurance on the first day of their advanced internships. Students must pay for their own insurance. Student membership in the American Counseling Association (ACA) includes professional liability insurance. Membership in the American School Counselor Association (ASCA) includes professional liability insurance. Other sources of insurance must be approved by the teacher of the practicum or internship.

Professional Behavior

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

**The Supervisory Relationship**

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

The student will demonstrate mastery of competencies through tapes and case reports. Areas of strengths and areas for improvement will be noted by the university and site supervisors. The supervisors will be a consultant, teacher, counselor and mentor for the purpose of enhancing counselor competence.

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

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

**Progress Reviews, Remediation, Retention, and Dismissal**

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

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

Syllabi

Readings assigned by professor.

Field experience materials: Clinical Experiences Handbook available your instructor

Goal: Professional study in the School of Education is based on a model that recognizes and prepares teachers as Professional Educators. The school is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is the goal of the School of Education to prepare competent, reflective, and committed professional educators.

See Livetext for statement of dispositions and outcomes for the School of Education.

Catalog Description: Prerequisite - 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.

Further Description: This course is divided into three parts; (a) didactic seminars and case presentations by students (b) individual supervision through case and tape presentations/critiques with the instructor and (c) on-site supervised experience. Each student receives group supervision one and one half hours per week and individual supervision one hour per week.

Indicators Assessed in this Course: CACREP 2009 – II.G.2.e.; III.F.1- 5; CMHC D.7. CACREP 2001 – II.K.2.d; III.D; III.E; III.G.1-4; III.K; III.L; III.M; SC.B.1-2; SC.C.1.a-g; SC.C.2.a-h; SC.C.3.a-d; CC.B.1-4; CC.C.1-7

*2009 CACREP Standards are cited in (parenthesis); 2001 CACREP Standards are cited in [brackets]

Course objectives: The students will:
1. Provide a minimum of 40 hours in direct service in an approved setting of which at least 10 will be in group counseling, with clientele appropriate to their program emphasis (100 clock hours of supervised experience minimum total). School counselors will provide direct service work in individual and group counseling with early childhood/elementary and secondary school students. Classroom guidance will be provided to all students, including special education and students from diverse cultures. (Assessed through logs and site supervisor.) [SDE (2)(b)2. & 4.] [NCATE 5.1, 5.3, 7.2] [CACREP II.K.2.d; II.D; III. G.1.; III.K; SC.C.2.a,b] (III.F.1.)
2. Gain supervised experience in individual and group interactions with clientele who represent the ethnic and demographic diversity of the community. Supervision will be provided by the site supervisor and university supervisor. (Assessed through tapes, site and university supervisor’s observations and written evaluations.) [NCATE 5.1, 7.2] [CACREP III.G.4, III.K]

3. Have a minimum of one (1) hour per week of individual and/or triadic supervision over a minimum of one academic term by a program faculty member. (Assessed, as appropriate, through videotapes, audiotapes, and/or counseling log.) [CACREP III.G.2] (III.F.2.)

4. Have a minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practice over a minimum of one academic term by a program faculty member. Students will have the opportunity during this time to consult and interact with peers. (Assessed through log and attendance.) [CACREP III.G.3] (III.F.3.)

5. Become familiar with a variety of professional activities other than direct service. Students will become familiar with the activities of the site and will participate, as appropriate, in community involvement functions at the site. (Assessed through attendance and log.)

6. Obtain audio- and/or video - tapes for use in supervision of the student’s interactions with clientele appropriate to the program emphasis area (Assessed through tapes, attendance and logs.) [CACREP.III.D] (III.F.4.)

7. Gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research (Assessed through case presentations, site supervisor observations, classroom participation, and log.) [NCATE 5.3]

8. Have formal evaluation of the student’s performance throughout the practicum including a formal evaluation at the completion of the practicum (Assessed through the site and university written evaluations.) [CACREP III.G.4] (III.F.5.)

9. Receive appropriate supervision commensurate with the state (counselor) licensure and/or certification practicum requirements applicable in Alabama and of NBCC. (Assessed through vitae of site and university supervisors.)

10. School counselors will participate in activities related to test administration and interpretation; developmental needs of students; implementation of guidance interventions; early identification, remediation, and referral of children with developmental deficiencies; and curriculum strategies that emphasize relationships between education choices and life-style/career choices. [SDE (2)(b)4.] [CACREP SC.B.1-2]
11. School Counselors will participate in the daily activities of the school counselors in the schools in which the student is doing the practicum. This includes preparation for classroom guidance, program implementation, evaluation of program and program outcomes, consulting with parents, teachers, and other stakeholders. [CACREP SC.C.1, a-g; SC.C.2.a-h; SC.C.3.a-d]

12. Clinical Mental Health Counselors will participate in the functioning of the site, gaining experience in the role of a counselor at that site in order to gain first hand knowledge of the context of the services provided [CACREP CC.B.1-4; CC.C.1-2]

13. Clinical Mental Health Counselors will be instructed in and participate in as much as possible the methods of serving, evaluating, and advocacy for clients. [CACREP CC.C.3,6,7]

14. Clinical Mental Health Counselors will gain information about diagnoses and appropriate counseling plans through observation and instruction at the site [CACREP CC.C.4,5]

15. Demonstrate an understanding of the counselor’s roles in social justice and recognize discrimination and culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. [CACREP II.K.2.d] (II.G.e.)

16. Apply current record-keeping standards related to Clinical Mental Health or School Counseling. (CACREP CMHC D.7.)

**LiveText Assessment:** At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at http://aumsoetechnologyresources.weebly.com/livetext-tutorials.html

**Course Requirements:**

1. **Class attendance.** The expectation is held that students will attend classes and scheduled individual sessions and that, as counselors, students will meet (without exception) clients at the scheduled time and place of their placement.

2. **Supervised Experience.** Each student will be required to complete, in an approved setting, a minimum of:
   - 100 clock hours of supervised experience total. (Objective 1)
   - 40 clock hours of direct counseling services (at least 10 hours in group counseling) as part of the 100 clock hours of supervised experience. (Objective 1)
   - 1 clock hour per week of individual and/or triadic supervision with the university supervisor. **You must come to your supervision appointments with me for full credit for this course.** (Objective 3)
   - 1 ½ clock hours per week of group supervision at the university. (Objective 4)
School counselors will spend one half their time in elementary school and one half in secondary school settings. **(Objective 1)**

3. **Recordings.** Each student will complete a minimum of 4 audio recordings of an individual client session. These may be in cassette, micro cassette, mp3, CD, or other formats depending upon your university supervisor’s requirement. These recordings will be turned in with the required documentation on time at the individual supervision sessions. The university supervisor’s evaluation of recordings allows the student to correct issues and demonstrate this in subsequent recordings. Therefore, spacing recordings out across the semester is in the student’s interest. No more than one recording per week should be turned in. **Under no circumstance** will a student be allowed to turn in multiple recordings at the end of the course. **(Objective 6)**

**Note on recording quality:** The student will review each recording prior to submission to review by the university supervisor to insure recording quality. If the recording cannot be understood the session cannot be evaluated and must be done over. **It is the student’s responsibility to insure the recording equipment is working properly and that the recording quality is adequate.**

**Destruction of recording:** The student is responsible for erasing or destroying all his or her recordings at the close of the semester to insure client confidentiality.

**Recommendation:** since a recording may be accidentally damaged or lost, it is recommended that the student retain a copy until the work is evaluated to ensure the assessment of their work.

4. **Notebook.** Students will be required to maintain a **notebook** that will contain these items in the following sections: **(Objectives 1-4 & 10-14)**
   A. Running total hours log on the log form that is provided to you as well as a Summary of Hours form **(Objective 1-4)**
   B. All forms related to placement
      i. Copy of insurance [CACREP III.M] **(I.S.)**
      ii. Copy of site contract
      iii. Copy of your evaluation of the site and site supervisor **(All Objectives)**
   C. Case notes (organized by clients in the following manner) **(Objective 16)**
      i. Initial session
      ii. Case note summaries. At least two case note summaries of sessions must be with the same client.
      iii. Case overview/summary of sessions with clients whom you see more than once.
   D. Description of activities in addition to direct services **(Objective 5 & 7)**
      i. Consulting
      ii. Program Implementation
      iii. Evaluations, program and effectiveness of interventions
   E. Mid-term site supervisor’s evaluation of you **(Objective 8)**
F. Final site supervisor’s evaluation of you (Objective 8)

Bring log books to the individual supervision sessions for discussion and progress evaluation.

5. Contract. Each student will enter into a contract with the university and the site for the practicum experiences. (Objective 8)

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

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

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

Retention of Student Materials – Student papers, recordings, and other materials must be retrieved from the professor no later than 10 days after grades are due for the semester. If arrangements have not been made to pick these materials up by that time they will be destroyed. Students who wish to obtain these papers must arrange to pick them up from the professor prior to their destruction.

Students are encouraged to retain original copies of all submitted work.

LiveText Evaluation: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at http://aumsoetechnologyresources.weebly.com/livetext-tutorials.html

Livetext posting is required for all classes: failure to do so may result in a failing grade.

Statement of Disability Accommodations: It is the policy of AUM to provide appropriate modifications, accommodations or auxiliary aids to students with a
documented disability as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act (ADA) of 1990. It is the student's responsibility to request accommodations and provide appropriate documentation. Students with disabilities are encouraged to contact the Center for Special Services (CSS) in Room 706 Library Tower or call CSS at 334-244-3631 prior to or upon enrollment at AUM.

**Policy on Academic Misconduct:** The counselor education program upholds the university policy on academic misconduct and the academic misconduct disciplinary policy will be followed in the event that academic misconduct occurs. Attendance and participation are expected of all students. It is understood that students may have to miss class at times but the university policy on attendance will be followed. For every hour that a student is absent from class, a two-page article review on the topic discussed is expected. The article must be from a professional journal in a counseling or counseling related field.

**Late Assignments:**
Unless otherwise notified, students should assume no deviation regarding dates for completing assignments. Students failing to submit materials for grading on or before the scheduled dates will be assessed a penalty of 10 points per day against their grade for the assignment.

**Schedule of Assignments:**
Individual Meeting Topics in Addition to Concerns Related to the Site
1. Introduction: forms and class requirements, case notes, disclosure form, records and site requirements, counseling process PowerPoint
2. Tests of trust, disclosure, self-disclosure, informed consent
3. Crises situations, Suicide
4. Taking care of the counselor, dealing with counselor issues
5. Building the counseling relationship, reluctant, resistant, willing clients
6. Ethical legal issues specific to sites
7. Productive participation in supervision
8. Becoming a part of the team at the site
9. Student presentations/ site specific topics
10. Student presentations/ site specific topics
11. Student presentations/ site specific topics
12. Student presentations/ site specific topics
13. Student presentations/ site specific topics
14. Student presentations/ site specific topics
15. Wrap up

**Other topics to be discussed at appropriate sessions:**
Teen problems Youth problems Age or gender related problems
Working in specific setting and with different populations
Victims, Female, Male Substance Abusers and co-dependency
Site related issues Integrating Techniques and Process
Specific crisis situations  Medicated clients/children  Dealing with the law

The order in which the topics may be address is subject to change as needed. Also, new and/or different topics may be included depending on the needed of the students and their work at their sites.

**Calendar of Assignments**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction (no assignment) but get the following to me at the next class meeting:</td>
</tr>
<tr>
<td></td>
<td>Insurance proof</td>
</tr>
<tr>
<td></td>
<td>Site and Site supervisor - names, addresses, and phone numbers</td>
</tr>
<tr>
<td></td>
<td>Contract</td>
</tr>
<tr>
<td>2</td>
<td>All forms completed except evaluation of the site by you and log</td>
</tr>
<tr>
<td>3</td>
<td>Appointment for me with your site supervisor, 1st tape due</td>
</tr>
<tr>
<td>4</td>
<td>Log check.</td>
</tr>
<tr>
<td>5</td>
<td>Tapes should be turned in weekly starting here</td>
</tr>
<tr>
<td>6</td>
<td>Midterm site supervisor evaluations should be completed</td>
</tr>
<tr>
<td>7</td>
<td>Notebook check</td>
</tr>
<tr>
<td>8</td>
<td>Case notes check</td>
</tr>
<tr>
<td>9</td>
<td>Log check</td>
</tr>
<tr>
<td>10</td>
<td>Your evaluation of your site(s) and supervisor</td>
</tr>
<tr>
<td>11</td>
<td>Begin appointments for final evaluation meeting with university supervisor</td>
</tr>
<tr>
<td>12</td>
<td>Topics of concern/individual issues/ questions about internships</td>
</tr>
<tr>
<td>13</td>
<td>Final case note check</td>
</tr>
<tr>
<td>14</td>
<td>Final notebook check</td>
</tr>
<tr>
<td>15</td>
<td>All materials due</td>
</tr>
</tbody>
</table>

**Grading Procedure:**

Students will accumulate points that will be earned according to the following schedule of possible points for each requirement.

<table>
<thead>
<tr>
<th>Class Attendance</th>
<th>50 (including individual Sessions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tapes</strong> (4 at 50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>(2 of the 4 tapes will not receive a grade unless they are especially good. In that case they count as bonus points.)</td>
<td></td>
</tr>
<tr>
<td><strong>Class Preparation</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Professional behavior at the site</strong></td>
<td>200</td>
</tr>
<tr>
<td>(See ACA Code of Ethics and Site regulations)</td>
<td></td>
</tr>
<tr>
<td><strong>Professor’s evaluation</strong></td>
<td>100</td>
</tr>
<tr>
<td>(attendance in class and individual sessions will count for 50% of this grade)</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Points</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Contract</td>
<td>3</td>
</tr>
<tr>
<td>Insurance</td>
<td>3</td>
</tr>
<tr>
<td>Your Evaluation of Site</td>
<td>3</td>
</tr>
<tr>
<td>Summary &amp; Log of hours</td>
<td>26</td>
</tr>
<tr>
<td>Redacted Case notes</td>
<td>13</td>
</tr>
<tr>
<td>Mid-term &amp; Final site evaluation</td>
<td>11</td>
</tr>
<tr>
<td>Presentation &amp; LiveText entry</td>
<td>31</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE** 690

A = 690-621
B = 620-552
C = 551-483
Syllabus for Internship I and II

COURSE NUMBER: ECED 6924/6925 Internship in Counseling I & II
COURSE INSTRUCTOR:
SEMESTER:
CONTACT INFORMATION


Readings assigned by professor.

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

GOAL: Professional study in the School of Education is based on a model that recognizes and prepares teachers as Professional Educators. The school is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is the goal of the School of Education to prepare competent, reflective, and committed professional educators.

*See Livetext for statement of disposition and outcomes for the School of Education.*

Catalog Descriptions:

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

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

Further Description: The students will attain a total of 600 clock hours of supervised experience at an approved site and will attend weekly group supervision with university supervisors. School counselors will divide their time between elementary and secondary school settings. Clinical Mental Health Counselors will continue through both internships in the same site unless circumstances require a new placement.

Content Areas: CACREP 2009 – II.G.1.j.; II.G.2.e-f, II.G.5.b,c,&f; III.G.1-6; CACREP 2001 - II. K.2.d, f; II.K.3.e; II.K.4.i; II.K.5. a,b,e,g; II.K.6.g; II.K.7.i; III.H.1-7; SC.D; CC.D

*2009 CACREP Standards are cited in (parenthesis); 2001 CACREP Standards are cited in [brackets]*

Course objectives: This internship is designed to provide a process through which students have an opportunity to perform at a more advanced level of proficiency than in
previous courses and under appropriate supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. (CACREP III.G.) [CACREP III.H.1-7]

Through the internship the student will:

1. Complete a minimum of 600 clock hours of internship in the student’s designated program area and in a setting appropriate to the area of study. School Counselors will gain experience in elementary and secondary school settings. (CACREP III.G.) [CACREP III.H; CC.D; SC.D]

2. Provide 240 hours of direct service to clients appropriate to their areas of study (CACREP III.G.1) [CACREP III.H.1]

3. Be supervised on site for an average of one hour per week and attend group supervision on campus for at least 1 ½ hours per week (CACREP III.G.2&3) [III.H.2-3]

4. Become familiar with a variety of professional activities other than direct service (i.e. recordkeeping, supervision, information and referral, in-service and staff meetings, etc.) [SDE (2)(b)2; SDE (2)(b)4] [NCATE 2.42, 5.2] (CACREP II.G.5.f. & III.G.4.) [II.K.5.e; III.H.4]

5. Demonstrate skills and the ability to apply counseling theories through submitting audio tapes of counseling sessions with individuals (CACREP II.G.5.c. & III.G.5.) [CACREP II.K.5.b; III.H.5]

6. Learn to use a variety of professional resources appropriate to the site. These include, but are not limited to assessment instruments, technologies, print and non-print media, professional literature, and research. (CACREP III.G.4.) [CACREP III.H.6]

7. Demonstrate maturity in the supervision relationship as evidenced by a favorable performance evaluation by both the university and site-supervisor (CACREP III.G.6) [CACREP III.H.7]

8. Demonstrate an understanding of the counselor’s roles in social justice and recognize discrimination and culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. (CACREP II.G.2.e & f) [CACREP II.K.2.d]

9. Interact with clients and peers professionally and ethically. (CACREP II.G.1.j)[CACREP II.K.2.f; K.3.e, II.K.4.i; II.K.5.g; II.K.6.g; II.K.7.i]

10. Demonstrate counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills. (CACREP II.G.5.b.) [CACREP II.K.5.a]
LiveText Assessment: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at http://aumsoetechnologyresources.weebly.com/livetext-tutorials.html

Livetext posting is required for all classes: failure to do so may result in a failing grade.

Course Requirements: The student intern will complete the following:

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

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

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

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

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

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

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

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

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

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

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

4) Students will insure that the site supervisor does a mid-term and final evaluation and that the form is provided to the university supervisor who will also evaluate the student. (Objective 7 - 10)

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

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Graded Tapes</td>
<td>50 each = 200</td>
</tr>
<tr>
<td>Site performance</td>
<td>200</td>
</tr>
<tr>
<td>PowerPoint &amp; Livetext entry</td>
<td>25</td>
</tr>
<tr>
<td>Class conduct &amp; discussions</td>
<td>25</td>
</tr>
<tr>
<td>Readings</td>
<td>25</td>
</tr>
<tr>
<td>Notebook* see detail</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

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

Statement of Disability Accommodation: It is the policy of AUM to provide appropriate modifications, accommodations or auxiliary aids to students with a documented disability as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act (ADA) of 1990. It is the student's responsibility to request accommodations and provide appropriate documentation. Students with disabilities are encouraged to contact the Center for Special Services (CSS) in Room 706 Library Tower or call CSS at 334-244-3631 prior to or upon enrollment at AUM.

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

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

**Policy on Academic Misconduct:** The counselor education program upholds the university policy on academic misconduct and the academic misconduct disciplinary policy will be followed in the event that an incident of misconduct occurs. Adherence to the ACA code of ethics is strictly required. Failure to act according to professional ethical guidelines will result in a failing grade for the course and will be considered by the professor to be academic misconduct.

**Attendance Policy:** Attendance at the site and during group supervision is strictly required. Failure to go to the site when scheduled will be considered an ethical violation. When a class (group supervision) must be missed every effort should be made to tell the professor before the class meeting.

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

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

**Destruction of Recordings:** The student will insure that recordings are erased or destroyed at the close of the semester to insure client confidentiality.

**Recommendation:** Since a recording may be accidentally damaged or lost, it is recommended that the student retain a copy until the work is evaluated to insure the assessment of their work. In the event that another player device damages a recording to the extent that it cannot be evaluated, it is recommended that the student retain a copy.
*The Notebook must include at a minimum:

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

**Class Outline and Topics for Discussion**

This schedule is subject to change.

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

Clinical Mental Health Counselors – outreach and advocacy
ECED 7926
Advanced Internship in Counseling
(3 semester hours)

Course Description:

Prerequisite - Ed.S. standing, ECED 6914, 6924 and 6925 or equivalent. Provides supervised experiences in group and individual counseling, program development, consultation and supervision.

Professor:
Room
Phone
Email

Text:

Course Objectives:
Although students in this advanced internship should already be proficient in assessment, goal setting, case conceptualization, counseling within several theoretical frameworks, group process and record keeping, this advanced counseling internship is designed to help the student perfect skills in:

1. Assessing client concerns, based on appropriate models of problem conceptualization,
2. Formulating therapeutic goals based on the assessment and treatment goals for the client and the specific client concerns,
3. Choosing and utilizing an appropriate therapeutic approach in providing counseling for clients with a variety of concerns,
4. Coordinating help for the client from various community agencies,
5. Evaluating client progress and counseling effectiveness,
6. Using related counseling tools such as assessment, career development, research, information and referral, research and group work in helping the client, and
7. Maintaining client records, case notes and files.
Course Outline:

I. Review
   A. Counseling Interview Skills
   B. ABEC Clinical Experience Requirements
   C. Ethical Standards for Supervisors
   D. ACA Code of Ethics

II. Conceptualizing and Understanding Client Concerns
   A. Models of Assessing Client Concerns
   B. Creating Your Own Assessment Model and Strategy
   C. Theoretical Approaches to Problem Assessment
   D. Assessment Based on Specific Client Concerns
   E. Assignment: Assessing clients’ concerns on student and demonstration tapes

III. Formulating Counseling Goals
   A. Goals Based on Problem Assessment
   B. Collaborating with Client in Setting Treatment Goals
   C. Goals Based on Theoretical Approach
   D. Goals Associated with Specific Client Concern
   E. Assignment: Setting goals for clients on student and demonstration tapes

IV. Choosing Theoretical Therapeutic Approach
   A. Influence of Assessment and Goal Setting on Choice of Approach
   B. Influence of Goals on Choice of Approach
   C. Cultural Considerations on Choice of Approach
   D. Appropriate Approaches for Specific Concerns
   E. Assignment: Choosing approach for clients on student tapes and demonstration tapes

V. Evaluating Client Progress and Counseling Effectiveness
   A. Client/Counselor Collaboration in Evaluating Progress
   B. Models for Measuring Outcomes
   C. Theoretical Approaches to Outcome Measurement
   D. Assignment: Evaluating progress for clients on student tapes and demonstration tapes
VI. Client Notes and Records
   A. Writing Case Notes
   B. Ethical Considerations of Records Maintenance
   C. Value of Research
   D. Assignment: Writing case notes for clients on student tapes and demonstration tapes

**Clinical Requirements:**

Clinical requirements for this internship meet the requirements of the Alabama Board of Examiners in Counseling (ABEC) which reflect CACREP standards for internships. Before beginning Advanced Internship I students should have completed all requirements for Practicum and Master’s level internships.

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

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

**NOTE:** for the summer term, a minimum of three hours a week of group supervision from the university clinical supervisor is required.

**Attendance:**

Students are expected to attend each group supervision class. More than three absences will result in a failing grade for the student unless the student can officially withdraw. Three 30-minute tardies equal one absence. Students who miss class are expected to obtain materials and notes from the missed class from another student. Any missed quiz must be taken before the next scheduled class after the missed class. **NOTE:** For the summer term, any student who misses more than one and one-half classes will receive a failing grade.
**Grading:**

Students will receive grades for quizzes, assignments, tapes, class participation, comportment appropriate for professional counselors, case conceptualizations, and evaluations by site supervisors.

**Tapes:**

Students are required to submit four acceptable counseling tapes and case conceptualizations during the semester. The tapes should show advanced counseling interview skills, and should use a minimum of three different counseling approaches. The dates for the four tape submissions and case conceptualizations are:

1. 
2. 
3. 
4. 

In addition, students will be given counseling tapes addressing various concerns, such as grieving, family abuse, substance abuse, divorce, relationships, and diversity issues. Students will be graded on written and oral presentations about the cases.
ECED 7927
Advanced Internship in Counseling II
(3 semester hours)

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

Professor:

Room
Phone
Email

Text:

Course Objectives:
Although students in this advanced internship should already be proficient in assessment, goal setting, case conceptualization, counseling within several theoretical frameworks, group process and record keeping, this advanced counseling internship is designed to help the student perfect skills in:
1. Assessing client concerns, based on appropriate models of problem conceptualization,
2. Formulating therapeutic goals based on the assessment and treatment goals for the client and the specific client concerns,
3. Choosing and utilizing an appropriate therapeutic approach in providing counseling for clients with a variety of concerns,
4. Coordinating help for the client from various community agencies,
5. Evaluating client progress and counseling effectiveness,
6. Using related counseling tools such as assessment, career development, research, information and referral, research and group work in helping the client, and
7. Maintaining client records, case notes and files.
Course Outline:

I. Review
   A. Counseling Interview Skills
   B. ABEC Clinical Experience Requirements
   C. Ethical Standards for Supervisors
   D. ACA Code of Ethics

II. Conceptualizing and Understanding Client Concerns
   A. Models of Assessing Client Concerns
   B. Creating Your Own Assessment Model and Strategy
   C. Theoretical Approaches to Problem Assessment
   D. Assessment Based on Specific Client Concerns
   E. Assignment: Assessing clients’ concerns on student and demonstration tapes

III. Formulating Counseling Goals
   A. Goals Based on Problem Assessment
   B. Collaborating with Client in Setting Treatment Goals
   C. Goals Based on Theoretical Approach
   D. Goals Associated with Specific Client concern
   E. Assignment: Setting goals for clients on student and demonstration tapes

IV. Choosing Theoretical Therapeutic Approach
   A. Influence of Assessment and Goal Setting on Choice of Approach
   B. Influence of Goals on Choice of Approach
   C. Cultural Considerations of Choice of Approach
   D. Appropriate Approaches for Specific Concerns
   E. Assignment: Choosing approach for clients on student tapes and demonstration tapes

V. Evaluating Client Progress and Counseling Effectiveness
   A. Client/Counselor Collaboration in Evaluating Progress
   B. Models for Measuring Outcomes
   C. Theoretical Approaches to Outcome Measurement
   D. Assignment: Evaluating progress for clients on student tapes and demonstration tapes
VI. Client Notes and Records
A. Writing Case Notes
B. Ethical Considerations of Records Maintenance
C. Value of Research
D. Assignment: Writing case notes for clients on student tapes and demonstration tapes

Clinical Requirements:

Clinical requirements for this internship meet the requirements of the Alabama Board of Examiners in Counseling (ABEC) which reflect CACREP standards for internships. Before beginning Advanced Internship II, students should have completed all requirements for Advanced Internship I.

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

NOTE: for the summer Term, a minimum of three hours a week of group supervision from the university clinical supervisor is required.

Attendance:

Students are expected to attend each group supervision class. More than three absences will result in a failing grade for the student unless the student can officially withdraw. Three 30-minute tardies equal one absence. Students who miss class are expected to obtain materials and notes from the missed class from another student. Any missed quiz must be taken before the next scheduled class after the missed class. NOTE: For the summer Term, any student who misses more than one and one-half classes will receive a failing grade.
**Grading:**

Students will receive grades for quizzes, assignments, tapes, class participation, comportment appropriate for professional counselors, case conceptualizations, and evaluations by site supervisors.

**Tapes:** Students are required to submit four acceptable counseling tapes and case conceptualizations during the semester. The tapes should show advanced counseling interview skills, and should use a minimum of three different counseling approaches. The dates for the four tape submissions and case conceptualizations are:

1. 
2. 
3. 
4. 

In addition, students will be given counseling tapes addressing various concerns, such as grieving, family abuse, substance abuse, divorce, relationships, and diversity issues. Students will be graded on written and oral presentations about the cases.
Appendix B

Instructions for Practicum Registration
INSTRUCTIONS FOR PRACTICUM REGISTRATION

In order to be eligible to enroll in practicum (ECED 6914), all students must meet the following criteria:
Fulfill all the necessary course prerequisites prior to starting the practicum.
ECED 6230 – Ethical & Legal Issues in Counseling
ECED 6280 – Helping Relationships: Counseling Theory and Practice I
ECED 6300 – Group Dynamics and Procedures In Counseling
ECED 6330 – Individual and Group Appraisal

Core courses that may be taken during practicum but must be taken prior to Internship I
ECED 6220 – Professional Orientation to School Counseling or
ECED 6240 – Professional Orientation to Clinical Mental Health Counseling
ECED 6260 – Career Development and Vocational Assessment
ECED 6290 – Counseling Theory and Practice II
ECED 6360 – Assessment and Diagnosis of Abnormal Behavior (this course is strongly recommended but not required prior to Internship I)

With approval from the Graduate Advisor the following core courses may be taken prior to or during Internship I
ECED 6310 – Clinical Consultation, Supervision, & Program Planning or
ECED 6320 – School Counseling Consultation and Program Planning*
(*Note: ECED 6320 must be taken prior to the Praxis II exam)
ECED 6270 – Counseling Diverse Populations

Electives and Foundation courses may be taken during practicum and internship.
ECED 6350 Human Growth & Development
ECED 6370 Addictions Counseling
ECED 6380 Disaster & Crisis Intervention
ECED 6410 Systemic Couples & Family Counseling
ECED 6560 Research & Evaluation in Counseling Programs OR FNDS 6610 Research in Education
ESPE 6100 or its equivalent (for school counselor unless previously taken)

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

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

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

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

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

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

8/2014
Appendix C

Information Form for Practicum & Internship
INFORMATION FORM FOR PRACTICUM & INTERNSHIP
(If you have more than 1 site use a page for each site. You may omit the personal information except your name on page 2.)

Page _______ of _______

YOUR NAME:______________________________________________________________

YOUR CURRENT ADDRESS: ________________________________________________

YOUR CURRENT HOME PHONE: ____________________________________________

YOUR CURRENT WORK PHONE: ____________________________________________

YOUR E-MAIL: __________________________________________________________

YOUR FAX: _____________________________________________________________

YOUR SITE NAME: _______________________________________________________

YOUR SITE ADDRESS: ____________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

YOUR SITE SUPERVISOR: _________________________________________________

HOW TO CONTACT YOUR SITE SUPERVISOR:

PHONE: ________________________________________________________________

EMAIL: ________________________________________________________________

MAILING ADDRESS IF DIFFERENT FROM THE SITE ADDRESS: _________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix D

Information for Site Supervisor
Site Supervisor Information
Clinical Mental Health Counselors
Auburn University
Montgomery

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

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

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

University Supervisors
Dr. Carolyn Thomas
cthomas@aum.edu
Dr. Glenda Reynolds
greynold@aum.edu
Dr. Paul Hard
phard@aum.edu

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

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

Qualifications of Supervisors

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

Duties of Site Supervisors

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

Site Requirements

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

AUM Student Requirements

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

We Require Students to Adhere to ACA Code of Ethics

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

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

We Require Students to Abide by the Policies of the Site

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

We Require Students to Be on Site on Schedule

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

We Require Students to be Responsible for All Documentation

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

Forms

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

Logs

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

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

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

Student Evaluations

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

Mid-Term Evaluation

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

Final Evaluation

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

Evaluation of AUM Counseling Program

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

Thank You

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

School Counselors

Auburn University
Montgomery

Objectives

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

Welcome to AUM

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

University Supervisors

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

University Supervisors

Dr. Carolyn Thomas
cthomas@aum.edu
Dr. Glenda Reynolds
greynold@aum.edu
Dr. Paul Hard
phard@aum.edu

Placement Procedures

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

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

Qualifications of Supervisors

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

Duties of Site Supervisors

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

Site Requirements

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

AUM Student Requirements

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

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

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

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

We Require Students to Abide by the Policies of the Site

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

We Require Students to Be on Site on Schedule

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

We Require Students to be Responsible for All Documentation

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

Forms

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

Logs

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

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

Mid-term Evaluation

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

Final Evaluation

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

Evaluation of AUM Counseling Program

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

Thank you

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

Clinical Instruction
CACREP Section III
Clinical instruction includes supervised practicum and internships completed within a student’s program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting development of the student’s professional counselor identity.

A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision has the following:
   1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
   2. relevant professional experience and demonstrated competence in counseling; and
   3. relevant training and supervision experience.

B. Students serving as individual or group practicum supervisors:
   1. have completed counseling practicum and internship experiences equivalent to those within an entry-level program;
   2. have completed or are receiving preparation in counseling supervision; and
   3. are themselves supervised by program faculty.

C. A site supervisor should meet the following criteria:
   1. a minimum of a master’s degree in counseling or a related profession with equivalent qualification including appropriate certifications and/or licenses;
   2. a minimum of two (2) years of pertinent professional experience in the area in which the student is completing clinical instruction; and
   3. knowledge of the program’s expectations, requirements, and evaluation procedures for students.

D. A counseling practicum learning environment, on- or off-campus that is conducive to modeling, demonstration, and training is available and used for clinical instruction. Program administrative control of or relationship with the learning environment ensures adequate and appropriate access by the faculty and students. The practicum learning environment includes, but is not limited to, the following:
   1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (e.g., TV monitoring and taping);
   2. settings for small group work with assured privacy and sufficient space for appropriate equipment;
   3. necessary and appropriate technologies that assist learning, such as audio, video and telecommunications equipment;
   4. settings with observational and/or other interactive supervision capabilities; and
   5. procedures that ensure that the client’s confidentiality and legal rights are protected.
E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology utilized.

F. Counseling program faculty provide orientation, assistance, consultation and professional develop opportunities for site supervisors.

G. The program requires students to complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student’s practicum includes the following:

1. 40 hours of direct service with clients, including experience in individual counseling and group work;*
2. an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
3. an average of one and one half (1 ½) hours per week of group supervision provided on a regular schedule over the course of a student’s practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. evaluation of the student’s performance throughout the practicum including a formal evaluation at the completion of the practicum.

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform under supervision a variety of counseling activities that a professional counselor would be expected to perform in the setting.

* Auburn Montgomery requires students to have a minimum of 10 clock hours in group work.
CLINICAL INSTRUCTION
CACREP Section III, 2009 Standards
SECTION III

PROFESSIONAL PRACTICE

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

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.

2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.

3. Relevant supervision training and experience.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

1. Have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.

2. Have completed or are receiving preparation in counseling supervision.

3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

C. Site supervisors must have the following qualifications:

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

4. Relevant training in counseling supervision.
D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

PRACTICUM

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNSHIP

G. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.
Appendix F

Agreements
Counseling Practicum Agreement

ECED 6914 (3 semester hours)

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

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

Section A. University Department agrees to:

1. Provide adequate university supervision in accordance with the Program’s Practicum Guidelines which include one (1) hour of individual and one and one-half (1-½) hours of group supervision per week.

2. Provide a copy of the Practicum Guidelines to the Site.

3. Indicate to the practicum student that the Counselor Education Program expects the student to abide by the policies of the site.

4. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student’s performance.

5. Emphasize to the student his or her professional responsibilities to clients.

6. Require the student to purchase liability insurance from a reputable company prior to the beginning of Practicum.
Section B. The Site agrees to:

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

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

2. Make provisions for orientation of the practicum student to the site and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients to the student, emergency procedures of the site, any site-specific limits to confidentiality, and other orientation as required by the Site.

3. Attempt, within site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, ADOE, Alabama Board of Examiners in Counseling and other regulatory entities requirements.

4. Provide office space for the practicum student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients.

5. Assist in the evaluation of the practicum student’s clinical performance. The Site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student’s successful completion of the placement.
6. Assure that the student will be properly supervised at all times by a master’s level or higher counselor with a minimum of two (2) years professional experience.

Section C. The Practicum Student agrees to:

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

Section D. It is agreed and understood that:

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

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2008
AGREEMENT FOR CLINICAL MENTAL HEALTH COUNSELORS

Internship in Counseling: I and II

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

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

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

Section A. University Department agrees to:

1. Provide adequate university supervision in accordance with the Program’s Internship
   Guidelines which includes one-half (1-½) hours of group supervision per week.

2. Indicate to the internship student that the Counselor Education Program expects the
   student to abide by the policies of the Site.

3. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor
   for the purpose of discussing the student’s performance.

4. Emphasize to the student his or her professional responsibilities to clients and stress
   conduct according to the ACA Code of Ethics.

5. Require the student to purchase liability insurance from a reputable company prior to the
   beginning of the term.
**Section B. The Site agrees to:**

1. Provide clinical experience for the student in accordance with Internship Guidelines which require total of three hundred (300) clock hours at the Site and in university supervision for the course. At least part of those hours (about 40% or 120 hours) must be spent in direct contact with clients in individual and/or group counseling.

2. If this is a new placement, make provisions for orientation of the internship student and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients to the student, emergency procedures of the site, any site-specific limits to confidentiality, and other orientation as required by the Site.

3. Attempt, within site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, and ADOE, and Alabama Board of Examiners in Counseling regulations.

4. Provide office space for the student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients.

5. Assist in the evaluation of the student’s clinical performance. The Site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student’s successful completion of the placement.

6. Assure that the student’s supervisor will have a Master’s degree or higher in counseling and a minimum of two (2) years professional experience.

**Section C. The Internship Student agrees to:**

1. Follow the administrative policies, standards, and practices of the Site.

2. Report to the Site on time and follow all established regulations of the Site.

3. Conform to the standards and practices of the University while training at the Site.

4. Keep in confidence all medical and health information pertaining to particular clients.
5. Adhere to the Code of Ethics and Standards of Practice of the American Counseling Association.

Section D. It is agreed and understood that:

1. Placement will be made by mutual cooperation of the Site and the Counselor Education Program at Auburn University Montgomery.

2. No representative of either party will discriminate against a representative of the other party on the basis of race, color, gender, creed, national origin, disability, or sexual orientation. Reasonable accommodations will be made for individuals with disabilities.

3. This agreement may be modified by mutual consent, provided that such modifications will be in writing and signed by a representative of each party.

4. The Site does not assume liability for any injury that the student may receive during his/her experience at the Site, but will make reasonable efforts to provide a safe working environment.

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

________________________________  _________________
AUM Supervisor                      Date

________________________________  _________________
AUM Student                         Date

________________________________  _________________
Site Supervisor                     Date

2008
AGREEMENT FOR SCHOOL COUNSELORS

Internship in Counseling: I and II

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

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

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

Section A. University Department agrees to:

1. Assure through the certification office that candidates interning in P-12 schools be
   supervised by individuals who hold a valid master’s level professional educator
certificate in school counseling and are employed as a counselor.

2. Provide adequate university supervision in accordance with the Program’s Internship
   Guidelines which includes one-half (1½) hours of group supervision per week.

3. Indicate to the internship student that the Counselor Education Program expects the
   student to abide by the policies of the Site.

4. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site
   Supervisor for the purpose of discussing the student’s performance.

5. Emphasize to the student his or her professional responsibilities to clients (students
   and care-givers) and stress conduct according to the ASCA and ACA Code of Ethics.

6. Require the student to provide proof of liability insurance from a reputable company
   prior to the beginning of the term.
Section B. The Site agrees to:

1. Provide clinical experience for the student in accordance with Internship Guidelines which require total of three hundred (300) clock hours at the Site and in university supervision for the course. At least part of those hours (about 40% or 120 hours) must be spent in direct contact with clients in individual and/or group counseling and/or classroom guidance. School Counselors are required by CACREP and ADOE standards to complete these hours in elementary and secondary school settings, therefore part of the internship should be in an elementary school and part of it in a secondary school, with the exception of middle schools. Certain middle school settings will meet the requirement for both elementary and secondary school.

2. If this is a new placement, make provisions for orientation of the internship student and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients (students) to the intern, emergency procedures of the Site, any site-specific limits to confidentiality, and other orientation as required by the Site.

3. Attempt, within Site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, Alabama Department of Education, Board of Examiners in Counseling and other regulatory bodies’ regulations.

4. Provide office space for the student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients.

5. Assist in the evaluation of the student’s clinical performance. The Site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student’s successful completion of the placement.
Section C. The Internship Student agrees to:

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

Section D. It is agreed and understood that:

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

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

AUM Supervisor ______________________  Date ______________________
AUM Student ______________________  Date ______________________
Site Supervisor ______________________  Date ______________________
2012
Appendix G

Practicum/Internship Log of Hours
Summary of all Hours for
☐ Practicum; ☐ Internship I; ☐ Internship II

(student’s name)

TERM: ☐ Spring; ☐ Summer; ☐ Fall ________ (year)

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Total Direct + Total Indirect = Grand Total

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

_________________________________________________  ________________
Student’s Signature                                    Date

_________________________________________________  ________________
Instructor’s Signature                                 Date

Complete and attach to front of Log of Hours when turned in.

Rev. 3/18/2014
### Practicum/Internship Log of Hours

Record Hours Daily  
Term & Year: __________

Student Name: ___________________  Supervisor Name _____________________  
☐ Practicum  ☐ Internship

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2008
Appendix H

Statement of Understanding & Consent to Tape Form
Statement of Understanding & Consent to Tape Form

Auburn Montgomery

Client’s Identification Code: ________________________________

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

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

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

Counseling Student’s Name: ________________________________

Counselee Name: _________________________________________

Date: ________________________________________________
Appendix I

Tape Critique Form
Tape Critique Form

Student Counselor Name ____________________             Client Code________________

Date of Session_______                                                            Session # with Client____

Description of Client: Age, gender, etc.

Brief Summary of Session (Soap Format – Subjective):

Presenting/Current Concern (Soap Format – Subjective):

Intended Goals/Treatment Plan/Objective (Soap Format – Objective):

Positive Counseling Behaviors/ Things You Think You Did Well (3) (Soap Format –
Analysis):

Areas Needing Improvement/Missed Opportunities or Difficulties (3) (Soap Format –
Analysis):

Plans for Future Client Sessions (Soap Format – Plan):

Your overall effectiveness in this session:
4  Effective and Helpful
3  Somewhat Effective
2  Not Very Effective, but Not Harmful
1  Not Effective and Possibly Harmful

Student Signature: ____________________________  Date: ___________________

2/2009
Appendix J

Evaluations
MID-TERM
SITE SUPERVISOR’S EVALUATION OF COUNSELING STUDENT’S PERFORMANCE

Student: ___________________________ Semester: ________________

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

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

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

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

Comments: ____________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Supervisor’s Signature __________________________________________ Date ______

Student’s Signature ____________________________________________ Date_______
School Counselor Performance Evaluation Form

Name of Counseling Student ___________________________________________
Term: (circle one)     spring      summer      fall   Course ________________

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

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

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<td>A. Holds attention of students, classroom management</td>
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<td>B. Effective use of lesson plan</td>
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<td>C. Active involvement of students in learning</td>
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<td>D. Topic consistent with School Guidance Plan</td>
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<td>A. Carefully plans sessions</td>
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<td>B. Presents accurate, relevant, unbiased information</td>
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<td>C. Involves students in their education and career planning</td>
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<td>D. Uses test results accurately and appropriately</td>
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<td></td>
<td>E. Understands and uses appropriate planning for at-risk and identified students with diverse needs</td>
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<tr>
<td>3</td>
<td>Responsive Service</td>
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<td></td>
<td>A. Correctly identifies problem/issues to be resolved</td>
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<td></td>
<td>B. Selects appropriate intervention: consulting, counseling, Referral</td>
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<td></td>
<td>C. Uses individual counseling skills including well-designed and prepared sessions, actively involving the client</td>
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<tr>
<td></td>
<td>D. Uses consulting skills</td>
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<tr>
<td></td>
<td>E. Makes appropriate and well prepared referrals</td>
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<td></td>
<td>F. Uses group techniques that are appropriate to the topic and the needs and abilities of the students</td>
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<td></td>
<td>G. Implements data driven and timely follow-up</td>
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<td></td>
<td>H. Knows how to prioritize needs consistent with school policy and district goals</td>
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<tr>
<td>4</td>
<td>System Support</td>
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<tr>
<td></td>
<td>A. Demonstrates an ability to help the counseling program be an integral part of the total school program</td>
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<tr>
<td>A. Can plan a comprehensive and balanced guidance Program</td>
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<tr>
<td><strong>B. Can select activities that meet the needs of the students in this school</strong></td>
<td></td>
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<tr>
<td>C. Collects data driven evidence of the effectiveness of counselor activities</td>
<td></td>
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<tr>
<td>D. Contributes to collaborative efforts of counseling program and other school programs</td>
<td></td>
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<tr>
<td>E. Demonstrates ability to participate in non-counseling duties that are assigned to the counselor and are consistent with the duties of certified personnel in the school</td>
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<tr>
<td>F. Demonstrates the ability and an attitude to work cooperatively with school administrators</td>
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<tr>
<td>G. Explains the school counseling program effectively to non-counseling personnel, parents, and/or community</td>
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<tr>
<td>H. Can contribute ideas to the ongoing development of the counseling program</td>
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<tr>
<td>I. Demonstrates an understanding of how school and district policies are a part of the school counseling program</td>
<td></td>
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</tbody>
</table>

5. **Professional Relationships:** Builds rapport with
   A. Students
   B. Teachers, administrators and staff
   C. Parents
   D. Resource agencies
   F. Other school specialists

6. **Professional Responsibilities:**
   A. Acts professionally and ethically on the job
   B. Dresses professionally on the job
   C. Seeks professional supervision from site supervisor
   D. Keeps records consistent with ethical and legal guidelines
   E. Demonstrates non-biased attitude toward all students
   F. Overall demonstrates professional behavior at the site

7. **Overall evaluation of student:**
   A. Has knowledge of school counseling
   B. Has skills of school counselor

Other activities observed:

________________________________________________________________________
________________________________________________________________________

Recommendations and comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of supervisor: ________________________________________________ 2007
ON-SITE SUPERVISOR’S EVALUATION
OF CLINICAL MENTAL HEALTH COUNSELING STUDENT’S
PERFORMANCE
For Practicum, Internships I and II

Final Evaluation

Due Date

Semester

Name of Intern: ___________________________
Evaluator: ___________________________
Placement/Site: ___________________________

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

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

******* College “Conceptual Framework” Learning Outcomes are Referenced Below *******

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

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

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

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

Page 2

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

*********** College “Conceptual Framework” Learning Outcomes are Referenced Below ***********

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

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

Comments (Attach additional pages, if needed):

Evaluator’s Signature: ____________________________________ Date: _______
Intern’s Signature: ________________________________________ Date: _______

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

2008
Site Evaluation

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

Name of Site: ____________________________________________________________
Address of Site: __________________________________________________________

Site Supervisor Name: _____________________________________________________
Site Supervisor Phone: ____________________________________________________

Are there other requirements for placement at your site:
________________________________________________________________________
________________________________________________________________________
Number of hours required on site each week: ___________________________________

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

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

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

Was your supervision available on-site? __________________________________________

Are there video-taping capabilities at the site? ________________________________

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

Describe any professional development opportunities you have at the site.
________________________________________________________________________
________________________________________________________________________

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

Student Name & Date: ________________________________________________________

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

2013
### University Supervisor’s Evaluation of the Site

<table>
<thead>
<tr>
<th>Location: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
</table>

**Counseling Environment was Safe and Wholesome**

<table>
<thead>
<tr>
<th>Highly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Highly Agree</th>
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</table>

**Colleagues were positive and supportive of the student**

<table>
<thead>
<tr>
<th>Highly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Highly Agree</th>
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</table>

**Site Supervisor was positive and supportive of the student**

<table>
<thead>
<tr>
<th>Highly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Highly Agree</th>
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</table>

**Student had opportunities to improve knowledge and skill**

<table>
<thead>
<tr>
<th>Highly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Highly Agree</th>
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</table>

**The instructor would recommend this site to other students**

<table>
<thead>
<tr>
<th>Highly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Highly Agree</th>
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</table>

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

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

Site has necessary and appropriate technologies that assist learning, such audio, video, and telecommunications equipment.  
☐ Yes  ☐ No

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

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

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

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

2008
Site Evaluation of the AUM Counseling Program

Name of Site Representative ________________________________________________________

Agency/School Site ___________________________________________ Date ________________

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Base</td>
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<tr>
<td>Counseling Skills</td>
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<tr>
<td>Time Management</td>
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<tr>
<td>Self Care / Wellness</td>
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<td>Ethics</td>
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<td>Documentation</td>
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<tr>
<td>Professionalism</td>
<td></td>
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<tr>
<td>Effectiveness with the Clients/Students</td>
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</table>

**AUM Program Services**

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

**Comments**

________________________________________________________________________
________________________________________________________________________

2008
Appendix K

Practicum/Intern Student Check Sheet
Practicum/Intern Student Check Sheet
Term __________ Year ________

Name of Student _____________________________________________
Attended Practicum Orientation       Yes _____     No _______ ASU ________

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Date Completed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract</td>
<td>2nd wk/</td>
<td></td>
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</tr>
<tr>
<td>Insurance</td>
<td>2nd wk/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Attendance</td>
<td>All term</td>
<td></td>
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</tr>
<tr>
<td>Professional behavior at the site</td>
<td>All term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual sessions</td>
<td>Start 3rd wk/ End 14th wk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape 1</td>
<td>4th wk/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape 2</td>
<td>6th wk/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape 3</td>
<td>8th wk/</td>
<td></td>
<td></td>
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<tr>
<td>Tape 4</td>
<td>9th wk/</td>
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<tr>
<td>Case notes</td>
<td>5-15 wks/</td>
<td></td>
<td></td>
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<tr>
<td>Midterm evaluation from site</td>
<td>9th wk/</td>
<td></td>
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<tr>
<td>Final evaluation from site</td>
<td>15th wk/</td>
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<td></td>
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<tr>
<td>LiveText entry</td>
<td>13th wk/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor’s evaluation</td>
<td>15th wk/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your evaluation of site</td>
<td>15th wk/</td>
<td></td>
<td></td>
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<tr>
<td>Log</td>
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2007
Appendix L

List of Sites
Sites

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

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

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

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

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

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

**Site Supervisors**

A site supervisor should meet the following criteria:

1. A minimum of a master’s degree in counseling or a closely related field and appropriate certifications and/or licenses and employed as a counselor;

2. A minimum of two (2) years of pertinent professional experience; and

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

4. School Counseling site placements must be approved through the certification office.
Examples of Practicum/Internship Sites

<table>
<thead>
<tr>
<th>Clinical Mental Health Sites</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>AUM Early Childhood Center</td>
<td>386 St. Lukes Dr, Mont. AL</td>
</tr>
<tr>
<td>Bradford</td>
<td></td>
</tr>
<tr>
<td>Cahaba Mental Health</td>
<td>417 Medical Center Pkwy, Selma, AL 36701</td>
</tr>
<tr>
<td>Chemical Addictions Program</td>
<td>1153 Air Base Blvd. Mont, AL 36108</td>
</tr>
<tr>
<td>Catholic Social Services</td>
<td>4455 Narrow Lane Rd Mont, AL 36116</td>
</tr>
<tr>
<td>Child Protect</td>
<td>935 S. Perry St. Mont, AL 36104</td>
</tr>
<tr>
<td>East Alabama Mental Health/MR Center: Family and Children’s Service</td>
<td>2300 Center Hills Dr, Bldg. II Opelika AL 36801</td>
</tr>
<tr>
<td>Easter Seal Rehabilitation Center</td>
<td>2125 East South Blvd Mont, AL 36116</td>
</tr>
<tr>
<td>Family Guidance Center</td>
<td>2363 Fairlane Dr. Mont, AL 36116</td>
</tr>
<tr>
<td>Family Sunshine Center</td>
<td>858 South Court St. Mont. AL 36104</td>
</tr>
<tr>
<td>EVEN Program</td>
<td>Call for address</td>
</tr>
<tr>
<td>Lighthouse</td>
<td>1415 E. South Blvd, Mont. AL 36116</td>
</tr>
<tr>
<td>Lurleen B. Wallace Jr. College</td>
<td>(Andalusia)</td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>Elks Center</td>
<td>404 S. Holt St. Montgomery, AL 36104</td>
</tr>
<tr>
<td>Hillside Group Home</td>
<td>Hwy, 231 N., Wetumpka, AL</td>
</tr>
<tr>
<td>Morning Star</td>
<td>716 N. Bainbridge, Montgomery, AL</td>
</tr>
<tr>
<td>Pre-trial Diversion</td>
<td></td>
</tr>
<tr>
<td>SAFY</td>
<td>Carmichael Rd, Montgomery, AL</td>
</tr>
<tr>
<td>Second Chance</td>
<td>810 Cedar St, Montgomery, AL 36106</td>
</tr>
<tr>
<td>Three springs</td>
<td>Tuskegee, AL</td>
</tr>
<tr>
<td>United Methodist Children’s Home</td>
<td>Selma, AL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Sites</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Public and private schools sites are available in most Alabama counties.</td>
<td>Submit the school site of your choice to the clinical coordinator and the certification office for approval.</td>
</tr>
</tbody>
</table>

2-2008
Appendix M

Practicum/Internship Site Survey
Auburn Montgomery
Department of Counselor, Leadership and Special Education

Practicum/Internship Site Survey

Name of Site:

Address:

*Site Supervisor for Student:

Phone:

Interview required for placement?  ☐ Yes  ☐ No

Are there other requirements for placement at your site? ________________

# of Hours Required on Site each week: ________

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

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

Please describe briefly the site supervision experience for the (philosophy, time, group and/or individual, etc.): ________________
Would students have the opportunity to co-lead and/or lead groups?  □ Yes  □ No

Would supervision be available on-site to process with the counselor in-training the group experience?  □ Yes  □ No

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

Are there video-taping capabilities at your site?  □ Yes  □ No

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

Description of program(s) in which students can be placed. Please include any Relevant material such as: Brochures, etc
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Date of this Survey: ________________________________

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

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

American Counseling Association Code of Ethics
2014 ACA Code of Ethics
As approved by the ACA Governing Council

American Counseling Association
counseling.org
Mission

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

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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 nonprofessional 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 collect 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.

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 themselves 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.

Section D
Relationships With Other Professionals

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

D.1. Relationships With Colleagues, Employers, and Employees
D.1.a. Different Approaches
Counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own. Counselors acknowledge the expertise of other professional groups and are respectful of their practices.

D.1.b. Forming Relationships
Counselors work to develop and strengthen relationships with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork
Counselors who are members of interdisciplinary teams delivering multifaceted services to clients remain focused on how to best serve clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines.

D.1.d. Establishing Professional and Ethical Obligations
Counselors who are members of interdisciplinary teams work together with team members to clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

D.1.e. Confidentiality
When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues.

D.1.f. Personnel Selection and Assignment
When counselors are in a position requiring personnel selection and/or assigning of responsibilities to others, they select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies
The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers regarding acceptable standards of client care and professional conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions
Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies or procedures are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be affected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection From Punitive Action
Counselors do not harass a colleague or employee or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Provision of Consultation Services
D.2.a. Consultant Competency
Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed.

D.2.b. Informed Consent in Formal Consultation
When providing formal consultation services, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality.
Section E
Evaluation, Assessment, and Interpretation

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

E.1. General

E.1.a. Assessment
The primary purpose of educational, mental health, psychological, and career assessment is to gather information regarding the client for a variety of purposes, including, but not limited to, client decision making, treatment planning, and forensic proceedings. Assessment may include both qualitative and quantitative methodologies.

E.1.b. Client Welfare
Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information provided. They respect the client’s right to know the results, the interpretations made, and the bases for counselors’ conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence
Counselors use only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology-based application. Counselors take reasonable measures to ensure the proper use of assessment techniques by persons under their supervision.

E.2.b. Appropriate Use
Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results
Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of psychometrics.

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients
Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in terms and language that the client (or other legally authorized person or 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.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 theories/techniques/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative theories/techniques/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/techniques/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.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, institutional regulations, and scientific standards governing research.

G.1.b. Confidentiality in Research
Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

G.1.c. Independent Researchers
When counselors conduct independent research and do not have access to an institutional review board, they are bound to the same ethical principles and
federal and state laws pertaining to the review of their plan, design, conduct, and reporting of research.

G.1.d. Deviation From Standard Practice
Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when research indicates that a deviation from standard or acceptable practices may be necessary.

G.1.e. Precautions to Avoid Injury
Counselors who conduct research are responsible for their participants’ welfare throughout the research process and should take reasonable precautions to avoid causing emotional, physical, or social harm to participants.

G.1.f. Principal Researcher Responsibility
The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.2. Rights of Research Participants

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

G.2.b. Student/Supervisee Participation
Researchers who involve students or supervisees in research make clear to them that the decision regarding participation in research activities does not affect their academic standing or supervisory relationship. Students or supervisees who choose not to participate in research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.c. Client Participation
Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.d. Confidentiality of Information
Information obtained about research participants during the course of research is confidential. Procedures are implemented to protect confidentiality.

G.2.e. Persons Not Capable of Giving Informed Consent
When a research participant is not capable of giving informed consent, counselors provide an appropriate explanation to obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.f. Commitments to Participants
Counselors take reasonable measures to honor all commitments to research participants.

G.2.g. Explanations After Data Collection
After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.h. Informing Sponsors
Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

G.2.i. Research Records Custodian
As appropriate, researchers prepare and disseminate to an identified colleague or records custodian a plan for the transfer of research data in the case of their incapacitation, retirement, or death.

G.3. Managing and Maintaining Boundaries

G.3.a. Extending Researcher–Participant Boundaries
Researchers consider the risks and benefits of extending current research relationships beyond conventional parameters. When a nonresearch interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant, the researcher must show evidence of an attempt to remedy such harm.

G.3.b. Relationships With Research Participants
Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

G.3.c. Sexual Harassment and Research Participants
Researchers do not condone or subject research participants to sexual harassment.

G.4. Reporting Results

G.4.a. Accurate Results
Counselors plan, conduct, and report research accurately. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results
Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors
If counselors discover significant errors in their published research, they take
reasonable steps to correct such errors in a correction erratum or through other appropriate publication means.

G.4.d. Identity of Participants
Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data are adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies
Counselors are obligated to make available sufficient original research information to qualified professionals who may wish to replicate or extend the study.

G.5. Publications and Presentations

G.5.a. Use of Case Examples
The use of participants’, clients’, students’, or supervisees’ information for the purpose of case examples in a presentation or publication is permissible only when (a) participants, clients, students, or supervisees have reviewed the material and agreed to its presentation or publication or (b) the information has been sufficiently modified to obscure identity.

G.5.b. Plagiarism
Counselors do not plagiarize; that is, they do not present another person’s work as their own.

G.5.c. Acknowledging Previous Work
In publications and presentations, counselors acknowledge and give recognition to previous work on the topic by others or self.

G.5.d. Contributors
Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first, and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors
Counselors who conduct joint research with colleagues or students/supervisors establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment that will be received.

G.5.f. Student Research
Manuscripts or professional presentations in any medium that are substantially based on a student’s course papers, projects, dissertations, or theses are used only with the student’s permission and list the student as lead author.

G.5.g. Duplicate Submissions
Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in one journal or published work are not submitted for publication to another publisher without acknowledgment and permission from the original publisher.

G.5.h. Professional Review
Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and avoid personal biases.

Section H
Distance Counseling, Technology, and Social Media

Introduction
Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources. Counselors understand the additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

H.1. Knowledge and Legal Considerations

H.1.a. Knowledge and Competency
Counselors who engage in the use of distance counseling, technology, and/or social media develop knowledge and skills regarding related technical, ethical, and legal considerations (e.g., special certifications, additional course work).

H.1.b. Laws and Statutes
Counselors who engage in the use of distance counseling, technology, and social media within their counseling practice understand that they may be subject to laws and regulations of both the counselor’s practicing location and the client’s place of residence. Counselors ensure that their clients are aware of pertinent legal rights and limitations governing the practice of counseling across state lines or international boundaries.

H.2. Informed Consent and Security

H.2.a. Informed Consent and Disclosure
Clients have the freedom to choose whether to use distance counseling, social media, and/or technology within the counseling process. In addition to the usual and customary protocol of informed consent between counselor and client for face-to-face counseling, the following issues, unique to the use of distance counseling, technology, and/or social media, are addressed in the informed consent process:

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

H.2.b. Confidentiality Maintained by the Counselor
Counselors acknowledge the limitations of maintaining the confidentiality of electronic records and transmissions. They inform clients that individuals might have authorized or unauthorized access to such records or transmissions (e.g., colleagues, supervisors, employees, information technologists).

H.2.c. Acknowledgment of Limitations
Counselors inform clients about the inherent limits of confidentiality when using technology. Counselors urge clients to be aware of authorized and/or unauthorized access to information disclosed using this medium in the counseling process.

H.2.d. Security
Counselors use current encryption standards within their websites and/or technology-based communications that meet applicable legal requirements. Counselors take reasonable precautions to ensure the confidentiality of information transmitted through any electronic means.

H.3. Client Verification
Counselors who engage in the use of distance counseling, technology, and/or social media to interact with clients take steps to verify the client’s identity at the beginning and throughout the therapeutic process. Verification can include, but is not limited to, using code words, numbers, graphics, or other nondescript identifiers.

H.4. Distance Counseling Relationship
H.4.a. Benefits and Limitations
Counselors inform clients of the benefits and limitations of using technology applications in the provision of counseling services. Such technologies include, but are not limited to, computer hardware and/or software, telephones and applications, social media and Internet-based applications and other audio and/or video communication, or data storage devices or media.

H.4.b. Professional Boundaries in Distance Counseling
Counselors understand the necessity of maintaining a professional relationship with their clients. Counselors discuss and establish professional boundaries with clients regarding the appropriate use and/or application of technology and the limitations of its use within the counseling relationship (e.g., lack of confidentiality, times when not appropriate to use).

H.4.c. Technology-Assisted Services
When providing technology-assisted services, counselors make reasonable efforts to determine that clients are intellectually, emotionally, physically, linguistically, and functionally capable of using the application and that the application is appropriate for the needs of the client. Counselors verify that clients understand the purpose and operation of technology applications and follow up with clients to correct possible misconceptions, discover appropriate use, and assess subsequent steps.

H.4.d. Effectiveness of Services
When distance counseling services are deemed ineffective by the counselor or client, counselors consider delivering services face-to-face. If the counselor is not able to provide face-to-face services (e.g., lives in another state), the counselor assists the client in identifying appropriate services.

H.4.e. Access
Counselors provide information to clients regarding reasonable access to pertinent applications when providing technology-assisted services.

H.4.f. Communication Differences in Electronic Media
Counselors consider the differences between face-to-face and electronic communication (nonverbal and verbal cues) and how these may affect the counseling process. Counselors educate clients on how to prevent and address potential misunderstandings arising from the lack of visual cues and voice intonations when communicating electronically.

H.5. Records and Web Maintenance
H.5.a. Records
Counselors maintain electronic records in accordance with relevant laws and statutes. Counselors inform clients on how records are maintained electronically. This includes, but is not limited to, the type of encryption and security assigned to the records, and if/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 Violations and use it as a reference for assisting in the enforcement of the ACA Code of Ethics.

I.1. Standards and the Law

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

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

1.1.c. Conflicts Between Ethics and Laws
If ethical responsibilities conflict with the law, regulations, and/or other governing 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

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

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

1.2.c. Consultation
When uncertain about whether a particular situation or course of action may be in violation of the ACA Code of Ethics, counselors consult with other counselors who are knowledgeable about ethics and the ACA Code of Ethics, with colleagues, or with appropriate authorities, such as the ACA Ethics and Professional Standards Department.

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

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

1.2.f. Unfair Discrimination Against Complainants and Respondents
Counselors do not 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.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.

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See 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 co-created 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.

**Confidential Information** – 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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- ACA Code of Ethics -
American School Counselor Association Code of Ethics
Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has 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: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirm within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional 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 self-appraisal and peer evaluations regarding school counselors’ responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

c. Respect students’ values, beliefs and cultural background and do not impose the school counselor’s personal values on students or their families.

d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.

e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.

f. Consider the involvement of support networks valued by the individual students.

g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student’s age.

h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and
 therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students’ behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.

c. Recognize the complicated nature of confidentiality in schools and consider each case in context. 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 defined 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.

d. Recognize their primary 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, especially in value-laden issues. 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 protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The 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.

f. 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:

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

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students’ identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.


Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional 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. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor’s scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor’s education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student’s needs.
A.6. Group Work

Professional school counselors:
a. Screen prospective group members and maintain an awareness of participants’ needs, appropriate fit and personal goals in relation to the group’s intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.
c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
d. Provide necessary follow up with group members, and document proceedings as appropriate.
e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:
a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.
b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:
a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
b. Keep sole-possession records or individual student case notes separate from students’ educational records in keeping with state laws.
c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student’s records and allows parents to have a voice in what and how information is shared with others regarding their child’s educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:
a. Adhere to all professional standards regarding 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 trained and competent.
b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
f. 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.
g. Assess the effectiveness of their program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:
a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students’ individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
b. Advocate for equal access to technology for all students, especially those historically underserved.
c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
d. Understand the intent of FERPA and its impact on sharing electronic student records.
e. Consider the extent to which cyberbullying is interfering with students’ educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.
A.11. Student Peer Support Program

Professional school counselors:

a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students’ maximum development.

b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student’s effectiveness and welfare.

c. Are sensitive to diversity among families and 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.

d. Inform parents of the nature of counseling services provided in the school setting.

e. Adhere to the FERPA act regarding disclosure of student information.

f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.

b. Recognize that working with minors in a school setting requires school counselors to collaborate with students’ parents/guardians to the extent possible.

c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.

d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly fords the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treat colleagues with professional respect, courtesy and fairness.

c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.

d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.

d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.

e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success compe-
tencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:
a. Support and protect students’ best interest against any infringement of their educational program.

b. Inform appropriate officials, in accordance with school 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.

c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.

d. Delineate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

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

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students’ developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:
a. Collaborate with community agencies, organizations and individuals in students’ best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:
a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.

c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor’s career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:
a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familialism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that repre-
sent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students’ identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.

f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

b. Provide support, consultation and mentoring to novice professionals.

c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.

b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.

c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.

d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.

e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - State school counselor association
   - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
   • Educating and consulting with the membership regarding ethical standards
   • Periodically reviewing and recommending changes in code
   • Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
   • Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students’ chronological and developmental levels
4. Consider the setting, parental rights and minors’ rights
5. Apply the moral principles
6. Determine Your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action
Appendix P

Auburn Montgomery

Disclosure Statement Counselor Education
Auburn Montgomery
Disclosure Statement Counselor Education

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

1. I understand the process of advising and registering for classes. I also understand that any questions regarding registration should be directed to my advisor.

2. I agree that I am responsible for working with my professors when I have concerns about my classes and that I have the resource of the Student Affairs Committee if I have a problem at the university level. If I wish to appeal a grade I must follow the procedure listed in the current student handbook, The AUMANAC.

3. Site election for practicum and internship is a different process from registration. 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 disciplinary action up to and including expulsion from the Counselor Education program in accordance with University, School of Education and area policy on such matters.

5. I agree that I am aware of the due process procedures if the faculty of the Area of Counseling should deem it necessary for me to remediate or be dismissed from the program.

6. I do not have a criminal record or use illegal substances that would prevent me from working in a school or clinical mental health counseling setting. (If you have been arrested or convicted of a criminal offense check here. ______. A faculty member will discuss it with you to see if it will prevent you from working in the area of counseling.)

7. I agree to read and abide by the Auburn Montgomery student code of conduct. I am aware that the code of conduct is contained in the Graduate Student Handbook.

__________________________________
Signature of Student

__________________________________
Date 2/09
Appendix Q

Auburn Montgomery

Site Supervisor Data Sheet
AUM COUNSELING DEPARTMENT SITE SUPERVISOR DATA SHEET

Check which applies: □ ECED 6914 Practicum; □ ECED 6924 Internship I; or □ ECED 6925 Internship II

AUM Student Name and S#: ________________________________________________________________

Supervisor’s Name (as shown on teacher certification): ____________________________________________

Place of Employment: ______________________________________________________________________

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

□ Other specify ______________________________ from __________ to __________

Graduate Degree in: □ School Counseling; □ Community or Clinical Mental Health Counseling;

□ Clinical Mental Health Counseling; □ Rehabilitation Counseling;

□ Other specify ________________ Year Graduated __________

College or University: ______________________________________________________________________

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

Other specify: _____________________________________________________________________________

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

Site Supervisor Employment History:

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Honors: __________________________________________________________________________________

Other (Such as Professional Involvement):

___________________________________________________________________________________________

___________________________________________________________________________________________

Site Supervisor Signature ___________________________ Date __________

Mail to: Dr. Glenda Reynolds, Auburn University Montgomery, School of Education, P. O. Box 244023, Montgomery, AL 36124-4023 or email to greynold@aum.edu; CC Certification Office.

School Counselors only: School of Education Certification Office Approved

Signature ___________________________ Date __________