
Educational Leadership and Counseling Department

Editors

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Niagara University, College of Education, Niagara University, NY 14109. Founded 1856.
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Welcome

On behalf of the faculty and staff, we welcome you to Niagara University’s school counseling program. We offer a strong foundation in integrated courses linking the mental health counseling, school counseling, and school psychology disciplines. We believe this offers you invaluable exposure to multidisciplinary approaches to servicing students and their families.

As a faculty, we are committed to ensuring that our students receive current training in best practice approaches. The program which you are about to begin provides you with the knowledge, skills, and dispositions to develop comprehensive school counseling programs which foster the development of student competencies as specified by the American School Counseling Association (ASCA) in the National Standards for School Counseling Programs (1998) and the American School Counseling Association (ASCA) National Model (2005).
Information for Practicum and Internship Supervisors

Thank you for agreeing to serve as a field supervisor for our graduate School Counseling program! A heartfelt indebtedness is extended to all those in the field who give generously of their time and experience. As part of the process of formalizing the placement arrangement, we are providing this manual in order that you may better understand our program. Niagara University's School Counseling program was designed in accordance with the guidelines of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and adheres to the professional ethics of the American Counseling Association (ACA) and its divisional affiliate the American School Counselor Association (ASCA). Niagara University offers a 36 credit hour program Master of Science in Education degree (M.S.Ed.) in School Counseling (12 graduate courses) with a 300 hour field placement requirement (Practicum and Internship). The curriculum for the School Counseling program is listed in this manual. In addition, Niagara University offers a Certificate of Advanced Studies (CAS) in School Counseling which is comprised of 24 credit hours (8 graduate courses). The CAS provides the educational component needed for students to obtain permanent certification as a School Counselor in the state of New York. The Educational Leadership and Counseling Department at Niagara University also offers master's degrees in School Psychology and Mental Health Counseling.

What is a School Counselor?
The American School Counselor Association (ASCA) defines school counselors in the following way: "Professional school counselors are certified/licensed professionals with a masters' degree or higher in school counseling or the substantial equivalent and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and helping all students in maximizing student achievement." (ASCA, 2004). School Counseling is a distinct profession with national standards for education and practice. The American Counseling (ACA) and the American School Counselor Association (ASCA) are the primary organizations representing School Counselors. Other pertinent information regarding School Counselors is listed below:

- According to O*NET, 260,000 Educational, Vocational, and School Counselors are practicing in the United States.
- Projected growth in the profession (2006-2016) is Average (7-13%)
- Projected need for professionals (2006-2016) is 84,000 additional employees
- Median wages (2004) $24.54 hourly; $51,050 annual

In What Settings Do School Counselors work?

School Counselors work in:
* Elementary, Middle, or Secondary Schools
Web-Sites for Additional Information on School Counselors (and other counselors):

American Counseling Association (ACA) www.counseling.org
American School Counselor Association (ASCA) www.schoolcounselor.org
National Board for Certified Counselors, Inc. (NBCC) www.nbcc.org
New York State School Counselor Association (NYSSCA) www.nyssca.org
The Education Trust, The National Center for transforming School Counseling (TSC) www.edtrust.org
Council for Accreditation of Counseling and Related Educational Programs (CACREP) www.cacrep.org

For more information concerning the School Counseling graduate program, please contact:

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**College of Education: NCATE Accredited**

The Niagara University College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE is the dominant accreditation for colleges of education. While NCATE does not accredit counseling programs, NCATE requires that all programs (including counseling) meet a higher standard of education and training. Niagara University's College of Education has been NCATE accredited since 1986. For more information on NCATE, go to their web-site at www.ncate.org.
In fall 2007, the College of Education moved into a new, state of the art, high tech building on the NU campus.
College of Education: Mission Statement and Conceptual Framework

It is the mission of the College of Education to prepare educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to serve others and who further the values and practices of their prospective professions. We seek to inspire our candidates, in the Vincentian tradition, to individually and systematically foster human learning, development, spiritual well being, and emotional stability in each of the students and clients they encounter.

As a faculty, we are committed to developing programs with courses, clinical experiences, and assessments based on the following three complimentary orientations:

1. **Student-Centering Through Constructivist Practice**

This orientation is based on the belief that knowledge is created and developed by learners and is influenced by the experiences, values, and multiple identities (e.g. race, class, culture, gender, nationality, exceptionality, language of individuals). This perspective drives us to place the prior knowledge and experiences of students at the core of our instructional practice and facilitates their development through meaningful exploration. Constructivist practice invites candidates to be active participants in their own development and to view knowledge—in theory and in practice—as fluid social constructions that are made and re-made through reflective interactions with social, cultural, and natural phenomenon.

2. **A Process-Product Framework**

Throughout our programs, we also emphasize that education and counseling are most effective when they acknowledge the interdependence of process and product. These are not opposites; rather they are part of each other as seen, for example, when candidates use a process of critical and creative thought to produce and implement pedagogical approaches or counseling strategies. These outcomes or "products" are themselves part of processes since they represent points on each candidate’s developmental continuum. With this individualized framework for growth, there are multiple paths to effective practice and we encourage educators and counselors to continuously examine and implement a wide range of research-based best practices.

3. **Reflective Practice**

Self-assessment, peer-assessment, and critical examination of the efficacy of one’s own practice are essential dispositions for all professionals. We believe that reflective practice can be taught in the context of courses that view students as knowledge producers in search of meaning. Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing. Educators and mental health professionals must be reflective and metacognitive themselves in order to encourage these practices in those they serve. We also believe that interaction with current and future practitioners both extends and promotes such reflection.
Faculty members in the College seek to extend and promote these orientations through modeling related pedagogical practices and instilling in our candidates a desire to promote such practices in their professional lives.

Mission Statement of the Niagara University School Counseling Graduate Program:

The mission of the Niagara University school counseling program is to educate professional school counselors. Graduates of the school counseling program will be able to address the academic, career, and personal/social needs of P-12 students. Our graduates will be ethical, reflective practitioners skilled in serving diversity in the schools. The Niagara University school counseling program has a strong commitment to social justice in the school environment, ethical and social responsibility and to leadership in the school counseling profession.

The Education Trust, National Center for Transforming School Counseling (TSC): Information on our Affiliation

The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. The mission is to work for high academic achievement of all students at all levels, pre-kindergarten through college, and forever closing the achievement gaps that separate low-income students and students of color from other youth. The basic tenet of the Education Trust is that “All children will learn at high levels when they are taught to high levels.”

In June 2003, The Education Trust and MetLife Foundation established the National Center for Transforming School Counseling (NSTSC). The NCTSC is a nation-wide network of organizations, state departments of education, school counselor professional associations, institutions of higher education and school districts currently involved in the transforming school counseling initiative. Through the center, the networked sites form a community of influence to transform the field of school counseling into a force for promoting standards-based education reform.

In January 2005 Niagara University’s College of Education and the Department of Educational Leadership and Counseling officially became a part of the network of the National Center for Transforming School Counseling. In order for a university to become an affiliated institution in this new national initiative, a partnership needed to be formed with a school district with specific requirements. The National Center for Transforming School Counseling believes school counselors have a critical role to play in helping schools meet the needs of all students, especially those underserved in the past. The National Center for Transforming School Counseling is focused on preparing school counselors to become change agents focusing on eliminating the barriers that hinder student achievement. The partnership between the Department of Educational Leadership and Counseling and The City of Tonawanda School District is the vehicle for exchanging ideas and fostering new and essential skills in graduates of the School Counseling Program. The graduating school counselors will be prepared to meet the expectations of their new roles in schools by developing skills in counseling, consultation, leadership, collaboration, advocacy, teaming, and uses of data.
As a Vincentian University, the mission statement of Niagara University states that it "seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and in the larger world." The University has a long and distinguished history of supporting groups and activities which promote social justice. Intrinsic to the University’s mission is the God-given dignity of every person. This is in perfect harmony with the mission of the Initiative for Transforming School Counseling. By placing our capable graduate students in the Tonawanda City Schools, there are opportunities for them to face challenges related to poverty and achievement. These experiences will enable them to develop problem-solving strategies to meet the needs of all students. As a result Niagara university graduates will experience personal growth and intellectual maturity while serving students in the Tonawanda City Schools.

Non Discrimination Policy:
In accord with our institution, Niagara University, and flagship organization, the American Counseling Association (ACA), Niagara University’s School Counseling program does not discriminate on the basis of disability, ethnicity, veteran’s status, culture, religion, class, sexual orientation, or gender.

Counselor Licensure and Certification:
All graduate students should plan to become certified school counselors in New York or whatever state they reside. In addition, all students should consider becoming National Certified School Counselors (NCSC) or National Certified Counselors (NCC) after they complete the post-graduate requirements. Additionally, there are numerous other credentials offered by state agencies, universities and private organizations. Graduate students should discuss credentialing with their faculty advisor.

Full Time Faculty:
The faculty listed below hold full time appointments in Mental Health Counseling, School Counseling and/or School Psychology.

Kristine Augustyniak, Ph.D., LP, Associate Professor
Dr. Augustyniak is a licensed psychologist and founder of Niagara University’s School Psychology program. She earned a Ph.D. in Counseling Psychology and M.A. degree in School Psychology from The State University of New York at Buffalo, and B.S. degrees in Elementary Education and Business from Buffalo State College. Her course offerings have focused on a variety topics related to psychological assessment, individual and group psychotherapy, and child and adolescent mental health issues. The primary subject of Dr. Augustyniak’s research interests and publications include evidence-based approaches in assessment and intervention planning for children and adolescents suffering from eating disorders, learning disabilities, and neuromuscular disorders. Her scholarship also includes publications, research grants, and presentations related to topics of school-based violence prevention, kindergarten readiness assessment, and the methodologies of school-based needs assessments. Along with participation in several regional and national professional organizations that promote best practices in school psychology, Dr. Augustyniak is routinely involved in a number of community efforts to foster youth
services and advocate for the mentally disabled. She was also recently appointed to a second term as medical panel member of the Surrogate Decision-Making Committee of the School of New York Commission on Quality of Care for the Mentally Disabled. Dr. Augustyniak coordinates the School Psychology program.

**Roselind Bogner, Ph.D., LMHC, CPPE, Associate Professor**

Dr. Bogner earned both her M.Ed. and Ph.D. in counselor education from the University at Buffalo. She completed a Certificate of Advanced Studies (CAS) in School Administration at SUNY-Fredonia. Dr. Bogner is a New York State licensed mental health counselor and a National Association of Peer Program Professionals certified peer program educator, consultant, and trainer. She previously held the position of visiting clinical assistant professor in the Graduate School of Education at the University at Buffalo and adjunct professor at Canisius College. For many years, Dr. Bogner was a school counselor at the high school and middle school levels in Western New York. At Niagara University, Dr. Bogner co-coordinates the school counseling program and chairs the Program and Assessment Committee, which analyzes and approves new and revised curriculum for the College of Education. She is the university’s liaison for the Education Trust’s Center for Transforming School Counseling, which is a national initiative. In this capacity, she coordinated the establishment of a working partnership with a local school district to continually assess and revise counseling programs in response to the expectations of school counselors for the 21st century. Currently, she serves on the editorial board for the *New York State School Counseling Journal*, and is a member of the board of directors and the secretary for the National Association of Peer Program Professionals. As the vice president (2006-2008) for professional development for the New York Counselors Association, she coordinated a successful state convention in Rochester, New York. Dr. Bogner has presented workshops at numerous state and national conferences. Her research interests include the development of counseling skills through the creation of authentic role plays by using theatre students as clients; the development and implementation of peer helping/empowerment programs in schools utilizing a collaboration approach; the development, implementation, and assessment of comprehensive developmental school counseling programs; school based pro-social behavior interventions; and the development of active, integrative teaching strategies.

**Morgan Caitlin Brooks, Ph.D., LMHC, NCC, Associate Professor**

Dr. Conway received her Ph.D. and M.Ed. from the University of New Orleans and her B.A. from Tulane University. Dr. Conway is a nationally certified counselor (NCC), a New York State Certified Mediator, and has advanced training in grief counseling. She teaches courses and advises students in both the Mental Health Counseling and School Counseling programs. She currently serves on the editorial review board for the *Journal of College Counseling*. Her professional memberships include the American Counseling Association (ACA), the International Association for Marriage and Family Counseling (IAMFC), the American Mental Health Counseling Association (ASCA), the New York Counseling Association (NYCA), and the New York Mental Health Counseling Association (NYMHCA). Among the courses she teaches are Abnormal Psychology, Introduction to Counseling, Counseling Theory and Practice, Mental Health Counseling
Internship, and School Counseling Practicum and Internship. Her research has involved examining adult children of divorce and intimate relationships and her clinical and research interests include divorce, couples, grief and loss issues, college counseling, forensics, personality disorders, and oncological counseling. Additionally, Dr. Brooks has served as a staff counselor at Niagara University's Counseling Center and serves as faculty liaison for Niagara University's Counseling Center. Dr. Brooks co-coordinates the School Counseling program.

Lisa Kilanowski-Press, Ph.D., M.S., CAS, Assistant Professor

Professor Kilanowski-Press is a School Psychologist previously employed by the Aiken County School District in Aiken South Carolina. Prior to attending IUP, Dr. Kilanowski-Press earned a B.A. in Psychology at the University of Buffalo and Her M.S. and CAS in School Psychology at Niagara University. Dr. Kilanowski-Press' principle research interests surround the functioning of sexual minority youth in K-12 schools, cognitive assessments with a problem solving approach to intervention, and disability identification, and metacognition as an academic intervention. Dr. Kilanowski-Press' primary teaching responsibility is in the graduate School Psychology program.

Contact Information for Students: Full Time Faculty

<table>
<thead>
<tr>
<th>Name &amp; Title</th>
<th>Academic Program</th>
<th>Office</th>
<th>Phone #</th>
<th>E-mail</th>
</tr>
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<tr>
<td>Dr. Kristine Augustyniak</td>
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National Accreditation:
The Niagara University's School Counseling program will be seeking accreditation from the Council for the Accreditation for Counseling and Related Educational programs (CACREP) in the near future. CACREP was formally established in 1981 as the professional standard in the counseling field. While Niagara University's School Counseling program has not yet applied for CACREP accreditation, the program was founded on CACREP guidelines and continues to operate in accord with CACREP. CACREP accreditation, though desirable, is not required for state certification.
Niagara University is nationally accredited by the Middle States Association of Colleges and Schools, one of the seven regional accreditations recognized by the U.S. Department of Education and the College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

At the completion of the Master of Education (M.Ed.) in School Counseling, candidates will be able to effectively address pertinent issues as conceived by the Eight Core Areas set forth by the Council for the Accreditation for Counseling and Related Educational Programs (CACREP).

**The Eight CACREP Core Areas reflected in Niagara University's School Counseling curriculum:** Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:
   a. history and philosophy of the counseling profession;
   b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
   c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
   d. self-care strategies appropriate to the counselor role;
   e. counseling supervision models, practices, and processes;
   f. professional organizations, including membership benefits, activities, services to members, and current issues;
   g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
   h. the role and process of the professional counselor advocating on behalf of the profession;
   i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
   j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, and career information systems;

c. career development program planning, organization, implementation, administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques relevant to career planning and decision making; and

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;

b. counselor characteristics and behaviors that influence helping processes;

c. essential interviewing and counseling skills;

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

f. a general framework for understanding and practicing consultation; and
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

   a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

   b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

   c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

   d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

   e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

   a. historical perspectives concerning the nature and meaning of assessment;

   b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

   c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

   d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

   e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. statistical methods used in conducting research and program evaluation;

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

General Program Requirements:

Students must maintain a B average (3.00) to remain in the program. Students must also demonstrate they are ethical students and practitioners. Ethical professional practice is defined as counseling in accord with the ethical codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Ethical practice as a graduate student at NU requires that students do not plagiarize academic work or engage in any other dishonest or unethical academic conduct. See the Niagara University Graduate Catalog or the NU web-site at www.niagara.edu for additional information.

Niagara University Counseling Program’s Statement of Due Process:

Admission to the graduate programs in School or Mental Health Counseling does not guarantee completion of the programs. Successful completion of the master's degree in counseling (school or mental health) reflects the following:

1. For the School Counseling program, completion of 36 credit hours in good academic standing (3.00 GPA). For the Mental Health Counseling program, the requirements are completion of 60 graduate hours in good academic standing (3.00 GPA).

2. Satisfactory, regular class attendance.
3. Demonstrating professional ethical standards as established by the American Counseling Association (ACA), American School Counselor Association (ASCA) and affiliate organizations.
5. Successful results on the mid-program evaluation, and comprehensive evaluation.
6. Successful defense of the counseling portfolio. Masters’ candidates who fail the Portfolio presentation twice are subject to dismissal from the program.

Candidates may be dismissed from the academic program by majority vote of the full-time counseling faculty as a result of sub-standard academic performance, unethical or illegal behavior in the classroom or on the practicum/internship setting (as set forth by the ACA Code of Ethics and Standards of Practice and the ASCA Code of Ethics). In the event that a candidate in the counseling program appears to be at risk for dismissal or is struggling with the academic, social or ethical demands of the program, the following steps provide due process:

1. The first step is for the counseling faculty to review the student’s progress. Then, if necessary, the faculty advisor will meet with the student to review concerns.
2. If the first step has not resolved the issue or issues, the second step is for the faculty to develop a contract outlining needed areas of improvement.
3. If contracting with the student fails to correct the concerns, the student is dismissed from the program.
4. Any student dismissed from the program may appeal to the Dean of the College of Education for reinstatement.

Niagara’s Program and New York State Certification:

Provisional Certification can be applied for (through the University) at the completion of the master’s degree, Child Abuse Workshop, Violence Prevention Workshop and fingerprinting verification. Students can complete the two workshops through many sources, including the following websites (www.violenceworkshop.com and www.childabuseworkshop.com). Students can get fingerprinting packets in the Education Office Academic Complex Room 221 and then take them to the police station for fingerprinting. Students should follow all directions as given in the packet.

Permanent Certification requires completion of the CAS courses (totaling 60 credit hours, which includes credits for the master’s degree in school counseling) and two years of appropriate experience (as assessed and approved by the New York State certification board). Students must complete the additional requirements within 5 years of obtaining Provisional Certification or request an extension from New York State.
Required Courses for Master of Science in Education and the Certificate of Advanced Studies (CAS)

Master’s Degree Required Courses

EDU 595  Introduction to Educational Research
EDU 651  Introduction to Counseling
EDU 652  Multicultural Counseling
EDU 654  Counseling Theory and Practice
EDU 655  Lifespan Development and Behavior
EDU 657  Assessment in Counseling
EDU 658  Counseling Process
EDU 659  Wellness and the Counseling Process
EDU 664  Career Counseling and Planning
EDU 669  Group Theory and Application
EDU 676  School Counseling Practicum
EDU 677  School Counseling Internship

CAS Required Courses

EDU 682  Organization and Administration of the Guidance Program
EDU 666  Abnormal Psychology
EDU 668  Family Counseling
EDU 669  Group Theory and Application
EDU 674  Consultation in Counseling
EDU 678  School Counseling Advanced Internship

CAS Electives (examples...this is not exhaustive)

EDU 663  Interpersonal Communications
EDU 670  Differential Diagnosis and Treatment Planning
EDU 671  Psychopharmacology
EDU 672  Bases to Drug and Alcohol Addictions
EDU 803  Counseling and Behavior Therapy with Children

Courses Required for the School Counseling Program:

The School Counseling program, leading to a Master of Science in Education degree (M.S.Ed.) requires 36 semester credit hours. The CAS in School Counseling requires 24 credits (18 in required courses and 6 in electives). 300 clock hours of field placement (practicum and internship) are also required.
Required Courses for the Master's Degree (36 Credit Hours). Students attending full time can complete the master's degree in 4 academic semesters. The curriculum is listed below:

EDU 595: Introduction to Educational Research
This course is designed to introduce graduate students to the principles of research in education. Students will become effective consumers of educational research by analyzing the literature in a particular area of study and synthesizing the results into material that can be applied to diverse educational settings. Students will also develop practical research skills that they might use to assist them in their own professional development. Preservice teachers and practitioners enrolled in this course will complete a field-based research project pertaining to their area of study.

EDU 651: Introduction to Counseling
This course explores the basic counseling process, including developing active listening skills, building rapport and facilitating client awareness. The course will also examine the settings in which a professional counselor can practice, such as schools, community and mental health agencies, career counseling centers, rehabilitation programs, and addiction programs. Professional roles, ethical standards and professional credentialing will be introduced in this course.

EDU 652: Multicultural Counseling
As an introduction to the issues which arise in counseling multicultural and diverse populations, this course will focus upon understanding the differences and similarities in values, goals and challenges of individuals from diverse backgrounds. Personal exploration into attitudes and behaviors toward others from different backgrounds will be emphasized.

EDU 654: Counseling Theory and Practice
This course will examine the various theoretical perspectives and techniques in the field of counseling. Through application of various counseling theories to the analysis of case studies and personal growth challenges, the student will begin to develop a personal style of counseling.

EDU 655: Lifespan Development and Behavior
This course examines the theories of development from psychology, biology, sociology and cultural anthropology. Emphasis is placed on understanding how normal and abnormal behavior develops. Through learning about the developmental milestones and crises in the human experience, the counselor will develop skills to plan effective intervention strategies.

EDU 657: Assessment in Counseling
Fundamentals of educational/psychological tests. This course also examines foundational principles of standardized testing and assessment.

EDU 658: Counseling Process
Prerequisite: EDU 651, EDU 654
This course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses. Focus will be on developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing the client(s).

**EDU 659: Wellness and the Counseling Process**
This course will introduce the student to the counseling experience as an active participant. This personal growth experience will utilize the programs and services of the NU counseling center with primary focus on the personal wellness process.

**EDU 664: Career Counseling and Planning**
This course critically examines the factors involved in career development including intellectual ability, aptitudes, personality, interests, and environmental influences. The value of theories of career development and what theories can be used to understand career development are also stressed.

**EDU 669: Group Theory and Application**
This course examines the various counseling theories applicable to group counseling. Through an experimental mode of learning, the student will develop beginning skills for facilitating groups and in planning intervention strategies.

**EDU 676: School Counseling Practicum**
*Prerequisites: EDU 651, EDU 654, EDU 658*
The counseling field experience is a school-based work experience in School Counseling activities. Under the supervision of a certified, qualified school counselor, the student will be involved in all aspects of the School Counseling program. This course is mandatory and will precede EDU 677. On-campus seminars will be held for the sharing and discussion of experiences and for further supervision by the Niagara University instructor.

**EDU 677: School Counseling Internship**
*Prerequisites: EDU 651, EDU 654, EDU 658, EDU 676*
The counseling practicum is a school-based experience in counseling. The major emphasis is on the counseling situation in an individual or group setting. The student will be supervised both by a certified counselor and by the university instructor. Feedback will be provided on techniques, application of theory and counseling styles. On-campus seminars and individual supervision will be held to share experiences and for further supervision by the university instructor.

**Required courses for the Certificate of Advanced Study in School Counseling “CAS”**

**EDU 662: Organization and Administration of the School Counseling Program**
This course is designed to develop a comprehensive School Counseling Program with emphasis on the major services, plans of organizing them, school personnel needed and their functions, continual growth of the services, and the evaluation of the effectiveness of the program.
EDU 666: Abnormal Psychology
*Prerequisite: EDU 655*
Understanding the Diagnostic Statistical Manual of Mental Disorders – IV will be the focus of this course. Some prior knowledge of the etiology of behavioral disorders and the impact of these disorders upon society is assumed. Developing differential diagnostic skills through the analysis of case studies will be emphasized.

EDU 668: Family Counseling
*Prerequisites: EDU 651, EDU 658, EDU 654, EDU 617*
The theoretical perspectives guiding counselors will be examined. Exploration of personal family dynamics through the use of different theories will facilitate the student’s awareness of various family system models. Beginning skills in family intervention will be developed through role-playing, small interaction groups and case studies.

EDU 674: Counselor as Consultant
By examining the models of consultation as they apply to the counselor, the student will develop an awareness of the issues in the process of consultation. Through role-playing, analysis of case studies and personal exploration, the student will begin to develop effective consultation skills.

EDU 678: School Counseling Advanced Internship
*Prerequisites: EDU 676, EDU 677*
The advanced practicum is designed for those students completing requirements for the certificate of advanced studies in school counseling. This course will be conducted on an individual basis under the supervision of a university instructor. By prior arrangement, students will study/practice particular aspects of the counseling process or School Counseling Program they want to further explore.

Elective Courses:

EDU 663: Interpersonal Communications
This course is designed to give professionals knowledge and behavior skills which are applicable to face-to-face communication; one’s own unique style of communicating; group and organizational factors which affect communications; and continued improvement of one’s own communication skills.

EDU 670: Differential Diagnosis and Treatment Planning
*Prerequisite: EDU 655, EDU 657*
Students will develop advanced skills in diagnosis through integrating material for the intake, initial interview, social histories, and psychiatric/psychological reports. In addition, they will develop the crucial skills in client care/management including creating and implementing appropriate treatment programs, writing reports, keeping records and consulting with all professionals in the total managed care system.

EDU 671: Psychopharmacology
This course is an overview of the field of pharmacology. Physiological effects,
psychological effects, withdrawal characteristics, drug interactions and treatment applications are the focus of this course.

EDU 672: Bases to Drug and Alcohol Addictions
Examination of the psychological, sociological and biological reasons for addictions will lead to understanding the models for treating addictions. One focus of the course is on recognizing physical, behavioral, emotional, social and spiritual symptoms of chemical dependence and other addictions. Another focus is on learning the counseling and treatment methods commonly used in treating the chemically dependent and addicted.

EDU 681/682/683: Independent Study I, II and III
Individual study consists of individual readings, study, and work on a research project, field study, or an educational problem related to the student's area of concentration and/or a course within that concentration. It may also be related to one's major teaching, administrative and counseling field. The approval of the departmental chairperson, the dean, and the adviser is required.

EDU 803: Counseling and Behavior Therapy with Children
Prerequisite: EDU 654
This lab/seminar course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses and to refine the skills and knowledge base specific to counseling with child and adolescent populations. The focus will be on learning the research and developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing school-age children.

Practicum and Internship:

Graduate students enrolled in the School Counseling program are required to complete 300 clock hours, which is spread across two field experiences. The first field experience is Practicum, which requires a minimum of 150 clock hours. Practicum students meet in a classroom format on a weekly basis. Students must pass both the classroom portion and the on-site field placement to earn a grade of pass (S=satisfactory; U= Unsatisfactory) to move to Internship. Once the student successfully completes Practicum, they move to Internship, which also requires a minimum of 150 clock hours, in addition to a weekly classroom experience.

Students are assisted in finding their own sites in that they are given a list of participating sites who would like our interns. Students may find a school on this list or enlist a school that is not on the list. Site supervisors must be permanently certified as a school counselor and must have tenure in the district. Once a site supervisor has been obtained, students must fill out a site supervisor information form (see Appendix A) and return it to their advisor.

Students must keep a log of hours at their sites, which will be signed by both their on-site supervisor and their university supervisor (See Appendix C).
Additionally, a contract will be signed between Niagara University and any site for which you may act as an Intern (See Appendix B).

Midpoint Program Evaluation/Assessment

Students will complete this evaluation during EDU 658 Counseling Process. Prior to taking this course, students must have completed EDU 654 Counseling Theory and EDU 651 Introduction to Counseling. A passing score on the midpoint evaluation is required prior to registering for EU 676 School Counseling Practicum (See Appendix D).

Comprehensive Evaluation/Assessment

Students will submit requirements for this evaluation during EDU 676 School Counseling Practicum. Students must receive a passing score prior to completion of EDU 677 School Counseling Internship (See Appendix E).

Capstone project of the Niagara University School Counseling program

The school counseling program at Niagara University requires a capstone project. This project consists of the completion of a professional portfolio (See Appendix F). The portfolio is based on the eight CORE area guidelines set forth by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

It is recommended that students work closely with their faculty advisor, as this is the key contact. Once the above project is completed, the student schedules a final defense with a full-time faculty member.

Confidentiality and the Counseling Classroom:

Students in the School Counseling program should be aware that the classroom is not a confidential setting*. Therefore, students must self monitor what personal information they wish to disclose to their peers and their professors. Because this is a graduate counseling program, some personal information will be discussed, but a student should use discretion.

Furthermore, while full and part-time faculty teaching in the counseling program are professional counselors, psychologists, and social workers, professional ethics prohibit counselor education faculty from providing counseling to their students. You may find this information in the ACA Code of Ethics (See Appendix G).

*(Note: The exceptions to this statement are EDU 676 Practicum and EDU 677 Internship where confidential video and audio tapes are played and information from the clinical setting are discussed.)
Information regarding the School Counselor profession:

Professional Associations

The graduate Counseling program faculty believe an essential component of professional development for counselors is membership and participation in relevant organizations. Students are encouraged to join one of the national organizations and all such organizations offer student membership at discounted rates.

Membership benefits include regular newsletters, professional scholarly journals, and information of upcoming conferences and workshops. In addition, the associations work to promote the profession of counseling and all counselors benefit from the work of these professional organizations.

American Counseling Association (ACA)

The American Counseling Association is the flagship organization and the largest counseling organization in the world with some 50,000 members. ACA, founded in 1952 (originally named the American Personnel & Guidance Association; APGA) has written a comprehensive Code of Ethics and Standards of Practice (2005 edition) that all professional counselors are expected to read and understand. There are currently 19 Divisions comprising ACA. You can find more information on ACA at www.counseling.org. ACA publishes the flagship journal, The Journal of Counseling & Development as well as numerous books, video tapes and DVD's. Students are encouraged to purchase an ACA student membership.

American School Counselor Association (ASCA)

ASCA is a division of the American Counseling Association. ASCA believes in “one vision and one voice” and works to ensure it meets the professional needs of all professional school counselors, regardless of setting, experience level or needs. ASCA has a membership of more than 18,000 school counseling professionals, from elementary schools through college campuses. ACA focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. The association supports school counselors efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

In 1997 ASCA formulated “Nine National Standards for School Counseling Programs” (See Appendix H), which provided the basis for the development of the “ASCA National Model: A Foundation for School Counseling Programs”. This National Model provides the framework for the components of School Counseling Programs across the country. The National Model reflects a comprehensive approach to program development and implementation. When schools provide a National Model-based program, school
counselors provide all students with opportunities to develop knowledge, skills and attitudes essential for success in school and in society (See Appendix I). Additionally, ASCA has its own ethical code written specifically for school counselors (See Appendix J). Further, school counselors need to look at the New York State Learning Standards as a backbone to their role and competency in the schools (See Appendix K).

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

CACREP is the accreditation body for graduate counseling programs affiliated with the American Counseling Association (ACA). Founded in 1981, CACREP sets standards for accreditation of graduate mental health counseling programs, school counseling programs, geriatric counseling programs and many others. CACREP's web-site may be accessed at www.cacrep.org.

The National Board for Certified Counselors, Inc. (NBCC)

The National Board for Certified Counselors is the national credentialing board for professional counselors. Mental Health Counselors seeking national certification may take the National Counselor Examination (NCE) in order to become a Certified Clinical Mental Health Counselor (CCMHC). While national certification differs from state licensure, most states use the NCE as their counselor licensure examination. (Counselor licensure is explained below.) NBCC's web-site is www.nbcc.org.

What are the primary similarities and differences in the roles of a School Counselor and a School Social Worker or School Psychologist?

All of these positions within schools involve individual and group counseling with students and their families. The educational requirements differ, but the roles overlap depending upon the administration's decisions regarding the responsibilities assigned to each professional. In general, School Psychologists emphasize testing and diagnosis of specific aptitudes and disabilities; School Social Workers emphasize family involvement, home visits and providing resources to assist families in crisis; School Counselors emphasize the development of knowledge, skills and attitudes in the areas of Academic, Career, and Personal/Social Development for all students.

A Statement on Related Mental Health Professions:

While many divisions exist between the various mental health professions, the faculty of Niagara University's graduate counseling and school psychology programs emphasize the need for mutual respect. NU's graduate mental health programs (e.g., Mental Health Counseling, School Counseling and School Psychology) are committed to establishing working relationships with psychologists, social workers, psychiatrists, marriage and family therapists, etc.
Occupational Outlook for Counselors:

According to the U.S. Department of Labor, "...the occupational outlook for counselors over the next decade is expected to grow faster than the average for all occupations through 2012, and job opportunities should be very good because there are usually more job openings than graduates of counseling programs" (U.S. Department of Labor, Bureau of Labor Statistics; http://www.bls.gov/oco/ocos067.htm).

Student Liability Insurance

The Council of the Accreditation of Counseling and Related Educational Programs (CACREP) requires all graduate counseling students to obtain student liability insurance prior to beginning their practicum and internship classes. As the School Counseling program has not yet been accredited by CACREP, students are strongly encouraged though not required to obtain liability insurance. Information on student insurance rates can be found on the following web-sites:

American Counseling Association (ACA): www.counseling.org

American School Counselor Association (ASCA): www.schoolcounselor.org

New York School Counselor Association (NYSSCA): www.nyssca.org

Scholarly Journals

Counseling graduate students often must read articles in professional journals when they are writing APA style research papers and preparing portfolios. Students are encouraged to utilize professional association journals published by the American Counseling Association (ACA), the American Mental Health Counselors’ Association (AHMCA) and those of the American School Counselor Association (ASCA). There are numerous journals in the stacks at the NU library, and students can access others through EBSCOHOST. A list of prominent journals in the field follows:

Journal of Counseling & Development
Journal of Mental Health Counseling
Counselor Education and Supervision
The Professional School Counselor
Journal of College Counseling
The Career Development Quarterly
The Family Journal: Counseling and Therapy for Couples and Families
The Journal of Multicultural Development
Measurement and Evaluation in Counseling and Development
Services and Facilities for Niagara University Graduate Students:

The following are selected services for Niagara University Graduate Students. For a comprehensive list, see the Niagara University web-site (www.niagara.edu) or the Niagara University Graduate Catalog.

**Campus Store, Butler Building (716) 286-8370:** Students may purchase textbooks for their classes, plus supplies & NU apparel.

**Hours of Operation (Fall & Spring):**
Monday through Friday: 9:00 AM – 5:00 PM
Saturday: 10:00 AM – 2:00 PM

**Counseling Services, Seton Hall—Lower Level (716) 286-8536:** Counseling Services offers free, confidential counseling to all Niagara University students.

**Hours:** Monday through Friday: 9:00 AM – 5:00 PM

**Health Services, Butler Building (716) 286-8390:**

The Student Health Center provides health services six days a week. Health Services provides information for required Immunization.
Guidelines for APA Style Papers

Some helpful web-sites and general guidelines to be aware of when writing APA style papers are as follows:

The following are web-links that may prove helpful:

A Guide for Writing Research Papers

http://webster.commnet.edu/apa/apa_index.htm

A good site filled with information and examples.

APA Reference Style: Tightening Up Your Citations

(http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.htm)

Electronic Reference Formats Recommended by the American Psychological Association (http://www.apastyle.org/elecrfref.htm)

APA Style Resources

(http://www.psychwww.com/resource.apacrib.htm)

APA Format

http://apastyle.apa.org/ and

http://owl.english.purdue.edu/owl/resource/560/01/
Appendix A

Site Supervisor Information Form
PLACEMENT INFORMATION FORM

Instructions

This form is designed to provide information about agencies and programs interested in offering placements to interns. Copies of this form will be kept on file for students to review when seeking internships. Please answer all items and feel free to include any additional information that you think is important. Thank you for your time and interest in working with us.

Placement name: __________________________________________

Placement address: _________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Phone: ______ - ______ - ______

Grade Levels in Building: P-5

6-8

9-12

Contact person: _____________________________________________

Position title: ______________________________________________

Phone: ______ - ______ - ______ ext. ______

Please provide a brief description of the services provided and the clients served by your program or institution:

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Please indicate the qualities you would like interns to have:


Briefly describe the learning opportunities, responsibilities, and expectations for interns at your placement site:


Please indicate what days and times are available for interns to be at your placement. If you require that interns be present on certain days or times, please indicate those times:


Briefly describe the supervision opportunities available to interns:

Supervisor name: ____________________________

Supervisor position: __________________________

Frequency of available supervision: ____________________________

Supervisor's theoretical orientation: ____________________________

Tenured: ____________________________

Years Experienced as a School Counselor: ____________________________
Affiliated with the following Professional Associations:

Other Information about supervision:

Additional information about your program or the internship:

Site Supervisor's Signature

Student's Signature

University Supervisor's Signature

10/08/09

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Appendix B

School Counseling Program Practicum and Internship Contract
Niagara University

School Counseling Practicum/School Counseling Internship Contract

This agreement is made on _______________ by and between _______________
(Date) (Field Site)

and Niagara University School Counseling Program. The agreement will be effective for
a period from _______________ to _______________.

Purpose

The purpose of this agreement is to provide a qualified graduate student with a
practicum/internship experience in the field of counseling.

The University Program agrees...

1. To assign a university faculty liaison to facilitate communication between
   university and site;
2. To notify the student that he/she must adhere to the administrative policies,
   rules, standards, schedules and practices of the site.
3. That the faculty liaison shall be available for consultation with both site
   supervisors and students and shall be immediately contacted should any
   problem or change in relation to student, site, or university occur; and
4. That the university supervisor will determine the final grade in collaboration
   with the site supervisor.

The Practicum/Internship Site agrees...

1. To assign a practicum/internship supervisor who has appropriate credentials,
   times and interest for training the practicum/internship student;
2. To provide opportunities for the student to engage in a variety of counseling
   activities under supervision and for evaluating the student's performance;
3. To provide the student with adequate work space, telephone, office supplies
   and staff to conduct professional activities;
4. To provide supervisory contact that involves some examination of student
   work using audio/visual tapes, observation, and or/live supervision;
5. To provide written evaluation of student based on criteria established by the
   university program;
6. To not involve students in any form of billing for professional services.
Within the specified time frame, __________________________ will be the primary practicum/internship site supervisor. School counselor responsibilities will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. __________________________ will be the University Supervisor with whom the student and practicum/internship site supervisor will communicate regarding progress, problems and performance evaluations.

We have reviewed, discussed, and agree to meet the expectations/competencies as indicated in the evaluation form. (Appendix L)

Practicum/Internship Site Supervisor: __________________________ Date: __________

Student: __________________________________________ Date: __________

University Supervisor: __________________________ Date: __________
Appendix C
School Counseling Practicum
and Internship Log of Hours
School Counseling

Candidate Name: ____________________________  Candidate Number: ____________________________
(print)
Date: ____________________________

Weekly Practicum or Internship Hours Log
150 Hours Needed in Each Semester

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<th>Indirect Hours**</th>
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Total Direct Hours ______  Total Indirect Hours Completed ______

_______________________________________   __________________________
Student Signature                      Date

_______________________________________   __________________________
On-Site Supervisor Signature          Date

_______________________________________   __________________________
University Supervisor Signature       Date

*Direct Hours = Individual, group, couples, family counseling, co-counseling, intakes, assessment, phone crisis counseling, psychoeducational or support groups and any direct contact with clients.

** Indirect Hours = Any work activity that does not involve direct contact with clients.
Appendix D

Midpoint Assessment
Video and critique of counseling session
Preparation of one or two video tape sessions with a theatre student, class member or other volunteer will be required depending upon the need for feedback. These role plays should reflect the kind of situations students expect to encounter in future job settings, (e.g. mental health clinics, hospitals, schools, etc.). In the tape(s) the counselor should demonstrate skill in blending techniques from at least four theoretical orientations and select these techniques based on appropriateness to the presenting problem. The video-taped session will be set in the first session (following an intake interview) and should be approximately 30-40 minutes in length. The session will include an appropriate introduction (welcome the client, review ethical issues, etc.) and conclusion (review of material covered, plan for next session, etc.) in addition to a well developed interview.

A critique discussing the counseling performance on the tape, will be submitted as (Part 1) of this assignment and will be graded according to the mid-point evaluation rubric. This section will include:

a) An Explanation of why and how each technique was used
b) A discussion of the strengths of the session
c) An analysis of areas that could have been handled more effectively

Integrative case analysis and intervention plan
The case analysis is a follow-up to the “session” conducted on video tape. This exercise will give students the opportunity to develop this intervention to a logical conclusion. The main portion of the case analysis (Part 2) will consist of a detailed description of the intervention plan devised by the student and the client to address the presenting problem. This section will be scored according to the mid-point evaluation rubric. This will include:

1. The specific objectives of the intervention
2. The theoretical orientation and techniques used to facilitate success
3. Strategies to assess progress (specific, measurable, observable)
4. Any anticipated ethical issues

The conclusion of the analysis will include:

5. Discussion of the indicators the student would use to determine the client’s readiness to terminate therapy and
6. An appropriate plan for case closure

Presentation
At the beginning of the class in which the video is presented, students will provide a typed outline for peer review stating:

1. Client age/reason for referral
2. Techniques used
3. Any particular factor(s) about which the student is seeking feedback
After receiving peer feedback on the video, students will include in their presentation to the class a brief overview (approximately 10 minutes) of factors outlined in items 1, 3 and 5.

Note: The entire typed assignment should be approximately 15 pages (doubled-spaced, 12 point font) in length, including the intake and psychosocial history forms. Use at least three references and APA format with abstract.

Report Scoring Rubric for EDU 658

**Video / Presentation / Critique**

<table>
<thead>
<tr>
<th>VIDEO 10 points</th>
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</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Introduction</td>
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</tbody>
</table>
| 3 points        | Lacks any of the elements as defined for (2 pt) satisfactory performance. | Candidate welcomes client, reviews presenting problems, ethical issues and establishes rapport. | Candidate meets 2 pt criteria and...
| 0 1 2 3        |             |             | Candidate moves beyond initial contact to create therapeutic alliance. |
|                |             |             | client/clinician roles/responsibilities are clearly defined |

<table>
<thead>
<tr>
<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Blending</td>
<td></td>
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<tr>
<td>4 points</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance.</td>
<td>Candidate appropriately utilizes and transitions between four techniques but lacks fluidity.</td>
<td>Candidate fluidly and appropriately utilizes and transitions between four techniques.</td>
<td>Selected techniques are congruent with client presentation, well-timed, well developed and marked by smooth transitions.</td>
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<td>4</td>
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<tr>
<td>Criteria</td>
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<td>0-1pts</td>
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<tr>
<td>Closing</td>
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<td>3 points</td>
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<tr>
<td></td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance.</td>
<td>Attempts at closure are adequate but somewhat incomplete. e.g. Appropriately reviews issues covered, but client may be unclear on next steps.</td>
<td>Clear steps for closure are evident: e.g.: -Notifies client that the session is ending -Summarizes -Review concerns -Conveys hope -Assigns homework when appropriate, -Discusses plan for next session.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Presentation 10 pts

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Level 3</th>
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<tbody>
<tr>
<td></td>
<td>0-1pts</td>
<td>2 pts</td>
<td>3 pts</td>
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<tr>
<td>Handouts</td>
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<tr>
<td>3 points</td>
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<tr>
<td></td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance</td>
<td>Handouts are adequately organized but are somewhat unclear / incomplete with regard to client background and presenting problem.</td>
<td>Handouts are well organized and provide thorough client background and presenting problem.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
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<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Seeking Supervision</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance</td>
<td>Candidate demonstrates adequate insight into context of session but is challenged in preparing classmates to focus / give feedback on some critical issues.</td>
<td>Candidate demonstrates adequate insight into context of session and appropriately prepares classmates to focus / give feedback on most critical issues.</td>
</tr>
<tr>
<td>4 points</td>
<td>0 1 2 3 4</td>
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</tbody>
</table>

| Comments: | |

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0-1pts</td>
<td>2 pts</td>
<td>3 pts</td>
</tr>
<tr>
<td>Briefing on therapeutic intent</td>
<td>Two or three criteria, as described in level three, are lacking.</td>
<td>One of the three criteria, as described in level three, is lacking.</td>
<td>Candidates therapeutic intent:</td>
</tr>
<tr>
<td>3 points</td>
<td>0 1 2 3</td>
<td></td>
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| Comments: | |

| |  |

42
### Critique 10 pts

<table>
<thead>
<tr>
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<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td><strong>Explanation of how/why techniques were used</strong></td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4 points</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance.</td>
<td>Rationale is consistent with information gathered in session but evidences limited synthesis of theory.</td>
<td>Rationale is congruent to situation and demonstrates developing theoretical knowledge.</td>
<td>Rationale is congruent to situation and demonstrates in-depth theoretical knowledge.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td><strong>Criteria</strong></td>
<td>Level 1</td>
<td>Level 2</td>
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<tr>
<td>3 points</td>
<td>0-1pts</td>
<td>2 pts</td>
<td>3 pts</td>
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<tr>
<td><strong>Discussion of session strengths</strong></td>
<td></td>
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<tr>
<td>3 points</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance</td>
<td>Candidate’s discussion of session strengths is adequately developed but somewhat incomplete.</td>
<td>Candidate’s discussion of session strengths is well developed and complete.</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>Criteria</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
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<td>0-1pts</td>
<td>2 pts</td>
<td>3 pts</td>
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</tr>
<tr>
<td><strong>Discussion of session weaknesses</strong></td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance</td>
<td>Candidate’s discussion of session weaknesses is adequately developed but somewhat incomplete complete.</td>
<td>Candidate’s discussion of session weakness is well developed and complete.</td>
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<td><strong>3 points</strong></td>
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<td><strong>Comments:</strong></td>
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</table>

Use of scoring rubric:

The instructor will highlight or underline statements most characteristic of your work sample. Because of the detailed nature of the assignment, one score category may not encapsulate the performance in entirety. Scores will be determined based on totality of quality in each of the core areas.

---

**Report Scoring Rubric for EDU 658**

**Case Analysis and intervention Plan**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Analysis and Intervention Plan</td>
<td>0 pts</td>
<td>1 pt</td>
<td>2 pt</td>
</tr>
<tr>
<td><strong>20 pts</strong></td>
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<tr>
<td>Presenting Problem</td>
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<tr>
<td></td>
<td>Lacks any of the elements as defined for (level 2) satisfactory performance</td>
<td>The presenting problem is well defined but lacking in completeness.</td>
<td>The presenting problem is defined in all due complexity.</td>
</tr>
<tr>
<td></td>
<td>① ②</td>
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</tbody>
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44
<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Client's Readiness to change</th>
<th>Lacks any of the elements as defined for (level 2) satisfactory performance</th>
<th>Adequate &quot;working&quot; articulation of client assets, areas of difficulty, and motivation to change but largely based on unsupported assumptions.</th>
<th>Articulation of client assets, areas of difficulty, and motivation to change is well supported.</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Theoretical Orientation</th>
<th>Lacks any of the elements as defined for (level 2) satisfactory performance</th>
<th>Theoretical orientation and techniques used to facilitate success are generally consistent with client presentation and course materials.</th>
<th>Theoretical orientation and techniques used to facilitate success are congruent with client presentation and course materials.</th>
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</thead>
<tbody>
<tr>
<td>0 1 2</td>
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<table>
<thead>
<tr>
<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Treatment Objectives</th>
<th>Both elements are lacking, as described in level 3.</th>
<th>One element is lacking, as described in level 3.</th>
<th>Specific objectives of the intervention are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2</td>
<td></td>
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<td>- Clearly described.</td>
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<tr>
<td></td>
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<td>- Rationally prioritized.</td>
</tr>
<tr>
<td>Assessment of Progress</td>
<td>Lacks any of the elements as defined for (level 2) satisfactory performance</td>
<td>Strategies to assess progress are measurable, observable, and but somewhat lacking in specificity.</td>
<td>Strategies to assess progress are measurable, observable, and specific.</td>
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<table>
<thead>
<tr>
<th>Anticipated Progress</th>
<th>Lacks any of the elements as defined for (level 2) satisfactory performance</th>
<th>A working assumption of anticipated progress is articulated but somewhat lacking in support and/or congruence with methods for assessing progress.</th>
<th>Anticipated prognosis is rationally supported OR a working assumption of such is clearly related to methods for assessing progress.</th>
</tr>
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<tbody>
<tr>
<td>0 1 2</td>
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<p>| Comments:            |                                                                                |                                                                                |                                                                                |</p>
<table>
<thead>
<tr>
<th>Anticipated Ethical Issues</th>
<th>Anticipation of ethical issues is not supported by case presentation.</th>
<th>Anticipation of ethical issues is somewhat incomplete given case presentation.</th>
<th>Anticipation of ethical issues is sufficiently expansive given case presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
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</tr>
<tr>
<td>Plan for Case Closure</td>
<td>Both of the elements, as described in level 3, are lacking in completeness.</td>
<td>One of the two elements, as described in level 3, is lacking in completeness.</td>
<td>- Discussion of the indicators the candidate would use to determine the client's readiness of terminate therapy is consistent with other elements of the case. - Candidate develops a complete and appropriate plan for case closure, including relapse prevention/relapse strategies.</td>
</tr>
<tr>
<td>0 1 2</td>
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<tr>
<td>Comments:</td>
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</tr>
<tr>
<td>Written format</td>
<td>Significant errors associated with level 3 criteria</td>
<td>Minor errors associated with level 3 criteria</td>
<td>• APA guidelines used properly throughout paper</td>
</tr>
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<td>• Perfect grammar/punctuation</td>
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<td>• Writing is clear and understandable through paper</td>
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<td>0 1 2</td>
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</tbody>
</table>
Use of scoring rubric:

The instructor will highlight or underline statements most characteristic of your work sample. Because of the detailed nature of the assignment, one score category may not encapsulate the performance in entirety. Scores will be determined based on totality of quality in each of the core areas.
Appendix E

Comprehensive Evaluation
Comprehensive Evaluation

Upon completion of EDU 595, EDU 654, EDU 655, EDU 658, EDU 659 and prior to completing EDU 676 (finals week), the student will submit the following assignment to the University Practicum Supervisor. During the first month of the semester in which the student is enrolled in EDU 677 School Counseling Internship, the University Practicum Supervisor and/or University Advisor will:

1. Assess the information gathered (noting a passing or failing grade)
2. Discuss any areas of insufficiency with the intern receiving a failing grade
3. Prescribe activities to assist the intern in developing and demonstrating competency in the areas of weakness/insufficiency
4. When the University Internship Supervisor/Advisor is satisfied with the intern’s demonstrated competencies in the uses of micro-skills within the counseling setting, s/he will notify the department secretary in writing and an appropriate entry will be entered in the student’s official transcript

A “Case Conceptualization” form and tape will be completed for one student (counselee) at the practicum site. A typed script of the tape must be provided indicating clear evidence of the use of appropriate counseling micro-skills. Case Study: For the same student, a case study should be 4 pages in length. The case conceptualization form and case study report should clearly indicate:

1. The primary client/student issues addressed in counseling
2. The relationship between the intern’s theoretical orientation and counseling techniques
3. The intern’s strengths and limitations in exploring issues with clients

*** See Case Conceptualization Form on next page

Student’s Name__________________________
Date____________________________________
Professor’s signature______________________
STUDENT CASE CONCEPTUALIZATION FORM

Intern Name ___________________________ Student Name ___________________________

Date of First Session ___________________ Grade/Age of Student _______________________

Date of Last Session ____________________ Referred By ___________________________

Average Length of Session _______________ Total Number of Sessions ________________

Ethnic Background:

Family Background (including relationships):

Peer Relationships (outside of school):
Same Sex Friendships:

Typical Activities:

Romantic Relationships:

School Environment:

Peer Relationships:

Adult Relationships:
Extra Curricular Activities:

Areas of Strength:

Areas of Weakness:

Career Development:

Interests/hobbies:

Voluntary Activities:
Work Experience:

Career Goals:

Educational Goals:

Intern's Theoretical Orientation:

Presenting Client Problems and the Intern's Methods of Assessment:

Affect:
Behavior:

Thoughts/Cognitions:

**Student (client) Goals and Intern's Methods of Assessment:**

Affect:

Behavior:

Thoughts/Cognitions:
Counseling Techniques/Interventions/Strategies:

Effective:

Planned for Future:

Intern's strengths and limitations in exploring issues with the client:
CASE STUDY REPORT

A case study report is to be written by obtaining information within each category listed on the next page. The student used for the case study report should have been seen at least three times during the semester. The sample questions or subtopics within each category are not meant to limit what you include in the case study report. They are optional and can be used if they are relevant to the student.

A case report is a concise and clear analysis of a student for efficient communication to another professional. In most cases, the report is brief. The school or agency sending or receiving the report may determine the structure of the report. Written permission from the student (or parent/guardian) may be required in order to transmit the report. The structure of the report should be a logical design that complements its intended purpose. Each category should be used as a sub-heading in the case study report.

The way a professional report is written is absolutely critical! The report should be written in an objective, non-biased behavioral style. It is not a literary work and should not use metaphor. It should be written in the third person (Do not use “I”). It is always important to attribute statements to the person who made them (ex. the student said...or the teacher reported...).

Additional suggestions for writing case study reports:

1. The use of acronyms and abbreviations requires clarification.
2. The report should not include contradictions.
3. Be specific, definite and concrete rather than general, vague or abstract.
4. Make every word count.
5. Use a clear order of presentation in order to increase understanding.
6. Avoid overstating information.
7. Avoid labeling the student.
8. Avoid using professional jargon.
9. Always strive to describe behavior in observable terms.
10. Recommendations should be backed up with facts and reasons.
11. A summary should bring the information together into a composite picture.
12. Make realistic plans for the student.
13. Do not go beyond your data.
14. Put statements in a positive form using definite assertions.

DEMOGRAPHIC DATA:

Include identifying information, such as: name, age, grade, sex, race, birth date and place.
PHYSICAL DEVELOPMENT:

Describe the student's current physical appearance. Information concerning health, nutritional habits, addictions, disabilities, medical problems, major accidents or illnesses should be included when relevant.

FAMILY BACKGROUND:

Include information regarding the family of origin, as well as current family arrangement. The number of siblings and the birth order of the student may be included. If a natural parent is absent from the home, the reason may be important. Visitation issues may need to be considered. Additional information to explore: financial competence of the family, educational level of family members, working status of family members, physical or mental illnesses of parents, siblings, and other family members. Discover where the student fits in the family system. What factors in the family help to explain the student's behavior or problem?

EDUCATIONAL BACKGROUND:

Carefully examine the cumulative folder. Locate other educational data /records, such as: attendance, psychological reports, anecdotal records, Individualized Educational Plans (IEP), past academic achievement record, most current progress reports, discipline records, extra-curricular involvement, career interests, and social interactions with adults and peers. It is important to thoroughly study the quantitative data pertaining to tests and other assessment measures. This information is typically in the cumulative folder. Consult someone at the school if the test used is unfamiliar. Note the type of test, purpose of test, results, interpretation of results, use of the results. When inventories were used to assess interests, personality, attitudes, study skills, time management skills, values, self-esteem, etc.; indicate the value of this type of data.

Provide a detailed description of the student's problem, as well as previous interventions to deal with it. In addition, indicate any current support services being provided in school or elsewhere. The personnel providing these services should be indicated by job title.

BEHAVIORAL OBSERVATIONS:

Speak with adults regarding the student's behavior in a variety of situations. Ask questions regarding the student's response to a particular situation. Learn about his/her coping skills. Discover strengths and weaknesses of student as seen by different people.

If possible, a parent conversation would be extremely enlightening.

In addition, observe the student in two different situations at school. Speak with the cooperating counselor and the teacher prior to an observation. Also, a follow-up interview with the teacher is recommended in order to verify that your presence did not dramatically affect the student's behavior. One observation should occur in an academic classroom, and the other observation in a less structured learning
environment or a more social situation. Some options: lunch, physical education class, recess, homeroom, extra-curricular activities, art classes, music classes, technology classes, and home and career classes.

During observations, record only what you see. It is important to avoid interpretations and judgments at that time. Think of this experience as a fact-finding mission.

ANALYSIS:

In this section provide a discussion of the causes of the problem and the impact this problem has on the student and others. Try to understand the conditions contributing to the development of the problem. It is necessary to evaluate the problem in order to make recommendations for plans to solve the problem. It is critical to analyze the situation thoroughly before stating reasonable recommendations for future action.

SUMMARY:

Provide a review of information in a shortened form. This is different from the analysis or recommendations sections.

RECOMMENDATIONS:

This section provides direction to the individuals using the report. Recommendations are based on the information obtained through the sources discussed and the analysis of this data. It is very important for the individuals using the report to thoroughly understand the counselor’s reasons for the stated recommendations.

SELF APPRAISAL:

Critique your demonstrated skills and evaluate personal feelings regarding effectiveness.

**Report Scoring Rubric for EDU 676**

**Comprehensive Evaluation**

**Case Conceptualization**

<table>
<thead>
<tr>
<th>VIDEO/AUDIO/TYPED SCRIPT</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>0-1pts</td>
<td>2 pts</td>
<td>3 pts</td>
</tr>
<tr>
<td>Introduction</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory</td>
<td>Candidate welcomes client, reviews presenting problems, ethical issues and establishes rapport.</td>
<td>Candidate meets 2 pt criteria and... Candidate moves beyond initial contact to...</td>
</tr>
<tr>
<td>3 points</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Criteria</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
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</tr>
<tr>
<td>Blending</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance.</td>
<td>Candidate appropriately utilizes and transitions between four techniques but lacks fluidity.</td>
<td>Candidate fluidly and appropriately utilizes and transitions between four techniques.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Comments:</th>
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<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td>Closing</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance.</td>
<td>Attempts at closure are adequate but somewhat incomplete.</td>
<td>Clear steps for closure are evident:</td>
</tr>
<tr>
<td>3 points</td>
<td>e.g.:</td>
<td>e.g.:</td>
<td>e.g.:</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>Appropriately reviews issues covered, but client may be unclear on next steps.</td>
<td>-Notifies client that the session is ending</td>
<td>-Summarizes</td>
</tr>
<tr>
<td></td>
<td>-Review concerns</td>
<td>-Conveys hope</td>
<td>-Review concerns</td>
</tr>
<tr>
<td>Criteria</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Explanation of how/why techniques were used</td>
<td>Lacks any of the elements as defined for (2 pt) satisfactory performance.</td>
<td>Rationale is consistent with information gathered in session but evidences limited synthesis of theory.</td>
<td>Rationale is congruent to situation and demonstrates developing theoretical knowledge.</td>
</tr>
</tbody>
</table>

0 1 2 3 4

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1pts</td>
<td>2 pts</td>
<td>3 pts</td>
<td>Candidate’s discussion of session strengths is</td>
</tr>
<tr>
<td>strengths</td>
<td>for (2 pt) satisfactory performance</td>
<td>adequately developed but somewhat incomplete.</td>
<td>strengths is well developed and complete.</td>
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<tr>
<td>3 points</td>
<td>0 1 2 3</td>
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**Comments:**

<table>
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<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td></td>
<td>0-1pts</td>
<td>2 pts</td>
<td>3 pts</td>
</tr>
</tbody>
</table>

| Discussion of session weaknesses | Lacks any of the elements as defined for ( 2 pt) satisfactory performance | Candidate’s discussion of session weaknesses is adequately developed but somewhat incomplete complete. | Candidate’s discussion of session weakness is well developed and complete. |
|----------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 3 points                         | 0 1 2 3                                                                  |                                               |                                           |

**Comments:**

**STUDENT CASE CONCEPTUALIZATION REPORT AND INTERVENTION PLAN**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Analysis and intervention Plan</td>
<td>0 pts</td>
<td>1 pt</td>
<td>2 pt</td>
</tr>
</tbody>
</table>

18 pts
<table>
<thead>
<tr>
<th>Presenting Problem</th>
<th>Lacks any of the elements as defined for (level 2) satisfactory performance</th>
<th>The presenting problem is well defined but lacking in completeness.</th>
<th>The presenting problem is defined in all due complexity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Client's Readiness to change</td>
<td>Lacks any of the elements as defined for (level 2) satisfactory performance</td>
<td>Adequate &quot;working&quot; articulation of client assets, areas of difficulty, and motivation to change but largely based on unsupported assumptions.</td>
<td>Articulation of client assets, areas of difficulty, and motivation to change is well supported.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Orientation</td>
<td>Lacks any of the elements as defined for (level 2) satisfactory performance</td>
<td>Theoretical orientation and techniques used to facilitate success are generally consistent with client presentation and course materials.</td>
<td>Theoretical orientation and techniques used to facilitate success are congruent with client presentation and course materials.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment Objectives</td>
<td>Both elements are lacking, as described in level 3.</td>
<td>One element is lacking, as described in level 3.</td>
<td>Specific objectives of the intervention are:</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------</td>
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<tr>
<td></td>
<td>(0 1 2)</td>
<td></td>
<td>- Clearly described.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Rationally prioritized.</td>
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</table>

<table>
<thead>
<tr>
<th>Comments:</th>
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</table>

<table>
<thead>
<tr>
<th>Assessment of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks any of the elements as defined for (level 2) satisfactory performance</td>
</tr>
<tr>
<td>Strategies to assess progress are measurable, observable, and but somewhat lacking in specificity.</td>
</tr>
<tr>
<td>Strategies to assess progress are measurable, observable, and specific.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0 1 2)</td>
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<table>
<thead>
<tr>
<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Anticipated Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks any of the elements as defined for (level 2) satisfactory performance</td>
</tr>
<tr>
<td>A working assumption of anticipated progress is articulated but somewhat lacking in support and/or congruence with methods for assessing progress.</td>
</tr>
<tr>
<td>Anticipated prognosis is rationally supported OR a working assumption of such is clearly related to methods for assessing progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipated Progress</th>
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<tbody>
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<td>(0 1 2)</td>
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<table>
<thead>
<tr>
<th>Comments:</th>
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</table>

64
<table>
<thead>
<tr>
<th>Anticipated Ethical Issues</th>
<th>Anticipation of ethical issues is not supported by case presentation.</th>
<th>Anticipation of ethical issues is somewhat incomplete given case presentation.</th>
<th>Anticipation of ethical issues is sufficiently expansive given case presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for Case Closure</td>
<td>Both of the elements, as described in level 3, are lacking in completeness.</td>
<td>One of the two elements, as described in level 3, is lacking in completeness.</td>
<td>- Discussion of the indicators the candidate would use to determine the client’s readiness of terminate therapy is consistent with other elements of the case.</td>
</tr>
<tr>
<td>0 1 2</td>
<td></td>
<td></td>
<td>- Candidate develops a complete and appropriate plan for case closure, including relapse prevention/ relapse strategies.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written format</td>
<td>Significant errors associated with level 3 criteria</td>
<td>Minor errors associated with level 3 criteria</td>
<td>- APA guidelines used properly throughout paper</td>
</tr>
<tr>
<td>0 1 2</td>
<td></td>
<td></td>
<td>- Perfect grammar/punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Writing is clear and understandable through paper</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Use of scoring rubric:

The instructor will highlight or underline statements most characteristic of your work sample. Because of the detailed nature of the assignment, one score category may not encapsulate the performance in entirety. Scores will be determined based on totality of quality in each of the core areas. The maximum possible score is 38 points.

Candidates must achieve 25 total points to pass the assessment.
Appendix F

Portfolio Evaluation
Final Evaluation: Portfolio

Name______________________ Student #________________________ Date____________________

1. For each of the eight CACREP core areas, the candidate will develop a two to four page reflection paper on how learning in each area has contributed to their professional development. Additionally, the candidate will provide at least two pieces of evidence to support each reflection. Evidence can be a paper, tape transcript, work samples, etc.

2. The candidate will also develop a synthesis paper integrating how his/her knowledge, skills and dispositions, as evidenced in the aforementioned eight core areas, contribute to a holistic view of their professional identity.

3. The portfolio should follow the APA writing style manual (5th Edition) and include a minimum of 2 references from professional materials for each reflection paper and from their work developed.

4. The portfolio will be evaluated by the candidate's faculty advisor or full-time faculty member on the basis of the grading rubric developed and contained in the following pages.

Grading Rubric:

<table>
<thead>
<tr>
<th><strong>CACREP Standards Core Areas</strong></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Orientation and Ethical Practice: The candidate demonstrates an understanding of all aspects of professional functioning</td>
<td>Evidence is vague and does not relate to the intended standard. The evidence and reflection demonstrate an understanding of 5 or fewer of the specific components within professional identity.</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard. The evidence and reflection demonstrate an understanding of 6-8 of the specific components of professional identity.</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard. The evidence and reflection clearly demonstrate a comprehensive and thorough understanding of 9 or 10 specific components of professional identity.</td>
</tr>
<tr>
<td>2. Social and Cultural Diversity:</td>
<td>Evidence is vague and does not relate to the intended standard.</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard.</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard.</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The candidate demonstrates an understanding of the cultural context of relationships, issues and trends in a multicultural society adapt to the differences that exist within and between groups.</td>
<td>The evidence and reflection demonstrate an understanding of 2 or fewer of the specific components within social and cultural diversity.</td>
<td>The evidence and reflection demonstrate an understanding of 3 or 4 of the specific components of social and cultural diversity.</td>
<td>The evidence and reflection clearly demonstrate a comprehensive and thorough understanding of 5 or 6 the specific components of social and cultural diversity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Human Growth and Development:</th>
<th>Evidence is vague and does not relate to the intended standard.</th>
<th>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard.</th>
<th>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.</td>
<td>The evidence and reflection demonstrate an understanding of 3 or fewer of the specific components within human growth and development.</td>
<td>The evidence and reflection demonstrate an understanding of 4-6 of the specific components of human growth and development.</td>
<td>The evidence and reflection clearly demonstrate a comprehensive and thorough understanding of 7 or 8 specific components of human growth and development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Career Development:</th>
<th>Evidence is vague and does not relate to the intended standard.</th>
<th>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard.</th>
<th>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates an understanding of career development and related life</td>
<td>The evidence and reflection demonstrate an understanding of</td>
<td>The evidence and reflection demonstrate an</td>
<td>The evidence and reflection clearly demonstrate a comprehensive and</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>factors.</td>
<td>3 or fewer of the specific components within career development</td>
<td>understanding of 4 or 5 of the specific components of career development</td>
<td>thorough understanding of 6 or 7 specific components of career development</td>
</tr>
<tr>
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<td>----------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>5. Helping Relationships:</td>
<td>Evidence is vague and does not relate to the intended standard. The evidence and reflection demonstrate an understanding of 3 or fewer of the specific components within helping relationships</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard. The evidence and reflection demonstrate an understanding of 4 or 5 of the specific components of helping relationships</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard. The evidence and reflection clearly demonstrate a comprehensive and thorough understanding of 6 or 7 specific components of helping relationships</td>
</tr>
<tr>
<td></td>
<td>The candidate demonstrates an understanding of the counseling process in a multicultural society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Group Work:</td>
<td>Evidence is vague and does not relate to the intended standard. The evidence and reflection demonstrate an understanding of 2 or fewer of the specific components within group work</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard. The evidence and reflection demonstrate an understanding of 3 or 4 of the specific components of group work</td>
<td>Evidence clearly demonstrates knowledge, skills and dispositions related to the intended standard. The evidence and reflection clearly demonstrate a comprehensive and thorough understanding of all 5 specific components of group work</td>
</tr>
<tr>
<td></td>
<td>The candidate demonstrates an understanding of both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expanded definitions of each CACREP Standard:

Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:

   a. history and philosophy of the counseling profession;
b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

d. self-care strategies appropriate to the counselor role;

e. counseling supervision models, practices, and processes;

f. professional organizations, including membership benefits, activities, services to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

h. the role and process of the professional counselor advocating on behalf of the profession;

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
   a. theories of individual and family development and transitions across the life span;
   b. theories of learning and personality development, including current understandings about neurobiological behavior;
   c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
   d. theories and models of individual, cultural, couple, family, and community resilience;
   e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
   f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
   g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
   h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
   a. career development theories and decision-making models;
   b. career, avocational, educational, occupational and labor market information resources, and career information systems;
   c. career development program planning, organization, implementation, administration, and evaluation;
   d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
   e. career and educational planning, placement, follow-up, and evaluation;
f. assessment instruments and techniques relevant to career planning and decision making; and

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;

b. counselor characteristics and behaviors that influence helping processes;

c. essential interviewing and counseling skills;

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

f. a general framework for understanding and practicing consultation; and

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. statistical methods used in conducting research and program evaluation;

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. the use of research to inform evidence-based practice; and
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

RECOMMENDATIONS

Upon completion of the written and oral presentation, the reviewer will determine the status of the candidate's portfolio by making one of three recommendations.

1. A recommendation of **pass** will be made when the candidate receives either satisfactory or excellent in each of the components.

2. A recommendation of **pass with revision** will be made when the candidate receives one or two unsatisfactory ratings within the eight components comprising the entire presentation. This requires the candidate to submit further evidence to their advisor demonstrating acceptable achievement in the revised component(s) prior to receiving the recommendation of pass.

3. A recommendation of **failure** will be made if a candidate receives more than two unsatisfactory ratings within the eight components comprising the entire presentation. Candidates who receive a rating of failure must reapply for portfolio evaluation and revise the portfolio submitting further evidence for meeting each of the components rated.

Reviewer’s Signature

Student’s Signature

Date

10/09/09sjh
Appendix G

ACA Code of Ethics
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.

Contents

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ACA Code of Ethics Purpose 3

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Section B
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Section C
Professional Responsibility 9

Section D
Relationships With Other Professionals 11

Section E
Evaluation, Assessment, and Interpretation 11

Section F
Supervision, Training, and Teaching 13

Section G
Research and Publication 16
ACA Code of Ethics Preamble

The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.

Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

ACA Code of Ethics Purpose

The ACA Code of Ethics serves five main purposes:

1. The Code enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.

2. The Code helps support the mission of the association.

3. The Code establishes principles that define ethical behavior and best practices of association members.

4. The Code serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.

5. The Code serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

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

Section A: The Counseling Relationship
Section B: Confidentiality, Privileged Communication, 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: Resolving Ethical Issues

Each section of the ACA Code of Ethics begins with an Introduction. The introductions to each section discuss what counselors should aspire to with regard to ethical behavior and responsibility. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates contained in each part of the ACA Code of Ethics.

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.
Reasonable differences of opinion can and do exist among counselors with respect to
the ways in which values, ethical principles, and ethical standards would be applied
when they conflict. While there is no specific ethical decision-making model that is most
effective, counselors are expected to be familiar with a credible model of decision
making that can bear public scrutiny and its application.

Through a chosen ethical decision-making process and evaluation of the context
of the situation, counselors are empowered to make decisions that help expand the
capacity of people to grow and develop.

A brief glossary is given to provide readers with a concise description of some of
the terms used in the ACA Code of Ethics.

Section A: The Counseling Relationship
Introduction
Counselors encourage client growth and development in ways that foster the interest
and welfare of clients and promote formation of healthy relationships. 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.
Counselors are encouraged to contribute to society by devoting a portion of their
professional activity to services for which there is little or no financial return (pro bono
public).

A.1. Welfare of Those Served by Counselors

A.1.a. Primary Responsibility
The primary responsibility of counselors is to respect the dignity and to promote the
welfare of clients.

A.1.b. Records
Counselors maintain records necessary for rendering professional services to their
clients and as required by laws, regulations, or agency or institution procedures.
Counselors include sufficient and timely documentation in their client records to facilitate
the delivery and continuity of needed services. Counselors take reasonable steps to
ensure that documentation in records accurately reflects client progress and services
provided. If errors are made in client records, counselors take steps to properly note
the correction of such errors according to agency or institutional policies. (See
A.12.g.7., B.6.g., G.2.j.)

A.1.c. Counseling Plans
Counselors and their clients work jointly in devising integrated counseling plans that
offer reasonable promise of success and are consistent with abilities and circumstances
of clients. Counselors and clients regularly review counseling plans to assess their
continued viability and effectiveness, respecting the freedom of choice of clients. (See
A.2.a., A.2.d., A.12.g.)

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.1.e. Employment Needs
Counselors work with their clients considering employment in jobs that are consistent with the overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs of clients. When appropriate, counselors appropriately trained in career development will assist in the placement of clients in positions that are consistent with the interests, culture, and the welfare of the clients, employers and/or the public.

A.2. Informed Consent in the Counseling Relationship
(See A.12.g., B. 5., B.6.b., E.3., E.13.b., F.1.c., G.2.a.)

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 the counselor and the client. 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, and relevant experience; continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment 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 change 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 used by counselors, they 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 producers and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent
When counseling minors or 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.3. Clients Served by Others
When counselors learn that their clients are in a professional relationship with another mental health professional, 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 remedy unavoidable or unanticipated harm.

A.4.b. Personal Values
Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

A.5. Roles and Relationships With Clients
(See F.3., F.10., G.3.)

A.5.a. Current Clients
Sexual or romantic counselor-client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients
Sexual 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. Counselors, before engaging in sexual or romantic interactions or relationships with clients, their romantic partners, or client family members after 5 years following the last professional contact, demonstrate forethought and document (in written form) whether the interactions or relationship can be viewed as exploitive in some 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 such an interaction or relationship.

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)
Counselor-client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client. (See A.5.d).

A.5.d. Potentially Beneficial Interactions
When a counselor-client nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the counselor must document in the case records, 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. Such interactions should be initiated with appropriate client consent. Where unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the counselor must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony(e.g. a
wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; mutual membership in a professional association, organization, or community. (See A.5.e)

A.5.e. Role Changes in the Professional Relationship
When a counselor changes a role from the original or most recent contracted relationship, he or she obtains informed consent from the client and explains the right of the client to refuse services related to the change. Examples of role changes include:
1. Changing from individual to relationship or family counseling, or vice versa;
2. Changing from a nonforensic evaluative role to a therapeutic role, or vice versa;
3. Changing from a counselor to a researcher role (i.e. enlisting clients as research participants), or vice versa; and
4. 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, or therapeutic) of counselor role changes.

A.6. Roles and Relationships at Individual, Group, Institutional, and Societal Levels

A.6.a. Advocacy
When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.6.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.7. 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. (See A.8.a., B.4.)

A.8. Group Work
(See B.4.a.)

A.8.a. Screening
Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients
In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.
A.9. End-of-Life Care for Terminally Ill Clients

A.9.a. Quality of Care
Counselors strive to take measures that enable clients

1. to obtain high quality end-of-life care for their physical, emotional, social, and spiritual needs;
2. to exercise the highest degree of self-determination possible;
3. to be given every opportunity possible to engage in informed decision making regarding their end-of-life care; and
4. to receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from a mental health professional who is experienced in end-of-life care practice.

A.9.b. Counselor Competence, Choice, and Referral
Recognizing the personal, moral, and competence issues related to end-of-life decisions, counselors may choose to work or not work with terminally ill clients who wish to explore their end-of-life options. Counselors provide appropriate referral information to ensure that clients receive the necessary help.

A.9.c. Confidentiality
Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option of breaking or not breaking confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties.

A.10. Fees and Bartering

A.10.a. Accepting Fees From Agency Clients
Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Establishing Fees
In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, counselors assist clients in attempting to find comparable services of acceptable cost.

A.10.c. 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 first inform clients of intended actions and offer clients the opportunity to make payment.

A.10.d. Bartering
Counselors may barter only if the relationship is not exploitative or harmful and does not place the counselor in an unfair advantage, 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.e. 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 showing gratitude. When determining whether or not to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, a client’s motivation for giving the gift, and the counselor’s motivation for wanting or declining the gift.

A.11. Termination and Referral

A.11.a. Abandonment Prohibited
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 terminations.

A.11.b. Inability to Assist Clients
If counselors determine an inability 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 should discontinue the relationship.

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 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. Technology Applications

A.12.a. Benefits and Limitations
Counselors inform clients of the benefits and limitations of using information technology applications in the counseling process and in business/billing procedures. Such technologies include but are not limited to computer hardware and software, telephones, the World Wide Web, the Internet online assessment instruments and other communication devices.

A.12.b. Technology-Assisted Services
When providing technology-assisted distance counseling services, counselors determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.

A.12.c. Inappropriate Services
When technology-assisted distance counseling services are deemed inappropriate by the counselor or client, counselors consider delivering services face to face.

A.12.d. Access
Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.
A.12.e. Laws and Statutes
Counselors ensure that the use of technology does not violate the laws if any local, state, national, or international entity and observe all relevant statutes.

A.12.f. Assistance
Counselors seek business, legal, and technical assistance when using technology applications, particularly when the use of such applications crosses state or national boundaries.

A.12.g. Technology and Informed Consent
As part of the process of establishing informed consent, counselors do the following:

1. Address issues related to the difficulty of maintaining the confidentiality of electronically transmitted communications.
2. Inform clients of all colleagues, supervisors, and employees, such as Information Technology (IT) administrators, who might have authorized access to electronic transmissions.
3. Urge clients to be aware of all authorized or unauthorized users including family members and fellow employees who have access to any technology clients may use in the counseling process.
4. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries.
5. Use encrypted Web sites and e-mail communications to help ensure confidentiality when possible.
6. When the use of encryption is not possible, counselors notify clients of this fact and limit electronic transmissions to general communications that are not client specific.
7. Inform clients if and for how long archival storage of transaction records are maintained.
8. Discuss the possibility of technology failure and alternate methods of service delivery.
9. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the counselor is not available.
10. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery.
11. Inform clients when technology-assisted distance counseling services are not covered by insurance.

(See A.2.)

A.12.h. Sites on the World Wide Web
Counselors maintaining sites on the World Wide Web (the Internet) do the following:

1. Regularly check that electronic links are working and professionally appropriate.
2. Establish ways clients can contact the counselor in case of technology failure.
3. Provide electronic links to relevant state licensure and professional certification boards to protect consumer rights and facilitate addressing ethical concerns.
5. Obtain the written consent of the legal guardian or other authorized legal representative prior to rendering services in the event the client is a minor child, an adult who is legally incompetent, or an adult incapable of giving informed consent.
6. Strive to provide a site that is accessible to persons with disabilities.
7. Strive to provide translation capabilities for clients who have a different primary language while also addressing the imperfect nature of such translations.
8. Assist clients in determining the validity and reliability of information found on the World Wide Web and other technology applications.

Section B: Confidentiality, Privileged Communication 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 client rights to privacy. Counselors solicit private information without client consent or without sound legal or ethical justification.

B.1.c. Respect for Confidentiality
Counselors do not share confidential information without client consent or without 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 foreseeable situations in which confidentiality must be breached. (See A.2.b.)

B.2. Exceptions

B.2.a. Danger and Legal Requirements
The general requirements 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. (See A.9.c.)

B.2.b. 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 they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, counselors confirm that there is such a diagnosis and 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 unidentifiable third party.
B.2.c. Court Ordered Disclosure
When subpoenaed to release confidential or privileged information without a client’s permission, counselors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counseling relationship.

B.2.d. 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. (See F.1.c.)

B.3.b. Treatment Teams
When client treatment involves a continued review or participation by a 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 take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology. (See A.12.g.)

B.3.e. Transmitting Confidential Information
Counselors take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology. (See A.12.g.)

B.3.f. Deceased Clients
Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

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 groups being entered.

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 having capacity to give consent concerning each individual's right to confidentiality and any obligation to preserve the confidentiality of information known.
B.5. Client 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 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. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians over 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 culturally appropriate measures to safeguard client confidentiality.

B.6. Records

B.6.a. Confidentiality of Records
Counselors ensure that records are kept in a secure location and that only authorized personas have access to records.

B.6.b. Permission to Record
Counselors obtain permission from clients prior to recording session through electronic or other means.

B.6.c. Permission to Observe
Counselors obtain permission from clients prior to observing counseling sessions, reviewing session transcripts, or viewing recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.d. Client Access
Counselors provide reasonable access to records and copies of records when requesting 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 record in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that related directly to them and do not include confidential information related to any other client.

B.6.e. Assistance With Records
When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.

B.6.f. 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. (See A.3., E.4.)

B.6.g. Storage and Disposal After Termination
Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with state and federal statutes governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. When records are of an artistic nature, counselors obtain client (or guardian) consent with regards to handling of such records or documents. (See A.1.b.)

B.6.h. Reasonable Precautions
Counselors take reasonable precautions to protect client confidentiality in the event of the counselor’s termination of practice, incapacity, or death. (See C.2.h.)

B.7. Research and Training

B.7.a. Institutional Approval
When institutional approval is required, counselors provide accurate information about their research proposals and obtain approval prior to conduction their research. They conduct research in accordance with the approved research protocol.

B.7.b. Adherence to Guideline
Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

B.7.c. Confidentiality of Information Obtained in Research
Violations of participant privacy and confidentiality are risks of participation in research involving human participants. Investigators maintain all research records in a secure manner. They explain to participants the risks of violations of privacy and confidentiality and disclose to participants any limits of confidentiality that reasonably can be expected. Regardless of the degree to which confidentiality will be maintained, investigators must disclose to participants any limits of confidentiality that reasonably can be expected. (See G.2.e)

B.7.d. Disclosure of Research Information
Counselors do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained the prior consent of the person. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See G.2.a., G.2.d.)

B.7.e. Agreement for Identification
Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication.

B.8. Consultation

B.8.a. Agreements
When acting as consultants, counselors seek agreements among all parties involved concerning each individual’s rights to confidentiality, the obligation of each individual to
preserve confidential information, and the limits of confidentiality of information shared by others.

B.8.b. Respect for Privacy
Information obtained in a consulting relationship is discussed for professional purposes only with personas directly involved with the case. 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.8.c. 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. (See D.2.d.)

Section C: Professional Responsibility

Introduction
Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. They practice in a nondiscriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the ACA Code of Ethics. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors advocate to promote change at the individual, group, institutional, and societal levels that improve the quality of life for the individuals and groups an remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. In addition, counselors engage in self-care activities to maintain and promote their emotional, physical, mental and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of 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. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (See A.9.b., C.4.e., E.2., F.2., F.11.b.)

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 to protect others from possible hard. (See F.6.f.)
C.2.c. Qualified for Employment
Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate 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 in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.

C.2.e. Consultation on Ethical Obligations
Counselors take reasonable steps to consult with other counselors 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. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations and specific populations with whom they work.

C.2.g. Impairment
Counselors are alert to the 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 seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time 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. (See A.11.B., F.8.b.)

C.2.h. Counselor Incapacitation or Termination of Practice
When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or “records custodian” a plan for the transfer of clients and files in the case of their incapacitation, death, 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 nor former clients nor any other persons who may be vulnerable to undue influence.

C.3.c. Statements by Others
Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.
C.3.d. Recruiting Through Employment
Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, 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 (See C.6.d.)

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 authorized 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 (See C.2.a.)

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 closely related field. Counselors do not imply doctoral-level competence when only 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 related field.

C.4.e. Program Accreditation Status
Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership
Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of the American Counseling Association 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 based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisors, or research participants in a manner that has a negative impact on these persons.
C.6. Public Responsibility

C.6.a. Sexual Harassment
Counselors do not engage in or condone sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activates or roles, and that either

1. Is unwelcome, is offensive, or creates a hostile workplace or learning environment, and counselors know or are told this; or
2. Is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context in which the behavior occurred.

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. (See B.3., E.4)

C.6.c. Media Presentations
When counselors provide advice or comment by means of public lectures, demonstrations, radio or telephone programs, prerecorded tapes, 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 (See C.3.e.)

C. 6.e. Scientific Bases for Treatment Modalities
Counselors use techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. Counselors who do not must define the techniques/procedures as "unproved" or "developing" and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. (See A.4.a, E.5.c, E.5.d.)

C.7. Responsibility to Other Professionals

C.7.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. Professional Responsibility

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 to counseling services that differ from their own. Counselors are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships
Counselors work to develop and strengthen interdisciplinary relations 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, keep the focus on how to best serve the 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 (see A.1.a.)

D.1.d. 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. (see B.1.c, B.1.d, B.2.c., B.2.d., B.3.b.)

D.1.e Establishing Professional and Ethical Obligations
Counselors who are members of interdisciplinary teams 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.f. Personnel Selection and Assignment
Counselors 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 as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions
Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be effected,
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 take care not to harass or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Consultation

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. (See C.2.a.)

D.2.b. Understanding Consultees
When providing consultation, counselors attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

D.2.c. Consultant Goals
The consulting relationship is one in which consultee adaptability and growth toward self-direction are consistently encouraged and cultivated.

D.2.d. Informed Consent in Consultation
When providing consultation, 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. Working in conjunction with the consultee, counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. (See A.2.a, A.2.b.)

Section E. Evaluation, Assessment, and Interpretation

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

E.1. General

E.1.a. Assessment
The primary purpose of educational, psychological, and career assessment is to provide measurements that are valid and reliable in either comparative or absolute terms. These include, but are not limited to, measurements of ability, personality, interest, intelligence, achievement, and performance. Counselors recognize the need to
interpret the statements in this section as applying to both quantitative and qualitative assessments.

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 these techniques provide. 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 utilize 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 psychological and career assessment techniques by persons under their supervision. (See A.12.)

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 Bases on Results
Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.

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 the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Counselors consider the client’s understanding of the results, and the impact of the results on the client. (See A.2., A.12.g., F.1.c.)

E.3.b. Recipients of Results
Counselors consider the 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. (See B.2.c., B.5.)

E.4. Release of Date to Qualified Professionals
Counselors release assessment date in which the client is identified only with the consent of the client or the client’s legal representative. Such data are releases only to persons recognized by counselors as qualified to interpret the data. (See B.1., B.3., B.6.b.)
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 interview) used to determine client care (e.g., locus of treatment, type of treatment, or 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. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders. (See A.2.c.)

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 the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.

E.5.d. Refraining From Diagnosis
Counselors may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

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.

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. (See A.9.b., B.3.)

E.6.c. Culturally Diverse Populations
Counselors are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the client population. (See A.2.c., E.5.b.)

E.7. Conditions of Assessment Administration
(See A.12.b., A.12.d.)

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. Technological Administration
Counselors ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.
E.7.c. Unsupervised Assessments
Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, counselors do not permit inadequately supervised use.

E.7.d. Disclosure of Favorable Conditions
Prior to administration of assessments, conditions that produce most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/Diversity in Assessment
Counselors use with caution assessment techniques that were 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 place test results in proper perspective with other relevant factors. (See A.2.c., E.5.b.)

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting
In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or the inappropriateness of the norms for the person tested.

E.9.b. Research Instruments
Counselors exercise caution when interpreting the results of research instruments not having sufficient technical data to support respondent results. The specific purposes for the use of such instruments are states explicitly to the examinee.

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. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client. (See D.2.)

E.10. Assessment Security
Counselors maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgement and permission from the publisher.

E.11. Obsolete Assessments and Outdated Results
Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose. 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 educational and psychological 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 are entitled to form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors will 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 counseling in nature, and entities or individuals who will receive the evaluation report are identified. Written consent to be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited
Counselors do not evaluate individuals for forensic purposes they currently counsel or individuals they have counseled in the past. Counselors do not accept as counseling clients individuals they are evaluating or individuals they have evaluated in the past for forensic purposes.

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
Counselors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. Counselors have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of counselors-in-training.

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 other counselors or counselors-in-training. Counseling supervisors monitor client welfare and supervisee clinical performance and professional development to fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

F.1.b. Counselor Credentials
Counseling supervisors work to ensure that clients are aware of the qualifications of the
supervisees who render services to the clients. (See A.2.b.)

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 used. (See A.2.b., B.1.d.)

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation
Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills. (See C.2.a., C.2.f.)

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.3. Supervisory Relationships

F.3.a. Relationship Boundaries with Supervisees
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may comprise the supervisory relationship.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited.

F.3.c. Sexual Harassment
Counseling supervisors do not condone of subject supervisees to sexual harassment. (See C.6.a.)

F.3.d. Close Relatives and Friends
Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

F.3.e. Potentially Beneficial Relationships
Counseling supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counseling supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional
relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee.

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 they are to adhere and the mechanisms for due process appeal of individual supervisory actions.

F.4.b. Emergencies and Absences
Supervisors establish and communicate to supervisees procedures for contacting them 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. Supervisors of postdegree counselors encourage these counselors to adhere to professional standards of practice. (See C.1.)

F.4.d. Termination of the Supervisory Relationship
Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, clinical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

F.5.a. Evaluation
Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.5.b. Limitations
Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. 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. (See C.2.g.)

F.5.c. Counseling for Supervisees
If supervisees request counseling, supervisors provide them with acceptable referrals. Counselors 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. (See F.3.a.)

F.5.d. Endorsement
Supervisors endorse supervisees for certification, licensure, employment, or completion
of an academic or training program only when they believe 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.6. Responsibilities of Counselor Educators

F.6.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. Counselor educators conduct counselor education and training
programs in an ethical manner and serve as role models for professional behavior. (See
C.1., C.2.a., C.2.c.)

F.6.b. Infusing Multicultural Issues/Diversity
Counselor educators infuse material related to multiculturalism/diversity into all courses
and workshops for the development of professional counselors.

F.6.c. Integration of Study and Practice
Counselor educators establish education and training programs that integrate academic
study and supervised practice.

F.6.d. Teaching Ethics
Counselor educators make students and supervisees 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. (See C.1.)

F.6.e. Peer Relationships
Counselor educators make every effort to ensure that the rights of peers are not
compromised when students or supervisees lead counseling groups or provide clinical
supervision. Counselor educators take steps to ensure that students and supervisees
understand they have the same ethical obligations as counselor educators, trainers and
supervisors.

F.6.f. Innovative Theories and Techniques
When counselor educators teach counseling techniques/procedures that are innovative,
without an empirical foundation, or without a well-grounded theoretical foundation, they
define the counseling techniques/procedures as “unproven” or “developing” and explain
to students the potential risks and ethical considerations of using such
techniques/procedures.

F.6.g. Field Placements
Counselor educators develop clear policies within their training programs regarding 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 and inform site supervisors of their professional and ethical responsibilities
in this role.

F.6.h. Professional Disclosure
Before initiating counseling services, counselors-in-training disclose their status as
students and explain how this status affects the limits of confidentiality. Counselor
educators ensure that the clients at field placements 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. (See A.2.b.)

F.7. Student Welfare

F.7.a. Orientation
Counselor educators recognize that orientation is developmental process that continues throughout the educational and clinical training of students. Counseling faculty provide prospective students with information about the counselor education program's expectations:

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

F.7.b. Self-Growth Experiences
Counselor Education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgments when designing training experiences they conduct that require student and supervisee self-growth of self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

F.8. Student Responsibilities

F.8.a. Standards for Students
Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)

F.8.b. Impairment
Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are
alert to signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problem that are interfering with their ability to provide services to others. (See A.1., C.2.d., C.2.g.)

F.9. Evaluation and Remediation of Students

F.9.a. Evaluation
Counselors 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 performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations
Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators
1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss of refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.
(See C.2.g.)

F.9.c. Counseling for Students
If students request counseling or if counseling services are required as part of a remediation process, counselor educators provide acceptable referrals.

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

F.10.a. Sexual or Romantic Relationships
Sexual or romantic interactions or relationships with current students are prohibited.

F.10.b. Sexual Harassment
Counselor educators do not condone or subject students to sexual harassment. (See C.6.a.)

F.10.c. Relationships With Former Students
Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members foster open discussions with former students when considering engaging in a social, sexual, or other intimate relationship. Faculty members discuss with the former student how their former relationship may affect the chance in relationship.

F.10.d. Nonprofessional Relationships
Counselor educators avoid nonprofessional or ongoing professional relationships with students in which there is a risk of potential harm to the student or that 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 supervisee placement.
F.10.e. Counseling Services
Counselor educators do not serve as counselors to current students unless this is a brief role assigned with a training experience.

F.10.f. Potentially Beneficial Relationships
Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counselor educators engage in open discussions with students when they consider entering into relationships with students outside of their roles as teachers and supervisors. They discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitation of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time-limited and initiated with student consent.

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

F.11.a. Faculty Diversity
Counselor educators are committed to recruiting and retaining a diverse faculty

F.11.b. Student Diversity
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities 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. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

Section G: Research and Publication

Introduction
Counselors who conduct research are encourage 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 efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research programs.

G.1. Research Responsibilities
G.1.a. Use of Human Research Participants
Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human research participants.

G.1.b. Deviation From Standard Practice
Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard or acceptable practices.

G.1.c. Independent Researchers
When independent researchers do not have access to an Institutional Review Board (IRB), they should consult with researchers who are familiar with IRB procedures to provide appropriate safeguards.

G.1.d. Precautions to Avoid Injury
Counselor who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.e. Principal Research 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.1.f. Minimal Interference
Counselors take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.g. Multicultural/Diversity Consideration in Research
When appropriate to research goals, counselors are sensitive to incorporate research procedures that take into account cultural considerations. They seek consultation when appropriate.

G.2. Rights of Research
(See A.2., A.7.)

G.2.a. Informed Consent in Research
Individuals have the right to consent 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 and risks,
4. describes any benefits or changes in individuals or organizations that might be reasonably 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 to discontinue participation in the project at any time without penalty.
G.2.b. Deception
Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

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

G.2.d. Client Participation
Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.e. Confidentiality of Information
Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent.

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

G.2.g. Commitments to Participants
Counselors take reasonable measures to honor all commitments to research participants. (See A.2.c.)

G.2.h. Explanations After Date 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.i. 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 acknowledgement.

G.2.j. Disposal of Research Documents and Records
Within a reasonable period of time following the completion of a research project or study, counselors take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or information that identifies research participants. When records are of an artistic nature, researchers obtain participant consent with regard to handling of such records or documents. (See B.4.a., B.4.g.)
G.3. Relationships With Research Participants (When Research Involves Intensive or Extended Interactions)

G.3.a. Nonprofessional Relationships
Nonprofessional relationships with research participants should be avoided.

G.3.b. Relationships With Research Participants
Sexual or romantic counselor-research participant interactions or relationships with current research participants are prohibited.

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

G.3.d. Potentially Beneficial Interactions
When a nonprofessional interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to 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 due to the nonprofessional interaction, the researcher must show evidence of an attempt to remedy such harm.

G.4. Reporting Results

G.4.a. Accurate Results
Counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in misleading or fraudulent research, distort date, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. 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 is 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 data to qualified professionals who may wish to replicate the study.
G.5. Publication

G.5.a. Recognizing Contributions
When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

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

G.5.c. Review/Republication of Data or Ideas
Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

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 of introductory statements.

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

G.5.f. Student Research
For articles that are substantially based on students course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.

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

G.5.h. Professional Review
Counselors who review material submitted for publications, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors use care to 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 use care to avoid personal biases.

SECTION H – RESOLVING ETHICAL ISSUES

Introduction
Counselors behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection 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 these 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. They engage in on-going professional development regarding current topics in ethical and legal issues in counseling.

H.1. Standards and the Law

(See F.9.a)

H.1.a. Knowledge
Counselors understand the ACA Code of Ethics and other applicable ethics codes from other professional organizations or from 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.

H.1.b. Conflicts Between Ethics and Laws
If ethical responsibilities conflict with law, regulations, 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 by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.

H.2. Suspected Violations
H.2.a. Ethical Behavior Expected
Counselors expect colleagues to adhere to the ACA Code of Ethics. When counselors possess knowledge that raises doubts as to whether another counselor is acting in an ethical manner, they take appropriate action (See H.2.b., H.2.c.)

H.2.b. Informal Resolution
When counselors have reason to believe that another counselor is violating or has violated an ethical standard, they attempt first to resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

H.2.c. 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 appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when counselors have been retained to review the work of another counselor whose professional conduct is in question.

H.2.d. Consultation
When uncertain as to 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.
H.2.e. 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. When possible, counselors work toward change within the organization to allow full adherence to the ACA Code of Ethics. In doing so, they address any confidentiality issues.

H.2.f. Unwarranted Complaints
Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

H.2.g. Unfair Discrimination Against Complainants and Respondents
Counselors do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

H.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. Counselors are 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.
Appendix H

ASCA National Standards
ASCA National Standards for K-12 Students

I. ACADEMIC DEVELOPMENT

*Standard A:* Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

*Standard B:* Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

*Standard C:* Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. CAREER DEVELOPMENT

*Standard A:* Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

*Standard B:* Students will employ strategies to achieve future career success and satisfaction.

*Standard C:* Students will understand the relationship among personal qualities, education and training and the world of work.

III. PERSONAL/SOCIAL DEVELOPMENT

*Standard A:* Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

*Standard B:* Students will make decisions, set goals, and take necessary action to achieve goals.

*Standard C:* Students will understand safety and survival skills.
ASCA Competencies and Indicators for Students

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-Concept
A:A1.1 Articulate feelings of competence and confidence as learners
A:A1.2 Display a positive interest in learning
A:A1.3 Take pride in work and achievement
A:A1.4 Accept mistakes as essential to the learning process
A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning
A:A2.1 Apply time-management and task-management skills
A:A2.2 Demonstrate how effort and persistence positively affect learning
A:A2.3 Use communications skills to know when and how to ask for help when needed
A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success
A:A3.1 Take responsibility for their actions
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
A:A3.3 Develop a broad range of interests and abilities
A:A3.4 Demonstrate dependability, productivity and initiative
A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical-thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family and peers
A:B1.5 Organize and apply academic information from a variety of sources
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
A:B2.2 Use assessment results in educational planning
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness
   C:A1.1 Develop skills to locate, evaluate and interpret career information
   C:A1.2 Learn about the variety of traditional and nontraditional occupations
   C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
   C:A1.4 Learn how to interact and work cooperatively in teams
   C:A1.5 Learn to make decisions
   C:A1.6 Learn how to set goals
   C:A1.7 Understand the importance of planning
   C:A1.8 Pursue and develop competency in areas of interest
   C:A1.9 Develop hobbies and vocational interests
   C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness
   C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
   C:A2.2 Apply job readiness skills to seek employment opportunities
   C:A2.3 Demonstrate knowledge about the changing workplace
   C:A2.4 Learn about the rights and responsibilities of employers and employees
   C:A2.5 Learn to respect individual uniqueness in the workplace
   C:A2.6 Learn how to write a résumé
   C:A2.7 Develop a positive attitude toward work and learning
   C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
   C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information
   C:B1.1 Apply decision-making skills to career planning, course selection and career transition
   C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
   C:B1.3 Demonstrate knowledge of the career-planning process
   C:B1.4 Know the various ways in which occupations can be classified
   C:B1.5 Use research and information resources to obtain career information
   C:B1.6 Learn to use the Internet to access career-planning information
   C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
   C:B1.8 Understand how changing economic and societal needs influence employment trends and future training
C:B2 Identify Career Goals
   C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
   C:B2.2 Assess and modify their educational plan to support career
   C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
   C:B2.4 Select course work that is related to career interests
   C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals
   C:C1.1 Understand the relationship between educational achievement and career success
   C:C1.2 Explain how work can help to achieve personal success and satisfaction
   C:C1.3 Identify personal preferences and interests influencing career choice and success
   C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
   C:C1.5 Describe the effect of work on lifestyle
   C:C1.6 Understand the importance of equity and access in career choice
   C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals
   C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
   C:C2.2 Learn how to use conflict management skills with peers and adults
   C:C2.3 Learn to work cooperatively with others as a team member
   C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application
- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

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Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills
- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events
Appendix I

Executive Summary for the ASCA National Model
The ASCA National Model
A Framework for School Counseling Programs

American School Counselor Association
1101 King Street, Suite 625, Alexandria VA 22314
http://www.ascanationalmodel.org/

Executive Summary

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students’ daily educational environment, and school counselors should be partners in student achievement. Unfortunately, school counseling has lacked a consistent identity from state to state, district to district and even school to school. This has led to a misunderstanding of what school counseling is and what it can do for a school. As a result, school counseling programs are often viewed as ancillary programs instead of a crucial component to student achievement, and school counselors have not been used to their fullest.

The question has often been posed, “What do school counselors do?” The more important question is, “How are students different because of what school counselors do?”

To help answer this question, the American School Counselor Association (ASCA) created The ASCA National Model, a framework for School Counseling Programs. By implementing a school counseling program based on ASCA’s National Model, schools and school districts can:

- Establish the school counseling program as an integral component of the academic mission of the school.
- Ensure every student has equitable access to the school counseling program.
- Identify and deliver the knowledge and skills all students should acquire.

**Action Plans** - For every desired competency and result, there must be a plan outlining how the desired result will be achieved. Each plan contains:

1. competencies addressed
2. description of the activity
3. data driving the decision to address the competency
4. timeline in which activity is to be completed
5. who is responsible for delivery
6. means of evaluating student success
7. expected result for students

**Use of Time** - ASCA’s National Model recommends that school counselors spend 80 percent of their time in direct service (contact) with students and provides a guide to school counselors and administrators for determining the amount of time their program should devote to each of the four components of the delivery system. Because resources are limited, school counselors’ time should be protected; duties need to be limited to program delivery and direct counseling services, and noncounseling activities should be reassigned whenever possible.

**Use of Calendars** - Once school counselors determine the amount of time necessary in each area of the delivery system, they should develop and publish master and weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation in the program.
Accountability
School counselors and administrators are increasingly challenged to demonstrate the effectiveness of the school counseling program in measurable terms. To evaluate the program and to hold it accountable, school counseling programs must collect and use data that link the program to student achievement.

Results Reports- Results reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program. Immediate, intermediate and long-range results are collected and analyzed for program improvement.

School Counselor Performance Standards- The school counselor’s performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

Program Audit- The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

ASCA National Standards for Student Academic, Career and Personal/Social Development
ASCA’s National Standards outline competencies that are the foundation for ASCA’s National Model. Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a school counseling program.

Academic Development
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development
A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B. Students will employ strategies to achieve further career goals with success and satisfaction.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/Social Development
A. Students will understand the relationship will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
B. Students will make decisions, set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills.
School Counselor Responsibilities
School counselors have many duties and responsibilities related to designing and implementing a comprehensive school counseling program. Therefore, programs should free school counselors to do what they do best and what only they can do. Most school counselors have a master's degree and are typically the only people in a school with formal training in both mental health and education.
Appendix J

ASCA Code of Ethics
Preamble
The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. 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 regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, 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 affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant 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 counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

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 counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.


A.1. Responsibilities to Students
The professional school counselor:

a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.

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

c. Respects the student's values and beliefs and does not impose the counselor's personal values.

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

A.2. Confidentiality
The professional school counselor:

a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

c. In absence of state legislation expressly forbidding disclosure, considers 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
• Counselor recommends the student notify partner and refrain from further high-risk behavior
• Student refuses
• Counselor informs the student of the intent to notify the partner
• Counselor seeks legal consultation as to the legalities of informing the partner

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

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:
a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:
a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.
b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship.

A.5. Appropriate Referrals

The professional school counselor:
a. Makes referrals when necessary or appropriate to outside resources. 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.

A.6. Group Work

The professional school counselor:
a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:
a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:
a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
c. Recognizes the limits of sole-possession records and understands these records are a
memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they (1) are shared with others in verbal or written form, (2) include information other than professional opinion or personal observations and/or (3) are made accessible to others.

- Establishes 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. Careful discretion and deliberation should be applied 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.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:
- Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- Uses 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.
- Assesses the effectiveness of his/her 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

The professional school counselor:
- Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

b. Advocates for equal access to technology for all students, especially those historically underserved.

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor: Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

The professional school counselor:
- Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- Respects the confidentiality of parents/guardians.
- Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:
- Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
b. Recognizes that working with minors in a school setting may require counselors to collaborate with students’ parents/guardians.

c. Provides 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.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

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

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

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

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

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students’ best interest.

b. Informs 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 counselor.

c. Is knowledgeable and supportive of the school’s mission and connects his/her program to the school’s mission.

d. Delineates and promotes the counselor’s role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

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

The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional
information. Professional and personal growth are ongoing throughout the counselor’s career.

E.2. Diversity
The professional school counselor:
a. Affirms the diversity of students, staff and families.
b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affect her/him personally and professionally.
d. Acquires 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.

F. RESPONSIBILITIES TO THE PROFESSION
F.1. Professionalism
The professional school counselor:
a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student’s identity when using data for research or program planning.
d. Adheres 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 works responsibly for change.
e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
f. Does not use his/her professional position to recruit or gain clients, consultees for his/her 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
The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS
Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The 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 counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.
4. 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

5. 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 chair.
   - handling complaints of alleged violations of the ethical standards. 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.
Appendix K

New York State Learning Standards
New York State Learning Standards

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness
- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A safe and Healthy Environment
- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management
- Students will understand and be able to manage their personal and community resources

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry and Design
- Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems
- Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics
- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

Standard 4: Science
- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology
- Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes
- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving
- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

Standard 1: Language for Information and Understanding
- Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts and generalizations.

Standard 4: Understanding the Cultural Contributions of the Arts
• Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society

Career Development and Occupational Studies

Standard 1: Career Development
• Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning
• Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills
• Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors
• Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies

Standard 1: History of the United States and New York
• Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
• Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography
• Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live: local, national, and global— including the distribution of people, places and environments over the Earth’s surface.

Standard 4: Economics
• Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.
Appendix L

Site, Supervisor, and Student Evaluations
Niagara University

School Counseling Practicum/School Counseling Internship Site/Supervision Evaluation.

Name__________________________________________ Date____________________________

School Site__________________________________________ School Supervisor______________

Niagara University Supervisor_____________________________________________________

I. Evaluation of School Experience:
   A. How would you rate your on-site supervision? (Strengths and weaknesses)

   B. Did your contact with students provide an opportunity for both continuity and diverse counseling experiences? (e.g. multicultural, group, learning disabled students, etc.)

II. Seminar experience:
   A. What are your overall impressions of the seminars? (strengths and weaknesses).

   B. Was there a connection between your school practicum/internship experiences and the seminar classes? (EDU 676 and 677).
C. Was the seminar format helpful? If so, explain how, if not, explain.

III. Log.

A. Did the summary of experiences permit you to explore your own theoretical style and practical approach to counseling? Please explain.

IV. Additional Comments:

A. Do you feel the Niagara University Supervisor was effective in your development as a counselor? If so, then in what way? If not, please explain.

B. Would you care to make any concrete suggestions for the design of future practica and internships?
Assessment of Competencies of Professional Counselors: An Evaluation Schematic

When using the columns located in the assessment section of this manual, the following key is recommended:

5  High
The professional counselor performed extremely well in this area.

4  High Average
The professional counselor's performance level is more than adequate in this area.

3  Average
The professional counselor possesses adequate competence in this area.

2  Low Average
The professional counselor possesses competence in this area, but needs to improve performance.

1  Low
The professional counselor clearly lacks competence in this area.

NO  No opportunity to assess or not observed
The professional counselor has not performed or has not had supervisor observation of performance in this competency area.

NE  Not essential to assessment
The professional counselor does not consider that the competency statement, guideline, or both are requisite to current counseling performance and requirements.
## School Counseling

### Goal Statement

The professional school counselor possesses the personality characteristics, knowledge, and skills required of the effective helper, complies with ethical standards, and develops, maintains, and provides effective counseling, guidance, consultation, coordination, organization, and administration skills and expertise appropriate for a school setting.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Performance Guidelines</th>
<th>Assessment</th>
<th>Average</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>The counselor is a skilled professional who is able to:</td>
<td>The professional counselor provides evidence of competence by demonstrating</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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<td>1 Help schools and students meet goals.</td>
<td>the ability to:</td>
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<td>2</td>
<td>3</td>
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<td>1.1</td>
<td>Explain personal and professional strengths and limitations.</td>
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<td>1.2</td>
<td>Make and maintain personal professional growth plans.</td>
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<td>1.3</td>
<td>Actively engage in personal career developmental planning.</td>
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<td>1.4</td>
<td>Participate in professional developmental and continuing education opportunities on a regular basis.</td>
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<td>1.5</td>
<td>Continue to follow current and innovative strategies and theories in the field of counseling.</td>
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<tr>
<td>Design and implement a comprehensive, developmental school counseling program.</td>
<td>Understand the intellectual-, ego-, moral-, and task-oriented theories of child and adolescent development as well as the physiological development of children and adolescents.</td>
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<td>2.1</td>
<td>Demonstrate knowledge of national and state models for comprehensive developmental guidance programs (e.g., Alaska Model, Idaho Model, Missouri Model, Texas Model, Wisconsin Model).</td>
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<td>2.3</td>
<td>Assess needs of all students and others served by preparing and administering a comprehensive needs assessment of students, teachers, administrators, other school personnel, and parents.</td>
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<td>2.4</td>
<td>Develop, implement, and coordinate a comprehensive developmental school counseling curriculum that covers the major areas of developmental</td>
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<td>2.5</td>
<td>Ensure that a comprehensive, developmental school counseling program addresses personal, social, educational, and career needs of all student populations.</td>
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<td>2.6</td>
<td>Ensure that a comprehensive, developmental school counseling program meets the specific needs of all student populations (e.g., at-risk, gifted and talented, disabled, minority, multicultural, GLBT).</td>
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<td>2.7</td>
<td>Develop and coordinate a collaborative team approach to program implementation that involves all members of the school counseling team (e.g., students, counselors, parents, teachers, administrators, and community research persons).</td>
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<td>2.8</td>
<td>Develop, implement, and coordinate a program that includes a guidance curriculum that covers the major areas of developmental needs, including academic, career, personal, and social.</td>
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<td>2.9</td>
<td>Encourage and assist classroom teachers in implementing guidance activities.</td>
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<td>2.10</td>
<td>Assist students in educational and career planning.</td>
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<td>2.11</td>
<td>Assist students in transitions between grades or educational levels.</td>
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<td>2.12</td>
<td>Market and inform students, parents, teachers, and administrators about the</td>
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<td>2.13</td>
<td>Develop and manage a program budget. Supervise clerical, paraprofessional, and volunteer staff.</td>
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<td>2.14</td>
<td>Conduct program evaluation through various methods to ensure that a comprehensive developmental school counseling program is meeting the needs of a school.</td>
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<td>2.15</td>
<td>Use results of program evaluation to disseminate program outcomes to school personnel, parents, students, and community resources.</td>
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<td>2.16</td>
<td>Integrate personal evaluation results to revise and improve the school counseling program.</td>
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<td>2.17</td>
<td>Advocate removal of barriers to student success. Employ and promote school counseling who possess the ability to recognize, appreciate, and serve cultural differences and the special needs of students and families.</td>
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<td>2.18</td>
<td>Inform students of financial aid available for post secondary students.</td>
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<td>3</td>
<td>Manage the school counseling program.</td>
<td>3.1</td>
<td>Be provided with and maintain a budget for the school counseling program.</td>
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<td>3.2</td>
<td>Maintain optimal counselor-student ratios for providing appropriate services.</td>
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<td>3.3</td>
<td>Higher certified school counselors with appropriate knowledge and skills for working with students (pre-K through post secondary), parents, teachers and administrators.</td>
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<td>3.4</td>
<td>Have appropriate resources (books, videos, computer programs, activities books, post secondary materials, college catalogs, and career materials) available to meet the needs of all students.</td>
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<td>3.5</td>
<td>Have available appropriate office space for counseling and groups counseling area for meeting the needs of all students.</td>
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<td>3.6</td>
<td>Have telephones and computers available in each office.</td>
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<td>3.7</td>
<td>Attend professional development workshops that will update skills and knowledge in areas that relate to the needs of students.</td>
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<td>3.8</td>
<td>Maintain on office staff dedicated to school counselors, students, parents, teachers, and administrators and skilled in clerical areas.</td>
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<td><strong>4</strong></td>
<td><strong>Provide individual and group counseling.</strong></td>
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<td>4.1</td>
<td>Use of consistent theoretical framework to offer effective counseling to students.</td>
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<td>4.2</td>
<td>Counsel individuals students to meet remedial, preventative, and developmental needs.</td>
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<td>4.3</td>
<td>Identify students in need of additional counseling.</td>
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<td>4.4</td>
<td>Develop a network of community referral and consultation resources.</td>
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<td>4.5</td>
<td>Provide group counseling to meet student remedial, preventative and developmental needs.</td>
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<td>4.6</td>
<td>Develop and disseminate a method to inform students, staff, and parents about procedures for obtaining individual or group counseling services.</td>
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<td>4.7</td>
<td>Respond appropriately and effectively to students, staff, and parents in crisis.</td>
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<td>4.8</td>
<td>Maintain appropriate confidentiality.</td>
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<td>4.9</td>
<td>Develop, collect, analyze, and interpret data.</td>
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<td>4.10</td>
<td>Collect data to examine how the school counseling program makes a difference.</td>
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<td>4.11</td>
<td>Prepare and maintain appropriate records.</td>
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<td>4.12</td>
<td>Advocate for all children. Understand the purpose and role of play in emotional expression for young children. Provide developmentally appropriate counseling methods for young children, including, but not limited to, play therapy and expressive art therapies.</td>
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<td>4.13</td>
<td>Use knowledge of adolescent developmental issues in counseling. Provide developmentally appropriate counseling methods for older children and adolescents, including, but not limited to, cognitive therapies and expressive art therapies.</td>
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<td>5</td>
<td>Consult with students, teachers, parents, administrators, and others.</td>
<td>Consult with students and parents concerning family circumstances that affect school attitude and performance.</td>
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<tr>
<td>5.1</td>
<td>Consult with teachers, administrators, and staff to meet individual student needs in such areas as attendance, progress, and motivation.</td>
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<td>5.2</td>
<td>Conduct parents education groups and individual conferences on specific problems and issues related to typical developmental concerns.</td>
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<td>5.3</td>
<td>Assist teachers in developing curriculum in areas related to counseling, such as career development and psychosocial development.</td>
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<td>5.4</td>
<td>Conduct staff development on problem areas that may affect students in schools, such as depression, suicide, attention-deficit hyperactivity disorder, eating disorders, risk of failure, violence, homelessness, and pregnancy.</td>
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<td>6</td>
<td>Coordinate services available to students, their families, teachers, and school-related</td>
<td>Encourage cooperative relationships among and between the school, businesses, and members of the local community.</td>
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<td>6.2</td>
<td>Develop an effective referral process for assisting students and school personnel in obtaining services of specialized individuals within the school system and agencies within the community.</td>
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<td>6.3</td>
<td>Make referrals to professionals within the school system if deemed necessary.</td>
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<tr>
<td>6.4</td>
<td>Study and conduct liaison with outside agencies if necessary.</td>
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<td>6.5</td>
<td>Study and conduct liaison with outside agencies to be knowledgeable of agency expertise, credentialing, accreditation, and reputation of outside individual and agency.</td>
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<td>6.6</td>
<td>Assist specific program personnel with appropriate student referrals.</td>
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<tr>
<td><strong>Facilitate the educational, personal, social, and career developmental of all students.</strong></td>
<td><strong>Help students understand interrelationships among and between educational, career, and overall human development.</strong></td>
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<tr>
<td>7.1</td>
<td>Collaborate in identifying, obtaining, and disseminating appropriate educational and career development resources.</td>
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<tr>
<td>7.2</td>
<td>Adapt educational and career resources for dissemination to students through infusion in all aspects of the curriculum.</td>
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<td>7.3</td>
<td>Encourage teachers to integrate and infuse career developments and activities throughout the curriculum.</td>
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<tr>
<td>7.4</td>
<td>Conduct sections with students to promote career awareness.</td>
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<tr>
<td>7.5</td>
<td>Provide career and educational opportunities to students.</td>
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<tr>
<td>7.6</td>
<td>Helps students expand their horizons and aspirations.</td>
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<tr>
<td>7.8</td>
<td>Helps students explore post secondary education and training opportunities.</td>
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<tr>
<td>7.9</td>
<td>Encourage parents to participate in student planning and decision making.</td>
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<tr>
<td>7.10</td>
<td>Helps students develop decision making skills.</td>
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<tr>
<td>7.11</td>
<td>Facilitate student near-term and long term personal educational and career planning and decision making.</td>
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<tr>
<td>7.12</td>
<td>Have knowledge of and help students access and evaluate post-secondary options.</td>
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<tr>
<td>7.13</td>
<td>Be aware of and help students and parents access and evaluate available financial assistance.</td>
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<td>7.14</td>
<td>Use O*NET and other web-based technology to assist students in making career decision.</td>
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<thead>
<tr>
<th>8</th>
<th>Help select and interpret student assessment data.</th>
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<tbody>
<tr>
<td>8.1</td>
<td>Serve on committees to help select assessments used by the school system.</td>
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<td>8.2</td>
<td>Coordinate the organization, accumulation, and maintenance of student records with clerical staff.</td>
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<tr>
<td>8.3</td>
<td>Serve on committees that select individual and group assessment instruments.</td>
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<td>8.4</td>
<td>Interpret student information and assessment data for students, parents, teachers, and administrators.</td>
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<td>8.5</td>
<td>Use appraisal data to assist students with placement decisions.</td>
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<td>8.6</td>
<td>Use appraisal data to identify students who have specific needs.</td>
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<td>8.7</td>
<td>Coordinate interviewing and identify needs of new students and parents prior to enrollment.</td>
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<td>8.8</td>
<td>Review student progress and make reports to parents, teachers, and administrators about student</td>
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<td></td>
<td>Development, adjustment, and achievement.</td>
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<td>8.9</td>
<td>Serve on committees to determine that assessment tools are appropriate for the student or students being evaluated.</td>
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<td>8.10</td>
<td>Serve on the committee that determines that assessment tools are not biased toward any student.</td>
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<tr>
<td>9</td>
<td>Demonstrate regard for professional development and ethical standards.</td>
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<tr>
<td>9.1</td>
<td>Obtain state and national professional credentials.</td>
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<td>9.2</td>
<td>Maintain active membership in local, state, and national organizations, such as the American Counseling Association (ACA), the American School Counselor Association (ASCA), and state and local divisions of ACA and ASCA.</td>
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<tr>
<td>9.3</td>
<td>Abide by established state and federal laws and appropriate ethical and professional standards developed by ACA, ASCA, and other organizations.</td>
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<td>9.4</td>
<td>Adhere to school board and individual school policies.</td>
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<td>Total</td>
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<td>Average</td>
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Appendix M
Candidate's Statement of Commitment Regarding Dispositions
Candidate’s Statement of Commitment Regarding Dispositions

It is the responsibility of the Counseling and School Psychology programs within the College of Education to successfully prepare candidates to become effective practitioners. The programs require candidates to behaviorally manifest the knowledge, skills, and dispositions outlined in the conceptual framework of the College of Education.

In addition to the knowledge, skills, and dispositions specified through coursework, each candidate will be evaluated on the following dispositions by faculty and provided with feedback to assist with their progress. Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001; CACREP, 2001; NASP Standards for Professional Practice, 2004). The following dispositions are expected of Niagara University Counseling and School Psychology candidates in the university classroom and in the schools.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

- Maintains confidentiality as appropriate
- Is enthusiastic and self-directed in learning
- Understands and complies with professional ethics, laws, and policies at the local, state, provincial and national levels
- Exhibits appropriate appearance
- Is prepared and punctual
- Demonstrates autonomy consistent with level of training
- Demonstrates academic honesty

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.
The Candidate:

- Maintains high expectations for self and others
- Considers diverse perspectives and promotes diversity of individuals and groups
- Exemplifies respect for self and others
- Demonstrates compassion and empathy
- Demonstrates appropriate affect and interpersonal communication skills
- Responds to praise, challenges, and constructive criticism with maturity and dignity
- Collaborates with peers and supports their development

**Critical Thinking and Reflective Practice:** The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

- Is able to think critically and effectively solve problems
- Addresses issues and concerns in a professional manner
- Functionally applies classroom based knowledge into professional practice
- Fluidly retrieves and generalizes previously learned academic skills
- Seeks and accepts assistance when needed
- Reflects upon his/her professional practice
- Evaluates attainment of professional goals

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I have read the dispositions and indicators above. In addition to academic progress, I believe that good dispositions are integral to being an effective practitioner. I am committed to growing and demonstrating excellence in these dispositions. I understand that my success and progress in the graduate program depends upon successful demonstration of these dispositions.

_________________________    _________________________
Signature                    Date                        Graduate Program