FSU ANNE'S COLLEGE

EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS

Maximizing Human Potential

Counselor Education Student Handbook

2026 – 2027

MASTER OF SCIENCE (MS) AND SPECIALIST IN EDUCATION (EDS) DEGREES IN COUNSELING AND HUMAN SYSTEMS

Career Counseling, Clinical Mental Health Counseling, School Counseling

Counselor Education Program

Department of Educational Psychology and Learning Systems
Anne Spencer Daves College of Education, Health, and Human Sciences
Stone Building 3210 | Tallahassee, FL 32306

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II. Florida State University

A. Vision

Florida State University will be among the nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate—one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal experiences of our students, faculty, staff, and alumni.

These three forces—entrepreneurship, interdisciplinarity, and experiential breadth—deepen FSU's impact and result in a powerful return to our students and the people of Florida for their continued support and trust.

B. Mission

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and diverse viewpoints.

C. University Organization

The chief executive officer of Florida State University is the President. He is assisted by the Provost (who is also the Executive Vice President for Academic Affairs), the Dean of the Faculties and Deputy Provost, the Senior Vice President for Finance and Administration, the Vice President for Planning and Programs, the Vice President for Student Affairs, the Vice President for Research, the Vice President for University Relations, the Vice President for University Advancement, and the President of the Faculty Senate.

The Division of Academic Affairs is responsible for the operations of academic programs of the University. It includes the Office of the Dean of the Faculties and Deputy Provost, which interprets all faculty personnel policy, including faculty development and welfare, monitors all academic rules and regulations, including those related to academic integrity and grade appeals, and facilitates the operation of the Faculty Governance System of the University; the Graduate School, which is responsible for the graduate enrollment, general advisement, university fellowships, and special programs; and the Division of Undergraduate Studies, which is responsible for undergraduate advisement, retention, and special programs. Further support is given by associate vice presidents and directors, who are responsible for such academic matters as continuing education, international programs, computing, and information resources, learning systems, libraries, the Office of the University Registrar, the Office of Financial Aid, and the Office of Admissions.

The Division of Finance and Administration maintains the physical plant, administers the personnel program, and receives and disburses all University funds. The Division of Student Affairs offers and coordinates programs that provide housing, career guidance, health care, recreation, childcare, self-governance, and enhancement of academic skills to students. It is also responsible for programs and services for international students, disabled students, and student activities and organizations.

University Communications reports to the Division of University Relations, and coordinates efforts to improve the public's understanding of the University's academic programs and activities through internal and external media, both print and electronic. It includes the Public Broadcast Center (public radio, public television, and public access channel), Publications and Media Relations. The Faculty Senate is an elected representative body of faculty that establishes academic policy regarding admission and graduation of students, curricula, and academic standards, and advises and recommends about all matters affecting the academic program of the University.

The Division of Research coordinates all research programs and mediates between extramural sponsors and faculty conducting research, development, and training under such sponsorship. The Division of University Relations coordinates alumni affairs and the solicitation of external funds to support scholarships and loans for students, capital construction, excellence in academic programs, and intercollegiate athletics. University Relations also coordinates programs to improve understanding and support of university academic programs and activities through its units, including governmental relations.

D. Libraries

University Libraries provides collections, resources, and services to enhance the learning, teaching, research, and service activities of Florida State University. In support of this mission, the libraries' collection is approaching 3 million volumes.

For those researchers unable to visit the libraries, the Web site offers access to hundreds of databases and more than 70,000 e-journals from anywhere in the world. Materials not available online or at the libraries may be requested through interlibrary loan or through the new statewide UBorrow system, allowing FSU faculty and students to request delivery of books from over 15 million volumes available at all state university libraries.

Library faculty also offer classes and consultations to teach critical research and thinking skills. For those researchers unable to visit the libraries, online research services are available 24/7 and library staff offer outreach to dormitories and buildings across campus.

The Florida State University Libraries includes seven libraries on campus: Strozier Library, Dirac Science Library, Claude and Mildred Pepper Library, College of Music Allen Music Library, College of Law Research Center, College of Medicine Maguire Medical Library, and FAMU/FSU Engineering Library.

The Special Collections and Archives division of University Libraries supports and advances research, teaching, and scholarship by acquiring, preserving, and providing access to collections of original manuscripts, rare books, and university archives for use by students, faculty, and researchers worldwide. The Claude Pepper Library and the Heritage Protocol archives are part of the University Libraries' Special Collections.

Visit the FSU Libraries website for additional information, locations, and hours of operation: https://www.lib.fsu.edu.

E. Anti-Discrimination Policies and Student Support

Program Support for Students

The Counseling and Human Systems programs in the Anne Spencer Daves College of Education, Health, and Human Sciences support all students' academic needs and individual differences. Faculty provide individual advising and group advising sessions throughout the academic year to address any questions. Student progress is monitored and if there are areas of concern, faculty meet with students to provide feedback and support. Additionally, programs offer face to face and online social activities for students to interact and engage with other students enrolled in the program. Services for accessibility and counseling and psychological services are also provided through Florida State University to all enrolled students.

Florida State University Anti-Discrimination Policies

The Florida State University Student Code of Conduct outlines instances of violations of the Code of Conduct as it relates to anti-discrimination. Please review the Student Code of Conduct at the following link: https://sccs.fsu.edu/conduct-codes/student-conduct-codes.

Florida State University also has an Equal Opportunity and Non-Discrimination Statement that states the following:

"Florida State University (University) is an equal opportunity employer and educational provider committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status. This policy applies to faculty, staff, students, volunteers, visitors, applicants, and contractors in a manner consistent with applicable laws, regulations, ordinances, orders, and University policies, procedures, and processes."

Please see the full statement at https://regulations.fsu.edu/sites/g/files/upcbnu486/files/policies/president/EQUAL%20OPPORTUNITY%20AND%20NON-DISCRIMINATION%20STATEMENT.pdf.

Florida State University's Equal Opportunity and Compliance Procedures provide policies around equal opportunity, anti-discrimination, and non-retaliation policies. Please see the

following link:

https://policies.vpfa.fsu.edu/policies-and-procedures/faculty-staff/equal-opportunity-and-compliance-eoc#I3

Office of Accessibility Services

Providing services to more than 5000 students, the Office of Accessibility Services (OAS) is committed to ensuring universal access for each Florida State University student. The OAS creates an environment of success through the provision of academic, housing, and dining accommodations, testing support, assistive technologies, and space for students to feel they are part of the FSU community. All services through the OAS main office are free of charge Students with disabilities at Florida State University can find a variety of services within OAS designed to coordinate academic accommodation, enhance academic success, and ensure access to all phases of university life.

OAS accessibility specialists oversee and coordinate services and ensure academic accessibility to all students within documented disabilities on an individual basis. Academic accommodations are determined based on documentation submitted by the student; these are monitored by the accessibility specialists in the program. The office also provides some assistive technology equipment and services.

Once a student is admitted to Florida State University, they may register with the Office of Accessibility Services (OAS) for disability-related accommodations. Students with disabilities must go through the standard admissions process.

To begin the online OAS application, students will need a valid FSUID and password. Students will complete the online application for services and attach sufficient medical documentation before submitting it. A hardcopy of the application or application documentation may be provided by contacting OAS at OAS@fsu.edu or at (850) 644-9566.

The online application is located at https://dsst.fsu.edu/oas/students/applying-for-services

Once the application is reviewed, the student will be sent an email at their FSU student email address informing them to set an appointment for an intake meeting. Intake meetings may be conducted over Zoom or in person, and the student is required to be present. During the student's intake meeting with their Accessibility Specialist, an interactive process will occur to determine which academic and other campus accommodations are applicable based on the student's disability-related needs. After the initial intake meeting, students will receive Letters of Accommodation (LOA).

After each initial registration, students must renew their affiliation and request services at the beginning of each semester (through the completion of the online request for accommodation letters online or in person in the OAS) to continue receiving services. The OAS is also able to assist students with temporary disabling conditions (i.e., broken hand).

Students may apply for services at any time during the semester; however, any accommodation will not be effective until after you complete an intake with an OAS Accessibility Specialist and send faculty notification letters. If the intake meeting occurs within the last 10 class days of the semester, accommodation plans will be effective for the following semester. Please note that accommodations are not retroactive and are implemented only from the point where the course instructor receives a faculty notification letter.

Counseling Services at Florida State University

Florida State University offers the counseling and crisis support through Counseling and Psychological Services. This is a student services agency under the division of Student Affairs. Services are offered to students including individual, couples, and group counseling, crisis intervention, alcohol and other drug assessment and counseling and referrals. The center also offers a wide variety of workshops and presentations on mental health topics for student organizations, residence halls, and the university community. Please see information below:

Florida State University Counseling and Psychological Services
Askew Student Life Center
Suite 250
(850) 644-TALK (8255)

F. Research Facilities

Since its designation as a university in 1947, Florida State University has built a reputation as a strong center for research and creativity in the sciences, the humanities, and in the arts. During fiscal year 2018, Florida State University's faculty generated a record $226 million in funding to supplement state funds used for research. These external funds, derived through contracts and grants from various private foundations, industries, and government agencies, are used to provide stipends for graduate students, to improve research facilities, and to support the research itself.

See the Office of Research website for additional information: https://www.research.fsu.edu/

G. Computers and Technology

Information Technology Services provides three computer labs on campus which are available for all (as opposed to department or college labs which may/are restricted to students of the department or college). These labs are open to all FSU students, faculty, and staff with a valid FSUCard. Laser printers and paper are available in the computer labs. Locations for printers are as follows:

- Carothers, Room 315
- Strozier Library, Room 026

H. Online Learning Management System

Florida State University uses Canvas as our online management system. Canvas is used for a variety of purposes to enhance the learning experience. Some faculty choose to post lecture slides, online lectures, and assignments via Canvas. Many faculty use the online gradebook feature of Canvas as well and may administer exams online.

For more information on the Canvas learning management system, please visit:
https://support.canvas.fsu.edu/home

III. Anne Spencer Daves College of Education, Health, and Human Sciences

The Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College) has over 2,000 students enrolled in undergraduate and graduate programs. There are five academic departments and a school in the College:

- Department of Educational Leadership and Policy Studies
- Department of Educational Psychology and Learning Systems
- Department of Health, Nutrition, and Food Sciences
- Department of Human Development and Family Science
- Department of Sport Management
- School of Teacher Education

A. Office of Academic Services and Intern Support

The Office of Academic Services and Intern Support (OASIS) is the representative office for the academic dean of the Anne's College. OASIS strives to provide students, staff, and faculty, with the tools and support needed for student success.

OASIS serves as the central repository of all student records, monitors required academic milestones, provides academic advisor support to undergraduate students, collaborates with academic departments to provide academic support for graduate students and in the admission of graduate students, and serves as the primary liaison between current students and the Office of the Registrar, Division of Undergraduate Studies, and The Graduate School.

Additionally, OASIS works with educator preparation programs such as School Counseling, to coordinator internship placements and field-based experiences with PK-12 schools and students.

B. Office of Information and Instructional Technologies

The Office of Information and Instructional Technologies (OIIT) provides IT services to faculty and offers technology resources to students, including the Tech Sandbox and the Learning Resource Center.

a. Tech Sandbox

The purpose of the Tech Sandbox is to create a dynamic learning environment where Anne's College students and faculty can learn and practice various instructional technologies and tools and get a clear understanding of how they can embed technology into teaching, assessment, and research.

The Tech Sandbox houses technologies that are currently in use or will be used in PK-12, continuing

and higher education, and other educational organizations, allowing our students to meet rigorous accreditation requirements, state standards, and accomplished practices and preparing our graduates for successful professional careers.

Currently, the Tech Sandbox features technologies in the following categories:

- Coding applications
- Graphic design
- Interactive display boards
- Small robotics
- Virtual reality
- 3D printing and design
- Active technologies
- Counseling technologies

All FSU students and faculty have access to the Canvas site "The Technology Sandbox (Anne's College), but need to self-enroll using the following steps:

- Click the following link: https://fsu.instructure.com/enroll/R97ELN
- If not already, log into Canvas.
- On Canvas enroll page, click Enroll in Course
- Click Go to the Course.

b. Learning Resource Center

The Learning Resource Center (LRC) serves students, faculty, and staff, by providing technology support services, lab and classroom facilities, and multimedia equipment. The LRC also offers students a quiet study area with individual carrels and private rooms that can be reserved for group study sessions, as well as two conference room which can be research for meetings, presentations, and defenses.

For more information on the LRC, please use the following link:
https://annescollege.fsu.edu/resources/learning-resource-center-lrc

IV. Department of Educational Psychology and Learning Systems

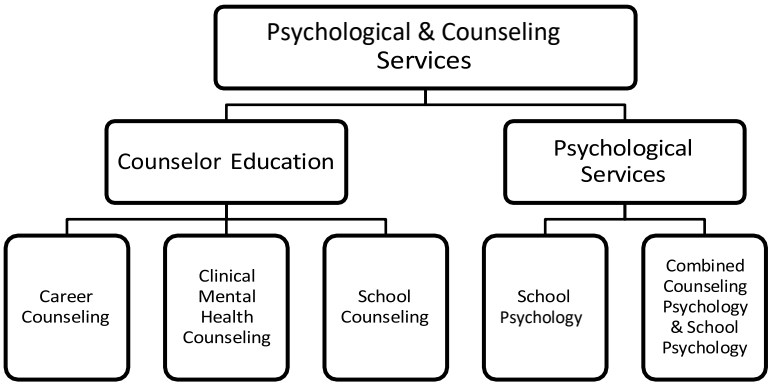
The Department of Educational Psychology and Learning Systems (EPLS) is committed to improving human learning and performance in a variety of settings. We prepare graduates for leadership roles in universities, school districts, human service agencies, educational research organizations, and industry. Our research is designed to expand the knowledge base of our field and improve the quality of education and training. The Department has three major divisions of concentration:

- Psychological and Counseling Services
- Instructional Systems and Learning Technologies
- Educational Psychology

a. Psychological and Counseling Services

The Counselor Education program in the Anne's College is part of the Psychological and Counseling Services division in the Educational Psychology and Learning Systems department (See Figure 1).

Figure 1. Majors in Psychological and Counseling Services



b. Counselor Education Degrees Awarded and Academic Concentrations

There are three majors in the Counselor Education program:

- Career Counseling
- Clinical Mental Health Counseling
- School Counseling

Career Counseling and Clinical Mental Health Counseling are full-time, face-to-face programs.

Career Counseling also offers a part-time option that is face-to-face. School Counseling is a part-time, fully online program. Each program implements a practitioner-oriented model that requires completion of a practicum experience and an internship. Candidates of all three majors receive a master's and specialist degree in Counseling and Human Systems upon completion of the program. Faculty members in the Psychological and Counseling Services program have work experience and research interests related to:

- Career counseling services for adolescents in K-12 school settings and adults in postsecondary/higher education and related organizations.
- Clinical mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings.
- School counseling working with community stakeholders, educators, parents, and students to produce optimal outcomes for students in PK-12 educational settings.

V. Counselor Education Program

a. Mission and Objectives

The mission of the Counselor Education program at Florida State University is to prepare candidates to become professional counselors. Upon completion of the program, graduates will be able to:

- Integrate current research with established theoretical foundations to service to all communities.
- Demonstrate awareness, reflection, and respect for the populations that they serve.
- Demonstrate professional dispositions of ethical practice, commitment to learning, and professional growth.

Graduates serve as professional counselors who lead and advocate in their communities and their practice specialization: Career Counseling, Clinical Mental Health Counseling, or School Counseling.

- Counselor Education candidates will be grounded in counselor identity domains of wellness, development, prevention and early intervention, and empowerment.
- Counselor Education candidates will successfully demonstrate professional dispositions:
    i. Ethical decision-making and professional boundaries
    ii. Respect for different life experiences
    iii. Commitment to learning and professional growth
    iv. Apply constructive feedback
    v. Appropriate interpersonal skills
    vi. Professionalism
- Counselor Education candidates will demonstrate knowledge of counseling theories, apply theories to implement evidence-based techniques, and utilize data-driven approaches to evaluate their counseling program and professional practices.
- Counselor Education candidates will create goals and identify appropriate interventions in an integrated manner that is based on clients' or students' experiences, development, and presenting needs.
- Counselor Education candidates will demonstrate knowledge of mental health, career development, individual and group interventions, crisis intervention, and the ecological

systems that support people reaching their goals.

Career Counseling Program Objectives

- Career Counseling candidates will demonstrate knowledge of mental health, wellness, and career development that enables them to enhance clients' overall wellbeing by using evidence-based approaches based on clients' developmental needs and cultural expression.
- Career Counseling candidates will assess career development and needs of clients, identify co-occurring conditions impacting career development, and provide clients with appropriate resources, career coaching, consulting, or counseling services, as necessary.

Clinical Mental Health Counseling Program Objectives

- Clinical Mental Health Counseling candidates will conceptualize biological, neurological, sociocultural, and psychological factors that contribute to a clients' current presentation.
- Clinical Mental Health Counseling candidates will identify and implement treatment approaches within an appropriate level of care that applies evidence-based theories and enhances overall wellness in clients.

School Counseling Program Objectives

- School Counseling candidates will develop a data-driven plan to provide systemic support and developmentally appropriate curriculum that ensures academic achievements, healthy socioemotional development, and decreases opportunity gaps.
- School Counseling graduates will review school needs and create a comprehensive school counseling program that provides prevention and early interventions that support students' academic achievement, social, and personal and emotional development, and career and post-secondary planning.

b. Accreditation

The Career Counseling, Clinical Mental Health Counseling, and School Counseling majors are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) through March 31, 2027. Completion of a CACREP accredited counseling program meets educational requirements for licensure in most states.

According to the CACREP website, "CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is stable, professionally, and financially."

More information about CACREP accreditation can be found at the following link:

https://www.cacrep.org/forstudents/#why-should-i-choose-an-accredited-program.

i. Core Counseling Curriculum

CACREP accredited programs must instruct and assess counselor education candidates in courses based on CACREP's counseling curriculum. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates of CACREP accredited programs.

The eight common core areas are listed below:

- Professional Counseling Orientation and Ethical Practices
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation

In addition to the eight common core areas, candidates must demonstrate professional knowledge and skills in their specialty areas for Career Counseling, Clinical Mental Health Counseling, and School Counseling.

ii. Synchronous Student Assessment Experiences

Students enrolled in the FSU Counselor Education majors (School Counseling, Clinical Mental Health Counseling, and Career Counseling) who begin their program on or after July 1, 2026, are required to participate in a minimum of two faculty-observed synchronous assessment experiences during their program of study, regardless of instructional modality (face-to-face, hybrid, or online). At least one assessment must occur prior to enrollment in practicum.

Synchronous assessment experiences may be conducted in person or through approved technology platforms and may include faculty-observed counseling demonstrations, role plays, mock counseling sessions, group simulations, skills laboratories, residency experiences, clinical readiness assessments, case conceptualization activities, or professional disposition evaluations. These experiences provide faculty with direct opportunities to assess counseling skills, professional dispositions, ethical decision-making, communication abilities, self-awareness, professionalism, and interpersonal effectiveness.

The first required assessment, the Pre-Practicum Clinical Readiness Review, evaluates students'

foundational counseling skills, professional dispositions, ethical and professional behavior, communication abilities, and readiness for supervised clinical practice. Students must demonstrate satisfactory performance to progress into practicum. The second required assessment occurs later in the program and may be embedded within advanced skills courses, group counseling experiences, practicum or internship evaluations, clinical competency examinations, or capstone activities. This assessment evaluates continued growth in counseling competence and professional dispositions over time.

Students are evaluated using established program rubrics and disposition measures addressing counseling skills, ethical and professional behavior, professional responsibility, openness to feedback, self-awareness, respect for diversity, emotional self-regulation, interpersonal effectiveness, communication skills, preparedness, collaboration, and adherence to program expectations. Following each assessment, students will receive feedback regarding strengths, areas for improvement, and recommendations for continued professional development.

Students who do not meet established performance expectations may be required to participate in a support or remediation process, which may include additional skills development activities, enhanced faculty monitoring, professional disposition improvement plans, formal remediation plans, or delayed progression into practicum, internship, or graduation requirements when warranted. The Counselor Education Program reserves the right to determine whether a student has demonstrated the knowledge, skills, and professional dispositions necessary to advance through the curriculum and enter professional practice.

iii. Practicum and Internship

CACREP standards require that all counselor education candidates' complete practicum experience comprised of 100 clock hours and an internship that is 600 clock hours at sites appropriate to their major.

iv. Group Activity Requirement

CACREP-accreditation standards require that candidates participate in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. MHS 5511 Group Counseling will generally include a group counseling experience separate from the didactic portion of the course.

In the case that circumstances arise that candidates are not able to participate in the group experience, they should work with the instructor to approve of a community group they can participate in to meet this requirement and how they will provide evidence of engagement in a minimum of 10 hours of experience.

v. Proof of Completion of Accredited Program

Proof of completion is indicated on the candidates' transcript upon conferral of the master's and specialist degrees. The Office of Quality Assurance and Reporting in the College provides

verification of completion of a CACREP accredited program to graduates upon request.

c. Florida Department of Education Program Approval

The School Counseling program is approved by the Florida Department of Education. Completion of a Florida state approved program allows graduates to be eligible for a Florida Professional Educator's Certificate in School Counseling (grades PK-12). Requirements for completion of a Florida state approved program are outlined in Section 1004.04, Florida Statutes and Florida State Board of Education Rule 6A-5.066.

Candidates in the School Counseling program must meet all requirements in Statute and Rule to be endorsed as state approved program completers. These requirements include the following:

- Demonstration of the Uniform Core Curriculum to include the following:
    - Florida Educator Accomplished Practices (FEAPs)
    - Competencies and Skills for School Counseling (grades PK-12)
    - State adopted content standards for K-12 students, scientifically research and evidence-based reading instructional strategies grounded in the science of reading which improves reading performance for all students.
    - Strategies for teaching English Language Learners (ELLs)
    - Strategies for teaching students with disabilities.
    - Strategies to differentiate instruction based on student needs.
    - Strategies and practices to support evidence-based content aligned to state standards and grading practices.
    - Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such students to a mental health professional for support.
    - Strategies to support the use of technology in education and distance learning.
    - Strategies and practices to support effective, research-based assessment and grading practices aligned to the student's academic standards.
- Passing all required Florida Teacher Certification Examinations prior to internship.
- Completion of field experiences prior to internship of a minimum of 60 hours, culminating in an internship that is a minimum of 12 weeks in duration.
- Demonstration of positive impact on PK-12 student learning in field experiences throughout

the program.

Proof of completion of a state approved program is stamped on the transcript along with conferral of the master's and specialist degrees.

d. Professional Organizations

Active engagement in the counseling profession is a critical component of graduate training and professional identity development. Counseling Education candidates are required to participate in professional organizations and development activities throughout the duration of the program.

Each student is required to obtain and maintain membership in at least one relevant professional organization. Membership can include many benefits, such as free professional liability insurance, networking, advocacy opportunities, access to continuing education, and publications with the most recent developments in the profession. Participation in professional organizations also provides valuable contacts for graduates seeking jobs or positions in counseling and student affairs. Students are encouraged to take advantage of reduced student membership rates and to select organizations that align with their professional career goals.

A few organizations that candidates may consider joining are:

- American Counseling Association (ACA)
- American School Counseling Association (ASCA)
- National Career Development Association (NCDA)

i. Liability Insurance

All Counselor Education candidates are required to carry professional liability insurance for the duration of the program. Many professional organizations (such as ACA) offer complimentary liability insurance as part of student membership benefits. Proof of membership and insurance coverage must be submitted to the program by the end of the first semester.

e. Professional Development Activities

In addition to professional membership, candidates are required to complete a minimum of two professional development activities during their time in the program. These activities are intended to enrich students' professional growth, increase exposure to the counseling field, and build leadership and advocacy skills.

Approved professional development activities include, but are not limited to:

- Attending or presenting at local, state, regional, national, or international professional conferences (virtual or in person)

- Publishing scholarly or professional works (e.g., articles, book chapters)
- Participating in research teams or individual research projects
- Engaging in Chi Sigma Iota (CSI) activities, including professional development, events, volunteering, grant initiatives, or community outreach
- Holding leadership roles in professional organizations (e.g., CSI, FSCA, FCA, ASCA, ACA, relevant labor unions)
- Completing professional training or certifications (e.g., Gottman Level 1, trauma-focused CBT, mandatory reporter training, sand tray therapy)
- Providing professional development presentations to educators, school personnel, or mental health professionals

Candidates are required to document each professional engagement using the Activity Verification Form provided by the program (Appendix H. Activity Verification Form). This form must be completed as part of the comprehensive exam requirement> Activity Verification Forms are uploaded to the **Student Learning and Licensure (SLL)** system. Candidates are encouraged to maintain ongoing communication with their major advisor and documentation of their activities to ensure timely and accurate reporting.

Remediation Procedures

If a student does not complete the professional activity requirement by the last semester of their program, the student will receive an F in their comprehensive exam requirement and graduation will be delayed.

f. Artificial Intelligence (AI) Use Policy

The Florida State University Counselor Education Program recognizes that generative artificial intelligence (AI) can support learning, creativity, and professional development when used responsibly. Students may use AI as a learning tool to enhance critical thinking, writing, research, organization, and skill development; however, AI may not replace independent learning, clinical reasoning, or professional judgment. Students remain fully responsible for the accuracy, originality, and ethical integrity of all submitted work.

Because AI expectations may vary by course or assignment, students must follow instructor guidelines and assignment-specific requirements. If uncertain about whether AI use is permitted, students should consult the course instructor before using AI.

Permitted Uses

Unless otherwise restricted by the instructor, students may use AI tools to:

- Brainstorm ideas and research topics.
- Develop outlines and organize content.
- Improve grammar, spelling, and clarity of writing.
- Generate study materials and learning aids.
- Explore counseling concepts and theories.
- Practice interviewing or counseling scenarios for skill development.

All AI-generated content must be critically evaluated, revised, and integrated with the student's own work and understanding.

Prohibited Uses

Students may not use AI to:

- Complete counseling skill demonstrations, recordings, role-plays, or other assignments designed to assess counseling competence.
- Generate reflective journals, personal reflections, or self-assessments submitted as original work.
- Create clinical documentation (e.g., case notes, treatment plans, or session transcripts) unless specifically authorized.
- Fabricate data, citations, sources, assessment results, or client information.
- Submit AI-generated work without appropriate disclosure.
- Violate course requirements or Florida State University's Academic Honor Policy.

Disclosure of AI Use

When AI contributes to an assignment, students must disclose the AI tool used and briefly describe how it was used (e.g., brainstorming, outlining, editing, or summarizing). Faculty may require additional documentation, including AI prompts and responses.

Verification of AI Content

AI-generated information may be inaccurate, biased, or fabricated. Students are responsible for verifying all facts, references, and citations using credible scholarly and professional sources and ensuring that submitted work reflects current evidence-based counseling practices.

Confidentiality and Privacy

Students must never enter confidential or protected information into AI platforms, including client information, counseling session materials, practicum or internship records, educational records protected by FERPA, HIPPA, protected health information (PHI), or agency-specific confidential data. Any case material used for educational purposes must be fully de-identified and consistent with legal, ethical, and professional standards.

Approved AI Platforms

Students are encouraged to use AI tools approved by Florida State University, such as Microsoft Copilot or Google Gemini accessed through university credentials, and to avoid uploading coursework, research, or confidential information to unapproved third-party platforms.

Academic Integrity and Professional Responsibility

Improper AI use may constitute academic misconduct and may result in academic penalties and referral through university or Counselor Education Program review procedures. As future counselors, students are expected to use AI ethically by maintaining confidentiality, exercising independent professional judgment, demonstrating intellectual honesty, and recognizing the limitations of AI technologies in counseling practice.

g. Professional Certifications and Endorsement

Graduates of Counselor Education program may pursue a National Certificate in Counseling (NCC) and additional specialization credentials offered by the National Board for Certified Counselors.

Completion of a CACREP accredited program meets educational requirements for the NCC. To obtain a National Certificate in Counseling, graduates will need to take and pass the National Counselor Examination or the National Clinical Mental Counseling Examination.

For more information on obtaining a national certificate, please visit the following link: https://www.nbcc.org/certification/ncc.

1. Specialization Certifications

Clinical Mental Health Counseling graduates may pursue the licensure through the state of Florida's Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling. Completion of a CACREP or MPCAC accredited program is required in Florida as of July 1, 2025.

Candidates will have to complete necessary testing, experience, and other state requirements to become independently licensed.

For the most up to date requirements, please see: https://floridasmentalhealthprofessions.gov/licensing/licensedmental-health-counselor/.

Completion of Florida State University's Clinical Mental Health Counseling program does not guarantee licensure in states outside of Florida. Please research licensure and requirements in other

states to determine if the program meets your needs. The state of Florida does not offer licensure in professional counseling or Career Counseling. If graduates of the Career Counseling program are interested in becoming licensed.Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling.

Career Counseling graduates may pursue the Certified Career Counselor (CCC) credential offered by the National Career Development Association. Graduates from the career counseling program are eligible for the fast-track option which accepts their CACREP accredited degree as a waiver of other testing and experience requirements.

For more information on obtaining this credential, please visit the following link: https://www.ncda.org/aws/NCDA/pt/sp/credentialing_ccc.

School Counseling graduates are eligible for a Florida Educator's Professional Certificate in School Counseling (grades PK-12) upon completion of the program. Application processes and information on obtaining a certificate can be found at https://www.fldoe.org/teaching/certification/.

Graduates should wait to apply for a Florida Educator Certificate in School Counseling (grades PK-12), until their degree is conferred. This usually occurs 3-4 weeks after graduation. Official transcripts with degree conferral and the Florida state approved program stamp should be sent to the following:

Bureau of Educator Certification Room 201, Turlington Building 325 West Gaines Street Tallahassee, FL 32399-0400

Workshops for obtaining educator certification in Florida are held in Fall and Spring semesters for all interns in Florida state approved programs at Florida State University. These workshops also contain information on employment in Florida public schools.

Completion of the Florida State University's School Counseling program does not guarantee eligibility for certification in School Counseling in other states.

The following chart contains a summary of some certifications and licensure options for graduates receiving degrees in Counseling and Human Systems.

Counseling Specialization	Type of Certification, Credential, or Licensure	Sponsoring Organization
Career Counseling	• Certified Career Counselor • National Certified Counselor (NCC)	National Career Development Association National Board for Certified Counselors

Clinical Mental Health Counseling	• Florida Licensed Mental Health Counselor (LMHC) • National Certified Counselor (NCC)	Florida Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling National Board for Certified Counselors
	• Certified Clinical Mental Health Counselor (CCMHC)	
School Counseling	• Florida Department of Education Certification in School Counseling • National Certified School Counselor • ASCA – Certified School Counselor	Florida Department of Education National Board for Certified Counselors American School Counselor Association

2. Candidates and Graduate Endorsements

Faculty who endorse the competence of candidates successfully completing a major in Career Counseling, Clinical Mental Health Counseling, or School Counseling are required to be professionally affiliated with that specialty area. To receive an endorsement from a faculty member, the candidate must complete all the requirements in good standing. Candidates or graduates must contact major professors when requesting endorsement. Faculty endorsement is up to the discretion of the faculty.

h. Faculty and Staff

The faculty and staff responsible for instructing and advising Counselor Education candidates:

Faculty/Staff	Major	Contact Information
Dr. Shengli Dong Professor	Clinical Mental Health Counseling	sdong3@fsu.edu
Dr. Chris LaFever Assistant Teaching Professor	Career Counseling	clafever@fsu.edu
Dr. V. Simone May Associate Teaching Professor	Clinical Mental Health Counseling	vmay@fsu.edu

Dr. Tiffany Wilson Associate Teaching Professor	School Counseling	tw24m@fsu.edu
Dr. Marangelie Velez Assistant Teaching Professor	Clinical Mental Health Counseling	mv25l@fsu.edu
Dr. Blair Vincent Assistant Teaching Professor	School Counseling	bv24f@fsu.edu
Dr. Eunhui Yoon Assistant Professor	School Counseling	eyoon@fsu.edu
Sam DeZerga Academic Program Specialist	Counselor Education	sdezerga@fsu.edu

i. Technology Requirements

All Counselor Education students are expected to attain proficiency in essential technologies. Meeting these technology expectations will enable students to fully participate in coursework, practicum supervision, program advising, and professional development activities across all delivery formats. This includes, but is not limited to:

- A laptop or desktop computer that meets current operating system requirements
- Reliable internet access
- Use of university email (FSU.edu), Canvas learning management system, and the myFSU portal
- Word processing, spreadsheet, and presentation software, preferably Microsoft Office 365 (available to students at no cost), and access to Adobe Acrobat
- A webcam and microphone
- Understand how to access FSU's platforms, including Microsoft Copilot, Teams, Panopto, Student Learning and Licensure, and FSU Zoom.

Students enrolled in the fully online School Counseling major must demonstrate a higher level of self-sufficiency in managing their learning environment. This includes:

- Independently navigating Canvas and all FSU platforms, including basic troubleshooting
- Using cloud-based services to store and submit assignments securely
- Understanding and following university cybersecurity practices, including Duo two-factor authentication and safe email behavior
- Paying close attention to course syllabi and announcements from your instructor Florida State University offers a variety of technology support services to students.
- Information Technology Services offers online support to students, as well as trainings on Canvas, 2 factor online authentication, Microsoft Office Suite, Microsoft Teams, Zoom, Microsoft Copilot, statistics software, Nvivo, Turnitin, and many other platforms. Please see: https://its.fsu.edu/services?combine=&avail=1151.
- Learning Online@FSU: A self-paced Canvas orientation course designed to help students develop skills for online learning.
- Canvas Support Center and technical assistance, available at (850) 644-8004 or canvas@fsu.edu
- Access to free training tools such as LinkedIn Learning, virtual computer lab software (e.g., SPSS, MATLAB), and digital library services through Canvas.

Students who experience financial hardship in obtaining required technology are encouraged to contact Case Management Services at casemanagement@fsu.edu. Students requesting online learning accommodations should contact the Office of Accessibility Services (OAS) at oas@fsu.edu.

For specific hardware and software recommendations, troubleshooting support, and cybersecurity guidance, students should consult the official Student Guide to Learning Online at FSU: https://distance.fsu.edu/student-guide.

1. Physical and Digital Safeguards

- **Information Security Policy (4-OP-H-5)**

Protecting student data is paramount to Florida State University's mission of fostering academic excellence in a secure environment. The University is committed to safeguarding the confidentiality, integrity, and availability of all student information, particularly educational records protected under the Family Educational Rights and Privacy Act (FERPA) and Florida Statute 1002.22. These obligations are upheld through a comprehensive framework of university-wide information security and privacy policies, standards, and procedures. The University's approach to technology safeguards and data protection is guided by the following key policies and standards:

Provides the overarching framework of minimum-security standards to protect institutional data and IT resources.

1. **Data Security Standard (4-OP-H-25.01)**

Establishes requirements for the classification and protection of institutional data, including FERPA protected student education records.

2. **Information Privacy Standard (4-OP-H-25.02)**

Defines privacy principles and practices, ensuring information resources are safeguarded from loss, misuse, or unauthorized access, consistent with FERPA and other regulatory obligations.

3. **IT Security and Privacy Training Standard (4-OP-H-25.06)**

Requires annual training for faculty, staff, and affiliates to ensure awareness of FERPA, HIPAA, PCI DSS, and related compliance requirements.

4. **IT Third-Party Vendor Management Standard (4-OP-H-25.13)**

Ensures external vendors handling student or other sensitive data contractually comply with FERPA and university security/privacy requirements.

5. **Information Privacy Policy (4-OP-H-22)**

Codifies the University's obligations under FERPA and Florida law, including definitions of student education records, directory information, and disclosure procedures.

The following practices are consistently applied across all units managing student information:

- **Data Classification & Handling**: Student education records are classified as High-Risk data and require the highest level of protection.
- **Access Controls**: Role-based access and multi-factor authentication are required for systems containing FERPA-regulated information.
- **Training & Awareness**: All employees with access to student data must complete mandatory security and privacy training annually.
- **Vendor Compliance**: Contracts involving third parties handling student records include explicit FERPA and security compliance obligations.
- **Incident Response**: Any suspected or actual data breach must be reported immediately to Information Technology Services (ITS), with notification and remediation procedures initiated within required timelines.
- **Ongoing Review**: Policies and standards are reviewed regularly to align with updated NIST frameworks, legal requirements, and emerging security risks.

Through the combined application of these policies, standards, and practices, Florida State University ensures compliance with FERPA, Florida Statute 1002.22, and other applicable regulations. The University remains committed to continuous improvement in protecting student data and sustaining the trust of our students, faculty, and stakeholders.

2. Panopto

Florida State University has a Business Associate Agreement (BAA) with Panopto, a secure video platform designed for recording, managing, and sharing educational videos. As part of this agreement, Panopto complies with all applicable university information security and privacy policies. In addition, Panopto meets the requirements of the Health Insurance Portability and Accountability Act (HIPAA), ensuring that recordings involving sensitive information are handled in a secure and compliant manner.

I. Program Policy Changes and Handbook Revisions

Any program policy found to not be in alignment with university policy, state law, or other guidelines will only remove requirements or processes that are incongruent while maintaining the remainder of the policy or procedure.

Due to ongoing changes that occur in state law and policy, institution policy, and the counseling profession, faculty reserve the right to make revisions and additions to this Student Handbook to better meet the needs of candidates and the individuals they serve.

Faculty will review and revise the handbook at a minimum on an annual basis before the fall semester. If a policy change is made outside of this time, candidates will be notified of the change of policy by their university email or learning management system.

Candidates are responsible for keeping up to date with any periodic changes that are made to the Student Handbook. Any questions about modifications to the handbook should be directed to the candidate's supervisory committee chair.

VI. Program Requirements

All Counselor Education majors are combined Master's/Specialist degree programs. Both degrees are conferred upon completion of the entire degree program. Core classes are taken across all three majors. Specialization courses are required for each major.

a. Course Requirements

Course sequences for each major are provided below. The Clinical Mental Health Counseling and Career Counseling programs are two year full–time programs. The School Counseling program is an three-year part-time program.

i. Career Counseling Course Sequence

The Career Counseling major is designed as a full-time face-to-face program. Courses are sequenced and offered once a year or once every other year. Career Counseling candidates are required to do a supervised teaching experience, usually completed in the first academic year.

Fall 1	**Course Title**	**Hours**
MHS 5400	Introduction to Counseling Theories and Techniques	4
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3
MHS 5340	Foundations of Career Development	4
MHS 5341 **OR** MHS 6450	Career Development Program Design and Evaluation [EVEN YEARS] **OR** Substance Abuse and Addictions Counseling [ODD YEARS]	3
MHS 5860	Supervised Teaching (Students will take one-hour of Supervised Teaching during Fall 1 or Spring 1 and will teach in the second year.)	1
Total		14 - 15
Spring 1	**Course Title**	**Hours**
CLP 6169	Adult Development and Psychopathology	3

MHS 5511	Group Counseling: Theory and Practice	3
MHS 5860	Supervised Teaching (Students will take one-hour of Supervised Teaching during Fall 1 or Spring 1 and will teach in the second year.)	1
MHS 6466	Trauma and Crisis Intervention	3
RCS 5250	Assessment in Counseling and Rehabilitation	3
Total		12 - 13
Summer 1	**Course Title**	**Hours**
DEP 5068	Life-Span Human Development	3
MHS 5801	Practicum in Counseling and Rehabilitation	4
MHS 5435	Theories and Fundamentals of Family Therapy	3
Total		10
Fall 2	**Course Title**	**Hours**
MHS 5341 **OR** MHS 6450	Career Development Program Design and Evaluation [EVEN YEARS] **OR** Substance Abuse and Addictions Counseling [ODD YEARS]	3
SDS 5820	Internship	6
SOW 5153	Human Sexuality	3
Total		12
Spring 2	**Course Title**	**Hours**
SDS 5820	Internship	6

MHS 6600	Ethics, Legal, & Professional Issues in Counseling	3
MHS 5126	Counseling Research & Program Development	3
MHS 7962	Specialist in Education Comprehensive Exam	0
Total		12
Total Degree Hours: 61		

ii. Clinical Mental Health Counseling Course Sequence

The Clinical Mental Health Counseling major is designed as a full-time face-to-face program. Courses are sequenced and offered once a year.

Fall 1	**Course Title**	**Hours**
MHS 5400	Introduction to Counseling Theories and Techniques	4
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3
MHS 5007	Foundations of Mental Health Counseling	3
MHS 6450	Substance Abuse and Addictions Counseling	3
Total		13
Spring 1	**Course Title**	**Hours**
CLP 6169	Adult Development and Psychopathology	3
MHS 5511	Group Counseling: Theory and Practice	3
MHS 6466	Trauma and Crisis Intervention	3
RCS 5250	Assessment in Counseling and Rehabilitation	3

Total		12
Summer 1	**Course Title**	**Hours**
DEP 5068	Life-Span Human Development	3
MHS 5801	Practicum in Counseling and Rehabilitation	4
MHS 5435	Theories and Fundamentals of Family Therapy	3
Total		13
Fall 2	**Course Title**	**Hours**
MHS 5341	Foundations of Career Development	4
SDS 5820	Internship	6
SOW 5153	Human Sexuality	3
Total		13
Spring 2	**Course Title**	**Hours**
MHS 5126	Counseling Research & Program Development	3
MHS 6600	Ethics, Legal, & Professional Issues in Counseling	3
MHS 7962	Specialist in Education Comprehensive Exam	0
SDS 5820	Internship	6
Total		12
Total Degree Hours: 60		

iii. School Counseling Course Sequence

The School Counseling major is designed as a part-time online program. Courses are sequenced and offered once a year. The School Counseling program has two options to approach internship. Generally, it is expected that candidates will take internship over two semesters in the Fall and Spring**.

Fall 1	**Course Title**	**Hours**
MHS 5010	Foundations of School Counseling	3
MHS 5400	Introduction to Counseling Theories and Techniques	4
Total		7
Spring 1	**Course Title**	**Hours**
MHS 5511	Group Counseling: Theory and Practice	3
MHS 6466	Trauma and Crisis Intervention	3
Total		6
Summer 1	**Course Title**	**Hours**
DEP 5068	Life-Span Human Development	3
TSL 5325*	ESOL in the Content Area	3
RED 5337*	Literacy Across the Content Areas	3
Total		9
Fall 2	**Course Title**	**Hours**
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3

MHS 5430	Foundations of Career Development	4
Total		7
Spring 2	**Course Title**	**Hours**
MHS 5801	Practicum in Counseling	4
RCS 5250	Assessment in Counseling and Rehabilitation	3
Total		7
Summer 2	**Course Title**	**Hours**
MHS 5338	College and Career Readiness for School Counselors	3
MHS 5415	School, Family, and Community Partnerships	3
Total		6
Fall 3	**Course Title**	**Hours**
MHS 5126	Counseling Research & Program Development	3
MHS 5635	School Counseling Program Development and Planning	4
SDS 5820	Internship**	4
Total		11
Spring 3	**Course Title**	**Hours**
MHS 6600	Ethics, Legal, and Professional Issues in Counseling	3
MHS 7692	Specialist in Education Comprehensive Exam	0

SDS 5820	Internship**	4
Total		7
Total Degree Hours: 60		

* School Counseling candidates are required to take TSL 5325 ESOL Across the Content Areas and RED 5337 Literacy Across the Content Areas as part of their Florida state approved educator preparation program. If a candidate currently holds a Florida professional teaching certificate in an academic coverage area or currently holds a temporary teaching certificate and has completed requirements for an ESOL and/or Reading endorsement, they may take elective courses with their major advisor's approve in Summer 1. Candidates will be asked to submit documentation either a valid Florida professional teaching certificate or completion of endorsement requirements from the school district in which they teach.

** Internship may be completed in Fall 3 and Spring 3 or entirely during Spring 3.

b. Grade Requirements

A minimum grade point average (GPA) of 3.00 must be achieved for a candidate to maintain good standing in the program and the University. Candidates enrolled in the Counselor Education program whose cumulative grade point average for graduate courses falls below 3.00 at the end of a term will be considered not in good standing by the University and will be placed on academic probation.

If a 3.00 cumulative grade point average is not attained by the end of the next full term of enrollment, the candidate will be placed on academic dismissal. Academic dismissal constitutes a separation of the candidate from the University for academic reasons. Candidates on dismissal will not be permitted to register for courses, including registering as a non-degree student.

i. Satisfactory Progress

To remain in good standing in the Counselor Education Program, candidates must earn a grade of B or higher in all required coursework, earn a minimum grade of B in MHS 5801 Practicum in Counseling, and receive Satisfactory evaluations in both the Fall and Spring semesters of SDS 5820 Internship.

To be eligible to enroll in MHS 5801 Practicum in Counseling, candidates must have earned a grade of B or higher in all courses completed prior to the start of practicum. Candidates who earn a B- or lower in a required course must successfully demonstrate competency consistent with program requirements before progressing to practicum. Because many program courses are designated as non-repeatable, students who retake a non-repeatable course and earn a passing grade (C- or higher) will not receive additional credit for the second attempt, and both course grades will be included in the student's cumulative GPA. Florida State University does not provide grade forgiveness.

To be eligible for internship placement and enrollment in SDS 5820 Internship, candidates must earn a grade of B or higher in MHS 5801 Practicum in Counseling. A grade of B- or lower in practicum indicates that program competency requirements have not been met and will prevent progression to internship until the deficiency has been addressed in accordance with program and university policies. If a

candidate receives an Incomplete (I) in practicum, all outstanding requirements must be completed and evaluated at a B level or higher before internship placement can occur. Failure to resolve the Incomplete at the required level will delay internship enrollment until program requirements have been satisfied.

To be eligible to enroll in the Spring semester of SDS 5820 Internship course, candidates must successfully complete the Fall semester SDS 5820 Internship course and receive a Satisfactory evaluation demonstrating attainment of expected clinical and professional competencies. Candidates who do not receive a Satisfactory evaluation in the Fall semester SDS 5829 Internship course, or who fail to meet program expectations related to ethical conduct, professional dispositions, counseling skills, or site performance, may be required to complete remediation activities and demonstrate competency before progressing to Internship II.

Students should be aware that repeating a course does not remove the original grade from the academic record. In accordance with Florida State University policy, all course attempts remain on the transcript and are calculated in the cumulative GPA, and there is no grade forgiveness policy. Meeting the minimum university passing grade does not automatically satisfy Counselor Education Program progression requirements, which may require a higher grade for admission to practicum, the Fall Internship course, the Spring Internship course, and continued good standing.

These requirements are intended to ensure that candidates possess the academic preparation, professional competence, and counseling skills necessary for successful practicum and internship performance and for meeting professional standards in the counseling profession.

ii. Incomplete Grades

Incomplete grades (“I”) are granted at the discretion of the course instructor when a candidate has completed the majority of coursework, but due to extenuating circumstances, is unable to complete all course requirements by the end of the semester.

Incomplete grades must be resolved by the end of the next semester in which the candidate is enrolled. If the incomplete is not resolved within this timeframe, the grade will convert to an “IE” or an “F” and will be calculated into the candidate’s grade point average accordingly.

All candidates receiving an incomplete must complete and sign an Incomplete Grade Agreement with the course instructor. The agreement will outline:

1. The specific coursework or requirements that must be completed.
2. The agreed-upon deadline for completion.
3. The method by which the completed work must be submitted.

It is the student’s responsibility to ensure that the terms are the agreement are fulfilled within the established deadline. Under University policy, an incomplete grade automatically revers to the predetermined default grade at the end of the semester that has been specified by the faculty member as the time frame for resolution, unless one of the two conditions is met:

1. Upon completion of the agreed-upon work, the instructor submits a grade-change form

that replaces the "I" with the final grade earned for the course.

2. The instructor submits a separate Incomplete Extension of Time form to the Evaluation and Posting Section of Admissions and Records before the end of the semester in which the "I" is set to expire.

3. Grade Appeals

The grade appeals process provides candidates with a formal mechanism to contest a final course grade under specific circumstances. This process is not intended to question the academic judgment of an instructor but rather address situations in which a final grade may have been assigned in an arbitrary, capricious, or discriminatory manner.

Faculty members are responsible for evaluating academic performance based on criteria clearly stated in the course syllabus. A final grade may only be appealed when the candidate can demonstrate that the grade awarded constitutes a substantial deviation from the instructor's stated grading policy, as outlined in the syllabus distributed at the beginning of the semester.

The burden of proof rests with the candidate, who must present clear evidence that the grade:

- Was not based on the criteria stated in the syllabus.
- Was assigned in a manner inconsistent with those criteria for similarly situated students.
- Was influenced by discrimination or bias.

Candidates are encouraged to first discuss any grade concerns directly with the course instructor. If unresolved, the candidate may initiate a formal appeal following the university's official grade appeal procedures, as outlined in the university's academic regulations.

1. **Informal consultation (within 15 class days):** Candidates must first attempt to resolve the issue directly with the instructor, documenting communication efforts.
2. **Formal appeal (within an additional 10 class days):** If unresolved, candidate must submit a written appeal to the department chair, including documentation of prior attempts and evidence supporting the claim.
3. **Screening committee review:** A committee will determine whether the appeal has sufficient merit. If they find in the candidate's favor, the appeal moves forward.
4. **Full appeals board hearing**: Composed of three faculty and two students, the board reviews evidence from both sides within 15 class days. The grade stands unless the board determines it was awarded in an arbitrary, capricious, or discriminatory manner; if so, they may recommend a grade change.
5. **Final recourse**: If the student believes the process was not followed or remained biased, they may escalate the matter to the Faculty Senate Student Academic Relations Committee via the Office of Faculty Development and Advancement.

See Appendix A. Academic Appeals or the following link: https://studentombuds.fsu.edu/student-complaints-and-appeals

c. Key Performance Indicators

Program faculty have determined Key Performance Indicators (KPIs) based on CACREP standards and the Counselor Education program mission and objectives. KPIs are assessed throughout the program using Signature Assessments in courses. Data is collected on these Signature Assessments in Student Learning & Licensure (SLL) to determine candidate performance on KPIs and CACREP standards to evaluate program objectives.

CACREP standards can be found at the following link: https://www.cacrep.org/section-2-professional-counseling-identity/.

KPIs and corresponding CACREP standards can be found below.

CACREP Standard	Key Performance Indicator (KPI)	Term	Course	Signature Assessment
A. Professional Counseling Orientation and Ethical Practice	1.1 Counselor Education candidates apply ethical decision- making and legal considerations to clients and students.	All: Fall 1	**MHS 5400** Introduction to Counseling Theories and Techniques	Ethics and Theory Paper
		CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
	1.2 Counselor Education candidates conceptualize how to work with clients/students towards	All: Fall 1	**MHS 5400** Introduction to Counseling Theories and Techniques	Counseling Skill Acquisition Tape and Reflection Paper

	optimal wellbeing through counseling services.	CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Session Recordings
		CC/CMHC: Fall 2 3/Spring 3	**SDS 5820** Counseling Internship	Session Recordings
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Case Presentation
B. Social and Cultural Identities and Experiences	2.1 Counselor Education candidates apply counseling theories and techniques that help them conceptualize and connect with all clients and students.	CC/CMHC: Fall 1 SC: Fall 2	**MHS 5060** Psychosocial and Multicultural Aspects of Counseling	Cultural Experience Paper
		CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
C. Lifespan Development	3.1 Counselor Education students demonstrate knowledge of how development influences goals and interventions	All: Summer 1	**DEP 5068** Lifespan Development	Lifespan Analysis Paper
		CC/CMHC: Summer 1	**MHS 5801** Practicum in Counseling	Practicum Evaluations
	.	SC: Spring 2		
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations

		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
D. Career Development	4.1 Counselor Education students' candidates demonstrate and apply knowledge of the intersection of career and wellbeing to support clients' and /students' needs.	CC: Fall 1 CHMC/SC: Fall 2	**MHS 5340** Foundations of Career Development	Career Interview Paper
		CC/CMHC: Spring 2 SC: Spring 3	**MHS 6600** Ethics, Legal, & Professional Issues in Counseling	Professional Issues Poster
E. Counseling and Helping Relationships	5.1 Counselor Education candidates demonstrate knowledge of a theoretical approach and how it influences their approach to counseling.	All: Fall 1	**MHS 5400** Introduction to Counseling Theories and Techniques	Ethics and Theory Paper
		CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
	5.2 Counselor Education candidates demonstrate the ability to utilize techniques of active listening, reflection, and questioning to help clients and/students process.	All: Fall 1	**MHS 5400** Introduction to Counseling Theories and Techniques	Counseling Skill Acquisition Tape and Reflection Paper
		CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations

		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
	6.1 Counselor Education candidates	All: Spring 1	**MHS 5511** Group Counseling	Group Counseling Curriculum
F. Group Counseling and Group Work	design and implement a group therapy experience to assist clients and /students reach goals.	CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Session Recordings
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Session Recordings
G. Assessment and Diagnostic Processes	7.1 Counselor Education candidates demonstrate knowledge of the ethical use and interpretation of assessments in counseling for evaluating and screening of mental health conditions, crisis, personality, values, career interests, communication, and other inter- and intra-personal areas of needs and wellbeing.	All: Spring 1	**RCS 5250** Assessment in Counseling and Rehabilitation	Assessment Report
		CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
	7.2 Counselor Education candidates demonstrate knowledge of assessing clients/students' needs	SC: Fall 1	**MHS 5010** Foundations of School Counseling	Classroom Lesson Activity

	to determine intervention and planning purposes.	CC/CMHC: Spring 1	**CLP 6169** Adult Development and Psychopathology	Diagnosis Case Study
		CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
H. Research and Program Evaluation	8.1 Counselor Education candidates demonstrate knowledge of how to collect data and utilize it in ways to support the development, use, or continued use of a counseling approach.	CC/CMHC: Summer 1 SC: Spring 2	**MHS 5801** Practicum in Counseling	Article Critique
		CC/CMHC: Spring 2 SC: Fall 3	**EDF 5481** Methods of Educational Research	Research proposal
		CC/CMHC: Fall 2/ Spring 2 SC: Fall 3/Spring 3 or Spring 3	**SDS 5820** Counseling Internship	Case Presentation
5.B. Career Counseling	5.B.1 Career counseling candidates develop a comprehensive plan to comprehensive career encompass the types of services counseling program they will offer in their practice setting as well as how they will triage, administer, and evaluate the services being offered.	CC: Fall 2	**MHS 5431** Career Development Program Design and Evaluation	Program Rationale
		CC: Summer 1	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation

	5.B.2 Career Counseling candidates provide psychoeducation, consultation, coaching, and counseling to meet clients' professional development needs.	Summer 1	**MHS 5801** Practicum in Counseling	Journal – Conceptualizing Roles
		Summer 1	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
5.C. Clinical Mental Health Counseling	5.C.1 Clinical Mental Health candidates will conceptualize biological, neurological, sociocultural, and psychological factors that contribute to a clients' current presentation	Spring 1	**CLP 6169** Adult Development and Psychopathology	Clinical Report
		Summer 1	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
	5.C.2 Clinical Mental Health candidates determine the appropriate level of care and treatment plan based on evidence-based theories.	Fall 1	**MHS 6450** Substance Abuse and Addictions Counseling	Level of Care Evaluation
		Summer 1	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2	**SDS 5820** Counseling Internship	Summative Internship

		SC: Spring 3		Evaluation
5.G. School Counseling	5.G.1 School counseling candidates assess school curriculum, demographics, completion rates, students' needs, and behavioral referrals to determine opportunity gaps and means to address them.	Fall 1	**MHS** **5010** Foundations of School Counseling	Classroom Lesson Activity
		Spring 2	**MHS 5801** Practicum in Counseling	Practicum Evaluations
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation
	5.G.2 School counseling candidates create lesson plans, school-wide and community events, and interventions that support social, personal, and emotional development as well as career and postsecondary training to support students' academic achievement.	Fall 1	**MHS 5010** Foundations of School Counseling	Classroom Lesson Activity
		SC: Summer 2	**MHS 5415** School, Family, Community Partnerships	Partnership Project Plan
		CC/CMHC: Fall 2 SC: Fall 3/Spring 3	**SDS 5820** Counseling Internship	Formative Internship Evaluations
		CC/CMHC: Spring 2 SC: Spring 3	**SDS 5820** Counseling Internship	Summative Internship Evaluation

d. Field Experiences

The basic purpose of field experiences are to allow candidates to apply knowledge, skills, and professional values to actual practice settings in the community. The on-site work experience provides an opportunity to integrate theory and practice.

The field experience is a reciprocal agreement: candidates exchange their work for on-the-job training

and experience in field, and sites receive additional support for their clientele. The end- results are the promotion of professional development, integration, and reinforcement of competence with the goal of solidifying a sense of professional identity. Candidates encouraged to apply to campus departments related to their area of interest, e.g., Career Center, Dean of Students, etc. Stipends may vary depending on the amount of service rendered, the nature of the service, and the candidate's qualifications.

Graduate assistantships include a tuition waiver that covers a selected number of hours (typically ranging from 9 – 12 hours). Candidates should check with the department that is awarding the assistantship regarding the waiver amount and the process for receiving the tuition waiver.

e. Anne's College Foundation Scholarships

The FSU Anne Spencer Daves College of Education, Health, and Human Sciences offers over $1 million in scholarships and fellowship opportunities – more than any other education-related college in the state of Florida. On top of that, Florida is nationally ranked #1 for lowest tuition. The tuition at Florida State is an even better bargain compared to other public research universities.

Scholarship applications go through FSU's scholarship platform, FS4U – Funding Scholarships for You. The application window for Anne's College Foundation Scholarships typically runs December – March. All scholarship decisions are sent through the FS4U system in early May.

To be eligible, students must be degree-seeking in Anne's College who will be enrolled in the following Fall semester. Questions about Anne's College Foundation Scholarships can be directed to CEHHS-Awards@fsu.edu.

f. Career Advisor Scholarships

The Career Advisor Scholarship fund provides scholarships for candidates preparing for professional positions in career counseling and human resources in schools and other organizations. Successful candidates possess a strong commitment to the field, a capacity to provide leadership to the profession, an outstanding academic record, and high productivity standards. The Career Center has awarded over $350,000 in 200 scholarships to over 125 different students since 1995. Special award criteria exist for each fund.

The seven established funds are the:

- Alyce B. Bobkin Endowed Scholarship Fund
- Career Advisor Alumni Scholarship Fund
- Gary W. Peterson Endowed Scholarship Fund
- Herbert and Josie Rand Endowed Scholarship Fund
- Joel Driver Fund

- Robert C. Reardon Scholarship Fund
- Janet G. Lenz Fund

More information can be found at https://career.fsu.edu/alumni-family-community/career-advisor-scholarships. A faculty committee selects award recipients. Application forward are available from the Career Advisor Scholarship Coordinator, Dr. Robert Reardon, rreardon@fsu.edu.

VII. Appendices

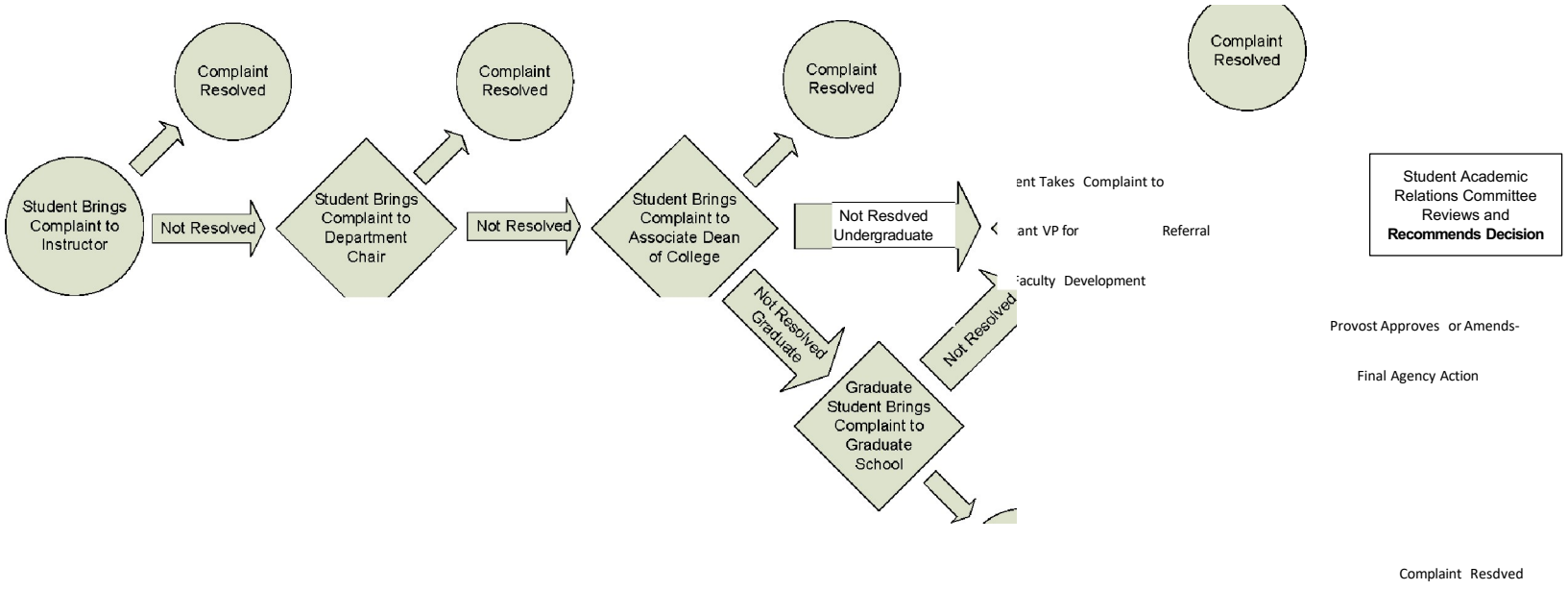
a. Academic Appeals

FSU offers various process for student complains and appeals. Students have the option to resolve conflicts informally, such as through direct contact with those involved. However, students also have the right to initiate a formal complaint process, which typically recommends trying to resolve the issue at the source of the conflict first. Ultimately, students have the autonomy to choose whether to attempt to resolve a conflict formally or informally.

For each grievance type, the responsible unit will aggregate and submit the written student complaints and an analysis of the written student complaints to the Student Ombuds Office, consistent with university policy.

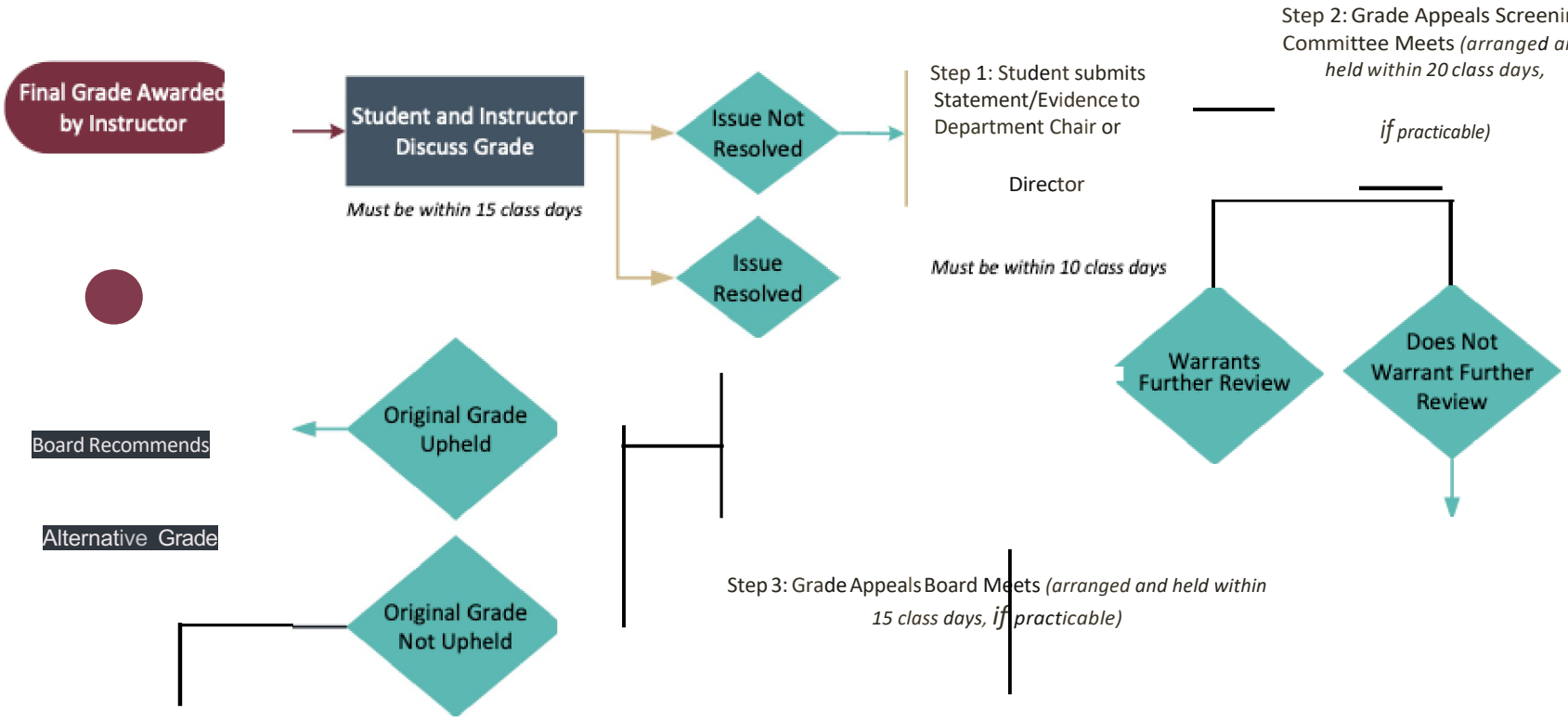
For an overview of types of student complaints and appeals processes, visit https://studentombuds.fsu.edu/student-complaints-and-appeals.

General Academic Appeals Process (Student Grievances)



Grade Appeals System

Approved by Faculty Senate Apr 29, 2020



Department Chalr or

DIrector Assigns Alternative

Grade

FSU | OFFICE OF FACULTY

DEVE OPMENT & ADVANCEMENT

b. Practicum and Internship Evaluation Policies and Procedures

The Practicum/Internship evaluations have a set expectation for Target that is defined at the end of the second internship. Thus, it is important to note that Target is not exemplar, rather meeting expectations. For Counselor Education, **Target is defined as the minimum competency expected of an entry-level counselor.** Both an exemplar and an ethically practicing new graduate will meet target. Strengths and means exemplar will be shared in comments.

As candidates progress through practicum, first semester internship, and second semester internship, the expectations of candidates' behavior increases but the scaling does not move.

- **Example 1**: A practicum candidate exhibits highly developed behavior in their counseling skills. The site supervisor determines that their counseling skills are at a level expected for an entry level/new graduate counselor. The site supervisor rates them at Target on their Practicum Assessment. If the candidate maintains or grows their counseling skills, they should be rated at Target at Internship 1 and Internship 2.

- **Example 2**: A practicum candidate exhibits difficulty with conceptualizing utilizing a theoretical approach. Target is where an entry-level/new graduate counselor should be. So even though their current struggle is normative and expected for a practicum candidate, it would be appropriate to score them as Developing 1. If a candidate is at Developing 1 after their practicum, the faculty will not take any remediation steps. If a candidate is still at Developing 1 in Internship 1, they have not seen growth. If improvement is noted in Internship 1 and then in Internship 2, they regress, faculty will flag the candidate to determine what the candidate needs to reach minimum competency level for an entry level/new graduate counselor.

1. Requirements for Practicum Evaluations

The formative (mid-term) evaluation for practicum should be completed during week 7 of the semesters after the Consultation with the Faculty supervisor. The summative (final) evaluation is completed in the 12th week of the semester.

- **No scores or Unsatisfactory**: If the candidate receives any score of Unsatisfactory on the evaluation, a remediation plan will be developed with the site supervisor.

- **Developing 1 or higher**: In 1 – 5: Specialty 1 – 2

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  - Remediation plans should be explanations with evidence, recommendations for improvement, and a timeline for completion should be provided.

1. Requirements for Internship in Fall and Spring

Career Counseling and Clinical Mental Health Counseling candidates complete internship in the second fall semester and second spring semester of their final year in the program.

School Counseling candidates may complete internship in their third fall semester and third spring semester of their final year in the program or complete their internship in the third spring semester of their program.

Candidates completing their internship across the Fall and Spring semesters will be evaluated using the Formative and Summative Evaluation in both the Fall and Spring semesters.

Internship Semester	Evaluation	Deadline
Fall	Midterm Formative Evaluation (required)	7th week of semester
	Summative Evaluation (required)	13th week of semester
Spring	Midterm Summative Evaluation (required)	7th week of semester
	Summative Evaluation (required)	13th week of semester

The Formative evaluation is used to provide feedback and remediation to candidates struggling to meet performance expectations in their field placement experiences. This evaluation also helps candidates to meet minimum performance expectations on the final evaluation.

Minimum performance expectations for Fall Internship:

- **No scores of Unsatisfactory or Developing 1**: If the candidate receives any score of Unsatisfactory or Developing 1 on the evaluation, a remediation plan with be developed with the site supervisor.
    - Remediation plans should have explanations with evidence, recommendations for improvement and a timeline for completion should be provided.
- **Developing 2 or higher:** in 1 – 5, 7: Specialty 1, 2
- **Not Observed:** 6 - 9
    - Site Supervisor and intern should create a plan to ensure that 6 – 9 are observed in the Spring semester.

Minimum performance expectations for Spring internship:

- **No scores of Unsatisfactory, Developing 1 or 2, or Not Observed**: If the candidate receives any score of Unsatisfactory, Developing 1 or, or Not Observed on the evaluation, a remediation plan with be developed with the site supervisor and a grade of Unsatisfactory may be given.
    - Remediation plans should have explanations with evidence, recommendations for improvement and a timeline for completion should be provided.

School Counseling candidates completing internship in the Spring semester only will be evaluated on the Formative Internship Evaluation at the 7th week of the Spring semester and on the Summative Internship Evaluation in the 13th week of the Spring semester.

Internship Semester	Evaluation	Deadline
Spring	Formative Evaluation 1 (required)	3rd – 4th week of semester
	Formative Evaluation 2 (required)	7th week of semester
	Formative Evaluation 3 (required)	9th – 10th week of semester
	Summative Evaluation (required)	13th week of semester

If a candidate is struggling to meet performance expectations on the Formative or the Summative evaluation, optional formative evaluations are provided in the 3rd – 4th weeks and 9th – 10th weeks of the Spring semester. This evaluation will be used to provide feedback and remediation to those candidates so that minimum performance expectations will be met on the final evaluation.

Minimum performance expectations for Spring internship for School Counseling candidates: Formative Evaluation 2 (Required)

- **No scores of Unsatisfactory or Developing 1**: If the candidate receives any score of Unsatisfactory or Developing 1 on the evaluation, a remediation plan with be developed with the site supervisor.
    - Remediation plans should have explanations with evidence, recommendations for improvement and a timeline for completion should be provided.
- **Developing 2 or higher:** in 1 – 5, 7: Specialty 1, 2
- **Not Observed:** 6 - 9
    - Site Supervisor and intern should create a plan to ensure that 6 – 9 are observed by the Summative Evaluation.

Summative Evaluation 2 (Required)

- **No scores of Unsatisfactory, Developing 1 or 2, or Not Observed**: If the candidate receives any score of Unsatisfactory, Developing 1 or, or Not Observed on the evaluation, a remediation plan with be developed with the site supervisor and a grade of Unsatisfactory may be given.
    - Remediation plans should have explanations with evidence, recommendations for

improvement and a timeline for completion should be provided.

a) Practicum/Internship Evaluation Item Rubric

- **Unsatisfactory** The candidate does not demonstrate the knowledge/skill when presented with the opportunity.
- **Developing 1** The candidate occasionally demonstrates the knowledge/skills when presented with the opportunity.
- **Developing 2** The candidate frequently demonstrates the knowledge/skill when presented with the opportunity.
- **Target** The candidate consistently demonstrates the knowledge/skill when presented with the opportunity.

Core Standards for All Programs:

The Counselor Education candidate:	Unsatisfactory	Developing 1	Developing 2	Target	Not Observed
1. Applies ethical decision-making and legal considerations to clients/students.					
2. Utilizes counseling techniques of active listening, reflection (feeling and meaning), and summarization and paraphrasing skills.					

3. Utilizes questions to assess and help clients and students process.					
4. Applies knowledge of relevant cultural factors and experiences to connect with diverse clients/students and facilitate case management.					
5. Considers the development, identities, and systemic context (e.g., school system, societal oppression, family dynamics, etc.) of the client or student when developing goals and interventions.					
6. Applies theoretical approaches to conceptualize client/student cases or presenting issues.					
7. Designs and implements group experiences (e.g., group counseling, classroom guidance,					

psychoeducation, etc.) to assist clients/students reach goals.					
8. Uses assessments and data ethically to determine appropriate interventions.					
9. Utilizes data to support the selection or implementation of a counseling approach.					

Career Counseling:

The Career Counseling candidate:	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**	**Not Observed**
1. Assesses career development needs of client and identifies co-occurring conditions impacting career development.					

2. Provides psychoeducation, consultation, and/or coaching to meet clients' professional development needs.					

Clinical Mental Health Counseling:

The Clinical Mental Health Counseling candidate:	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**	**Not Observed**
1. Determines the appropriate level of care based on evidence-based theories.					
2. Determines treatment plans for clients based on evidence-based theories.					

School Counseling

The School Counseling candidate:	Unsatisfactory	Developing 1	Developing 2	Target	Not Observed

1. Assesses multiple aspects of schools, including curriculum, demographics, completion rates, students' needs, and behavior referrals to determine and develop ways of addressing opportunity gaps.					
2. Applies multiple methods to support students' academic achievement, including creating lesson plans, school wide and community events, interventions, and/or career and postsecondary training.					

c. Subject Area Competencies and Skills for School Counselors

i. Knowledge of counseling

- Apply evidence-based counseling theories and techniques in the school setting (e.g., Adlerian, rational emotive behavior, cognitive behavioral, solution focused, person centered, family system, choice).
- Analyze the ways in which identity, personality, learning, and human development theories are embedded in counseling theories.
- Apply counseling theories and techniques that are evidence-based, relevant, and appropriate to specific situations and populations, including how to modify counseling techniques to meet the needs of diverse groups and populations.
- Determine criteria for selecting appropriate modes of counseling interventions in individual, small-group, and classroom settings.
- Analyze therapeutic factors, processes, procedures, and stages in counseling groups.
- Apply listening, responding, and leadership skills for facilitating small and large groups, including classroom management, with students and other stakeholders.

ii. Knowledge of programs and interventions for addressing current issues in schools.

- Apply evidence-based strategies that promote academic, career, and social- emotional student competencies.
- Apply principles and practices of crisis planning and response (e.g., responses to death, natural disasters, acts of violence, medical emergencies, trauma).
- Analyze and apply preventative programs (e.g., drug education, personal safety, bullying) and appropriate interventions to address high-risk student behaviors within a comprehensive school counseling program.
- Apply principles and practices of peer helper programs (e.g., peer mediation, peer tutoring, peer mentoring, peer leadership).

- Interpret the components and themes that comprise the ASCA National Model: A Framework for School Counseling Programs (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership) and how these elements contribute to an effective comprehensive school counseling program.

iii. Knowledge of assessment in promoting student success.

- Apply basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization) in school counseling contexts.
- Analyze factors that influence student performance and affect test results and ways to

address these factors in a comprehensive school counseling program.

- Analyze the major functions, strengths, and limitations of various standardized and non-standardized assessments. Apply concepts related to formal and informal assessments and the use of assessment results to promote systemic change and student success.

- Apply effective methods for gathering and synthesizing data from a variety of sources (e.g., response to intervention/multi-tiered system of supports, student information system) for a comprehensive assessment of a student and appropriate methods for communicating data to others.

- Apply procedures for the ethical and responsible use of formal and informal assessment results from a variety of sources to improve student educational outcomes.

iv. Knowledge of career development and postsecondary opportunities.

- Analyze principles of prominent career development theories and resources, including assessments, used in career development.

- Apply school counseling strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development.

- Apply procedures of formal and informal career assessments and data-driven methods for evaluating students' college and career readiness.

- Apply appropriate college and career readiness counseling interventions and schoolwide approaches across levels (e.g., elementary, middle, secondary) that promote lifelong learning and career success.

- Compare and contrast resources that provide students with specific information about postsecondary and career and technical educational opportunities and sources of financial assistance.

- Apply counseling interventions to address the challenges experienced by diverse populations of students (e.g., first-generation college students, ELLs, students of low socioeconomic status, undocumented students, adjudicated students).

v. Knowledge of consultation, collaboration, and coordination.

- Analyze components essential to a school-based consultation model, including consultation strategies appropriate for diverse populations.

- Apply strategies, procedures, and processes for collaborating with stakeholders and using data, resources, and technology to create learning environments that promote educational equity, success, and well-being for every student.

- Apply appropriate procedures and follow-up strategies for student transitions (e.g., grade level, change of placement, school transfer).

- Apply methods for communicating with stakeholders, including teachers, parents or guardians, administrators, district personnel, and community partners, to explain the benefits of a comprehensive school counseling program and share relevant information.

- Apply methods for accessing school and community resources to make appropriate in school and out-of-school referrals.

- Apply effective methods and skills (i.e., multicultural, ethical, and professional) for coordinating with stakeholders in the implementation of a comprehensive school counseling program.

vi. Knowledge of professional, ethical, and legal considerations.

- Analyze the history and foundations of the school counseling profession.

- Apply legal standards relevant to the school counseling process and practices.

- Apply professional and ethical standards and position statements of the American School Counselor Association.

- Interpret the legal rights of students and parents or guardians with regard to student records (e.g., Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Individuals with Disabilities Education Improvement Act, Section 504).

- Interpret federal and state legislation concerning students with disabilities, undocumented students, and students who are homeless.

- Apply strategies related to the counselor's role as an advocate and leader to promote and support educational equity, inclusiveness, and student success in the school and community.

vii. Knowledge of individual student planning.

- Apply effective strategies for promoting awareness of graduation requirements, application and admission processes for various postsecondary options, and financial resources (e.g., FAFSA, Florida Financial Aid Application) for all students and families.

- Interpret academic assessment data for appropriate educational placement and progression for all student populations.

- Apply principles and practices for assisting all students with curriculum paths to effectively prepare for secondary and postsecondary educational or employment opportunities.

- Apply systemic practices that foster equity and access for every student.

viii. Knowledge of the development and evaluation of exemplary comprehensive school counseling programs.

- Apply accountability methods implemented in a comprehensive school counseling

program based on the American School Counselor Association model and the school counselor principal agreement.

- Analyze needs assessment techniques, various types of data (e.g., process, perception, outcome), and their role in driving program goals and objectives for a comprehensive school counseling program.
- Analyze the purposes, types, and basic steps of program evaluation and relevant follow-up activities, including the collection and evaluation of data related to a comprehensive school counseling program.
- Apply strategies for progress monitoring and for sharing program outcomes (e.g., curriculum results, small-group results, closing-the-gap reports) with all stakeholders to effect systemic change.

ix. Knowledge of technology and digital citizenship.

- Apply appropriate use of technology in supporting student learning and development.
- Apply appropriate use of technology for managing, storing, and reporting student data.
- Apply appropriate use of technology in planning, organizing, delivering, and evaluating a comprehensive school counseling program.
- Analyze legal, ethical, and cultural considerations of technological applications (e.g., confidentiality, security, privacy, communication practices, use of social media, virtual counseling).
- Apply strategies for educating students about appropriate and responsible use of technology and the principles of digital citizenship.
- Analyze current trends in technology and the impact on learning and development.

x. Knowledge of cultural competence for school counselors.

- Analyze multicultural, pluralistic, and social justice matters when creating school counseling initiatives and developing program goals and objectives.
- Analyze the characteristics, needs, and concerns of culturally diverse populations.
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- Apply methods for developing and delivering culturally responsive curriculum and services for diverse students and families.
- Analyze the counselor's ethical responsibility to identify and address their own biases.
- Apply multicultural and social justice theories, inclusive strategies, and language that eliminates biases, prejudices, and discriminatory contexts within the school and community.

- Apply social justice strategies for advocating against oppressive systemic barriers and leading initiatives to promote a positive and safe school climate for all students.

d. Professional Education Competencies and Skills.

i. Knowledge of instructional design and planning.

- Choose appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning.

- Select a variety of instructional practices, materials, and technologies that foster critical, creative, and reflective thinking aligned with state-adopted standards at the appropriate level of rigor.

- Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.

- Identify instructional resources based on measurable objectives, individual student learning needs, and performance levels.

- Apply learning theories to instructional design and planning.

- Determine long-term instructional goals and short-term objectives appropriate to student learning needs and performance levels aligned with state-adopted standards at the appropriate level of rigor.

- Select and use culturally (i.e., regional, socio-economic, home language) responsive instructional materials and practices in planning.

- Select lessons and concepts that are sequenced to activate prior knowledge and ensure coherence among the lessons.

- Identify patterns of physical, social, and academic development to differentiate instructional design for student mastery.

- Determine and apply appropriate intervention strategies based on individual student needs and data.

ii. Knowledge of appropriate student-centered learning environments.

- Select and use appropriate techniques for organizing, allocating, and managing the resources of time, space, and attention in a variety of learning environments (e.g., face-to-face, virtual).

- Apply appropriate strategies and procedures to manage individual student behaviors and group dynamics.

- Use effective techniques for communicating high expectations to all students.
- Evaluate and adapt the learning environment to accommodate the needs and backgrounds (i.e., cultural, home language, family) of all students.
- Apply relevant techniques for modeling appropriate oral and written communication skills.
- Determine skills and practices that encourage innovation and foster a safe climate of openness, inquiry, equity, and support for all students.
- Apply information and communication technologies to maintain a student- centered learning environment.
- Identify assistive technologies that enable all students to effectively communicate and achieve their educational goals.

iii. Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter.

- Use motivational strategies to engage and challenge all students.
- Apply appropriate instructional practices for developing content area literacy.
- Analyze gaps in students' subject matter knowledge in order to improve instructional delivery.
- Assess and adapt instruction to address preconceptions and misconceptions of subject matter.
- Relate subject matter to life experiences and across disciplines.
- Apply techniques for developing higher-order critical thinking skills.
- Select varied strategies, resources, and appropriate technology for relevant and comprehensible instruction.
- Identify differentiated instructional practices based on assessment of learning needs, individual differences, and continuous student feedback.
- Determine and apply techniques to provide feedback in order to promote student achievement.
- Apply appropriate subject area activities to accommodate learning needs, developmental levels, and experiential backgrounds of all students.

iv. Knowledge of various types of assessment strategies for determining impact on student learning.

- Analyze assessment data from multiple sources to guide instructional decisions.
- Select formative and summative assessments that match learning objectives leading to student mastery.
- Use a variety of assessment tools to monitor student progress, achievement, and learning gains.
- Determine appropriate assessments and testing conditions to accommodate learning styles and varying knowledge levels of students.
- Identify ways to share the importance and outcomes of student assessment data with students and stakeholders.
- Use technology to organize and integrate assessment data.

v. Knowledge of relevant continuous professional improvement.

- Determine relevant and measurable professional development goals to strengthen the effectiveness of instruction based on educator and students' needs.
- Analyze and apply data-informed research to improve instruction and student achievement.
- Use a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve and reflect upon the effectiveness of lessons and practices.
- Identify ways to collaborate with home, school, and other stakeholders to foster communication and obtain resources in order to support diverse student learning and continuous improvement.
- Select and determine appropriate professional growth opportunities and reflective practices to improve teacher performance and impact student learning
- . Analyze the implementation of professional development experiences and application to the teaching and learning process.
- Choose appropriate professional growth opportunities in technology for the design and delivery of instruction to impact student learning.

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vi. Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

- Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
- Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder,

and the appeals process available to the individual.

- Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
- Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.
- Determine and apply the appropriate use and maintenance of students' information and records.

vii. Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs).

- Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.
- Analyze student developmental characteristics in relation to first and second language literacy acquisition stages to design instruction for students.
- Interpret the Consent Decree to integrate teaching approaches, methods, strategies, and communication with stakeholders in order to improve learning for ELLs.
- Evaluate and differentiate standards-based curriculum, materials, resources, and technology for ELLs based on multicultural, multi-level learning environments.
- Analyze assessment issues as they affect ELLs and determine appropriate accommodations according to ELLs' varying English proficiency levels and academic levels.

viii. Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning.

- Apply effective instructional practices to develop text reading skills in the appropriate content area.
- Select instructional practices for developing and using content area vocabulary.
- Determine instructional practices to facilitate students' reading comprehension through content areas.

- Apply appropriate literacy strategies for developing higher-order critical thinking skills.
- Select appropriate resources for the subject matter and students' literacy levels.
- Differentiate instructional practices based on literacy data for all students.

e. Annual Evaluation of Counselor Education MS/EdS Candidates

In accordance with program policy, all MS/EdS candidates will receive a written evaluation once per year, in the Spring semester. Additional evaluations will occur (a) if requested by any professor, or (b) the semester following any evaluation in which "Office Concern" was checked for any item in Part A.

This form will be filled out by the coordinator for the candidate's major area. After review by the Counselor Education program faculty, one copy will be given to the candidate, and one will remain in the candidate's file.

Faculty will implement a Student Success Plan for any candidate who receives an "Official Development Concern" in any part.

NAME: _____ **PROGRAM ENTRY DATE**:

_____

ANNUAL EVALUATION DATE: _____

MAJOR ADVISOR: _____

Summary of Progress:	**Developmentally on Target**	**Official Development Concern**
Counseling interventions		
Assessment (testing and evaluation)		
Professional and ethical conduct		
Professional dispositions		
Writing skills		
Academic achievement (e.g., GPA)		
Progress towards graduation		

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Areas of Strength:

Areas of Growth:

Comments:

(details should be provided for any areas of Official Developmental Concern)

f. Counselor Education Professional Dispositions

To ensure the professional and ethical development of candidates and meet the requirements of the Counselor for Accreditation of Counseling and Related Education Programs (CACREP), candidates' professional dispositions are assessed throughout the Counseling Education program.

According to the American Counseling Association's (ACA) Code of Ethics (2014), counselor educators clearly state expected competency levels, appraisal methods, timing of evaluations, and feedback during the training program (ACA, 2014). Additionally, as gatekeepers of the field, counselor educators and supervisors acknowledge student limitations that may impede performance and recommend dismissal or remediation as needed (ACA, 2014).

Florida State University's Counselor Education program assess dispositions during admissions, coursework, and internship. Dispositions will be evaluated each semester by all course instructors based on candidates' demonstration of dispositions throughout coursework and engagement in the course. All core faculty will discuss candidates' demonstration of professional dispositions at annual review meetings and as needed when concerns arise.

Candidates must demonstrate all dispositions at **Developing 2** or **Target** throughout the program.

If any candidate receives a score of **Developing 1** or **Unsatisfactory**, a formal advising session will be scheduled by the beginning of the following semester to review the disposition evaluation data and comments. A remediation plan must be completed and documented in the candidate's file in OASIS. If the plan is not successfully met or if a candidate receives a score of **Developing 1** or **Unsatisfactory**, the program will review the disposition evaluation and determine if the student might be placed on a unit-level improvement plan, counseled out of the program, or denied clearance for internship.

Rubrics for Disposition

Unsatisfactory	The candidate does not demonstrate this disposition.
Developing 1	The candidate rarely demonstrates this disposition.
Developing 2	The candidate usually demonstrates this disposition.
Target	The candidate consistently demonstrates this disposition.
Not applicable	The candidate was not given opportunity to demonstrate this disposition.

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After all approvals are completed, you will receive an **Authorization to Test (ATT)** email from Pearson VUE. Upon receipt of the ATT, log back in to your Credentialing Gateway account and select the Go to Pearson button to schedule your exam appointment.

Candidates requesting testing accommodations must submit documentation to accommodations@cce-global.org. Documentation must:

- Be on official university letterhead,
- Include the candidate's name,
- Specify the approved accommodations, and
- Be signed and dated by an appropriate university official.

The CPCE may be administered in one of three formats. Candidates should consult with their major advisor to determine the appropriate modality.

Testing Format	Description	Cost
Computer-Based Testing (CBT)	Administered at a Pearson VUE testing center	$150.00
Web-Based Testing (OnVUE)	Administered through Pearson VUE's OnVUE platform. Can be taken on a home computer.	$150.00

a) Examination Process

The CPCE consists of 160 multiple-choice questions, with 20 questions representing each of the eight CACPEP common-core areas. Of these, 17 are scored and 3 are unscored pretest items.

Pretest items are not identified and are used for future exam development. Scores are reported for each core area as well as a total score.

Candidates are encouraged to answer every question, as there is no penalty for guessing.

Candidates will have a total of **4 hours and 15 minutes** to complete the exam. The clock does not stop for unscheduled breaks. A digital timer will appear on the screen throughout the exam to track remaining time.

- Time to complete the test administration and nondisclosure agreement: **5 minutes**
- Time to complete the testing tutorial: **10 minutes**
- Time to complete the examination: **225 minutes**

- One scheduled break (after the 80th question): **15 minutes**

For a complete overview of the examination, consult the CPCE Candidate Handbook: https://www.cce-global.org/assets/exams/handbooks/cpce.pdf.

b) Score Reporting

Score reports are available to candidates within 24 hours of test completion. To view your score, login to your Credentialing Gateway account, select the CPCE tile, and click Go to Pearson to access the View Score Report option.

g. Activity Verification Form

FSU Counselor Education Program Activity Verification Form

During their last semester, students will submit this Activity Verification Form to document a minimum of two professional counseling activities. One activity must be completed during your practicum or internship experience and the second activity can be the student's choice based on the activities below.

Student Name: _____
Program Track:

- □ Career Counseling
- □ Clinical Mental Health Counseling
- □ School Counseling

Advisor: _____
Date of Submission: _____
Title of Activity: _____
Type of Activity (check one):

- □ Membership in professional organization
- □ Conference attendance
- □ Presentation/poster session
- □ Advocacy/legislative involvement
- □ Service to the counseling profession
- □ Attended Professional Development Opportunity
- □ Scholarly engagement (research)
- □ Practicum/Internship Activity (list the activity)
  - ○ _____

- ☐ Other (list the activity)
  - _____

Date(s) of Activity: _____
Location of Activity (City, State, Virtual): _____
Sponsoring or Supporting Organization: _____

Brief Description of the Activity and Your Role/Responsibility:

Reflection of the Event:

Documentation Checklist (attach/upload supporting documents):

- □ Proof of attendance (certificate, receipt, registration confirmation)
- □ Copy of agenda and event program
- □ Copy of presentation materials
- □ Letter of participation or service
- □ Other

Student Signature

I certify that the information above is accurate and that I participated in the activity as described. Signature: _____ Date: _____

Faculty/Advisor Verification

- □ Activity Approved
- □ Activity Not Approved

Faculty Signature: _____ Date: _____

Comments/Notes:

_____

_____

h. American Counseling Association's Code of Ethics

2014 ACA Code of Ethics

As approved by the ACA Governing Council



AMERICAN COUNSELING ASSOCIATION

counseling.org

Mission

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

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ACA Code of Ethics Preamble

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

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

enhancing human development throughout the life span.

honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;

promoting social justice.

safeguarding the integrity of the counselor–client relationship; and practicing in a competent and ethical manner.

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

autonomy, or fostering the right to control the direction of one's life;

nonmalefcence, or avoiding actions that cause harm;

beneficence, or working for the good of the individual and society by promoting mental health and well- being;

justice, or treating individuals equitably and fostering fairness and equality;

fidelity, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and

veracity, or dealing truthfully with individuals with whom counselors come into professional contact.

ACA Code of Ethics Purpose

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

The *Code* sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.

The *Code* identifies ethical considerations relevant to professional counselors and counselors-in- training.

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

The *Code* serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.

The *Code* helps to support the mission of ACA.

The standards contained in this *Code* serve as the basis for processing inquiries and ethics complaints concerning ACA members.

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

Sectio n A: The Counseling Relationship

Confidentiality and Privacy

Sectio n B: Professional Responsibility

Relationships With Other Professionals

Evaluation, Assessment, and Interpretation

Sectio n C: Supervision, Training, and Teaching

Sectio n D: Research and Publication

Distance Counseling, Technology, and Social Media

Sectio n E: Resolving Ethical Issues

Sectio n F:

Sectio n G:

Sectio n H:

Sectio n I:

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

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

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

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

Section A

The Counseling Relationship

Introduction

Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve.

Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*).

A.1. Client Welfare

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

A.1.b. Records and

Documentation

Counselors create, safeguard, and maintain documentation necessary for rendering professional services.

Regardless of the medium, counselors include sufficient and timely documentation to facilitate the delivery and continuity of services.

Counselors take reasonable steps to ensure that documentation accurately reflects client progress and services provided. If amendments are made to records and documentation, counselors take steps to properly note the amendments according to agency or institutional policies.

A.1.c. Counseling Plans Counselors and their clients work jointly in devising counseling plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of clients. Counselors and clients regularly review and revise counseling plans to assess their continued viability and effectiveness, respecting clients' freedom of choice.

A.1.d. Support Network Involvement

Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.

A.2. Informed Consent in the Counseling Relationship

A.2.a. Informed Consent

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both counselors and clients.

Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, relevant experience, and

approach to counseling; continuation of services upon the incapacitation or death of the counselor; the role of technology; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis and the intended use of tests and reports.

Additionally, counselors inform clients about fees and billing arrangements, including procedures for nonpayment of fees. Clients have the right to confidentiality and to be provided with an explanation of its limits (including how supervisors and/or treatment or interdisciplinary team professionals are involved), to obtain clear information about their records, to participate in the ongoing counseling plans, and to refuse any services or modality changes and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language that counselors use, counselors provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent

When counseling minors, incapacitated adults, or other persons unable to give voluntary consent, counselors seek the assent of clients to services and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.2.e. Mandated Clients

Counselors discuss the required limitations to confidentiality when working with clients who have been mandated for counseling services. Counselors also explain what type of information and with whom

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

A.3. Clients Served by Others

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

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

A.5. Prohibited

Noncounseling Roles and Relationships

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

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

A.5.b. Previous Sexual and/or

Romantic Relationships

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

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

Former Clients

Sexual and/or romantic counselor– client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact.

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

A.5.d. Friends or Family Members

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

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

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

A.6. Managing and Maintaining Boundaries and Professional Relationships

A.6.a. Previous Relationships
Counselors consider the risks and benefits of accepting as clients those with whom they have had a previous relationship. These potential clients may include individuals with whom the counselor has had a casual, distant, or past relationship. Examples include mutual or past membership in a professional association, organization, or community.

When counselors accept these clients, they take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs.

A.6.b. Extending Counseling Boundaries

Counselors consider the risks and benefits of extending current counseling relationships beyond conventional parameters.

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

A.6.c. Documenting Boundary Extensions

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

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

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

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

changing from individual to relationship or family counseling, or vice versa;

changing from an evaluative role to a therapeutic role, or vice versa; and

changing from a counselor to a mediator role, or vice versa.

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

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

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

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

A.7.a. Advocacy When appropriate, counselors advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.7.b. Confidentiality and Advocacy

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

A.8. Multiple Clients

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

A.9. Group Work

A.9.a. Screening

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

A.9.b. Protecting Clients In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma. **A.10. Fees and Business**

Practices

A.10.a. Self-Referral Counselors working in an organization (e.g., school, agency, institution) that provides counseling services do not refer clients to their private practice unless the policies of a particular organization make explicit provisions for self- referrals. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Unacceptable Business Practices

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

A.10.c. Establishing Fees In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. If a counselor's usual fees create undue hardship for the client, the counselor may adjust fees, when legally permissible, or assist the client in locating comparable, affordable services.

A.10.d. Nonpayment of Fees If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they include such information in their informed consent documents and also inform clients in a timely fashion of intended actions and offer clients the opportunity to make payment.

A.10.e. Bartering Counselors may barter only if the bartering does not result in exploitation or harm, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.f. Receiving Gifts Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and gratitude. When determining whether to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, the client's motivation for giving the gift, and the counselor's motivation for

wanting to accept or decline the gift.

A.11. Termination and Referral

A.11.a. Competence Within Termination and Referral

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

A.11.b. Values Within Termination and Referral

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

A.11.c. Appropriate Termination

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client or by another person with whom the client has

a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services

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

A.12. Abandonment and Client Neglect

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

Section B

Confidentiality and Privacy

Introduction

Counselors recognize that trust is a cornerstone of the counseling relationship.

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

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

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

B.1.b. Respect for Privacy

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

B.1.c. Respect for

Confidentiality

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

B.1.d. Explanation of Limitations

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

B.2. Exceptions

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

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

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

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

B.2.c. Contagious, Life-

Threatening Diseases

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if the parties are known to be at serious and foreseeable risk of contracting the disease.

Prior to making a disclosure, counselors assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party. Counselors adhere to relevant state laws concerning disclosure about disease status.

B.2.d. Court-Ordered Disclosure When ordered by a court to release confidential or privileged information without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship.

B.2.e. Minimal Disclosure To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared

With Others

B.3.a. Subordinates Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers.

B.3.b. Interdisciplinary Teams When services provided to the client involve participation by an interdisciplinary or treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers

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

B.3.e. Transmitting Confidential Information

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

B.3.f. Deceased Clients Counselors protect the confidentiality of deceased clients, consistent with legal requirements and the documented preferences of the client.

B.4. Groups and Families

B.4.a. Group Work In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group.

B.4.b. Couples and Family Counseling

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

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received—in any medium—in the counseling relationship as specified by federal and state laws, written

policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians
Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship, consistent with current legal and custodial arrangements. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information

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

B.6. Records and Documentation

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

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

B.6.b. Confidentiality of Records and Documentation
Counselors ensure that records and documentation kept in any medium are secure and that only authorized persons have access to them.

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

B.6.d. Permission to Observe
Counselors obtain permission from clients prior to allowing any person to observe counseling sessions, review session transcripts, or view recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.e. Client Access

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

B.6.f. Assistance With Records

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

B.6.g. Disclosure or Transfer Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

B.6.h. Storage and Disposal After Termination

Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with federal and state laws and statutes such as licensure laws and policies governing records, and dispose of client records and other sensitive materials in a manner

that protects client confidentiality. Counselors apply careful discretion and deliberation before destroying records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment, or violence.

B.6.i. Reasonable Precautions
Counselors take reasonable precautions to protect client confidentiality in the event of the counselor's termination of practice, incapacity, or death and appoint a records custodian when identified as appropriate.

B.7. Case Consultation

B.7.a. Respect for Privacy
Information shared in a consulting relationship is discussed for professional purposes only. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.7.b. Disclosure of **Confidential Information**
When consulting with

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

Section C

Professional Responsibility

Introduction

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling.

Counselors are expected to advocate to promote changes at the individual, group, institutional, and

societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*). In addition, counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of and Compliance With Standards

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

C.2. Professional Competence

C.2. a. Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity,

dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

C.2.b. New Specialty Areas of Practice Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and protect others from possible harm.

C.2.c. Qualified for Employment

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

C.2.d. Monitor Effectiveness

Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary.

Counselors take reasonable steps to seek peer supervision to evaluate their efficacy as counselors.

C.2.e. Consultations on Ethical Obligations

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

C.2.f. Continuing Education

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

C.2.g. Impairment Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional

impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

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

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

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

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

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients, former clients, or any other persons who may be vulnerable to undue influence. Counselors discuss

with clients the implications of and obtain permission for the use of any testimonial.

C.3.c. Statements by Others When feasible, counselors make reasonable efforts to ensure that statements made by others about them or about the counseling profession are accurate.

C.3.d. Recruiting Through Employment

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

C.3.e. Products and Training Advertisements

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

C.3.f. Promoting to Those Served

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

C.4. Professional Qualifications

C.4.a. Accurate Representation Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training.

C.4.b. Credentials Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

Counselors clearly state their highest earned degree in counseling or a closely related field. Counselors do not imply doctoral-level competence when possessing a master's degree in counseling or a related field by referring to themselves as "Dr." in a counseling context when their doctorate is not in counseling or a related field.

Counselors do not use "ABD" (all but dissertation) or other such terms to imply competency.

C.4.e. Accreditation Status

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

C.4.f. Professional Membership

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

C.5. Nondiscrimination

Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual

orientation, marital/ partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.

C.6. Public Responsibility

C.6.a. Sexual Harassment Counselors do not engage in or condone sexual harassment. Sexual harassment can consist of a single intense or severe act, or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others.

C.6.c. Media Presentations

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

the statements are based on appropriate professional counseling literature and practice,

the statements are otherwise consistent with the *ACA Code of*

Ethics, and

the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others Counselors do not exploit others in their professional relationships.

C.6.e. Contributing to the Public Good

(Pro Bono Publico)

Counselors make a reasonable effort to provide services to the public for which there is little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).

C.7. Treatment Modalities

C.7.a. Scientific Basis for Treatment

When providing services, counselors use techniques/procedures/mod

aliti es that are grounded in theory and/or have an empirical or scientific foundation.

C.7.b. Development and Innovation

When counselors use developing or innovative techniques/procedures/ modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/ modalities. Counselors work to minimize any potential risks or harm when using these techniques/procedures/modaliti es.

C.7.c. Harmful Practices

Counselors do not use techniques/procedures/modaliti es when substantial evidence suggests harm, even if such services are requested.

C.8. Responsibility to

Other Professionals

C.8.a. Personal Public Statements

When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D

Relationships With Other Professionals

Introduction

Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to

become knowledgeable about colleagues within and outside the field of counseling.

Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees

D.1.a. Different Approaches

Counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own.

Counselors acknowledge the expertise of other professional groups and are respectful of their practices.

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

D.1.c. Interdisciplinary Teamwork

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

D.1.d. Establishing Professional and Ethical Obligations

Counselors who are members of

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

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

D.1.f. Personnel Selection

and Assignment When counselors are in a position requiring personnel selection and/or assigning of responsibilities to others, they	select competent staff and assign responsibilities compatible with their skills and experiences. D.1.g. Employer Policies The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers regarding acceptable standards of client care and professional conduct that allow for changes in institutional policy conducive to the growth and development of clients. D.1.h. Negative Conditions Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be affected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment. D.1.i. Protection From Punitive	Action

Counselors do not harass a colleague or employee or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Provision of Consultation Services

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

D.2.b. Informed Consent in Formal Consultation

When providing formal consultation services, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality.

Section E

Evaluation, Assessment, and Interpretation

Introduction

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

E.1. General

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

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

counselors' conclusions and recommendations.

E.2. Competence to Use and

Interpret Assessment Instruments

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

E.2.b. Appropriate Use

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

E.2.c. Decisions Based on Results

Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of psychometrics.

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients Prior to assessment, counselors explain the nature and purposes of assessment and the specific

use of results by potential recipients. The explanation will be given in terms and language that the client (or other legally authorized person on behalf of the client) can understand.

E.3.b. Recipients of Results
Counselors consider the client's and/ or examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results.

E.4. Release of Data to

Qualified Personnel

Counselors release assessment data in which the client is identified only with the consent of the client or the client's legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data.

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis
Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g., locus of treatment, type of treatment, recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity
Counselors recognize that culture affects the manner in which clients' problems are defined and experienced. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders.

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology

Counselors recognize historical

and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and strive to become aware of and address such biases in themselves or others.

E.5.d. Refraining From Diagnosis

Counselors may refrain from making and/or reporting a diagnosis if they believe that it would cause harm to the client or others. Counselors carefully consider both the positive and negative implications of a diagnosis.

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments and, when possible, use multiple forms of assessment, data, and/or instruments in forming conclusions, diagnoses, or recommendations.

E.6.b. Referral Information If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized.

E.7. Conditions of Assessment

Administration

E.7.a. Administration Conditions

Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Provision of Favorable Conditions

Counselors provide an appropriate environment for the administration of assessments (e.g., privacy, comfort, freedom from distraction).

E.7.c. Technological

Administration Counselors ensure that

technologically administered assessments function properly and provide clients with accurate results.

E.7.d. Unsupervised Assessments

Unless the assessment instrument is designed, intended, and validated for self- administration and/or scoring, counselors do not permit unsupervised use.

E.8. Multicultural Issues/ Diversity in Assessment

Counselors select and use with caution assessment techniques normed on populations other than that of the client.

Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and they place test results in proper perspective with other relevant factors.

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

When counselors report assessment results, they consider the client's personal and cultural background, the level of the client's understanding of the results, and the impact of the results on the client. In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or inappropriateness of the norms for the person tested.

E.9.b. Instruments With Insufficient Empirical Data

Counselors exercise caution

when interpreting the results of instruments not having sufficient empirical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee. Counselors qualify

any conclusions, diagnoses, or recommendations made that are based on assessments or instruments with questionable validity or reliability.

E.9.c. Assessment Services

Counselors who provide assessment, scoring, and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. At all times, counselors maintain their ethical responsibility to those being assessed.

E.10. Assessment Security

Counselors maintain the integrity and security of tests and assessments consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessment and Outdated Results

Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose (e.g., noncurrent versions of assessments/ instruments).

Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment

Construction

Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of assessment techniques.

E.13. Forensic Evaluation: Evaluation for

Legal Proceedings

E.13.a. Primary Obligations
When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation
Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not therapeutic in nature, and entities or individuals who will receive the evaluation report are identified. Counselors who perform forensic evaluations obtain written consent from those being evaluated or from their legal representative unless a court orders evaluations to be conducted without the written consent of the individuals being evaluated. When children or adults who lack the capacity to give voluntary consent are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

Counselors do not evaluate current or former clients, clients' romantic partners, or clients' family members for forensic purposes. Counselors do not counsel individuals they are evaluating.

E.13.d. Avoid Potentially

Harmful Relationships

Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends

of individuals they are evaluating or have evaluated in the past.

Section F

Supervision, Training, and Teaching

Introduction

Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.1.b. Counselor Credentials

Counseling supervisors work to

ensure that supervisees communicate their qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship.

Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.2. Counselor Supervision

Competence

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

F.2.b. Multicultural Issues

Diversity in Supervision
Counseling supervisors are aware of and address the role of multiculturalism/ diversity in the supervisory relationship.

F.2.c. Online Supervision
When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship

F.3.a. Extending Conventional

Supervisory Relationships
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate

professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in- person and electronic interactions or relationships.

F.3.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members

Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor

Responsibilities

F.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.4.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.4.d. Termination of the

Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences.

When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

F.5.b. Impairment Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.5.c. Professional Disclosure Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

F.6. Counseling Supervision Evaluation, Remediation, and Endorsement

F.6.a. Evaluation Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the

supervisory relationship.

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.6.c. Counseling for Supervisees

If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

F.6.d. Endorsements Supervisors endorse supervisees for

certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.7. Responsibilities of Counselor Educators

F.7.a. Counselor Educators Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

F.7.b. Counselor Educator Competence

Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession.

When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

F.7.c. Infusing Multicultural Issues/Diversity

Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.7.d. Integration of Study and Practice In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

F.7.e. Teaching Ethics Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical

responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.7.f. Use of Case Examples
The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

F.7.g. Student-to-Student Supervision and Instruction

When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

F.7.h. Innovative Theories and Techniques

Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/

procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/ procedures/modalities.

F.7.i. Field Placements

Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

F.8. Student Welfare

F.8.a. Program Information and Orientation

Counselor educators recognize that program orientation is a developmental process that begins upon students' initial contact with the counselor education program and continues throughout the educational and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program's expectations, including

the values and ethical principles of the profession;

the type and level of skill and knowledge acquisition required for successful completion of the training;

technology requirements;

program training goals, objectives, and mission, and subject matter to be covered;

bases for evaluation; training components that

encourage self-growth or self- disclosure as part of the training process;

the type of supervision settings and requirements of the sites for required clinical field experiences;

student and supervisor evaluation and dismissal policies and procedures; and

up-to-date employment prospects for graduates.

F.8.b. Student Career Advising
Counselor educators provide career advisement for their students and make them aware of opportunities in the

field.

F.8.c. Self-Growth Experiences
Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8.d. Addressing Personal Concerns

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve

counseling competencies. Counselor educators do the following:

assist students in securing remedial assistance when needed,

seek professional consultation and document their decision to dismiss or refer students for assistance, and

ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

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

F.10.a. Sexual or Romantic Relationships

Counselor educators are prohibited from sexual or romantic interactions or relationships with students currently enrolled in a counseling or related program and over whom they have power and authority. This prohibition applies to both in-person and electronic interactions or relationships.

F.10.b. Sexual Harassment Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships With Former Students

Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.

F.10.d. Nonacademic Relationships

Counselor educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or

remuneration from a site for student or supervisor placement.

F.10.e. Counseling Services
Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority.

F.10.f. Extending Educator–Student Boundaries

Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; conducting hospital visits; providing support during a stressful event; or maintaining mutual membership in a professional association, organization, or community.

Counselor educators discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship.

Nonprofessional relationships with students should be time limited and/or context specific and initiated with student consent.

F.11. Multicultural/Diversity

Competence in

Counselor Education and Training Programs

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

F.11.b. Student Diversity
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse cultures and types of abilities that students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.

Section G

Research and Publication

Introduction

Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society.

Counselors support the efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research.

G.1. Research Responsibilities

G.1.a. Conducting Research
Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research.

G.1.b. Confidentiality in Research

Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable

guidelines regarding confidentiality in their research practices.

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

G.1.d. Deviation From Standard Practice

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

G.1.e. Precautions to Avoid Injury

Counselors who conduct research are responsible for their participants' welfare throughout the research process and should take reasonable precautions to avoid causing emotional, physical, or social harm to participants.

G.1.f. Principal Researcher Responsibility

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

G.2. Rights of Research Participants

G.2.a. Informed Consent in Research Individuals have the right to decline requests to become research participants. In seeking consent, counselors use language that

accurately explains the purpose and procedures to be followed;

identifies any procedures that are experimental or relatively untried;

describes any attendant discomforts, risks, and potential power differentials between researchers and participants;

describes any benefits or changes in individuals or organizations that might reasonably be expected;

discloses appropriate alternative procedures that would be advantageous for participants;

offers to answer any inquiries concerning the procedures;

describes any limitations on confidentiality;

describes the format and potential target audiences for the dissemination of research findings; and

instructs participants that they are free to withdraw their consent and discontinue participation in the project at any time, without penalty.

G.2.b. Student/Supervisee Participation

Researchers who involve students or supervisees in research make clear to them that the decision regarding participation in research activities does not affect their academic standing or supervisory relationship.

Students or supervisees who choose not to participate in research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

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

G.2.d. Confidentiality of Information

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

G.2.e. Persons Not Capable of Giving Informed Consent

When a research participant is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.f. Commitments to Participants

Counselors take reasonable measures to honor all commitments to research participants.

G.2.g. Explanations After Data Collection

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

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

a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.12.a. Appropriate Transfer of Services

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

A.13. Abandonment and Client Neglect

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

Section B

Confidentiality and Privacy

Introduction

Counselors recognize that trust is a cornerstone of the counseling relationship.

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

B.8. Respecting Client Rights

B.8.a. Multicultural/Diversity Considerations

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

B.8.b. Respect for Privacy

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

B.8.c. Respect for

Confidentiality

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

B.8.d. Explanation of Limitations

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

B.9. Exceptions

B.9.a. Serious and Foreseeable Harm and Legal Requirements

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

B.9.b. Confidentiality Regarding End-of-Life Decisions

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

B.9.c. Contagious, Life-

Threatening Diseases

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if the parties are known to be at serious and foreseeable risk of contracting the disease.

Prior to making a disclosure, counselors assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party. Counselors adhere to relevant state laws concerning disclosure about disease status.

B.9.d. Court-Ordered Disclosure When ordered by a court to release confidential or privileged information without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship.

B.9.e. Minimal Disclosure To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.10. Information Shared

With Others

B.10.a. Subordinates Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers.

B.10.b. Interdisciplinary Teams When services provided to the client involve participation by an interdisciplinary or treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.10.c. Confidential Settings Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.10.d. Third-Party Payers

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

B.10.e. Transmitting Confidential Information

Counselors take precautions

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

B.10.f. Deceased Clients Counselors protect the confidentiality of deceased clients, consistent with legal requirements and the documented preferences of the client.

B.11. Groups and Families

B.11.a. Group Work In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group.

B.11.b. Couples and Family Counseling

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

B.12. Clients Lacking Capacity to Give Informed Consent

B.12.a. Responsibility to Clients When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received—in any medium—in the counseling relationship as specified by federal and state laws, written

policies, and applicable ethical standards.

B.12.b. Responsibility to Parents and Legal Guardians Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship, consistent with current legal and custodial arrangements. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.12.c. Release of Confidential Information

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

B.13. Records and Documentation

B.13.a. Creating and Maintaining Records and Documentation

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

B.13.b. Confidentiality of Records and Documentation Counselors ensure that records and documentation kept in any medium are secure and that only authorized persons have access to them.

B.13.c. Permission to Record Counselors obtain permission from clients prior to recording sessions through electronic or other means.

B.13.d. Permission to Observe Counselors obtain permission from clients prior to allowing any person to observe counseling sessions, review session transcripts, or view recordings of sessions with supervisors, faculty, peers, or others within the

training environment.

B.13.e. Client Access Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the records in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that relate directly to them and do not include confidential information related to any other client.

B.13.f. Assistance With Records

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

B.13.g. Disclosure or Transfer Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

B.13.h. Storage and Disposal After Termination

Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with federal and state laws and statutes such as licensure laws and policies governing records, and dispose of client records and other sensitive materials in a manner

that protects client confidentiality. Counselors apply careful discretion and deliberation before destroying records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment, or violence.

B.13.i. Reasonable Precautions Counselors take reasonable precautions to protect client confidentiality in the event of the counselor's termination of practice, incapacity, or death and appoint a records custodian when identified as appropriate.

B.14. Case Consultation

B.14.a. Respect for Privacy Information shared in a consulting relationship is discussed for professional purposes only. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.14.b. Disclosure of **Confidential Information** When consulting with

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

Section C

Professional Responsibility

Introduction

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling.

Counselors are expected to advocate to promote changes at the individual, group,

institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices

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

C.9. Knowledge of and Compliance With Standards

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

C.2. Professional Competence

C.10. a. Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity,

dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

C.2.i. New Specialty Areas of Practice Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and protect others from possible harm.

C.2.j. Qualified for Employment

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

C.2.k. Monitor Effectiveness

Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary.

Counselors take reasonable steps to seek peer supervision to evaluate their efficacy as counselors.

C.2.l. Consultations on Ethical Obligations

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

C.2.m. Continuing Education

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

C.2.n. Impairment Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek

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

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

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

C.11. Advertising and Soliciting Clients

C.11.a.Accurate Advertising

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

C.11.b. Testimonials

Counselors who use testimonials do not solicit them from current clients, former clients, or any other persons who may be vulnerable to undue influence. Counselors discuss

with clients the implications of and obtain permission for the use of any testimonial.

C.11.c. Statements by Others When feasible, counselors make reasonable efforts to ensure that statements made by others about them or about the counseling profession are accurate.

C.11.d. Recruiting Through Employment

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

C.11.e. Products and Training Advertisements

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

C.11.f. Promoting to Those Served

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

C.12. Professional Qualifications

C.12.a. Accurate Representation Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training.

C.12.b. Credentials Counselors claim only licenses or certifications that are current and in good standing.

C.12.c. Educational Degrees Counselors clearly differentiate between earned and honorary degrees.

C.12.d. Implying Doctoral-Level

Competence

Counselors clearly state their highest earned degree in counseling or a closely related field. Counselors do not imply doctoral-level competence when possessing a master's degree in counseling or a related field by referring to themselves as "Dr." in a counseling context when their doctorate is not in counseling or a related field.

Counselors do not use "ABD" (all but dissertation) or other such terms to imply competency.

C.12.e. Accreditation Status

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

C.12.f. Professional Membership

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

C.13. Nondiscrimination

Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual

orientation, marital/ partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.

C.14. Public Responsibility

C.14.a. Sexual Harassment Counselors do not engage in or condone sexual harassment. Sexual harassment can consist of a single intense or severe act, or multiple persistent or pervasive acts.

C.14.b. Reports to Third Parties Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others.

C.14.c.Media Presentations

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

the statements are based on appropriate professional counseling literature and practice,

the statements are otherwise consistent with the *ACA Code of Ethics*, and

the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.14.d. Exploitation of Others Counselors do not exploit others in their professional relationships.

C.14.e. Contributing to the Public Good

(Pro Bono Publico)

Counselors make a reasonable effort to provide services to the public for which there is little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).

C.15. Treatment Modalities

C.15.a. Scientific Basis for Treatment

When providing services, counselors use techniques/procedures/modaliti es that are grounded in theory and/or have an empirical or scientific foundation.

C.15.b. Development and Innovation

When counselors use developing or innovative techniques/procedures/ modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/ modalities. Counselors work to minimize any potential risks or harm when using these techniques/procedures/modaliti es.

C.15.c. Harmful Practices

Counselors do not use techniques/procedures/modaliti es when substantial evidence suggests harm, even if such services are requested.

C.16. Responsibility to

Other Professionals

C.16.a. Personal Public Statements

When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D

Relationships With Other Professionals

Introduction

Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to

become knowledgeable about colleagues within and outside the field of counseling.

Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.3. Relationships With Colleagues, Employers, and Employees

D.3.a. Different Approaches

Counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own.

Counselors acknowledge the expertise of other professional groups and are respectful of their practices.

D.3.b. Forming Relationships Counselors work to develop and strengthen relationships with colleagues from other disciplines to best serve clients.

D.3.c. Interdisciplinary

Teamwork

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

D.3.d. Establishing Professional and Ethical Obligations

Counselors who are members of

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

D.3.e. Confidentiality When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues.

D.3.f. Personnel Selection and Assignment

When counselors are in a position requiring personnel selection and/or assigning of responsibilities to others, they

select competent staff and assign responsibilities compatible with their skills and experiences.

D.3.g. Employer Policies

The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles.

Counselors strive to reach agreement with employers regarding acceptable standards of client care and professional conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.3.h. Negative Conditions

Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization.

When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be affected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.3.i. Protection From Punitive Action

Counselors do not harass a colleague or employee or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.4. Provision of Consultation Services

D.4.a. Consultant Competency Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed.

D.4.b. Informed Consent in Formal Consultation

When providing formal consultation services, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality.

Section E

Evaluation, Assessment, and Interpretation

Introduction

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

E.14. General

E.14.a. Assessment The primary purpose of educational, mental health, psychological, and career assessment is to gather information regarding the client for a variety of purposes, including, but not limited to, client decision making, treatment planning, and forensic proceedings. Assessment may include both qualitative and quantitative methodologies.

E.14.b. Client Welfare Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information provided. They respect the client's right to know the results, the interpretations made, and the bases for counselors' conclusions and

recommendations.

E.15. Competence to Use and Interpret Assessment Instruments

E.15.a. Limits of Competence Counselors use only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology based application. Counselors take reasonable measures to ensure the proper use of assessment techniques by persons under their supervision.

E.15.b. Appropriate Use

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

E.15.c. Decisions Based on Results

Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of psychometrics.

E.16. Informed Consent in Assessment

E.16.a. Explanation to Clients Prior to assessment, counselors explain the nature and purposes of assessment and the specific

use of results by potential recipients. The explanation will be given in terms and language that the client (or other legally authorized person on behalf of the client) can understand.

E.16.b. Recipients of Results
Counselors consider the client's and/ or examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results.

E.17. Release of Data to

Qualified Personnel

Counselors release assessment data in which the client is identified only with the consent of the client or the client's legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data.

E.18. Diagnosis of Mental Disorders

E.18.a. Proper Diagnosis
Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g., locus of treatment, type of treatment, recommended follow-up) are carefully selected and appropriately used.

E.18.b. Cultural Sensitivity
Counselors recognize that culture affects the manner in which clients' problems are defined and experienced. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders.

E.18.c. Historical and Social Prejudices in the Diagnosis of Pathology

Counselors recognize historical

and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and strive to become aware of and address such biases in themselves or others.

E.18.d. Refraining From Diagnosis

Counselors may refrain from making and/or reporting a diagnosis if they believe that it would cause harm to the client or others. Counselors carefully consider both the positive and negative implications of a diagnosis.

E.19. Instrument Selection

E.19.a. Appropriateness of Instruments

Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments and, when possible, use multiple forms of assessment, data, and/or instruments in forming conclusions, diagnoses, or recommendations.

E.19.b.Referral Information If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized.

E.20.Conditions of Assessment

Administration

E.20.a. Administration Conditions

Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.20.b. Provision of Favorable Conditions

Counselors provide an appropriate environment for the administration of assessments (e.g., privacy, comfort, freedom from distraction).

E.20.c. Technological

Administration Counselors ensure that

technologically administered assessments function properly and provide clients with accurate results.

E.20.d. Unsupervised Assessments

Unless the assessment instrument is designed, intended, and validated for self- administration and/or scoring, counselors do not permit unsupervised use.

E.21. Multicultural Issues/ Diversity in Assessment

Counselors select and use with caution assessment techniques normed on populations other than that of the client.

Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and they place test results in proper perspective with other relevant factors.

E.22. Scoring and Interpretation of Assessments

E.22.a. Reporting

When counselors report assessment results, they consider the client's personal and cultural background, the level of the client's understanding of the results, and the impact of the results on the client. In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or inappropriateness of the norms for the person tested.

E.22.b. Instruments With Insufficient Empirical Data

Counselors exercise caution

when interpreting the results of instruments not having sufficient empirical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee. Counselors qualify any conclusions, diagnoses, or recommendations made that are based on assessments or instruments with questionable validity or reliability.

E.22.c.Assessment Services

Counselors who provide assessment, scoring, and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. At all times, counselors maintain their ethical responsibility to those being assessed.

E.23. Assessment Security

Counselors maintain the integrity and security of tests and assessments consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.24. Obsolete Assessment and Outdated Results

Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose (e.g., noncurrent versions of assessments/ instruments).

Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.25. Assessment

Construction

Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of assessment techniques.

E.26. Forensic Evaluation: Evaluation for

Legal Proceedings

E.26.a. Primary Obligations
When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.26.b. Consent for Evaluation
Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not therapeutic in nature, and entities or individuals who will receive the evaluation report are identified. Counselors who perform forensic evaluations obtain written consent from those being evaluated or from their legal representative unless a court orders evaluations to be conducted without the written consent of the individuals being evaluated. When children or adults who lack the capacity to give voluntary consent are being evaluated, informed written consent is obtained from a parent or guardian.

E.26.c. Client Evaluation Prohibited

Counselors do not evaluate current or former clients, clients' romantic partners, or clients' family members for forensic purposes. Counselors do not counsel individuals they are evaluating.

E.26.d. Avoid Potentially

Harmful Relationships

Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

Section F

Counseling supervisors work to

Supervision, Training, and Teaching

Introduction

Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

F.12. Counselor Supervision and Client Welfare

F.12.a. Client Welfare A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.12.b. Counselor Credentials

ensure that supervisees communicate their qualifications to render services to their clients.

F.12.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship.

Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.13. Counselor Supervision

Competence

F.13.a. Supervisor Preparation Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

F.13.b. Multicultural Issues

Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/ diversity in the supervisory relationship.

F.13.c. Online Supervision When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.14. Supervisory Relationship

F.14.a. Extending Conventional

Supervisory Relationships

Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors

take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.14.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in- person and electronic interactions or relationships.

F.14.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.14.d. Friends or Family Members

Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.15. Supervisor

Responsibilities

F.15.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.15.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.15.c. Standards for Supervisees Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.15.d. Termination of the

Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences.

When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.16. Student and Supervisee Responsibilities

F.16.a. Ethical Responsibilities Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

F.16.b. Impairment Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.16.c. Professional Disclosure Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

F.17. Counseling Supervision Evaluation, Remediation, and Endorsement

F.17.a. Evaluation Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule

periodic formal evaluative sessions throughout the supervisory relationship.

F.17.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.17.c. Counseling for Supervisees

If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

F.17.d. Endorsements Supervisors endorse supervisees for

certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.18. Responsibilities of Counselor Educators

F.18.a. Counselor Educators Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

F.18.b. Counselor Educator Competence

Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession.

When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

F.18.c. Infusing Multicultural Issues/Diversity

Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.18.d. Integration of Study and Practice In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

F.18.e. Teaching Ethics Throughout the program, counselor educators ensure that students are aware of the

ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.18.f. Use of Case Examples
The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

F.18.g. Student-to-Student Supervision and Instruction

When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

F.18.h. Innovative Theories and Techniques

Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/

procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/ procedures/modalities.

F.18.i. Field Placements

Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

F.19. Student Welfare

F.19.a. Program Information and Orientation

Counselor educators recognize that program orientation is a developmental process that begins upon students' initial contact with the counselor education program and continues throughout the educational and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program's expectations, including

the values and ethical principles of the profession;

the type and level of skill and knowledge acquisition required for successful completion of the training;

technology requirements;

program training goals, objectives, and mission, and subject matter to be covered;

bases for evaluation; training components that

encourage self-growth or self-disclosure as part of the training process;

the type of supervision settings and requirements of the sites for required clinical field experiences;

student and supervisor evaluation and dismissal policies and procedures; and

up-to-date employment prospects for graduates.

F.19.b. Student Career Advising
Counselor educators provide career advisement for their students and make them aware of opportunities in the

field.

F.19.c. Self-Growth Experiences Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.19.d. Addressing Personal Concerns

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.20. Evaluation and Remediation

F.20.a.Evaluation of Students

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.20.b.Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve



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