

CLEMSON

U N I V E R S I T Y

**Eugene T. Moore
School of Education**

**Master's of Education Degree in Counselor Education
Program of Study
Community, School, or Student Affairs**



COUNSELOR EDUCATION FIELD EXPERIENCE HANDBOOK

(Revised September 2008)

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General Field Experience Guidelines

Introduction

This manual provides information about field experiences in the counselor education program at Clemson University. These consist of the practicum and internship experiences. Field experiences are a part of all three programs of study in the counselor education program, including community counseling, student affairs, and school counseling. There are some program specific objectives as well as overall ones.

The practicum is designed to help students develop requisite counseling skills and knowledge of the applied setting. The internship provides students with experience in all aspects of professional functioning applicable to their program track. This introduction provides an overview of the program's field experiences. Specific program information and required forms are provided later in this document. Please check the table of contents to locate desired information.

It is highly recommended that students discuss site placement with their advisors almost immediately upon entering the program. These discussions will assist students in clarifying their professional interests, solidifying their program of study, and seeking out appropriate sites for practicum and internship. A list of approved sites is available through Elaine Hiott, the program's Clinical Coordinator. Students must submit a separate Application for Practicum and Internship (refer to page 20) for **each semester** they are enrolling in a field experience.

Each program requires students to attend a mandatory field experience meeting early in each semester for the purposes of (1) providing students with program-specific information on field experiences and (2) ensuring registration of students into appropriate sections of practicum and internship courses.

Students must have personal professional liability insurance in force before beginning any practicum or internship experience. Such insurance is available at student rates from various insurance carriers, which are listed on page 57. Students are encouraged to "shop" around for their policies. Please contact your advisor if you have questions about professional liability insurance. The school counseling program requires students to join the American School Counselor Association prior to field experience. Students receive personal liability coverage through this membership.

Throughout this document, the following terminology is used when referring to field experiences:

Advisor	Counselor Education faculty member who is the student's assigned academic advisor upon entering the program.
Clinical Coordinator/Field Experience Coordinator	Provides information to sites and students related to placement and nature of field experience. Approves sites, coordinates student placement.

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Site	This is the physical location of the field experience placement. This site must be approved by the Clinical Coordinator.
University Supervisor	The faculty member who is the instructor for the practicum or internship courses and will meet with students either individually or within a group class setting. May also be referred to as the “Group Supervisor”.
Group supervision	The weekly time spent in the assigned section of practicum or internship course. Additional requirements to complete the course will be provided by the university supervisor and course syllabi.
Site Supervisor	This is the faculty or staff member at the field experience site who oversees the administrative details of the student’s experience. This person is the liaison to the university supervisor and the Clinical Coordinator. Site supervisors are required to have a minimum of two (2) years of related experience and appropriate certification and/or licensure (if applicable).
Non-direct client contact	Time spent in field-related activities that are not with clients or students. Examples of non-direct contact hours are individual or group supervision, onsite meetings, and research or preparing of service delivery activities, etc.
Direct client contact	Time spent in direct contact with clients or students. Examples of direct contact hours are all forms of counseling sessions and service provision, tutoring, outreach/consultation, parent meetings or consultation, and observations of counseling-related services, etc.

Two key stressors for students participating in field experiences are (1) completing their required hours and (2) taping sessions with clients.

- 1) Completing Required Hours: To eliminate the first stress of meeting the hour requirements, students should discuss the program’s hour requirements with their perspective sites prior to the start of their field experience. Students who may have questions about a particular site or who have difficulty accumulating their hours once the semester has begun should discuss their concerns immediately to their university supervisor. Students must be cognizant that the required hours remain the same during the summer semester. Therefore, students must be able to present a plan of how they can guarantee completing the field experience requirements to their advisor and clinical coordinator.
 - a) The actual length of time on site is determined by the duration of the university’s semester schedule.
 - b) Students can start working on their sites as early as two (2) weeks before the start of the semester but cannot engage in direct contact hours due to the fact the university’s liability coverage begins on the first day of the semester.
 - c) Extra hours earned during the semester can only be carried over to the next semester as approved at the discretion of the university supervisor. (Note: a maximum of 50 hours can be carried over upon the university supervisor’s approval.)

- 2) Taping: Taped sessions are required for students in the community agency, school counseling, and student affairs counseling programs. Tapes are a requirement for both practicum and internship. A minimum of two (2) tapes is required during practicum and can either be a real or simulated counseling experience. A minimum of five (5) tapes and/or direct observations of counseling skills are required in internship. The university or site supervisor will review tapes or conduct observations of counseling sessions. Students must receive clients' written permission to audio or tape counseling session. The consent form for taping is located on page 39.

Practicum

All practicum experiences must be successfully completed before enrolling in an internship. For the practicum experience, students complete:

- ▼ A minimum of 100 hours in an appropriate setting which include:
- ▼ A minimum of 60 hours of non-direct client contact and
- ▼ A minimum of 40 hours of direct client contact.

A completed application to enroll in the practicum should be submitted by the posted deadline dates located on the application form. The student's advisor reviews the student's progress in the counselor education program at the time of practicum application. Therefore, it is highly recommended that students meet with their faculty advisor prior to submitting their practicum application. If the progress is satisfactory, registration in the practicum will be permitted. If student progress is unsatisfactory, registration will not be permitted and the student's advisor will arrange a conference with the student to determine a plan for the student.

During practicum, students learn the role of a counselor in the particular setting, the variety of activities and services provided, and the policies and procedures of that particular setting. Appropriate practicum activities are determined by the course instructor (also refer to as university supervisor) and the site supervisor. These activities often include tutoring, observing, attending staff meetings, administering tests, interviewing professional staff members, studying materials and procedure manuals, and other support functions. Students must keep a log of their activities and complete assignments related to course content (e.g., interview the director, observe a special education class, and learn the procedure for dealing with emergency clients). Students report on their experiences during class meetings. If you have any questions regarding whether a particular activity falls under non-direct or direct contact hours, please consult with your practicum or internship university supervisor.

Practicum site supervisors help arrange the suggested activities, meet with the student on a regular basis to discuss the practicum experiences, and complete an evaluation form of the student in the middle and at the end of the semester. Students will meet one and one half hours a week for group supervision and one hour per week for individual supervision with their university supervisor. The student will meet weekly with the site supervisor for 1 hour.

Internship

The internship is a supervised opportunity for the student to perform all the activities that a regularly employed staff member in a particular setting would be expected to perform.

A completed application (refer to page 20) to enroll in the internship must be submitted by the posted deadline. The student's advisor reviews the student's progress (including completion and feedback from the practicum experience) in the counselor education program at the time of internship application. If the progress is judged as satisfactory, registration in the internship will be permitted. If it is judged as unsatisfactory, registration will not be permitted and the student's advisor will arrange a conference with the student to determine a plan of action specific to the student's needs and program requirements.

An appropriate site location is one where the student can become familiar with a variety of professional activities including direct service work. It allows the student to obtain audio or video tapes (if appropriate for your concentration) of the student's interactions with clients appropriate to the environmental emphasis area and provides the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media and professional literature and research. Descriptions of appropriate activities for each program are provided in this manual. Note: Tapes are required for community agency, school, and student affairs counseling students but not required for the student affairs administration concentration area. Tapes are presented for supervision in class or individual supervision sessions. Appropriate site locations also have a site supervisor available to work with the student who has a minimum of two years of graduate level academic preparation in the student's environmental emphasis, possesses appropriate certifications or licenses, and has a minimum of two years of pertinent professional experience.

The internship requires:

- A minimum of 600 clock hours of supervised experience in a professional role compatible with the student's track
- A minimum of 360 hours of non-direct service hours, and
- A minimum of 240 hours of direct service work with clientele.

All students must complete their internship requirements within two (2) semesters of internship experience. Each semester consists of registering for 3.0 credit hours and completing the following hours:

- A minimum of 300 hours of total experience,
- A minimum of 180 hours of non-direct contact hours, and
- A minimum of 120 hours of direct contact hours.

The site supervisor is expected to acquaint the student with the site and its personnel, meet once a week for an hour with the student to discuss progress, critique audio or video counselor education tapes for each student (if applicable), participate in a midterm and final evaluation of the student and consult with the university supervisor about the student's progress.

The university supervisor is expected to provide group supervision for 1 ½ hours per week with students in similar field experiences. Additionally, the university supervisor will critique audio or video tapes for each student, consult with the site supervisor about the student's progress, assure that

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all required internship forms are submitted, attend all university meetings of supervisors, assure that students complete all internship requirements, and submit grades for the students.

Students' Responsibilities:

Students enrolled in both practicum and internship are required to complete an Application for Practicum and Internship, Field Experience Prospectus, Field Experience Summary form, University Supervisor Evaluation Form, and a Field Experience Site Supervisor Evaluation form by the end of the semester. Students are also required to keep a log book describing their field experiences, the date of the experience, the amount of time spent at it and the student's reactions to the experience. Students attend weekly meetings with a site host approved by the program faculty, and individual and group supervisory meetings with a university supervisor. Community, school and student affairs counseling students must secure written consent for audio or videotaping (refer to page 39) their counseling experiences from their clients and present the tapes for critique during supervision sessions. Students are required to maintain their original signed copies of all field experience documents and scan them onto a computer disk for storage. Instruction for creating the computer disks are found on page 15 of this manual. Submit your computer disk to the university supervisor at the end of each semester. The CD's are placed in your file as required by CACREP.

Practicum and internship courses are graded on a "Pass/Fail" scale, meaning students will receive either a "P" or "F" on their final grade report. The credit hours for these courses will be included on your transcripts as part of the program's total hour requirements; however, the final grades are not calculated into your overall GPA. The grading rubrics for the practicum and internship courses are located on pages 17 and 18, respectively.

Community Counseling Program

Overview of Field Experience Guidelines

Practicum – Designed to help students develop requisite counseling skills and knowledge of the applied setting.

1. Practicum experiences must be successfully completed before enrolling in an internship.
2. Students complete a minimum of 100 hours in an appropriate setting:
 - a. 60 hours can include non-direct student contact
 - b. 40 hours **MUST** be direct student contact
 - c. Learn the role of a community counselor in the particular setting, including a variety of activities and services provided, as well as policies and procedures for that agency..
 - d. The course instructor, student’s advisor, and site supervisor determine appropriate practicum activities. Activities could include observing/shadowing, attending staff meetings, tutoring, advising, co-facilitate psychoeducational groups, intake/assessments, administering tests, interviewing professional staff members, studying materials and procedure manuals, and other support functions. All clinical activities should be under the direct observation and supervision of a site supervisor.
 - e. A **minimum** of two (2) tapes is required during practicum and can either be a real or simulated counseling experience. Your university supervisor could require more tapes.
3. Practicum site supervisors:
 - a. Help arrange the suggested activities.
 - b. Meet with the student every week to supervise and discuss the practicum experiences.
 - c. Complete an evaluation form of the student in the middle and at the end of the semester.

Internship – Provides students with experience in all aspects of professional functioning as a Community Counselor.

1. Students perform all the activities that a regularly employed staff member in a particular setting would be expected to perform. Will be considered “Counselors-In-Training”.
2. Internship requires a minimum of 600 clock hours (300 hours completed during two semesters) of supervised experience in a professional role.
 - a. Minimum of 240 hours (120 each semester) must be in direct service work with clients.
 - b. A **minimum** of five (5) tapes and/or direct observations of counseling skills are required in internship. The number of tapes required will be determined by your university supervisor.
 - c. Classes that are taken concurrently with your internship will be limited. This decision will be made on an individual basis and approved by your advisor.
3. Internship site supervisors:
 - a. Help arrange the suggested activities; meet other staff
 - b. Meet with the student every week to supervise and discuss the practicum experiences
 - c. Complete an evaluation form of the student in the middle and at the end of the semester.
 - d. Consult with the university supervisor about the student's progress.

School Counseling Program

Practicum – Designed to help students develop requisite counseling skills and knowledge of the applied setting.

1. Practicum experiences must be successfully completed before enrolling in an internship.
2. Students complete a minimum of 100 hours in an appropriate setting:
 - a. 60 hours can include non-direct student contact
 - b. 40 hours **MUST** be direct student contact
 - c. Learn the role of a school counselor in the particular setting, including a variety of activities and services provided, as well as policies and procedures for that school.
 - d. The course instructor, student's advisor, and site supervisor determine appropriate practicum activities. Activities could include observing/shadowing, attending faculty meetings, parent meetings, tutoring, advising, co-facilitate small groups, classroom guidance, intake/assessments, attending IEP and 504 meetings, interviewing professional staff members, studying materials and procedure manuals, and other support functions. All clinical activities should be under the direct observation and supervision of a site supervisor.
 - e. A **minimum** of two (2) tapes is required during practicum and can either be a real or simulated counseling experience. Your university supervisor could require more tapes.
3. Practicum site supervisors:
 - a. Help arrange the suggested activities.
 - b. Meet with the student every week to supervise and discuss the practicum experiences.
 - c. Complete an evaluation form of the student in the middle and at the end of the semester.

Internship – Provides students with experience in all aspects of professional functioning as a school counselor.

1. Students perform all the activities that a regularly employed staff member in a particular setting would be expected to perform.
2. Internship requires a minimum of 600 clock hours (300 hours completed during two semesters) of supervised experience in a professional role.
 - a. Minimum of 240 hours (120 each semester) must be in direct service work with students.
 - b. A **minimum** of five (5) tapes and/or direct observations of counseling skills are required in internship. The number of tapes required will be determined by your university supervisor.
 - c. Classes that are taken concurrently with your internship will be limited. This decision will be made on an individual basis and approved by your advisor.
3. Internship site supervisors:
 - a. Help arrange the suggested activities; meet other staff
 - b. Meet with the student every week to supervise and discuss the internship experiences
 - c. Complete an evaluation form of the student in the middle and at the end of the semester.
 - d. Consult with the university supervisor about the student's progress.

Additional Information Specific to School Counseling:

Certification:

Students will begin their certification file at the State Department of Education by completing the Application for Educator Certificate. Students may receive a recommendation for certification in Elementary Guidance, Secondary Guidance, or both Elementary and Secondary Guidance. This recommendation is based upon where you complete your required hours. Students who complete all of their internship hours in an elementary or middle school setting will be recommended for Elementary certification. Students who complete all of their internship hours at a high school will be recommended for Secondary certification. Students who desire to be certified at both levels must complete 300 hours in an elementary or middle school and 300 hours in a high school setting. Students may count a maximum of 100 hours of their practicum experience toward these 300 hour requirements.

The Application for Educator Certificate also includes the required background check and fingerprint card. Students are not allowed to enroll in internship until they have been cleared by SLED. The application process is time-sensitive. Once the application is submitted, all requirements for certification must be met within 18 months. Plan carefully with you advisor. Deadlines for this requirement are very specific with no flexibility. Deadlines are as follows:

January 15 for enrollment in fall internship

June 10 for enrollment in spring internship.

Complete information on educator certification is available at the Office of Educator Certification website: <http://www.scteachers.org/Cert/index.cfm>

Once a student is nearing completion of their program of study, they should fill out the top portion of the Recommendation Form and submit it to the school counseling program coordinator. The form is included in the application packet or at <http://www.scteachers.org/cert/certpdf/recom.pdf>. In addition to this form, the student should provide information about the level of certification being sought (Elementary, Secondary, Elementary and Secondary) as well as documentation verifying the completion of internship in the appropriate setting.

The State of South Carolina requires applicants for certification as a school counselor to take and successfully pass the Praxis II specialty area test in School Guidance and Counseling. Students may elect to take this exam at any point during their course of study, but it is recommended that they wait until they have completed all or a majority of their coursework. For information on registering for this exam, go to www.ets.org. You must have your scores reported to Clemson University, as Clemson cannot send forward your Recommendation for Certification until copies of your Praxis II scores are on record.

Field Experience Placement

Each South Carolina school district has its own requirement for securing placement for field experience. Most districts have asked that we consolidate our requests through the field experience office directly to the school district official. **Therefore, you are not allowed to arrange placement on your own.** Placement requests from students should be forwarded to the field experience coordinator. Placements are discussed in greater detail during the Field Experience Orientation.

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Placement in alternative settings, other than traditional school settings, is allowed only with approval of the program coordinator. Possible settings might include school-based mental health counseling programs, charter schools, or prison schools. Students must submit a letter providing information on the site and how it relates to the work of a school counselor.

Masters +30 Option:

Because Clemson University's School Counseling program is a 51 credit hour program, the State Department of Education will allow graduates of this program to complete an additional 9 credits of graduate level coursework in counseling courses or other courses which directly relate to the work of school counselors to qualify for the Masters+30 pay grade. The courses must be completed within 7 years of starting your program of study in school counseling at Clemson. It is not a requirement to complete the additional 9 credits at Clemson University. However, students who desire to complete all 60 credit hours while enrolled in the School Counseling program at Clemson must be sure to leave at least one REQUIRED course until the last semester.

If you are interested in pursuing this option, you are required to contact the Office of Teacher Certification prior to taking the courses so that your intention can be noted in your certification file.

The contact information follows:

Jim Turner
Office of Teacher Certification
500 Landmark Building
3700 Forest Drive
Columbia, SC 29204
email: jturner@scteachers.org

Student Affairs

Overview of Field Experience Guidelines

Introduction

The Counselor Education program requires field experiences for all three tracks of the Counselor Education program, including community counseling, student affairs, and school counseling. These tracks share common core courses and objectives at all levels, yet each track develops distinct competencies through these field experiences. The field experiences consist of a 100-hour practicum and 600-hours of internship experiences.

Practicum – Designed to help students develop requisite counselor education skills and knowledge of the applied setting.

- Practicum experiences must be successfully completed before enrolling in an internship.
- Students complete a minimum of 100 hours in an appropriate setting:
 - a. 60 hours can include non-direct student contact
 - b. 40 hours MUST be direct student contact
 - c. Learn the role of a student affairs professional/counselor educator in the particular setting, including a variety of activities and services provided, as well as procedures and policies.
 - d. Serve as volunteers or "apprentices" rather than counselor educators during this introductory experience.
 - e. The course instructor, student's advisor, and site supervisor determine appropriate practicum activities. Activities could include observing/shadowing, attending staff meetings, tutoring, advising, administering tests, interviewing professional staff members, studying materials and procedure manuals, and other support functions.
- Practicum site supervisors:
 - Help arrange the suggested activities; meet other staff
 - Meet with the student every week to supervise and discuss the practicum experiences.
 - Complete an evaluation form of the student in the middle and at the end of the semester.

Internship – Provides students with experience in all aspects of professional functioning applicable to their program track.

- Students perform all the activities that a regularly employed staff member in a particular setting would be expected to perform.
- Internship requires a minimum of 600 clock hours of supervised experience in a professional role compatible with the student's track (usually completed over 2 semesters).
 - Minimum of 240 hours must be in direct service work with clientele.
- Internship site supervisors:
 - Help arrange the suggested activities; meet other staff
 - Meet with the student every week to supervise and discuss the practicum experiences
 - Complete an evaluation form of the student in the middle and at the end of the semester.
 - Consult with the university supervisor about the student's progress.

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CD Requirement for Practicum and Internship For All Counselor Education Students

All students enrolled in Practicum and Internship are required to submit at the completion of the course a Compact Disk (CD) that contains electronic versions of all of the following documents:

- Application for Practicum/Internship (all 4 pages)
- Field Experience Prospectus
- Field Experience Mid-term and Final evaluations
- Field Experience Summary of Practicum/Internship Experience
- Field Experience Site Evaluation
- Professional Growth Paper

*It is not necessary for you to include your University Supervisor Evaluation form. These forms should be submitted anonymously to your university supervisor.

All forms must include all required signatures and dates.

There are a number of locations on the Clemson University campus, including the library, where students may make electronic copies of their documents to scan onto a CD. There are also some copy shops that can assist in this process.

To minimize problems with this requirement, please consider the following suggestions:

- Do not wait until the very end of the semester to start this process. Many of the required documents are complete and available for scanning earlier in the semester.
- Ensure that you have all of the required documents and that they have all of the required signatures and dates on them.
- Use a rewritable CD. If the CD is not rewritable and you make any sort of a mistake at any point in the process with any document, you will need to start over on a new CD.
- Check and re-check that all documents are on the completed CD and can be accessed
- submit your completed CD in a jewel case; clearly label both the CD and the jewel case with your name, course, instructor and semester

Thank you for your careful attention to these requirements.

Grading Rubrics

Grading Rubric for Community, School and Student Affairs Practicum Field Experiences

ED C 830 (Professional School Counseling Practicum), ED C 834 (Student Affairs Practicum), & ED C 836 (Community Agency Practicum)

Pass	Fail
Completion of course requirements outlined in course syllabus	Inability to complete the minimum requirements as outlined in course syllabus
Completion of a minimum of 100 clock hours which include: Minimum of 40 hours of direct contact hours (refer to syllabus for definitions of direct contact)	Clock less than a total of 100 hours in field experience OR less than 40 direct contact hours.
Attendance of one and one half (1 ½) hours of weekly group supervision (class) with the university faculty or supervisee of university faculty	Inability to attend the minimum number of hours required for group and individual supervision.
Attendance of one (1) hours of weekly individual supervision with the university instructor or supervisee of university faculty	Evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following: <ul style="list-style-type: none"> ▪ violation of professional standards of ethical codes; ▪ inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency; ▪ behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements; ▪ interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and ▪ inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.
Completion and submission of relevant documentation required of student and site personnel.	
Demonstration of exemplary ethical and professional behaviors.	

Grading Rubric for Community, School and Student Affairs Internship Field Experiences

ED C 841 (Professional School Counseling Internship), ED C 844 (Student Affairs Internship), & ED C 846 (Community Agency Internship)

Pass	Fail
Completion of course requirements outlined in course syllabus.	Inability to complete the minimum requirements as outlined in course syllabus
Completion of a minimum of 300 clock hours which include: Minimum of 120 hours of direct contact hours (refer to syllabus for definitions of direct contact).	Clock less than a total of 300 hours in field experience OR less than 120 direct contact hours. **
Attendance of one and one half (1 ½) hours of weekly group supervision (class) with the university faculty or supervisee of university faculty.	Inability to attend the minimum number of hours required for group and individual supervision.
Attendance of one (1) hours of weekly individual supervision with the onsite instructor.	Evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following: <ul style="list-style-type: none"> ▪ violation of professional standards of ethical codes; ▪ inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency; ▪ behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements; ▪ interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and ▪ inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.
Provide audio or videotapes demonstrating counseling skills.	
Completion and submission of relevant documentation required of student and site personnel.	
Demonstration of exemplary ethical and professional behaviors.	

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**Clemson University
Community, School and Student Affairs
Application for Practicum and Internship**

Name _____ Date _____
 CU Student ID Number _____ CU e-mail _____
 Address _____ Phone _____
 City & Zip _____ Advisor _____

Applying for course (please circle)

- | | | |
|---|--|--|
| ED C 830
Practicum in School Counselor education | ED C 834
Practicum in Student Affairs | ED C 836
Practicum in Community Counselor education |
| ED C 841
Internship in School Counselor education | ED C 844
Internship in Student Affairs | ED C 846
Internship in Community Counselor education |

Circle semester applying for: **FALL** **SPRING** **SUMMER** and Year: _____
Indicate preference for location of course: ___ **Clemson** ___ **University Center** ___ **No Preference**

Students must obtain professional liability insurance before starting their field experiences.

Student Affairs		School		Community	
Courses	When Taken	Courses	When Taken	Courses	When Taken
EDC 803 _____	_____	EDC 801 _____	_____	EDC 805 _____	_____
EDC 804 _____	_____	EDC 807 _____	_____	EDC 810 _____	_____
EDC 810 _____	_____	EDC 810 _____	_____	EDC 814 _____	_____
				EDC 815 _____	_____
				* May be concurrent	
		EDC 814 _____	_____	For Internship:	_____
				ED C 811 _____	_____
				ED C 818 _____	_____
		EDC 815 _____	_____	EDC 821 _____	_____
		* may be concurrent		ED C 823 Coreq.	_____
				ED C 836 _____	_____

Total number of credit hours at the completion of this semester _____
 Advisor must give permission for student to begin Practicum, Advisor's Signature _____

APPLICATION DUE DATES: For School and Community Counseling

March 1st for FALL October 1st for SPRING and SUMMER

March 1st for Fall and Summer November 1 for Spring for Student Affairs

- These forms are due to the Field Experience Coordinator, Elaine Hiott.
- Only complete applications will be processed

- All students applying for EDC 830 or EDC 841 must submit fingerprints for a criminal background check. See Elaine Hiott for additional information & materials.



Check here if you have already completed the requirement. _____ Date Completed

Clemson University
Community, School, and Student Affairs
Practicum/Internship Site Supervisor Guidelines

The faculty members of Clemson University's Counselor Education Program have designed the following contract and guidelines for students, site supervisors, and university supervisors who will be participating in the practicum and internship experiences. We view site supervisors as partners in our effort to train skilled counselors. We are convinced that practicum and internship placements create a situation beneficial to all concerned, and we hope the following guidelines will be informative and useful. If you have any questions regarding the guidelines, please contact the following persons: School Counseling, Amy Milsom (864) 656-0927; Student Affairs, Pam Havice (864) 656-5121; Community Counseling, David Scott (864) 656-1486. The Field Experience Coordinator is Elaine Hiott (864)656-0768.

Responsibilities of the Practicum/Internship Site, and Site Supervisor

1. Provide appropriate physical facilities for the counselor education experience including: adequate work space, access to telephone, and necessary supplies and equipment for the students;
2. Orient the student to the mission, goals, and objectives of the site, as well as the operating procedures;
3. Provide direct student supervision by a counselor education professional who (a) possesses a minimum of a Master's degree in counselor education or a related field and appropriate certifications and/or licensure; (b) has a minimum of two (2) years of pertinent professional experience, and (c) knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Ensures student receives at least one hour per week of one-on-one supervision by the site supervisor;
5. Provide opportunities for a full range of professional experiences;
6. Inform Clemson University of the student's performance through the completion of two detailed evaluations, and either telephone or email contact with the Clemson University instructor over the course of the practicum/internship. Notify the university supervisor or Field Experience Coordinator immediately if there are issues with the student's performance that demonstrate lack of appropriate behavior, adherence to ethical standards, or other major deficits.
7. Make available to the practicum/internship student in-service and training opportunities presented to the site staff;
8. Permit audio/videotaping of counseling sessions to be reviewed by Clemson University practicum/internship supervisor who will be evaluating the student's skills (if applicable). *Confidentiality of tapes will be maintained. Students should obtain informed consent from clients/students/parents to allow taping. It is assumed that each site has its own form for obtaining such consent. Students are not required to record all sessions. Therefore, clients/students are free to decline permission for taping. Tapes will not include identifying information about the client. Tapes will be erased after the course instructor has reviewed them.* Permit observations in school settings of small group counselor education and classroom guidance.
9. For the Practicum experience, students must have the opportunity to complete a minimum of 100 clock hours, including: a minimum of 40 hours of direct service with clients/students, so that experience can be gained in individual and group interactions, with at least one-fourth of the time spent in group interactions; a minimum of one hour per week of individual supervision by the site or university supervisor.
10. For the Internship experience, the students must have the opportunity to complete a minimum of 600 clock hours (300 each semester), including: a minimum of 240 hours (120 each semester) of direct service with clients/students appropriate to the program of study; a minimum of one hour a week of individual supervision, throughout the internship usually performed by the site supervisor; the opportunity for the student to become familiar with a variety of professional activities other than direct service; and the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, information, and referral to appropriate providers.

Responsibilities of the Practicum/Internship Student

1. Become aware of the policies and procedures of the practicum/internship site;
2. Attend all orientation programs concerning the field experience;
3. Participate in all individual and group meetings associated with the learning experience;
4. Establish clearly in writing the specifics of time commitments and schedules;
5. Maintain appropriate professional appearance, be punctual, and adhere to site customs;
6. Assure that the site supervisor is kept fully informed about client contracts;
7. Complete counselor education hours as specified above for practicum or internship requirements;
8. Maintain a detailed log to be signed by the site supervisor and submitted to the Clemson University instructor;
9. Abide by the ethical standards and confidentiality laws established by the American Counselor education Association, the American Psychological Association, and Association for College Personnel Administrators;
10. Obtain liability insurance through the American Counselor education Association as strongly advised by the Clemson University Counselor education Program;
11. Complete a Field Experience Prospectus, Field Experience Summary form, University Supervisor Evaluation form, and a Site Supervisor Evaluation form at the conclusion of the experience;

Responsibilities of Clemson University Practicum/Internship Supervisor

1. Assure that all required field experience forms are submitted;
2. Provide orientation, assistance, and consultation to site supervisors;
3. Maintain contract with each student and each site supervisor;
4. Withdraw students who do not meet minimal standards;
5. For practicum/internship students, a minimum of one and one-half hours per week of group supervision with other students in a similar practicum over the course of a semester, and an evaluation of the student’s performance throughout the practicum including a formal evaluation at the end of the experience;
6. Obtain direct evidence of a student’s performance (direct observation, audiotape, videotape) in relevant areas, and provide effective and timely feedback on student’s performance;
7. Provide instruction regarding issues relevant to the field experience;
8. Maintain confidentiality regarding client information obtained during faculty supervision;
9. Provide site with evaluation forms and deadlines;
10. Confer with site if student’s experiences need to be changed or altered; and
11. Submit a grade for the student.

_____ Site Supervisor Signature _____ Date

_____ Student Signature _____ Date

_____ University Supervisor Signature _____ Date

Practicum/Internship Site Supervisor Contract

We thank you for your professional interest in our students and the outstanding quality of the field experience each student receives.

Student Name _____

Name of Supervisor _____

Official Name of Site (do not abbreviate) _____

Site Address _____

Phone # of Site supervisor _____ Email address of Site supervisor _____

Site supervisor e-mail _____

Counseling or Related Degree Obtained _____

Please specify the Certification(s) and/or License(s) that apply to the placement. _____

Years of Pertinent Experience _____

** Note a minimum of 2 years experience is required. Please specify the # of years served as a Counselor or Student Affairs professional.*

I agree to accept a practicum/internship at the above named site and to abide by the above guidelines.

Student

Date

I have read all of the guidelines comprising the Practicum/Internship experience, and I agree to accept _____ as a practicum/internship student for the following time period ___/___ to ___/___. I agree that I can provide the experiences and supervision above to meet the requirements of the Practicum/Internship.

Site Supervisor

Date

For official use only

Application approved

Application denied

Practicum/Internship Coordinator Signature

Date

***Application must be complete or it will not be processed!**

(Revised September 2008)

**Clemson University
Community, School, and Student Affairs
Field Experience
Mid-term Practicum/Internship Evaluation**

Student's Name: _____ Date: _____

Practicum/Internship Site: _____ Semester: _____

Site Supervisor's Name: _____

Program Tract: ___ School ___ Student Affairs ___ Community

Circle Course: EDC 830 EDC 834 EDC 836
 EDC 841 EDC 844 EDC 846

The student's direct site supervisor should complete this form. According to the following key, please circle the number that best indicates the student's behavior and abilities.

- 1 = Unsatisfactory performance**
- 2 = Somewhat unsatisfactory performance**
- 3 = Average performance**
- 4 = Satisfactory performance**
- 5 = Exemplary performance**
- NA = Not applicable**

I. Professional Relationships

A. Relationship with site supervisor	NA	1	2	3	4	5
B. Relationship with other professional staff	NA	1	2	3	4	5
C. Relationship with support personnel	NA	1	2	3	4	5
D. Relationships with other students on site	NA	1	2	3	4	5

II. Professional Attitude

A. Ability to take initiative and perform independently	NA	1	2	3	4	5
B. Promptness	NA	1	2	3	4	5
C. Dependability	NA	1	2	3	4	5
D. Daily Preparation	NA	1	2	3	4	5
E. Displays Cooperation	NA	1	2	3	4	5
F. Ability and desire to carry out suggestions	NA	1	2	3	4	5

II. Personal Characteristics

A. Self-awareness and self-understanding	NA	1	2	3	4	5
B. Emotional stability	NA	1	2	3	4	5
C. Self-control	NA	1	2	3	4	5
D. A sense of adequacy, self-worth, and self-confidence	NA	1	2	3	4	5
E. The capacity to initiate, accept and profit from constructive criticism	NA	1	2	3	4	5
F. Ability to verbally communicate effectively and clearly	NA	1	2	3	4	5
G. Ability to communicate in writing effectively and clearly	NA	1	2	3	4	5
H. Ability to be tactful	NA	1	2	3	4	5
I. Ability to grasp and successfully adapt to new situations	NA	1	2	3	4	5
J. An awareness of one's own cultural values and biases	NA	1	2	3	4	5

IV. Attitudes Toward Clients/Students

A. Genuine interest in clients/students	NA	1	2	3	4	5
B. Ability to understand client's/student's point of view	NA	1	2	3	4	5
C. Ability to secure cooperation of clients/students in individual and group settings	NA	1	2	3	4	5
D. Ability to maintain confidentiality	NA	1	2	3	4	5
E. An awareness of clients' worldview, attitudes, & beliefs	NA	1	2	3	4	5

V. Performance in the Counselor Education Process

A. Ability to establish and maintain rapport	NA	1	2	3	4	5
B. Ability to successfully relate to diverse types of clients	NA	1	2	3	4	5
C. An awareness of an adherence to ethical standards	NA	1	2	3	4	5
D. An understanding of developmental stage(s) and tasks of clients	NA	1	2	3	4	5
E. Ability to use/develop appropriate activity media in counselor education and guidance work	NA	1	2	3	4	5
F. Ability to accurately assess the educational and/or psychological needs of clients	NA	1	2	3	4	5
G. Ability to match individual needs to appropriate individual and/or group settings and services	NA	1	2	3	4	5

(Revised September 2008)

H. Ability to use appropriate appraisal techniques for the gathering and utilization of information	NA	1	2	3	4	5
I. Ability to use educational, vocational, and personal-social information in assisting clients with the skill of decision-making	NA	1	2	3	4	5
J. Ability to use culturally appropriate intervention strategies	NA	1	2	3	4	5

VI. Performance of Program Duties

A. The ability to organize a guidance and counselor education program appropriate to the setting	NA	1	2	3	4	5
B. Knowledge of community referral sources	NA	1	2	3	4	5
C. Knowledge of "in-house" referral sources	NA	1	2	3	4	5
D. Knowledge of any assessments used in the setting and their proper interpretation	NA	1	2	3	4	5
E. Ability to prepare a comprehensive case study	NA	1	2	3	4	5
F. Ability to interact productively with other personnel in the setting	NA	1	2	3	4	5
G. Ability to function as a team member	NA	1	2	3	4	5
H. An overall understanding of the organization and functions of the school/agency	NA	1	2	3	4	5

Please rate your practicum/internship student on overall:

I. Counselor education ability	NA	1	2	3	4	5
J. Coordination ability	NA	1	2	3	4	5
K. Consultation ability	NA	1	2	3	4	5
L. Potential for overall success as a future counselor in a setting similar to the current setting	NA	1	2	3	4	5

Do you feel this student would be more suited to a different setting? If yes, what kind of setting?

Please use this space for additional comments.

Site Supervisor Signature/Date

Student Signature/Date

**Clemson University
Community, School, and Student Affairs
Field Experience
Final Practicum/Internship Evaluation**

Student's Name: _____ Date: _____

Practicum/Internship Site: _____ Semester: _____

Site Supervisor's Name: _____

Program Tract: ___ School ___ Student Affairs ___ Community

Circle Course: EDC 830 EDC 834 EDC 836
 EDC 841 EDC 844 EDC 846

The student's direct site supervisor should complete this form. According to the following key, please circle the number that best indicates the student's behavior and abilities.

- 1 = Unsatisfactory performance**
- 2 = Somewhat unsatisfactory performance**
- 3 = Average performance**
- 4 = Satisfactory performance**
- 5 = Exemplary performance**
- NA = Not applicable**

III. Professional Relationships

A. Relationship with site supervisor	NA	1	2	3	4	5
B. Relationship with other professional staff	NA	1	2	3	4	5
C. Relationship with support personnel	NA	1	2	3	4	5
D. Relationships with other students on site	NA	1	2	3	4	5

II. Professional Attitude

A. Ability to take initiative and perform independently	NA	1	2	3	4	5
B. Promptness	NA	1	2	3	4	5
C. Dependability	NA	1	2	3	4	5
D. Daily Preparation	NA	1	2	3	4	5
E. Displays Cooperation	NA	1	2	3	4	5
F. Ability and desire to carry out suggestions	NA	1	2	3	4	5

III. Personal Characteristics

A. Self-awareness and self-understanding	NA	1	2	3	4	5
B. Emotional stability	NA	1	2	3	4	5
C. Self-control	NA	1	2	3	4	5
D. A sense of adequacy, self-worth, and self-confidence	NA	1	2	3	4	5
E. The capacity to initiate, accept and profit from constructive criticism	NA	1	2	3	4	5
F. Ability to verbally communicate effectively and clearly	NA	1	2	3	4	5
G. Ability to communicate in writing effectively and clearly	NA	1	2	3	4	5
H. Ability to be tactful	NA	1	2	3	4	5
I. Ability to grasp and successfully adapt to new situations	NA	1	2	3	4	5
J. An awareness of one's own cultural values and biases	NA	1	2	3	4	5

IV. Attitudes Toward Clients/Students

A. Genuine interest in clients/students	NA	1	2	3	4	5
B. Ability to understand client's/student's point of view	NA	1	2	3	4	5
D. Ability to secure cooperation of clients/students in individual and group settings	NA	1	2	3	4	5
E. Ability to maintain confidentiality	NA	1	2	3	4	5
F. An awareness of clients' worldview, attitudes, & beliefs	NA	1	2	3	4	5

V. Performance in the Counselor education Process

A. Ability to establish and maintain rapport	NA	1	2	3	4	5
B. Ability to successfully relate to diverse types of clients	NA	1	2	3	4	5
C. An awareness of an adherence to ethical standards	NA	1	2	3	4	5
E. An understanding of developmental stage(s) and tasks of clients	NA	1	2	3	4	5
F. Ability to use/develop appropriate activity media in counselor education and guidance work	NA	1	2	3	4	5
F. Ability to accurately assess the educational and/or psychological needs of clients	NA	1	2	3	4	5
G. Ability to match individual needs to appropriate individual and/or group settings and services	NA	1	2	3	4	5

(Revised September 2008)

H. Ability to use appropriate appraisal techniques for the gathering and utilization of information	NA	1	2	3	4	5
I. Ability to use educational, vocational, and personal-social information in assisting clients with the skill of decision-making	NA	1	2	3	4	5
J. Ability to use culturally appropriate intervention strategies	NA	1	2	3	4	5

VI. Performance of Program Duties

A. The ability to organize a guidance and counselor education program appropriate to the setting	NA	1	2	3	4	5
B. Knowledge of community referral sources	NA	1	2	3	4	5
C. Knowledge of "in-house" referral sources	NA	1	2	3	4	5
D. Knowledge of any assessments used in the setting and their proper interpretation	NA	1	2	3	4	5
E. Ability to prepare a comprehensive case study	NA	1	2	3	4	5
F. Ability to interact productively with other personnel in the setting	NA	1	2	3	4	5
G. Ability to function as a team member	NA	1	2	3	4	5
H. An overall understanding of the organization and functions of the school/agency	NA	1	2	3	4	5

Please rate your practicum/internship student on overall:

I. Counselor education ability	NA	1	2	3	4	5
J. Coordination ability	NA	1	2	3	4	5
K. Consultation ability	NA	1	2	3	4	5
L. Potential for overall success as a future counselor in a setting similar to the current setting	NA	1	2	3	4	5

Do you feel this student would be more suited to a different setting? If yes, what kind of setting?

In what area(s) does the student need growth? What are the student's strengths as a professional?

Please use this space for additional comments.

Site Supervisor Signature/Date

Student Signature/Date

**Clemson University
Community, School, and Student Affairs
Field Experience
Summary of Practicum/Internship Experience**

Name _____ Date _____

Program Tract: ___School ___Student Affairs ___Community

Official Name of Site _____

Site Supervisor's Name _____

Site Supervisor's Title _____

Course Number:

EDC 830	EDC 834	EDC 836
EDC 841	EDC 844	EDC 846

Semester and Year _____

Please provide a brief response to each of the following questions concerning your setting.

Type of clientele/students served:

Specify your duties and responsibilities:

Learning goals met this semester were:

Contacts

Total contact hours _____

Number of direct service hours _____ Number of Indirect service hours _____

(Revised September 2008)

**Clemson University
Community, School, and Student Affairs
Field Experience
University Supervisor (Faculty) Evaluation**

University Supervisor: _____ Semester and Year _____

Please evaluate your university supervisory experience in the following areas using this code:

- SA - strongly agree**
- A - agree**
- N - not applicable**
- D - disagree**
- SD - strongly disagree**

Please circle your responses. *This evaluation will be shown to your university supervisor after grades are submitted.*

1. My university supervisor promoted growth in my interests, abilities, learning, and understanding.

SA A N D SD

2. My university supervisor was very professional in her/his dealings with me.

SA A N D SD

3. My university supervisor made suggestions regarding observations of my counselor education that were beneficial.

SA A N D SD

4. My university supervisor created a setting of support.

SA A N D SD

5. I was treated as a professional by my university supervisor.

SA A N D SD

6. My university supervisor was dependable regarding his/her meetings with me and my colleagues.

SA A N D SD

7. The university supervisor offered me constructive criticism that assisted in improving my counselor education/administrative skills.

SA A N D SD

University Supervisor (Faculty) Evaluation (con't)

8. The requirements made of me by the university supervisor were fair and challenging.

SA A N D SD

9. My university supervisor communicated expectations and objectives clearly.

SA A N D SD

10. My university supervisor provided timely feedback and reports of my progress.

SA A N D S

11. My university supervisor exhibited respect for students and tolerance of cultural, intellectual, and ethnic diversity.

SA A N D S

12. My university supervisor reviewed, critiqued, and returned my professional portfolio in a timely manner.

SA A N D S

Please comment on the following:

13. What do you feel you gained as a result of working with your university supervisor?

14. What could have been done differently by your university supervisor to make your experience more profitable?

15. I would rate my university faculty supervisory experience as:

_____ Excellent _____ Above Average _____ Average _____ Below Average _____ Poor

Additional Comments: (Please include these)

**Clemson University
Community, School, and Student Affairs
Field Experience
Site Evaluation**

Please complete after field experience and submit to your respective university practicum/internship supervisor.

Site Supervisor's Name: _____

Student's Name: _____ Date: _____

Site (Please include official name and address) _____

Program of Study: ___ School ___ Student Affairs ___ Community

Circle Course Number: EDC 830 EDC 834 EDC 836
 EDC 841 EDC 844 EDC 846

PLEASE CHECK THE APPROPRIATE BLANK IN EACH CATEGORY. YOU MAY MARK MORE THAN ONE BLANK.

1. Comments about your activities were (Check as many as appropriate):

- | | |
|--------------------------------|---|
| _____ Constructive | _____ Specific, but not unnecessarily detailed |
| _____ Fair and honest | _____ Too general, vague |
| _____ Negative, destructive | _____ Too unnecessarily detailed |
| _____ Pertinent and meaningful | _____ Made you aware of your strengths and weaknesses |

2. Suggestions made by the site supervisor and other site personnel

- | | |
|--|---------------------|
| _____ Helpful and useful | _____ Inappropriate |
| _____ Not applicable to your situation | _____ Nonexistent |

3. Throughout field experience, the supervisor and other site personnel

- | | |
|---|--|
| _____ Gave adequate indication of your success or failure | |
| _____ Made no judgment of your overall performance | |

Site Evaluation (con't)

4. The supervisor and other site personnel

_____ Allowed for your comments about your performance

_____ Showed little interest in your comments

_____ Seemed concerned about your attitude toward your responsibilities

5. The supervisor and other site personnel

_____ Spent adequate time in observations and conferences

_____ Did not spend adequate time in observations and conferences

6. The supervisor's ability to communicate effectively with you was

_____ Outstanding _____ Satisfactory _____ Inadequate

7. The disposition of the supervisor, and other site personnel, in general

_____ Facilitated learning

_____ Had no bearing on learning

_____ Impeded learning

8. I would rate this field experience site as:

_____ Excellent _____ Above Average _____ Average _____ Below Average _____ Poor

ADDITIONAL COMMENTS -- (Please include)

Client: _____

Case Number: _____

Consent to Audio or Video Tape

I, _____ give my consent for counseling sessions to be audio/video-taped for supervisory and educational purposes. I understand the tapes may be reviewed in individual and/or small peer group supervision sessions. The policies of the audio/video-taping procedure, supervision, and confidentiality have been explained to me. The audio/video-tapes will be erased upon our completion of counseling.

Client Name

Date

Counselor Name

Date

**Parent/Guardian Signature
(if client is a minor)**

Date

Professional Growth Paper

For purposes of this assignment, you will write a short paper reflecting upon and summarizing your professional growth during this field experience. To begin this paper, discuss the skills and competencies learned in your field experience(s). Next, examine your personal and professional goals and discuss what competencies you need to develop to achieve these goals. Be sure to follow APA format for this paper.

Ethical Standards and Guidelines

Ethical Standards

All field experience students are required to be familiar with and conduct themselves according to the ethical standards of the National Board of Certified Counselors, the American Counseling Association, the American School Counselor Association, the American Psychological Association, the American College Personnel Association, and any other professional association applicable to the student's environmental emphasis. Failure to do so may result in being dropped from the counselor education program.

For a PDF version of the 2005 American Counseling Association's Code of Ethics – visit www.counseling.org

National Board of Certified Counselors Code of Ethics Approved on July 1, 1982 Amended on February 21, 1987 and January 6, 1989

Preamble

The National Board of Certified Counselors (NBCC) is an educational, scientific, and professional organization dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and, thus, to the service of society. This code of ethics enables the NBCC to clarify the nature of ethical responsibilities for present and future certified counselors.

Section A: General

1. Certified counselors influence the development of the profession by continuous efforts to improve professional practices, services, and research. Professional growth is continuous throughout the certified counselor's career and is exemplified by the development of a philosophy that explains why and how a certified counselor functions in the helping relationship. Certified counselors must gather data on their effectiveness and be guided by their findings.
2. Certified counselors have a responsibility to the clients they are serving and to the institutions within which the services are being performed. Certified counselors also strive to assist the respective agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the certified counselor is in agreement with the general policies and principles of the institution. Therefore, the professional activities of the certified counselor are in accord with the objectives of the institution. If, despite concerted efforts, the certified counselor cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy that are conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.
3. Ethical behavior among professional associates (i.e., both certified and non-certified counselors) must be expected at all times. When accessible information raises doubt as to the ethical behavior of professional colleagues, whether certified counselors or not, the certified counselor must take action to attempt to rectify this condition. Such action uses the respective institution's channels first and then uses procedures established by the NBCC.
4. Certified counselors neither claim nor imply professional qualifications, which exceed those possessed, and are responsible for correcting any misrepresentations of these qualifications by others.
5. Certified counselors must refuse a private fee or other remuneration for consultation or counselor education with persons who are entitled to these services through the certified counselor's employing institution or agency. The policies of some agencies may make explicit provisions for staff members to engage in private practice with agency clients. However, should agency clients desire private counselor education or consulting services, they must be apprised of other options available to them. Certified counselors must not divert to their private practices, legitimate clients in their primary agencies or of the institutes with which they are affiliated.

(Revised September 2008)

6. In establishing fees for professional counselor education services, certified counselors must consider the financial status of clients and the respective locality. In the event that the established fee status is inappropriate for a client, assistance must be provided in finding comparable services of acceptable cost.
7. Certified counselors seek only those positions in the delivery of professional services for which they are professionally qualified.
8. Certified counselors recognize their limitations and provide services or only use techniques for which they are qualified by training and/or experience. Certified counselors recognize the need, and seek continuing education, to assure competent services.
9. Certified counselors are aware of the intimacy in the counselor education relationship, maintain respect for the client, and avoid engaging in activities that seek to meet their personal needs at the expense of the client.
10. Certified counselors do not condone or engage in sexual harassment, which is defined as deliberate or repeated comments, gestures, or physical contact of a sexual nature.
11. Certified counselors avoid bringing their personal or professional issues into the counselor education relationship. Through an awareness of the impact of stereotyping and discrimination (i.e., biases based on age, disability, ethnicity, gender, race, religion, or sexual preference), certified counselors guard the individual rights and personal dignity of the client in the counselor education relationship.
12. Certified counselors are accountable at all times for their behavior. They must be aware that all actions and behaviors of the counselor reflect on professional integrity and, when inappropriate, can damage the public trust in the counselor education profession. To protect public confidence in the counselor education profession, certified counselors avoid public behavior that is clearly in violation of accepted moral and legal standards.
13. Certified counselors have a social responsibility because their recommendations and professional actions may alter the lives of others. Certified counselors remain fully cognizant of their impact and are alert to personal, social, organizational, financial, or political situations or pressures, which might lead to misuse of their influence.
14. Products or services provided by certified counselors by means of classroom instruction, public lectures, demonstrations, written articles, radio or television programs or other types of media must meet the criteria cited in Sections A through F of these Standards.

Section B: Counselor education Relationship

1. The primary obligation of certified counselors is to respect the integrity and promote the welfare of a client, regardless of whether the client is assisted individually or in a group relationship. In a group setting, the certified counselor is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.
2. The counselor education relationship and information resulting from it remains confidential, consistent with the legal obligations of the certified counselor. In a group counselor education setting, the certified counselor sets a norm of confidentiality regarding all group participants' disclosures.
3. Certified counselors know and take into account the traditions and practices of other professional groups with whom they work and cooperate fully with such groups. If a person is receiving similar services from another professional, certified counselors do not offer their own services directly to such a person. If a certified counselor is contacted by a person who is already receiving similar services from another professional, the certified counselor carefully considers that professional relationship as well as the client's welfare and proceeds with caution and sensitivity to the therapeutic issues. Certified counselors discuss these issues with clients so as to minimize the risk of confusion and conflict.
4. When a client's condition indicates that there is a clear and imminent danger to the client or others, the certified counselor must take reasonable personal action or inform responsible authorities. Consultation with other

(Revised September 2008)

professionals must be used where possible. The assumption of responsibility for the client's behavior must be taken only after careful deliberation, and the client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counselor education relationship, including interview notes, test data, correspondence, audio or visual tape recordings, electronic data storage, and other documents are to be considered professional information for use in counselor education. They should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of counselor education material must occur only upon the expressed consent of the client; certified counselors must make provisions for maintaining confidentiality in the storage and disposal of records. Certified counselors providing information to the public or to subordinates, peers, or supervisors have a responsibility to ensure that the content is general; unidentified client information should be accurate and unbiased, and should consist of objective, factual data.
6. Certified counselors must ensure that data maintained in electronic storage are secure. By using the best computer security methods available, the data must be limited to information that is appropriate and necessary for the services being provided and accessible only to appropriate staff members involved in the provision of services. Certified counselors must also ensure that the electronically stored data are destroyed when the information is no longer of value in providing services.
7. Any data derived from a client relationship, and used in training or research, shall be so disguised that the client's identity is fully protected. Any data which cannot be so disguised may be used **only** as expressly authorized by the client's informed and uncoerced consent.
8. Certified counselors must inform clients before or at the time the counselor education relationship commences, of the purposes, goals, techniques, rules and procedures, and limitations that may affect the relationship.
9. All methods of treatment by certified counselors must be clearly indicated to prospective recipients and safety precautions must be taken in their use.
10. Certified counselors who have an administrative, supervisory and/or evaluative relationship with individuals seeking counselor education services must not serve as the counselor and should refer the individuals to other professionals. Exceptions are made only in instances where an individual's situation warrants counselor education intervention and another alternative is unavailable. Dual relationships with clients that might impair the certified counselor's objectivity and professional judgment must be avoided and/or the counselor education relationship terminated through referral to another competent professional.
11. When certified counselors determine an inability to be of professional assistance to a potential or existing client, they must, respectively, not initiate the counselor education relationship or immediately terminate the relationship. In either event, the certified counselor must suggest appropriate alternatives. Certified counselors must be knowledgeable about referral resources so that a satisfactory referral can be initiated. In the event that the client declines a suggested referral, the certified counselor is not obligated to continue the relationship.
12. Certified counselors may choose to consult with any other professionally competent person about a client and must notify clients of this right. Certified counselors must avoid placing a consultant in a conflict-of-interest situation that would preclude the consultant's being a proper party to the certified counselor's efforts to help the client.
13. Certified counselors who counsel clients from cultures different from their own must gain knowledge, personal awareness, and sensitivity pertinent to the client populations served and must incorporate culturally relevant techniques into their practice.
14. When certified counselors are engaged in intensive, short-term therapy, they must ensure that professional counselor education assistance is available to the client(s) during and following the counselor education.
15. Certified counselors must screen prospective group counselor education participants, especially when the emphasis is on self-understanding and growth through self-disclosure. Certified counselors must maintain an awareness of each group participant's welfare throughout the group process.

(Revised September 2008)

16. When electronic data and systems are used as a component of counselor education services, certified counselors must ensure that the computer application, and any information it contains, is appropriate for the respective needs of clients and is non-discriminatory. Certified counselors must ensure that they themselves have acquired a facilitation level of knowledge with any system they use including hands-on application, search experience, and understanding of the uses of all aspects of the computer-based system. In selecting and/or maintaining computer-based systems that contain career information, counselors must ensure that the system provides current, accurate, and locally relevant information. Certified counselors must also ensure that clients are intellectually, emotionally, and physically compatible to using the computer application and understand its purpose and operation. Client use of a computer application must be evaluated to correct possible problems and assess subsequent needs.
17. Certified counselors who develop self-help/stand-alone computer software for use by the general public, must first ensure that it is initially designed to function in a stand-alone manner, as opposed to modifying software that was originally designed to require support from a counselor. Secondly, the software must include program statements that provide the user with intended outcomes; suggestions for using the software, descriptions of inappropriately used applications, and descriptions of when and how counselor education services might be beneficial. Finally, the manual must include the qualifications of the developer, the development process, validation date, and operating procedures.

Section C: Measurement and Evaluation

1. Certified counselors must provide specific orientation or information to an examinee prior to and following the administration of assessment instruments or techniques so that the results may be placed in proper perspective with other relevant factors. The purpose of testing and the explicit use of the results must be made known to an examinee prior to testing.
2. In selecting assessment instruments or techniques for use in a given situation or with a particular client, certified counselors must evaluate carefully the instrument's specific theoretical bases and characteristics, validity, reliability and appropriateness. Certified counselors are professionally responsible for using invalidated information carefully.
3. When making statements to the public about assessment instruments or techniques, certified counselors must provide accurate information and avoid false claims or misconceptions concerning the meaning of psychometric terms. Special efforts are often required to avoid unwarranted connotations of terms such as IQ and grade-equivalent scores.
4. Because many types of assessment techniques exist, certified counselors must recognize the limits of their competence and perform only those functions for which they have received appropriate training.
5. Certified counselors must note when tests are not administered under standard conditions or when unusual behavior or irregularities occur during a testing session, and the results must be designated as invalid or of questionable validity. Unsupervised or inadequately supervised assessments, such as mail-in tests, are considered unethical. However, the use of standardized instruments that are designed to be self-administered and self-scored, such as interest inventories is appropriate.
6. Because prior coaching or dissemination of test materials can invalidate test results, certified counselors are professionally obligated to maintain test security. In addition, conditions that produce most favorable test results must be made known to an examinee (e.g., penalty for guessing).
7. Certified counselors must consider psychometric limitations when selecting and using an instrument, and must be cognizant of the limitations when interpreting the results. When tests are used to classify clients, certified counselors must ensure that periodic review and/or retesting are made to prevent client stereotyping.
8. An examinee's welfare, explicit prior understanding, and agreement are the factors used when determining who receives the test results. Certified counselors must see that appropriate interpretation accompanies any release of individual or group test data (e.g., limitations of instrument and norms).

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9. Certified counselors must ensure that computer-generated test administration and scoring programs function properly thereby providing clients with accurate test results.
10. Certified counselors, who are responsible for making decisions based on assessment results, must have appropriate training and skills based on educational and psychological measurement, validation criteria, test research, and guidelines for test development and use.
11. Certified counselors must be cautious when interpreting the results of instruments that possess insufficient technical data, and must explicitly state to examinees the specific purposes for the use of such instruments.
12. Certified counselors must proceed with caution when attempting to evaluate and interpret performances of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.
13. Certified counselors who develop computer-based test interpretations to support the assessment process, must ensure that the validity of the interpretations is established prior to the commercial distribution of the computer application.
14. Certified counselors recognize that test results may become obsolete, and avoid the misuse of obsolete data.
15. Certified counselors must avoid the appropriation, reproduction, or modification of published tests or parts thereof without acknowledgement and permission from the publisher except as permitted by the "fair educational use" provisions of the U.S. copyright law.

Section D: Research and Publication

1. Certified counselors will adhere to relevant guidelines on research with human subjects. These include the:
 - a. Ethical Principles in the Conduct of Research with Human Participants, Washington, D.C.: American Psychological Association, Inc., 1982.
 - b. Code of Federal Regulations, Title 45, Subtitle A, Part 46, as currently issued.
 - c. Ethical Principles of Psychologists, American Psychological Association, Principle #9: Research with Human Participants
 - d. Buckley Amendment
 - e. current federal regulations and various state rights privacy acts
2. In planning research activities involving human subjects, certified counselors must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with the principles.
3. The ultimate responsibility for ethical research lies with the principal researcher, through others involved in the research activities are ethically obligated and responsible for their own actions.
4. Certified counselors who conduct research with human subjects, are responsible for the subjects' welfare throughout the experiment and must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.
5. Certified counselors, who conduct research, must abide by the following basic elements of informed consent:
 - a. a fair explanation of the procedures to be followed, including an identification of those which are experimental
 - b. a description of the attendant discomforts and risks
 - c. a description of the benefits to be expected
 - d. a disclosure of appropriate alternative procedures that would be advantageous for subjects
 - e. an offer to answer any inquiries concerning the procedures
 - f. an instruction that subjects are free to withdraw their consent and to discontinue participation in the project or activity at any time.

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6. When reporting research results, explicit mention must be made of all the variables and conditions known to the investigator that may have affected the outcome of the study or the interpretation of the data.
7. Certified counselors who conduct and report research investigations must do so in a manner that minimizes the possibility that the results will be misleading.
8. Certified counselors are obligated to make available sufficient original research data to qualify others who may wish to replicate the study.
9. Certified counselors who supply data, aid in the research of another person, report research results, or make original data available, must take due care to disguise the identity of respective subjects in the absence of specific authorization from the subjects to do otherwise.
10. When conducting and reporting research, certified counselors must be familiar with, and give recognition to, previous work on the topic, must observe all copyright laws, and must follow the principles of giving full credit to those to whom credit is due.
11. Certified counselors must give due credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.
12. Certified counselors should communicate to other counselors the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, or vested interests must not be withheld.
13. Certified counselors who agree to cooperate with another individual in research and/or publication must incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.
14. Certified counselors must not submit the same manuscript, or one essentially similar in content, for simultaneous publication consideration by two or more journals. In addition, manuscripts that are published in whole or substantial part in another journal or published work should not be submitted for publication without acknowledgement and permission from the previous publication.

Section E: Consulting

Consultation refers to voluntary relationship between a professional helper and help-needing individual, group, or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential work-related problem with a client or client system.

1. Certified counselors, acting as consultants, must have a high degree of self awareness of their own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change. The focus of the consulting relationship must be on the issues to be resolved and not on the person(s) presenting the problem.
2. In the consulting relationship, the certified counselor and client must understand and agree upon the problem definition, subsequent goals, and predicated consequences of interventions selected.
3. Certified counselors must be reasonably certain that they, or the organization represented, have the necessary competencies and resources for giving the kind of help that is needed or that may develop later, and that appropriate referral resources are available to the consultant.
4. Certified counselors in a consulting relationship must encourage and cultivate client adaptability and growth toward self-direction. Certified counselors must maintain this role consistently and not become a decision maker for clients or create a future dependency on the consultant.

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5. Certified counselors consistently adhere to the NBCC Code of Ethics when announcing consultant availability for services.

Section F: Private Practice

1. Certified counselors should assist the profession by facilitating the availability of counselor education services in private as well as public settings.
2. In advertising services as a private practitioner, certified counselors must advertise in a manner that accurately informs the public of the professional services, expertise, and techniques of counselor education available.
3. Certified counselors who assume an executive leadership role in a private practice organization do not permit their names to be used in professional notices during periods of time when they are not actively engaged in the private practice of counselor education.
4. Certified counselors may list their highest relevant degree, type and level of certification and/or license, address, telephone number, office hours, type and/or description of services, and other relevant information. Listed information must not contain false, inaccurate, misleading, partial, out-of-context, or otherwise deceptive material or statements.
5. Certified counselors who are involved in a partnership/corporation with other certified counselors and/or other professionals, must clearly specify the separate specialties of each member of the partnership or corporation, in compliance with the regulations of the locality.
6. Certified counselors have an obligation to withdraw from a private practice counselor education relationship if it violates the Code of Ethics, the mental or physical condition of the certified counselor renders it difficult to carry out an effective professional relationship, or the counselor education relationship is no longer productive for the client.

Appendix: Certification Examination

1. Applicants for the National Counselor Examination must have fulfilled all current eligibility requirements, and are responsible for the accuracy and validity of all information and/or materials provided by themselves or by others for fulfillment of eligibility criteria.
2. Participation in the National Counselor Education by any person under the auspices of eligibility ascribed to another person (i.e., applicant) is prohibited. Applicants are responsible for ensuring that no other person participates in the National Counselor Examination through use of the eligibility specifically assigned to the applicant.
3. Participants in the National Counselor Examination must refrain from the use of behaviors and/or materials which would afford them unfair advantage for performance on the Examination. These behaviors and/or materials include, but are not limited to, any form of copying of responses from another participant's answer sheet, use of unauthorized notes or other informational materials, or communication with other participants during the Examination.
4. Participants in the National Counselor Examination must, at the end of the regularly scheduled Examination period, return all Examination materials to the test administrator.
5. After completing the National Counselor Examination, participants must not disclose, in either verbal or written form, items which appeared on the Examination form.

ASCA Ethical Standards for School Counselors

ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004. For a PDF version of the Ethical Standards, [click here](#). For a Spanish version, [click here](#).

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

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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.

is supporting students right to choose from the wide array of options when they leave secondary regularly reviewed to update students regarding critical information they need to make informed

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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 (Revised September 2008)

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.

d. 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:

a. 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.

b. 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.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

f. 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.

g. 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:

a. 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.

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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:

- a. 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.
- b. 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.
- c. Respects the confidentiality of parents/guardians.
- d. 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:

- a. 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

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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 and 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:

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- 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 affects 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.

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- 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.

ACPA Statement of Ethical Principles and Standards

PREAMBLE

ACPA - College Student Educators International is an association whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and, thus, to the service of society. ACPA members are committed to contributing to the comprehensive education of students, protecting human rights, advancing knowledge of student growth and development, and promoting the effectiveness of institutional programs, services, and organizational units. As a means of supporting these commitments, members of ACPA subscribe to the following principles and standards of ethical conduct. Acceptance of membership in ACPA signifies that the member understands the provisions of this statement.

This statement is designed to address issues particularly relevant to college student affairs practice. Persons charged with duties in various functional areas of higher education are also encouraged to consult ethical standards specific to their professional responsibilities.

USE OF THIS STATEMENT

The principal purpose of this statement is to assist student affairs professionals (individuals who are administrators, staff, faculty, and adjunct faculty in the field of student affairs) in regulating their own behavior by sensitizing them to potential ethical problems and by providing standards useful in daily practice. Observance of ethical behavior also benefits fellow professionals and students due to the effect of modeling. Self-regulation is the most effective and preferred means of assuring ethical behavior. If, however, a professional observes conduct by a fellow professional that seems contrary to the provisions of this document, several courses of action are available. Suggestions to assist with addressing ethical concerns are included in the Appendix at the end of this document.

ETHICAL FOUNDATIONS

No statement of ethical standards can anticipate all situations that have ethical implications. When student affairs professionals are presented with dilemmas that are not explicitly addressed herein, a number of perspectives may be used in conjunction with the four standards identified in this document to assist in making decisions and determining appropriate courses of action. These standards are: 1) Professional Responsibility and Competence; 2) Student Learning and Development; 3) Responsibility to the Institution; and 4) Responsibility to Society. Ethical principles should guide the behaviors of professionals in everyday practice. Principles are assumed to be constant and, therefore, provide consistent guidelines for decision-making. In addition, student affairs professionals should strive to develop the virtues, or habits of behavior, that are characteristic of people in helping professions. Contextual issues must also be taken into account. Such issues include, but are not limited to, culture, temporality (issues bound by time), and phenomenology (individual perspective) and community norms. Because of the complexity of ethical conversation and dialogue, the skill of simultaneously confronting differences in perspective and respecting the rights of persons to hold different perspectives becomes essential. For an extended discussion of these aspects of ethical thinking, see Appendix B.

To read the complete Statement of Ethical Principles download the PDF version at http://www.myacpa.org/au/documents/Ethical_Principles_Standards.pdf.

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Helpful Websites

Organizations	Website Addresses
Allied Healthcare Professionals Insurance	http://ahc.lockton-ins.com/ahc/pl/coveredProfessions.html
American College Personal Association (ACPA)	http://www.myacpa.org/
American Counseling Association (ACA)	http://www.counseling.org/
American School Counselor Association (ASCA) Professional Liability Insurance	http://www.schoolcounselors.org/ . http://www.schoolcounselor.org/content.asp?contentid=185
CPH & Associates – Professional Liability Insurance	http://www.cphins.com/
Healthcare Providers Service Organization (HPSO) – Professional Liability Insurance	http://www.hpsso.com/
National Association of Student Personnel Administrators	http://www.naspa.org/
National Board of Certified Counselors and National Counselor Exam information.	http://www.nbcc.org/nce
Rockport Insurance Associates – Professional Liability Insurance	http://www.rockportinsurance.com/mental-health.htm
South Carolina Board of Examiners for Licensure of Professional Counselors, Marriage and Family Therapists and	http://www.llr.state.sc.us/POL/Counselors/

(Revised September 2008)

Psycho-Educational Specialists	
State Certification Requirements	http://www.schoolcounselor.org/content.asp?contentid=242 http://scteachers.org