

Counselor Education Student Handbook

2024-2025

MASTER OF SCIENCE (M.S.) AND SPECIALIST IN EDUCATION (Ed.S.)
DEGREES IN COUNSELING AND HUMAN SYSTEMS

Career Counseling, Clinical Mental Health Counseling, School Counseling



EDUCATIONAL PSYCHOLOGY & LEARNING SYSTEMS

Maximizing Human Potential

Counselor Education Program

Department of Educational Psychology and Learning Systems

College of Education, Health, and Human Sciences

3210 Stone Building | Tallahassee, Florida 32306

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I. Florida State University

A. Vision

Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.

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 embraces diversity.

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 operation of the academic program 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.

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.

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.

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 libraries, the Web site offers access to hundreds of databases and more than 70,000 ejournals 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 offers 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 include eight libraries on campus: Strozier Library, Dirac Science Library, Claude and Mildred Pepper Library, College of Music Allen Music Library, School of Library and Information Studies Goldstein Library, College of Law Research Center, College of Medicine Maguire Medical Library, and the FAMU-FSU College

of 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 University Libraries' Special Collections. Visit the FSU Libraries website for additional information, locations, and hours of operation: <https://www.lib.fsu.edu>.

E. 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/>

F. Computers and Technology

Information Technology Services provides three computer labs on campus which are available to all of the university (as opposed to departments or college labs which may/are restricted to students of the department or college). These labs [Carothers Rm 315; Strozier Library Rm 026] are open to all FSU students, faculty, and staff with a valid FSUCard. Laser printers and paper are available in the computer labs.

G. Online Learning Management System

Florida State University uses Canvas as our online learning management system. Though the SPP offers few online courses, 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 learning the Canvas system, please visit: <https://support.canvas.fsu.edu/home/>

II. College of Education, Health, and Human Sciences

The College of Education, Health, and Human Sciences (CEHHS) 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

The College has multiple offices to assist students and faculty. These offices are outlined below.

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 College of Education, Health, and Human Sciences. OASIS strives to provide students, staff, and faculty, with the tools and support needed for student success.

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

Additionally, OASIS works with educator preparation programs, such as School Counseling to coordinate 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, the Learning Resource Center, and the Virtual Computer Lab.

1. Tech Sandbox

The purpose of the Tech Sandbox is to create a dynamic learning environment where College of Education, Health, and Human Sciences students and faculty can learn and

practice various instructional technologies and tools and get a clear understanding of how they can embed tech into teaching, learning, assessment, and research. The Sandbox houses technologies that are currently in use or will be used in PreK-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

To view which specific devices and applications are featured in the Tech Sandbox, please visit the Canvas site "The Technology Sandbox (CEHHS)."

All FSU students and faculty have access 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.

2. Learning Resource Center

The Learning Resource Center (LRC) serves students, faculty, and staff by providing tech 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 rooms which can be reserved for meetings, presentations, and defenses.

For more information on Center please use the following link: <https://cehhs.fsu.edu/lrc>

3. Virtual Computer Lab

The CEHHS Virtual Lab allows any College of Education, Health, and Human Sciences student 24/7 remote access to our campus computer lab software by any Windows, Mac, and supported mobile device from any location with Internet access. In addition to the software provided by FSU, the College of Education, Health, and Human Sciences also

includes LISREL, MPlus, HLM, and Adobe Captivate. For more information on the accessing the Virtual Computer Lab, please use the following link: <https://cehhs.fsu.edu/current-students/technology-resources>.

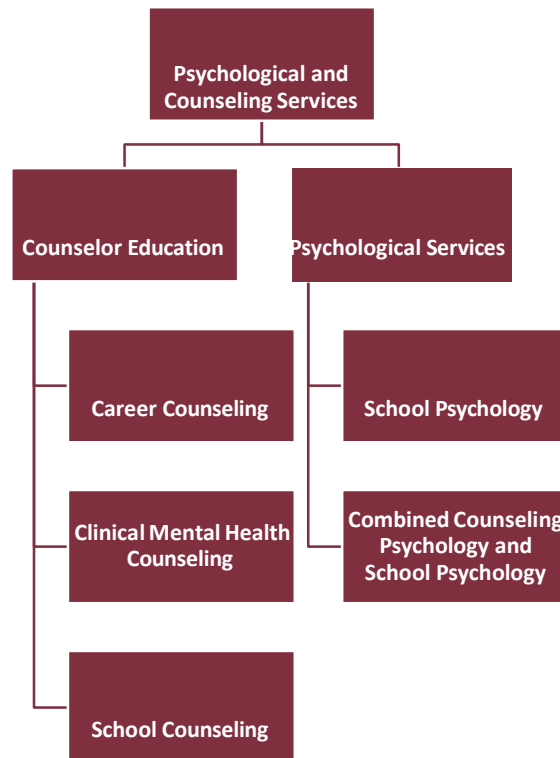
III. Department of Educational Psychology and Learning Systems

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 Technology, and Educational Psychology

A. Psychological and Counseling Services

The Counselor Education program in College of Education, Health, and Human Sciences are part of the Psychological and Counseling Services Unit 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 Program Concentrations

There are three majors in the Counselor Education program: Career Counseling, Clinical Mental Health Counseling, and School Counseling. Candidates in all three majors receive a master's and specialist degree in Counseling and Human Systems upon completion of the program. A practitioner-oriented model that requires completion of a practicum

experience and an internship. Faculty members in the Psychological and Counseling Services Program have work experience and research interests related to the provision of: (1) career counseling services for adolescents in school settings and adults in postsecondary/higher education and related organizational settings, (2) clinical mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings; (3) school counseling working with community stakeholders, educators, parents, and students to produce optimal outcomes for students in PK- 12 educational settings.

IV. 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 (1) integrate current research with established theoretical foundations to serve pluralistic communities; (2) demonstrate awareness, reflection, and respect for the diverse populations that they serve, and finally (3) 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.

- i. Counselor Education candidates will be grounded in counselor identity domains of wellness, development, prevention and early intervention, and empowerment.
- ii. Counselor Education candidates will successfully demonstrate professional dispositions:
 - a. Ethical decision-making and professional boundaries
 - b. Respect, humility, and openness for diverse cultural experiences and expressions
 - c. Commitment to learning and professional growth
 - d. Apply constructive feedback
 - e. Appropriate interpersonal skills
 - f. Professionalism
- iii. 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.
- iv. Counselor Education candidates will co-create goals and identify appropriate interventions in a holistic and integrated manner that is based on clients' or students' diverse experiences, development, and presenting needs.
- v. 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.

Specific Program Objectives for Career Counseling

1. 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.

2. 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.

Specific Program Objectives for Clinical Mental Health Counseling

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

Specific Program Objectives for School Counseling

1. School Counseling candidates will develop a data-driven plan to provide systemic support and developmentally appropriate curriculum that ensures academic achievement, healthy socio-emotional development, and decreases opportunity gaps.
2. 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, personal, and emotional development, and career and postsecondary planning.

B. Accreditation

The Career Counseling and Clinical Mental Health Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) through March 31, 2027. 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." Completion of a CACREP accredited counseling program meets educational requirements for licensure in most states. More information about CACREP accreditation can be found at the following link: <https://www.cacrep.org/for-students/#why-should-i-choose-an-accredited-program>.

1. 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:

1. Professional Counseling Orientation and Ethical Practices
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. 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.

2. 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.

3. Proof of Completion of Accredited Program

Proof of completion is indicated on the candidate's transcript upon conferral of the master's and specialist's 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 certification 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 in order 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
 - Competencies and Skills for School Counseling (grades PK-12)

- State adopted content standards for K-12 students, scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students
- Strategies for teaching English Language Learners
- 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 student 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 state's academic standards.
- Passing all required Florida Teacher Certification Examinations prior to internship
- Completion of field experiences culminating in an internship that is a minimum of 12 weeks in duration
- Demonstration of positive impact on P-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

Counseling candidates are encouraged to join state and national professional school counseling and related organizations. Membership can include many benefits, such as free professional liability insurance, networking, and advocacy opportunities, access to continuing education, publications that include 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. A few organizations that candidates may consider joining are as follows: the American Counseling Association, the American School Counseling Association, the American Mental Health Counseling Association, the National Career Development Association, and relevant state level branches (e.g., Florida Counselor Association).

E. 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. In order 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 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 accredited program 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://floridasmmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>

Additionally, Clinical Mental Health graduates and Career graduates may be eligible for clinical licensure in other states. Because of CACREP accreditation and since Career graduates complete most of the same course work as the Clinical Mental Health graduates eligibility may be met. Please refer to the state board you are interested in being licensed under and see your advisor for guidance in meeting all educational requirements for that state.

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 may choose to pursue educator certification in Florida. School Counseling graduates are eligible for a Florida professional certificate in School Counseling (grades PK-12). 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 a degree at Florida State University does not guarantee subsequent certification or licensure. Candidates are responsible for accessing and processing credential applications. The following chart contains a summary of some certifications and licensure options for graduates receiving degrees in Counseling and Human Systems.

Table 1. Certification and Licensure

Counseling Specialization	Type of Certification, Credential or Licensure	Sponsoring Organization
Career Counseling	<ul style="list-style-type: none"> • Certified Career Counselor • National Certified Counselor (NCC) 	National Career Development Association National Board for Certified Counselors
Clinical Mental Health Counseling	<ul style="list-style-type: none"> • Florida Licensed Mental Health Counselor (LMHC) • National Certified Counselor (NCC) • Certified Clinical Mental Health Counselor (CCMHC) 	Florida Licensed Mental Health Counselor National Board for Certified Counselors
School Counseling	<ul style="list-style-type: none"> • 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 Counselors Association

2. Candidate 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.

F. Faculty and Staff

The faculty responsible for instructing and advising Counselor Education candidates:

Table 2. Faculty in Counselor Education

G.

Faculty/Staff	Major	Bio Link	Contact Information
Dr. Shengli Dong, Professor	Clinical Mental Health Counseling	https://cehhs.fsu.edu/faculty-and-staff/dr-shengli-dong	sdong3@fsu.edu
Dr. Chris LaFever, Assistant Teaching Professor	Career Counseling	https://cehhs.fsu.edu/faculty-and-staff/dr-chris-lafever	clafever@fsu.edu
Dr. Simone May, Associate Teaching Professor	Clinical Mental Health Counseling	https://cehhs.fsu.edu/faculty-and-staff/dr-simone-may	vmay@fsu.edu
Dr. Tiffany Wilson, Associate Teaching Professor	School Counseling	https://cehhs.fsu.edu/faculty-and-staff/dr-tiffany-wilson	tw24m@fsu.edu
Dr. Eunhui Yoon, Assistant Professor	School Counseling	https://cehhs.fsu.edu/faculty-and-staff/dr-eunhui-yoon	eyoon@fsu.edu
Lauren Stewart, Graduate Academic Program Specials	All Counselor Education majors	https://cehhs.fsu.edu/faculty-and-staff/lauren-stewart	sls17t@fsu.edu

G. Program Policy Changes and Handbook Revisions

Any program policy found to be not in alignment with university policy, state law, or other superseding guideline 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 in order 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.

V. Program Requirements

A. Program of Study

Candidates must develop a program of study in consultation with their supervisory committees by March 1st of the first Spring semester. The Program of Study forms must be created for the Master's and Specialist degrees. These forms can be found at the college's website: <https://cehhs.fsu.edu/oasis/graduate-students>

[Program of Study – Master's Degree](#)

[Program of Study – Specialist Degree](#)

Both forms are necessary since candidates in the Counselor Education program earn both a Master of Science degree and Specialist degree. The programs of study are to be approved by each candidate's supervisory committee and the EPLS Department Chair. It is necessary to list the semesters and years in which courses were taken in chronological order (past to present) to determine that the university, department, and college requirements will be met. Programs of study may be modified later with the supervisory committee's approval. Any changes to the form should be discussed with the candidate's supervisory committee and revised accordingly.

B. Course Requirements

CACREP-accreditation standards require 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 for 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

1. 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. Career Counseling candidates are required to do a supervised teach experience, usually completed in the first academic year. Please see the courses required below:

Table 3. Career Counseling Courses

Term	Course Title	Credit Hours
Fall 1	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 5860 Supervised Teaching (Can be taken in Fall 1 or Spring 1*)	1
	MHS 6450 Substance Abuse and Addictions Counseling	3
Total Hours		14-15
Spring 1	CLP 6169 Adult Development and Psychopathology	3
	MHS 5511 Group Counseling: Theory and Practice	3
	RCS 5250 Assessment in Counseling and Rehabilitation	3
	MHS 5860 Supervised Teaching (Can be taken in Fall 1 or Spring 1)*	1
	MHS 6466 Trauma and Crisis Counseling	3
Total Hours		12-13
Summer 1	DEP 5068 Lifespan Development	3
	MHS 5435 Family Counseling	3
	MHS 5801 Practicum in Counseling	4
Total Hours		10
Fall 2	MHS 5431 Career Development Program Design and Evaluation	3
	SDS 5820 Internship	6
	SOW 5153 Human Sexuality	3
Total Hours		12
Spring 2	EDF 5481 Methods of Educational Research	3
	MHS 6600 Ethics, Legal, & Professional Issues in Counseling	3
	MHS 7692 Specialist in Education Comprehensive Exam	0
	SDS 5820 Internship	6
Total Hours		12
Total Hours in Program		61

* Supervised teaching normally completed either Fall 1 or Spring 1

2. Clinical Mental Health Counseling 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. Please see the courses required below:

Table 4. Clinical Mental Health Counseling Courses

Term	Course Title	Credit Hours
Fall 1	MHS 5007 Foundations of Mental Health Counseling	3
	MHS 5060 Psychosocial and Multicultural Aspects of Counseling	3
	MHS 5400 Introduction to Counseling Theories and Techniques	4
	MHS 6450 Substance Abuse and Addictions Counseling	3
Total Hours		13
Spring 1	CLP 6169 Adult Development and Psychopathology	3
	MHS 5511 Group Counseling: Theory and Practice	3
	MHS 6466 Trauma and Crisis Counseling	3
	RCS 5250 Assessment in Counseling and Rehabilitation	3
Total Hours		12
Summer 1	DEP 5068 Lifespan Development	3
	MHS 5435 Family Counseling	3
	MHS 5801 Practicum in Counseling	4
Total Hours		10
Fall 2	MHS 5430 Foundations of Career Development	4
	SDS 5820 Internship	6
	SOW 5153 Human Sexuality	3
Total Hours		13
Spring 2	EDF 5481 Methods of Educational Research	3
	MHS 6600 Ethics, Legal, & Professional Issues in Counseling	3
	MHS 7692 Specialist in Education Comprehensive Exam	0
	SDS 5820 Internship	6
Total Hours		12
Total Hours in Program		60

3. School Counseling 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 ways to approach internship. Generally, it is expected that candidates will take internship over two semesters in the Fall and Spring. Please see the courses required below:

Table 5. School Counseling courses

Term	Course Title	Credit Hours
Fall 1	MHS 5010 Foundations of School Counseling	3
	MHS 5400 Introduction to Counseling Theories and Techniques	4
Total Hours		7
Spring 1	MHS 5511 Group Counseling: Theory and Practice	3
	EDF 5681 Urban and Rural Schools	3
Total Hours		6
Summer 1	DEP 5068 Lifespan Development	3
	TSL 5325 ESOL in the Content Area	3
	RED 5337 Literacy Across the Content Area	3
Total Hours		9
Fall 2	MHS 5060 Psychosocial and Multicultural Aspects of Counseling	3
	MHS 5430 Foundations of Career Development	4
Total Hours		7
Spring 2	MHS 5801 Practicum in Counseling	4
	RCS 5250 Assessment in Counseling and Rehabilitation	3
Total Hours		7
Summer 2	MHS 5338 College and Career Readiness for School Counselors	3
	MHS 5415 School-Family-Community Partnerships	3
Total Hours		6
Fall 3	EDF 5481 Methods of Educational Research	3
	MHS 5635 School Counseling Program Development and Planning	4
	SDS 5820 Internship*	4
Total Hours		11
Spring 3	MHS 6600 Ethics, Legal, & Professional Issues in Counseling	3
	MHS 7692 Specialist in Education Comprehensive Exam	0
	SDS 5820 Internship*	4
Total Hours		7
Total Hours in Program		60

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

School Counseling candidates are required to take TSL 5325 ESOL Across the Content area and RED 5337 Literacy Across the Content Area as part of their Florida state approved educator preparation program. If a candidate currently holds a Florida professional teaching

certificate in an academic coverage are 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 supervisor's approval in Summer 1. Candidates will be asked to submit documentation of either a valid Florida professional teaching certificate or completion of endorsement requirements from the school district in which they teach.

C. Grade Requirements

A minimum grade point average (GPA) of 3.00 must be achieved in order for a candidate to maintain "good standing" in the program. 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.

1. Incomplete Grades

All incomplete grades (I's) become IE's or Fs after one semester and are computed into the candidate's GPA. Incomplete grades must be resolved the next semester that the candidate is enrolled. In order to remain in "good standing," candidates must receive a Satisfactory evaluation for Internship (SDS 5820), a minimum of a B in practicum (MHS 5801), and a minimum of a B in other courses designated as critical. A list of the other critical courses follows:

- MHS 5400 Introduction to Counseling Theories
- MHS 5060 Psychosocial & Multicultural Aspects of Counseling
- MHS 5511 Group Counseling
- RCS 5250 Assessment in Counseling and Rehabilitation

2. Grade Appeal

The purpose of the grade appeals system is to afford an opportunity for a candidate to appeal a final course grade under certain circumstances. Faculty judgment of candidate's academic performance is inherent in the grading process and should not be overturned except when the candidate can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and, therefore, was

awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. Please see **Appendix A. Academic Appeals Process** or at the following link:

<https://provost.fsu.edu/student-complaints-and-appeals>

D. Key Performance Indicators

Program faculty have determined Key Performance Indicators based on CACREP standards and the Counselor Education program mission and objectives. Key Performance Indicators are assessed throughout the program using Signature Assessments in courses. Data is collected on these Signature Assessments to determine candidate performance on KPIs and CACREP standards, as evaluate program objectives. CACREP standards can be found at the following link: <https://www.cacrep.org/section-2-professional-counseling-identity/>

Please see the Key Performance Indicators and corresponding CACREP standards below:

Table 6. Key Performance Indicator Standard Alignment

Standard	Key Performance Indicator
2.F.1. Professional Counseling Identity and Orientation	1.1 Counselor Education candidates apply ethical decision-making and legal considerations to clients and students.
2.F.2. Social and Cultural Diversity	2.1 Counselor Education candidates develop and demonstrate knowledge of different cultural identities and experiences in a manner that helps them conceptualize and connect with diverse clients and students.
2.F.3 Human Growth and Development	3.1 Counselor Education candidates demonstrate knowledge of how development and systemic context influence goals and interventions.
2.F.5. Counseling and Helping Relationships	5.1 Counselor Education candidates demonstrate knowledge of a theoretical approach and how it influences their approach to counseling.
	5.2 Counselor Education candidates demonstrate the ability to utilize techniques of active listening, reflection, and questioning to help clients and students process.
2.F.6. Group Counseling and Group Work	6.1 Counselor Education candidates design and implement a group therapy experience to assist clients and students reach goals.
2.F.7. Assessment and Testing	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.
	7.2 Counselor Education candidates demonstrate knowledge of assessing clients and students' needs to determine intervention and planning purposes.

Career Counseling Specialty Standards 5.B.1 - 3	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.
Career Counseling Specialty Standards 5.B.1 - 3	5.B.2 Career Counseling candidates provide psychoeducation, consultation, coaching, and counseling to meet clients' professional development needs.
Clinical Mental Health Counseling Standards 5.C.1 - 3	5.C.1 Clinical Mental Health candidates will conceptualize biological, neurological, sociocultural, and psychological factors that contribute to a clients' current presentation
Clinical Mental Health Counseling Standards 5.C.1 - 3	5.C.2 Clinical Mental Health candidates determine the appropriate level of care and treatment plan based on evidence-based theories.
School Counseling Specialty Standards 5.G.1 - 3	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.
School Counseling Specialty Standards 5.G.1 - 3	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

Key Performance Indicators are assessed throughout the program using Signature Assessments in courses. Data is collected on these Signature Assessments to determine candidate performance on KPIs and CACREP standards, as well as to evaluate program objectives.

1. Signature Assessments

Signature Assessments are assignments in courses throughout the program. The Practicum Evaluation and Formative and Summative Internship Evaluations are scored by site supervisors in Qualtrics and are not in SLL.

Candidates will upload the assignment into SLL and instructors will score the Signature Assessments using the rubric. Candidates must score at Target on all rubric criteria in order to have successfully completed the Signature Assessment. If a candidate scores below Target, the instructor provides feedback to the candidate during the semester and the assignment is revised. If a candidate is unable to score Target on all criteria by the end of the semester, a grade of Incomplete must be given and remediation including feedback and recommendations for improvement is provided on the Incomplete Grade Agreement. If the candidate does not meet performance expectations by the end of the 7th week of the following semester, a grade of F is given and the course must be retaken.

The following tables outlines the Signature Assessments that are contained in each course in the program:

Table 7. Career Counseling Signature Assessments

Term	Course Title	Signature Assessments
Fall 1	MHS 5060 Psychosocial and Multicultural Aspects of Counseling	Cultural Experience Paper
	MHS 5340 Foundations of Career Development	Career Interview Project
	MHS 5400 Introduction to Counseling Theories and Techniques	Ethics and Theory Paper
		Counseling and Skills Acquisition Tapes and Reflection
	MHS 5860 Supervised Teaching (Can be taken in Fall 1 or Spring 1)	Supervisor Evaluation
Spring 1	CLP 6169 Adult Development and Psychopathology	Diagnosis Case Study
	MHS 5511 Group Counseling: Theory and Practice	Group Curriculum Design Project
	MHS 5860 Supervised Teaching (Can be taken in Fall 1 or Spring 1)	Supervisor Evaluation
	RCS 5250 Assessment in Counseling and Rehabilitation	Assessment Report
Summer 1	DEP 5068 Lifespan Development	Lifespan Interview Analysis
	MHS 5801 Practicum in Counseling	Article Critique
		Practicum Evaluation
		Journal – Conceptualizing Roles
Fall 2	MHS 5431 Career Development Program Design and Evaluation	Program Rationale
	SDS 5820 Internship	Formative Internship Evaluation
Spring 2	MHS 6600 Ethics, Legal, & Professional Issues in Counseling	Five Year Professional Plan
	SDS 5820 Internship	Case Presentation
		Evaluation of Group Implementation
		Summative Internship Evaluation
	EDF 5821 Methods of Educational Research	Research Proposal
	MHS 7692 Specialist in Education Comprehensive Exam	Comprehensive Portfolio

Table 8. Clinical Mental Health Counseling Signature Assessments

Term	Course Title	Signature Assessments
Fall 1	MHS 5060 Psychosocial and Multicultural Aspects of Counseling	Cultural Experience Paper
	MHS 5400 Introduction to Counseling Theories and Techniques	Ethics and Theory Paper
		Counseling and Skills Acquisition Tapes and Reflection
	MHS 6450 Substance Abuse and Addictions Counseling	Level of Care Evaluation
Spring 1	CLP 6169 Adult Development and Psychopathology	Diagnosis Case Study
	MHS 5511 Group Counseling: Theory and Practice	Group Curriculum Design Project
	RCS 5250 Assessment in Counseling and Rehabilitation	Assessment Report
Summer 1	DEP 5068 Lifespan Development	Lifespan Interview Analysis
	MHS 5801 Practicum in Counseling	Article Critique
		Practicum Evaluation
Fall 2	MHS 5430 Foundations of Career Development	Career Interview Project
	SDS 5820 Internship	Formative Internship Evaluation
Spring 2	EDF 5841 Methods of Educational Research	Research Proposal
	MHS 6600 Ethics, Legal, & Professional Issues in Counseling	Five Year Professional Plan
	MHS 7692 Specialist in Education Comprehensive Exam	Comprehensive Portfolio
	SDS 5820 Internship	Case Presentation
		Summative Evaluation

Table 9. School Counseling Signature Assessments

Term	Course Title	Signature Assessments
Fall 1	MHS 5010 Foundations of School Counseling	Classroom Lesson Activity
	MHS 5400 Introduction to Counseling Theories and Techniques	Ethics and Theory Paper
		Skills Practice Tapes
Spring 1	MHS 5511 Group Counseling: Theory and Practice	Group Curriculum Design Project
Summer 1	DEP 5068 Lifespan Development	Lifespan Interview Analysis
	TSL 5325 ESOL in the Content Area	ESOL Lesson Plan
	RED 5337 Literacy Across the Content Area	Content Area Lesson Plan

Fall 2	MHS 5060 Psychosocial and Multicultural Aspects of Counseling	Cultural Experience Paper
	MHS 5430 Foundations of Career Development	Career Interview Project
Spring 2	MHS 5801 Practicum in Counseling	Article Critique
		Advocacy Proposal
		Practicum Evaluation
	RCS 5250 Assessment in Counseling and Rehabilitation	Assessment Report
Summer 1	MHS 5415 School-Family-Community Partnerships	Partnership Plan Project
Fall 3	EDF 5481 Methods of Educational Research	Research Proposal
	SDS 5820 Internship	Formative Internship Evaluation
Spring 3	MHS 6600 Ethics, Legal, & Professional Issues in Counseling	Five Year Professional Plan
	MHS 7692 Specialist in Education Comprehensive Exam	Comprehensive Portfolio
	SDS 5820 Internship	Advocacy Proposal
		Case Presentation
		Summative Evaluation

2. Signature Assessment Tracking

In order to track KPIs, the Counselor Education program have adopted the Student Learning and Licensure (SLL) system. Candidates must purchase SLL memberships within the first 30 days of the first Fall semester. Memberships cost \$139 dollars and lasts for 7 years. SLL memberships are required for all candidates in the program. Registration holds will be placed on candidates if the membership is purchased by the end of the first month of the first fall semester. Information for purchasing an account will be sent to all newly admitted candidates the week after Drop/Add in the first fall semester.

E. Field Experiences

The basic purpose of field experiences is 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 arrangement: candidates exchange their work in return for on-the-job training and experience in the field and sites receive additional support for their clientele. The end result is the promotion of professional development, integration, and reinforcement of competence. Hopefully, the field experience solidifies for candidates a sense of professional identity. The service delivery setting, the interaction with staff and clients and students, the realities and responsibilities of the helping process, and the conscious

application of ethical principles, combine to result in the personal knowledge and commitment necessary to enter the field of counseling.

Each candidate must have a minimum of a B- in 1) MHS 5400 Introduction to Counseling Theories and Techniques, 2) MHS 5060 Psychosocial & Multicultural Aspects of Counseling, 3) MHS 5511 Group Counseling, and 4) RCS 5250 Assessment in Counseling and Rehabilitation in order to enroll in MHS 5801 Practicum in Counseling.

A candidate cannot start their Internship semester without successfully passing Practicum (a minimum grade of B in Practicum: MHS 5801) or when approved by their Counselor Education program faculty member when the candidate is on track to receive a B or higher but receives an incomplete while finishing their hours required. While in practicum, candidates are formally evaluated by their site supervisor at midpoint in the semester and again at the end of the semester. Any item that receives a rating of "0" or a grade below B at midterm requires a discussion with the site supervisor as to how to improve on that competency and a remediation plan through the supervisory committee.

School Counseling candidates must pass Florida Teacher Certification Examinations as required for Florida state program approval prior to beginning their internship. These exams are the Professional Education Examination and the Subject Area Examination for School Counseling (grades PK-12). For School Counseling candidates

1. Field Experience Requirements

Beyond the MHS 5511 Group Counseling experiential activity, each candidate must complete a group counseling experience during their field experience (in practicum or internship). Candidates must submit a group counseling experience verification form signed by their supervisor by the end of the semester in which they completed it. Failure to complete this by their last semester of internship will result in an incomplete in the course until this requirement is met.

Candidates must be supervised by site supervisors who have a graduate degree in counseling or a closely related profession, hold licensure or certifications that shows competency in practice area, have at least two years of practice experience, have shown awareness of program expectations and policies, and has been trained in supervision.

Additional details and forms for field experiences are provided in the Counselor Education Practicum and Internship Handbook.

According to 2016 CACREP standards, the direct service refers to "supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive,

behavioral, and/or affective change.” These activities must involve interaction with others and may include:

- Assessment
- Counseling
- Psycho-educational activities, and
- Consultation

The following would not be considered direct service:

- Observing others provide counseling or related services
- Record keeping
- Administrative duties
- Clinical and/or administrative supervision

2. Practicum

CACREP accreditation requires that all Counselor Education candidates complete a supervised practicum that totals a minimum of 100 clock hours, see Section III Professional Practice, <https://www.cacrep.org/section-3-professional-practice>. The practicum provides for the development of opportunity to perform, on a limited basis and under supervision, activities that a regularly employed staff member in the setting would be expected to perform. The candidate's practicum contains the following:

- Supervised experience in individual and/or group interactions with clientele appropriate to the candidate's specialization.
- Experiences that support the candidate's familiarity with a variety of professional activities other than direct service work.
- Allows the candidate to record sessions for use in supervision of the candidate's interactions with clientele appropriate to the candidate's specialization.
- Allows the candidate to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Provide the candidate the opportunity to accrue a minimum of 40 hours of direct service work with clientele appropriate to the candidate's specialization that contributes to the development of counseling skills. Candidates who are unable to complete the 40 clock hours of direct service during practicum must complete those hours prior to accruing internship hours. Candidates will meet with the program coordinator to develop a plan for completing and documenting these hours.
- Provide the candidate with a minimum of one hour per week of individual and/or triadic supervision by an appropriately credentialed site supervisor who is working in consultation on a regular schedule with a Counselor Education program faculty

member in accordance with the supervision agreement. In the event that the site is not able to provide this, Counselor Education program faculty who have six or less candidates in their section will evaluate ability to provide supervision on an individual or triadic basis for one hour a week. If the Counselor Education program faculty is unable to provide supervision, the candidate will need to find a different site.

- Provide the candidate with a minimum of one and one-half hours per week of group supervision with other candidates in practicum by a Counselor Education faculty member supervisor. Group supervision must be provided by a Counselor Education program faculty member.
- Formal evaluation of the candidate's performance during the practicum by the Counselor Education program faculty-member supervisor.
- Meets requirements for candidates' specialization credentials – i.e., Florida licensure requirements for Clinical Mental Health Counselor, the credentialing requirements for Career Counseling, and Florida Department of Education certification requirements for School Counseling.

Practicum sites are found or approved by the faculty supervisor. For School Counseling candidates, all school placements must be approved and coordinated through the Office of Clinical Experiences in OASIS.

Candidates must have score a minimum of Developing 1 or higher on items 1- 5 and no scores of Unsatisfactory on the final evaluation to pass practicum. Failure to achieve a satisfactory score on the final practicum evaluation form needs to be addressed by the candidate's supervisory committee through a remedial plan. Please see **Appendix B. Practicum/Internship Evaluation Document.**

3. Internship

A supervised internship of 600 clock hours is required which is begun only after successful completion of practicum. Candidates complete the Clinical Mental Health Counseling and Career Counseling internships in two semesters in Year 2 of the program. School Counseling candidates may complete the Internship across two semesters in Year 3 of their program or in one semester in Spring 3.

According to CACREP 2016 standards, Clinical Mental Health Counseling candidates need to complete 600 hours of clinical practice for internship. Please see <https://www.cacrep.org/section-3-professional-practice/>.

The internship provides the opportunity for the candidate to perform all the activities that a regularly employed staff member in the setting would be expected to perform. The candidate's internship contains the following:

- A minimum number of 240 clock hours of direct service work with clientele appropriate to the candidate's specialization.
- Provide the candidate with a minimum of one hour per week of individual and/or triadic supervision by an appropriately credentialed site supervisor who is working in consultation on a regular schedule with a Counselor Education program faculty member in accordance with the supervision agreement. In the event that the site is not able to provide this, Counselor Education program faculty who have six or less candidates in their section will evaluate ability to provide supervision on an individual or triadic basis for one hour a week. If the Counselor Education program faculty is unable to provide supervision, the candidate will need to find a different site.
- Provide the candidate with a minimum of one and one-half hours per week of group supervision with other candidates in practicum by a Counselor Education faculty member supervisor. Group supervision must be provided by a Counselor Education program faculty member.
- Allows the candidate to become familiar with a variety of professional activities other than direct service work.
- Allows the candidate to record sessions for use in supervision, of the candidate's interactions with clientele appropriate to the candidate's specialization.
- Allows the candidate to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Formal evaluation of the candidate's performance during the internship by a site supervisor.
- Must be approved by the major area coordinator.
- Requires that the application form from the internship handbook be signed by the major area coordinator. A copy of the application form will be maintained in the candidate's program file.

While on internship, candidates are formally evaluated by their site supervisor. For those candidates completing internship across the Fall and Spring semesters, the following evaluations are completing with minimum performance expectations:

Table 10. Fall and Spring Internship Evaluation Schedule

Internship Semester	Evaluation	Deadline	Minimum Performance Expectations
Fall	Midterm Formative Evaluation (Optional)	7 th week in the semester	No minimum performance expectations. This evaluation is intended to provide struggling candidates with feedback and recommendations for improvement.

	Final Formative Evaluation (Required)	13 th week in the semester	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.
Spring	Midterm Summative Evaluation (Optional)	7 th week in the semester	No minimum performance expectations. This evaluation is intended to provide struggling candidates with feedback and recommendations for improvement.
	Final Summative Evaluation (Required)	13 th week in the semester	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 that complete all internship hours in the Spring 3 semester have the same number of evaluations across one semester. Please see the Spring Internship Evaluation Schedule below:

Table 11. Spring Internship (School Counseling)

Evaluation	Deadline	Minimum Performance Expectations
Formative Evaluation 1 (Optional)	3 rd – 4 th week in the semester	No minimum performance expectations. This evaluation is intended to provide struggling candidates with feedback and recommendations for improvement.
Formative Evaluation 2 (Required)	7 th week in the semester	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.

Formative Evaluation 3 (Optional)	9 th – 10 th week in the semester	No minimum performance expectations. This evaluation is intended to provide struggling candidates with feedback and recommendations for improvement.
Summative Evaluation (Required)	13 th week in the semester	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 will 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.

Failure to achieve a satisfactory score on the first internship or on the final internship needs to be addressed by the candidate's supervisory committee through a remedial plan. Please see **Appendix B. Practicum/Internship Evaluations Policy and Procedures.**

4.Site Change or Termination

i. Candidate Initiated Site Change or Termination

Faculty recommend candidates complete at least two of their three semesters, if not all, clinical work at the same site. candidates may not change internship sites without first consulting the clinical coordinator and/or faculty supervisor and their current site supervisor. candidates must present legitimate reasons for changing sites (e.g., ethical, or professional issues, maltreatment, inability to gain sufficient hours) to the clinical coordinator and/or faculty supervisor.

Based on the concerns listed, the intern, the site supervisor and faculty supervisor and/or clinical coordinator will discuss the issues and determine whether a solution at the existing site is possible. The candidate may be asked to continue placement until the end of the semester with an agreement that a change of placement will occur for the following semester. If no solution is possible, the candidate will proceed with the termination process and begin collaborating with the clinical coordinator and/or faculty supervisor to identify a new site.

Upon permission to change sites, the candidate must engage in the appropriate termination process with their clients and the site, which may include but is not limited to a letter of resignation stating their decision to leave, their last date, and the duties to be completed before leaving. candidates must return all site property and material (e.g., manuals, files, keys, parking passes) by their last day on site.

Candidates are permitted to change sites one time during their clinical practice experience, including the transition from practicum to internship. Changing sites an additional time

must be due to the reasons listed above or be initiated by the site or faculty supervisor and/or clinical coordinator.

ii. Administrative Initiated Site Change or Termination

When a site supervisor or faculty supervisor and/or clinical coordinator decides to terminate a candidate's placement, the intern, site supervisor, faculty supervisor and/or clinical coordinator will discuss the concerns. The site supervisor and faculty supervisor and/or clinical coordinator must provide a written summary of the reasons for termination and documentation of the candidate's performance via the CE disposition evaluation and/or the practicum and internship formative or summative evaluation.

If termination of the internship placement is due to unsatisfactory performance, the candidate will meet with their faculty supervisor and/or clinical coordinator, as well as additional faculty, to review the listed concerns, and if possible, devise a remediation plan. The candidate will receive an "F" in the MHS 5801 Practicum or an Unsatisfactory (U) SDS 5820 Internship course. The candidate is not guaranteed another placement during that semester or the following semester and may be required to re-enroll in the course (MHS 5801 Practicum and SDS 5820 Internship) the next semester the course is offered. The candidate may not advance to SDS 5820 until all issues are resolved.

A candidate terminated by their site or faculty supervisor and/or clinical coordinator is permitted one additional opportunity to complete the practicum or internship course requirements. Upon failure to remediate and/or fulfill the program and course requirements the second time, the candidate will receive a grade of F in MHS 5801 or a grade of Unsatisfactory (U) in SDS 5820 and be dismissed from the program.

If termination is not due to unsatisfactory performance but unforeseeable circumstances (e.g., termination or resignation of site supervisor, no qualified supervisor on site, site closure), the candidate, site supervisor and/or the site manager or director must communicate changes upon their earliest convenience. The candidate, site supervisor and the faculty supervisor and/or clinical coordinator will collaborate to assist the candidate in completing the course and clinical requirements, which may include the completion of the appropriate performance evaluations and documentation. The candidate will begin collaborating with the faculty supervisor to identify a new site. If the candidate completed the course requirements but clinical hours remain unmet, the candidate will receive an Incomplete (I) and continue accruing hours the following semester.

F. Florida Teacher Certification Examination

Section 1004.04, Florida Statutes requires that all School Counseling candidates pass the following sections of the Florida Teacher Certification Examinations in order to be endorsed as a program completer:

- Professional Education Examination
- School Counseling (grades PK-12) Subject Area Examination

If a candidate currently holds a Florida professional teaching certificate, then they do not have to take the Professional Education Exam.

1. Deadline for Passing

These exams must be taken prior to internship. Scores for the Professional Education Examination and the Subject Area Examination may take 2-3 weeks to be reported to the university. It is essential that the exam is taken in a timely manner to meet the deadline for passing scores for internship. No candidate may begin internship without official passing scores on the Subject Area Examination or the Professional Education Examination by the deadline. **There are no exceptions to this policy.**

The Office of Academic Services and Intern Support (OASIS) is responsible for verifying official Subject Area and Professional Education Examination scores in the score reporting system.

Please note that unofficial exam score reports or screen shots of exam score reports are not acceptable.

In order to finalize their placements for internship, official passing scores must be verified by the deadlines outlined in the table below. Failure to meet the final deadlines will result in a delay in internship until the following semester. The table below provides a recommended timeline for attempting exams as well as deadlines.

Table 12. FTCE attempt timeline and deadlines

Internship Semester	1 st Attempt	2 nd Attempt	Deadline for Passing Scores
Fall and Spring	March 1 (SAE) April 1 (Pro Ed)	April 15 (SAE) May 15 (Pro Ed)	July 1
Spring	May 1 (SAE & Pro Ed)	July 1 (SAE & Pro Ed)	November 1

2. Exam Preparation

Test preparation resources provided by the state of Florida can be found at the following link: <https://www.fl.nesinc.com/resources.asp>. In addition, the Office of Academic Services & Intern Support (OASIS) maintains study guides for the Professional Education

Examination. Currently enrolled FSU students may borrow two study guides at a time for up to 7 days. OASIS is located in the Stone Building, Room 2301. Our office hours are 8:00 AM – 5:00 PM. For more information on our test preparation resources, please visit

<https://cehhs.fsu.edu/test-prep>

The links below provide blueprints of each examination, as well as practice exams.

- [Professional Education Test](#)
- [School Counseling Subject Area Exam](#)

3.Exam Registration

To register, please visit the FTCE website. When registering, be sure to request that your scores be sent to Florida State University. You must make this request at the time of registration.

OASIS will also request your official exam results directly from the testing, but this will take an additional 5-7 days from when the test scores are released. Scores for the Professional Education Examination and the Subject Area Examination may take 2-3 weeks to be reported to the university. It is essential that the exam is taken in a timely manner to meet the deadline for passing scores for internship.

4.Success Plan for Florida Teacher Certification Examination

If a candidate does not pass one of the required Florida Teacher Certification Examinations, they will be placed on a Student Success Plan (SSP) and provided with test preparation prior to their next attempt on the exam. SSP will provide the candidate with competency and scaled scores that need improving, specific recommendations for improvement, and a timeline for meeting the requirements.

G. Professional Dispositions

Florida State University's Counselor Education program assess Professional Dispositions during coursework and internship. Program faculty created Professional Dispositions based on the American Counseling Association Code of Ethics, CACREP standards, and current research.

Please see **Appendix G. Counselor Education Professional Dispositions Evaluation**. Professional Dispositions are evaluated each semester by all program faculty. Faculty determine final Professional Disposition scores based on discussions. In the Fall and Spring semesters, course instructors complete the Professional Disposition Evaluation in Via. Average scores across all courses taken that semester are provided to the program faculty

in the Semester Professional Disposition Report. The rubric levels for Dispositions are below:

- Unsatisfactory
- Developing 1
- Developing 2
- Target

Candidates must receive a minimum score of 3 or “Developing 2” throughout the program. If any candidates receive a score of 1 or “Unsatisfactory” or a score of 2 “Developing 1” on any disposition, a formal advising session is scheduled by the beginning of the following semester to review the disposition evaluation data and comments. A remediation plan is completed and documented in the candidate’s file in OASIS.

The remediation plan represents a formal agreement between the program and the candidate. Candidates will be given specific feedback on the disposition that has fallen below minimum performance expectations as well as recommendations for improvement and a specific timeline. If the plan is not successfully met or if a candidate receives a score of 1 or “Unsatisfactory” or a score of 2 or “Developing 1” the following semester, the program will review the Professional Dispositions Evaluation and determine if the candidate might be placed on a unit-level improvement plan, counseled out of the program, or denied clearance for internship.

H. Academic Honor Policy

The Florida State University’s Academic Honor Policy may be found at the following link:

<https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>

Candidates should read the Academic Honor Policy and follow each of its requirements. Candidates should also seek clarification from the instructor as needed and participate actively and appropriately in the resolution of any Academic Honor Policy allegations. All email messages related to cases are sent to official FSU email accounts, which candidates are required to check and respond to regularly, as stated in the General Bulletin. Candidates are also expected to communicate respectfully with instructors, fellow students, and staff members throughout the process.

VI. Progression in Program

A. Advisement and Communication

Candidates are expected to be familiar with current policies and regulations of the College's [Office of Academic Services & Intern Support](#) and the Department of Educational Psychology and Learning Systems, as they may apply to a particular program. This office communicates to candidates' important deadlines throughout the academic year. School Counseling candidates will work with the Office of Intern Support for placement at school sites. Candidates are responsible for ensuring that all regulations involving deadlines and completion of specific requirements for each date are met. It is the candidates' responsibility to initiate, through the supervisory committee chair, all of the procedures, actions, and forms required of the supervisory committee.

For the first semester in the program, candidates are advised by the program coordinator for their major who helps them select a course schedule before the first semester of registration. This advisor assignment is used until a supervisory committee chair is selected and approved. The initial assignment is not binding for either the faculty member or the candidate.

Candidates will be assigned a supervisory committee by the counselor education coordinator by the end of their first semester of full-time graduate study. Each supervisory committee will consist of three counselor education faculty members, one of whom will serve as the candidate's committee chair. The supervisory committee chair's role is to approve the candidate's program of study and provide academic advising. The supervisory committee chair and the two additional supervisory committee members must be faculty members in the counselor education majors.

The program faculty conduct an Orientation to the Counselor Education program during the first Fall semester in the program. During the Orientation, program faculty will cover the requirements of each major, as well as timelines and policies outlined in the Counselor Education Student Handbook. Attendance is required.

Meetings will be conducted throughout the program to inform candidates of program requirements each semester. While most meetings may take place in small groups, because the School Counseling program is an online program, individual meetings will be offered each semester in addition or as an alternative to the group meeting.

Communication from the program, College of Education, Health, and Human Sciences, and the Florida State University Graduate School will be sent to your FSU email address. Please make sure you are checking your email frequently while enrolled in the program. For further information on Florida State University's email policies and procedures, please see

the following link: <https://policies.vpfa.fsu.edu/policies-and-procedures/technology/electronic-mail-policy>.

B. University Registration

Information on registration for classes at Florida State University, including academic calendars, enrollment appointments, exam schedules, fees, financial information, registration information, and university notices can be found at <https://registrar.fsu.edu/registration-guides>. Candidates will need to meet with their major professor and/or advisor to determine which courses are required each semester.

C. Professional Ethics

Candidates in the Counselor Education majors must adhere to the American Counseling Association (ACA) Code of Ethics throughout the program. Please see **Appendix H. ACA Code of Ethics**. The **ACA Code of Ethics** can also be found at the following link: <https://www.counseling.org/resources/ethics>. If any candidate fails to uphold these ethics at any point in the program, faculty will meet to determine if remediation needs to be provided or if the candidate should be dismissed from the program.

D. Comprehensive Portfolio

The purpose of the comprehensive portfolio is to allow MS/Ed.S. candidates to demonstrate mastery of the knowledge base acquired in the MS/Ed.S. programs. Candidates are cleared by their major area coordinator to complete the comprehensive portfolio. Clearance for completing this portfolio is based on evidence of a 3.00 grade point average and confirmation by the major area coordinator that the candidate is in good standing.

Candidates must register for this portfolio, MHS 7962 for 0 credit, during or prior to the semester in which it is given. At the start of the final spring semester, candidates will receive emails from the Counselor Education academic program specialist regarding online registration and payment (\$50) for the exam. Counseling candidates graduating in the summer semester can take the comprehensive exam during the spring administration.

In order for any accommodations to be made for any portion of the comprehensive portfolio, the candidate must be registered at the Office of Accessibility Services (OAS). Failure to achieve a passing score on the comprehensive portfolio will be addressed by the candidate's supervisory committee through the creation of a Student Success Plan.

Policy and Procedures for the M.S./Ed.S. Comprehensive Portfolio

The Comprehensive Portfolio covers the eight common- core areas as defined by the 2016 CACREP Standards for Preparation:

- Professional orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Helping relationships
- Group work
- Assessment
- Research and program evaluation

In addition, the Comprehensive Portfolio contains questions pertinent to the Specialty standards specific to the program major.

Candidates will submit the following items through Student Learning and Licensure for the portfolio:

- Title Page (Name, Specialty Area-Career CMHC, or School)
- Resume
- Five Year Plan of Action
- Counseling Framework or Orientation, and
- Specialty Area Questions.

Career Counseling candidates and Clinical Mental Health Counseling candidates will complete the portfolio in Spring 2 of their program. Earning a passing score (i.e., Target) will satisfy completely the comprehensive portfolio requirement for the M.S./Ed.S. degree. Should a candidate fail to achieve a passing score; the candidate's supervisory committee will develop a plan of action for mastering deficiencies identified in the portfolio.

E. Student Success Plan

In cases where a candidate, faculty, or site supervisor identifies that a candidate is struggling to meet expectations or achieve their potential, it will be evaluated whether a Student Success Plan would be supportive. Candidates who would like to initiate a plan may reach out to faculty and discuss what area of growth they are grappling with. Faculty or site supervisors who identify a concern should share their concern in writing or verbally first with the full faculty to determine if the concern has been identified in more than one location. In cases where the faculty determine that remediation is needed, two faculty members will be identified to meet with the candidate and determine a plan to help the candidate successfully achieve their potential and/or meet expectations. The formal process for setting up a Student Success Plan will include::

1. If not initiated by the candidate, site supervisor or faculty will present to faculty on the identified area of growth and discuss moving forward with a formal Student Success Plan.
2. Two faculty members discuss concerns with the candidate and create a summary of the academic, skill, competence, and/or professional disposition where growth appears to be needed.
3. A faculty member creates a Student Success Plan that summarizes the concerns and the steps identified to help the candidate succeed in growing in this area.
4. Both faculty members and candidate will sign the Student Success Plan. The candidate's signature will be for confirmation of receipt and does not negate the candidate's ability to appeal the plan.
5. The candidate will have the opportunity to orally or in writing, clarify or request changes to the Student Success Plan for fourteen (14) days following the meeting.
6. The faculty will consider the candidate's response before finalizing recommendations.
7. The faculty who met with the candidate will meet with the candidate or contact the candidate via email to share recommendations and to provide the candidate with information on their rights.
 - After receipt of the finalized Student Success Plan, the candidate will have five (5) business days to appeal the decision to the counselor education coordinator. If their concern is not resolved they may take their grievance through the university's process.

The faculty may at any point in the continuous evaluation process make recommendations for remediation. The faculty will inform the candidate if their continuation in the program is contingent upon the carrying out of recommendations.

F. Leave of Absences

To apply for a leave of absence, the candidate must complete the Request for Leave of Absence Form at <https://gradschool.fsu.edu> and submit it together with appropriate documentation to the major professor/advisor/Program Director. If the major professor approves the application, it should then be forwarded to the department head and subsequently to the college's academic dean for consideration. If approved at all of these levels, the college academic dean should notify the Registrar's Office and the Dean of the Graduate School of the decision. The college academic dean should also notify the candidate of the decision. The Registrar's Office will place a notation on the candidate's record. Retroactive Leave of Absence Requests are not permissible nor are Leave of Absences Requests for the semester of admission or readmission. A leave of absence is not meant for one semester or term of non-enrollment.

G. Dismissal Policy

1. Florida State University Graduate Dismissal Policy Related to Grades

Graduate students whose cumulative FSU GPA for graduate courses (5000-level and above taken at FSU) falls below 3.0 at the end of a term (not counting courses taken on an S/U basis) will be considered not in good academic standing and will be placed on academic probation.

If a student on academic probation does not attain 3.0 cumulative FSU GPA by the end of the next full term of enrollment, the student will be placed on academic dismissal. Students on dismissal are not permitted to register for courses, including registering as a non-degree student. Students on dismissal are not eligible for readmission or the readmission appeal process unless they have first been reinstated by the academic dean.

At the time of dismissal, the student may petition the academic dean for consideration of reinstatement on probation with support from their major professor/faculty advisor and the department chair/director. This petition requires justification by the major professor for an exception to this regulation.

2. Florida State University Graduate Dismissal Policy Unrelated to Grades

The University reserves the right to dismiss graduate students and terminate their enrollment in an academic program based on a number of different criteria, beyond that of GPA alone. Oversight is provided by The Graduate School, Office of Faculty Development and Advancement, and Office of the Registrar. Additional details on the steps involved in the process are available for faculty and administrators from the Office of Faculty Development and Advancement and for graduate students at the Graduate School.

Dismissed students will not be permitted to register for further graduate study, including registering as non-degree students, in the degree program or college from which they had enrollment terminated.

Graduate students who have been dismissed from one degree program may seek admission to another degree program but will not be readmitted or allowed to add the dismissed degree program back as a second major or degree. This includes seeking admission into a different degree program that shared a joint pathway with the dismissed degree program.

Program terminations (dismissal for a reason other than GPA) are generally identified by the faculty with support from the Department Chair (or unit head) in the department/unit or single-unit college level and may occur for a number of different reasons.

As specified by university policy, Graduate policy, or within the unit's Graduate Student handbook, reasons may include but are not limited to,

- Inability to conduct independent research in a fashion appropriate with the accepted norms of a discipline.
- Inability to function within a team environment to the extent that it negatively affects the learning, practice and/or research of fellow graduate students.
- Behavior that does not meet the professional standards of a discipline (typically clinical, social work or school settings, but also including Motion Picture Arts, internship work, etc.).
- Failure to meet artistic or creative performance standards.
- Failure to be approved for an Extension of Time (EOT).
- Failure to complete important degree milestone requirements within a reasonable period of time.
- Inability to pass the doctoral diagnostic exam, preliminary exam for admission to candidacy in, etc.
- Failure to complete the doctoral degree or make timely progress towards the research or writing of their treatise or dissertation.
- Failure to complete the master's degree or make timely progress towards the research or writing of their thesis, or the production of their thesis-equivalent creative project.

In addition, please note that suspension or expulsion from the university may result if a student is found responsible in a formal Academic Honor Policy (AHP) hearing for an egregious AHP violation, or as an outcome from a Student Conduct Code charge for which a student is found responsible.

Graduate program handbooks must provide information about failure to meet specific milestone or behavioral requirements. Students who are dismissed for reasons other than grades may follow the General Academic Appeals process if they have evidence that academic regulations and procedures have been improperly applied.

3. Counselor Education Program Dismissal Policy

If a candidate in the program fails to adhere to professional ethics as mandated by the American Counseling Association (ACA) or continues to fall below minimum performance expectations on Professional Dispositions following remediation, they may be dismissed from the program.

Candidates are evaluated annually based on academic performance, demonstration of professional dispositions in courses, practicum, and internship, and adherence to the ACA Code of Ethics. If a candidate is not meeting expectations for dispositions or ethical

standards, a remediation plan will be written. If a candidate continues to perform below expectations following remediation, they may be dismissed from the program.

H. Readmission

Candidates who find it necessary to interrupt their progress in the program may be readmitted according to the established readmission policy. Under special circumstances, graduate candidates may apply for a leave of absence from the university for a specific period of up to three consecutive semesters, including summer term. Candidates must seek readmission if they have not registered for at least three (3) hours of credit for a period of two (2) consecutive semesters, including the summer term. Applications must be submitted prior to program deadlines. The criteria for readmission are as follows:

- In academic coursework already taken in the program, the candidate applying for readmission must demonstrate at least a 3.0 GPA in courses completed, including a minimum of B- in the critical courses identified previously.
- Readmission will be considered in light of current enrollment numbers in the MS/Ed.S. programs and the availability of "openings" to accommodate returning candidates. This recognizes the reality that full-time, matriculating alternates may replace non- matriculating candidates.
- Candidates who have been absent from the program for eight (8) consecutive semesters must meet any new admission requirements. At the discretion of the supervisory committee, they may be required to take additional coursework over and above that detailed in their program of study.
- All hardship leave petitions need to be submitted to the department chair and candidate's supervisory committee chair for appropriate action.

Procedures for readmission are as follows:

- The candidate must submit a personal statement detailing:
 - Reasons for non-matriculation.
 - A rationale in support of his/her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to address the "reasons" expressed in the previous section and a detailed plan that outlines the candidate's program for timely completion after readmission.
- The candidate must be interviewed by program faculty.
- After reviewing the candidate's prior academic performance, personal statement, and interview results, the program faculty for the major area will recommend to allow or deny readmission to the program.

- The Counselor Education faculty must vote on the readmission recommendation. If the recommendation is to readmit, then the faculty vote must be approved by a 3/4 majority in favor of readmission in order for the motion to carry.

I. Graduation

Candidates must apply for graduation during the first two weeks of the semester in which graduation is planned. Please notify your major professor if you do not plan to graduate during the semester for which you have applied. To apply for graduation:

- Login at <https://my.fsu.edu>.
- Under myFSU Links on the left-hand side of the screen, click the SC icon.
- Under the Academics area, click the drop down box arrow and select Apply for Graduation. In order to be cleared for graduation, candidates must meet the following requirements:
 - Successful completion of all coursework at 3.00 or higher.
 - Successful demonstration of Professional Dispositions
 - Successful completion of Internship
 - Successful completion of the Comprehensive portfolio
 - Successful completion of the Professional Education Exam and School Counseling Subject Area Exam (School Counseling majors only)

VII. Funding

Florida State University recognizes the high cost of education today and makes every effort to offer financial assistance through a variety of programs to qualified graduate candidates. In addition to providing funds on the basis of demonstrated financial need in the form of grants, work study awards, and loans, the University offers scholarships to recognize and reward talent, academic achievement, and meritorious performance. Graduate candidates may apply for long- term loans and college work-study. Graduate fellowships and assistantships are awarded through the Graduate School (www.gradschool.fsu.edu/Funding-Awards) and the respective academic and selected university departments. Candidates should apply for these awards well in advance of the semester in which they seek to enroll.

The FSU Office of Financial Aid is committed to guiding candidates through the process of applying for financial aid. Help in completing financial aid forms is available from professional financial aid counselors located in the University Center, Building A, Room 4400. Assistance is also available by calling the Express Telephone System (ET) from 8:00 a.m. through 6:00 p.m. at (850) 644-0539. (Hours of operation are Monday through Friday from 8:30 a.m. to 5:00 p.m.) The Information Center is open Monday through Friday from 8:30a.m. to 5:00 p.m. Telephone counseling is available Monday through Friday 8:30 a.m. to 5:00 p.m.

Once an application for admission has been submitted, candidates may monitor their financial aid status by visiting <http://financialaid.fsu.edu>. This site will also provide information on any outstanding documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a candidate's financial aid award is also found on this site.

Graduate candidates may apply for federal loans and federal work-study by completing the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov>. Graduate fellowships and assistantships are awarded through the Graduate School and selected university departments. More information on College of Education scholarships and aid can be found at: <https://cehhs.fsu.edu/scholarships>.

Other financial aid is available in several forms, including special fellowships for minority candidates. The amount available varies each year. By April 15th of each year, all offers of financial assistance are binding on both the applicant and the institution, in accordance with the resolution approved by the Council of Graduate School <https://cgsnet.org/resources/for-current-prospective-graduate-students/april-15-resolution>

A. Fellowships

The University offers a variety of fellowships. Some require duties and some do not. Candidates should check with their graduate department for awards available in their discipline. Candidates must apply directly to their academic department. More information can be found at: <https://cehhs.fsu.edu/scholarships> and on the Graduate School Web site: <http://gradschool.fsu.edu>.

B. Assistantships

Graduate assistants are selected by academic and related campus departments for duties connected with instruction, research, and student services, which are of mutual benefit to the University and the candidate. Only candidates with full-time graduate student status are eligible for graduate assistantships. Special and provisional candidates are ineligible.

Candidates are encouraged to apply to campus departments related to their areas 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.

C. Career Advisor Scholarships

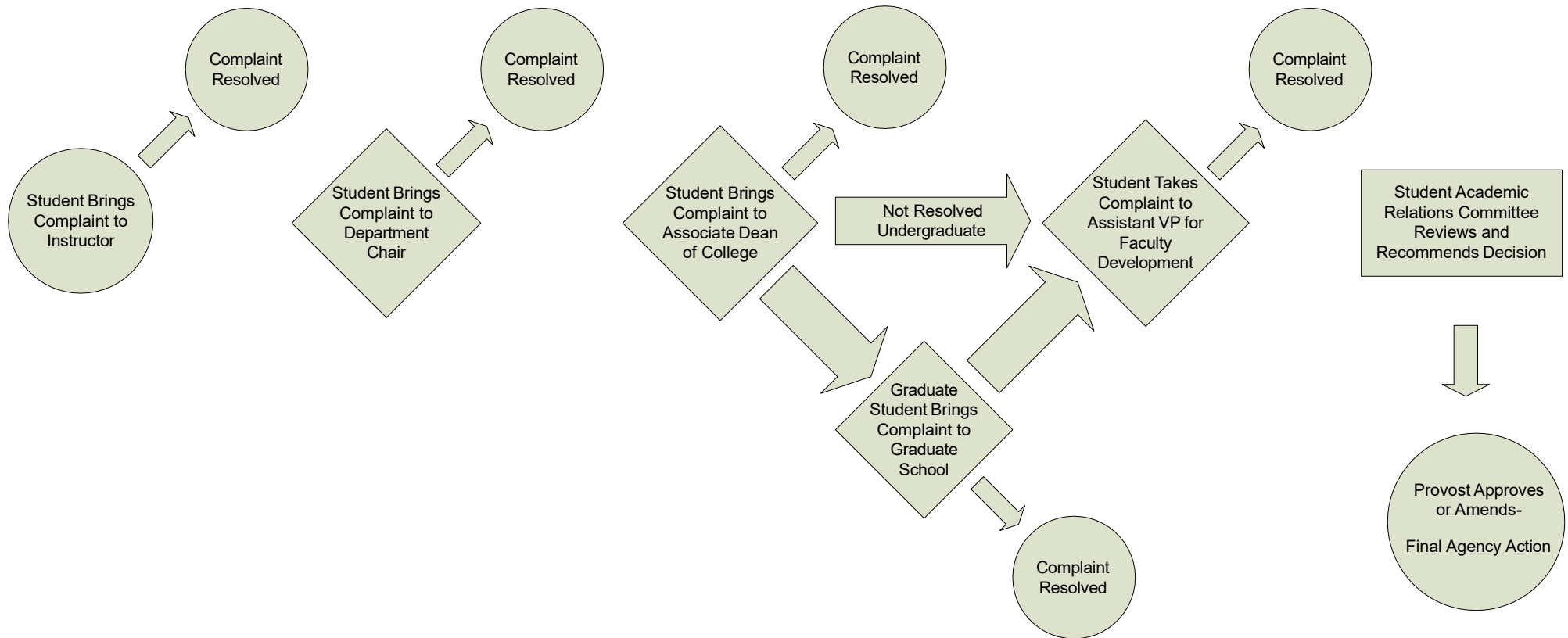
The Career Advisor Scholarship funds provide scholarships for candidates preparing for professional positions in career counseling and human resources in schools and other organizations. The successful candidate possesses a strong commitment to the field, a capacity to provide leadership to the profession, an outstanding academic record, and high productivity standards.

The seven established funds are the Alyce B. Bobkin Endowed Scholarship Fund, the Career Advisor Alumni Scholarship Fund, the Gary W. Peterson Endowed Scholarship Fund, the Herbert and Josie Rand Endowed Scholarship Fund, Joel Driver Fund, the Robert C. Reardon Scholarship Fund, and the Janet G. Lenz fund. Special award criteria exist for each fund.

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

VIII. Appendices

Appendix A: Academic Appeal Flow Chart



Appendix 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 our program, **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. Please share strengths or means exemplars 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, they have not seen growth, in Internship 1, or 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 do in order to reach minimum competency level for an entry level / new graduate counselor.

1. Requirements for Practicum Evaluations

The practicum evaluation is completed in the 12th week of the semester. An optional midterm evaluation should be completed if there are concerns that the candidate will not meet minimum performance expectations on the Final Practicum Evaluation.

No scores of 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

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

2. 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 the third fall semester and third spring semester of their final year in the program or complete their internship in the third semester of their program.

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

Please see the table below for timelines:

Internship Semester	Evaluation	Deadline
Fall	Midterm Formative Evaluation (Optional)	7 th week in the semester
	Final Formative Evaluation (Required)	13 th week in the semester
Spring	Midterm Summative Evaluation (Optional)	7 th week in the semester
	Final Summative Evaluation (Required)	13 th week in the semester

If a candidate is struggling to meet performance expectations in Fall or Spring, an optional midterm evaluation is provided in the 7th week of both semesters. This evaluation will be used to provide feedback and remediation to those candidates so that minimum performance expectations will be met on the final evaluations.

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 will 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

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

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.

3. Internship in Spring Only (School Counseling Only)

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 (Optional)	3 rd – 4 th week in the semester
	Formative Evaluation 2 (Required	7 th week in the semester
	Formative Evaluation 3 (Optional)	9 th – 10 th week in the semester
	Summative Evaluation (Required)	13 th week in the 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 week 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 (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 will 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.

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/skill 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 clients 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.					

Appendix C: Comprehensive Portfolio

Candidates in the Counselor Education program must complete a comprehensive portfolio in order to successfully graduate from the program. The purpose of the comprehensive portfolio is to assess candidate knowledge and competence after completing the counseling curriculum.

Candidates will submit materials through the Signature Assessment Tracking platform in a portfolio format. The comprehensive portfolio shall be evaluated through the use of a rubric and on a grade of pass/fail. Below is a list of the artifacts required for the comprehensive portfolio.

- Title Page (Name, Specialty Area-Career, CMHC, or School)
- Resume
- Five Year Plan of Action
- Counseling Framework or Orientation
- Specialty Area Questions

Please follow the instructions for successfully completing the comprehensive portfolio as outlined in the following section.

Title Page

Candidates will create a title page, APA style, with their name, specialty area, and write the term Comprehensive Portfolio.

Resume

Candidates need to submit their latest resume.

Five Year Plan of Action

Candidates will create a five-year plan detailing their career goals and how they will attain them. Further, the career goals should include any leadership and entrepreneurial aspirations.

Moreover, candidates should explain the resources (e.g., education, finances, relationships) needed to successfully accomplish their five-year plan.

Counseling Framework or Orientation

Candidates will discuss their counseling framework(s) or theoretical orientation(s) they intend to use in the profession. Candidates must explain their rationale for choosing the framework(s) or orientation(s) and how they came to the decision of using it. Candidates should write a maximum of two pages for this section.

Specialty Area Questions

Candidates will be given two questions to answer to ascertain knowledge of their specialty area (Career, CMHC, or School). Candidates must use appropriate citations and references if needed. Each question should be a minimum of 6 pages and no longer than 8. Please submit the paper in APA style (without the abstract section).

If you have any issues with submitting the portfolio into the Signature Assessment Tracking platform please contact the Academic Program Specialist for assistance.

Appendix D: Subject Area Competencies and Skills for School Counselors

1. Knowledge of counseling

1. 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).
2. Analyze the ways in which identity, personality, learning, and human development theories are embedded in counseling theories.
3. 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.
4. Determine criteria for selecting appropriate modes of counseling interventions in individual, small-group, and classroom settings.
5. Analyze therapeutic factors, processes, procedures, and stages in counseling groups.
6. Apply listening, responding, and leadership skills for facilitating small and large groups, including classroom management, with students and other stakeholders.

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

1. Apply evidence-based strategies that promote academic, career, and social-emotional student competencies.
2. Apply principles and practices of crisis planning and response (e.g., responses to death, natural disasters, acts of violence, medical emergencies, trauma).
3. 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.
4. Apply principles and practices of peer helper programs (e.g., peer mediation, peer tutoring, peer mentoring, peer leadership).
5. 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.

3. Knowledge of assessment in promoting student success

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

3. 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.
4. 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.
5. Apply procedures for the ethical and responsible use of formal and informal assessment results from a variety of sources to improve student educational outcomes.

4. Knowledge of career development and postsecondary opportunities

1. Analyze principles of prominent career development theories and resources, including assessments, used in career development.
2. 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.
3. Apply procedures of formal and informal career assessments and data-driven methods for evaluating students' college and career readiness.
4. 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.
5. Compare and contrast resources that provide students with specific information about postsecondary and career and technical educational opportunities and sources of financial assistance.
6. 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).

5. Knowledge of consultation, collaboration, and coordination

1. Analyze components essential to a school-based consultation model, including consultation strategies appropriate for diverse populations.
2. 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.
3. Apply appropriate procedures and follow-up strategies for student transitions (e.g., grade level, change of placement, school transfer).

4. 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.
5. Apply methods for accessing school and community resources to make appropriate inschool and out-of-school referrals.
6. Apply effective methods and skills (i.e., multicultural, ethical, and professional) for coordinating with stakeholders in the implementation of a comprehensive school counseling program.

6. Knowledge of professional, ethical, and legal considerations

1. Analyze the history and foundations of the school counseling profession.
2. Apply legal standards relevant to the school counseling process and practices.
3. Apply professional and ethical standards and position statements of the American School Counselor Association.
4. 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).
5. Interpret federal and state legislation concerning students with disabilities, undocumented students, and students who are homeless.
6. 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.

7. Knowledge of individual student planning

1. 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.
2. Interpret academic assessment data for appropriate educational placement and progression for all student populations.
3. Apply principles and practices for assisting all students with curriculum paths to effectively prepare for secondary and postsecondary educational or employment opportunities.
4. Apply systemic practices that foster equity and access for every student.

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

1. Apply accountability methods implemented in a comprehensive school counseling program based on the American School Counselor Association model and the school counselor principal agreement.

2. 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.
3. 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.
4. 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.

9. *Knowledge of technology and digital citizenship*

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

10. *Knowledge of cultural competence for school counselors*

1. Analyze multicultural, pluralistic, and social justice matters when creating school counseling initiatives and developing program goals and objectives.
2. Analyze the characteristics, needs, and concerns of culturally diverse populations.
3. Apply methods for developing and delivering culturally responsive curriculum and services for diverse students and families.
4. Analyze the counselor's ethical responsibility to identify and address their own biases.
5. Apply multicultural and social justice theories, inclusive strategies, and language that eliminates biases, prejudices, and discriminatory contexts within the school and community.
6. Apply social justice strategies for advocating against oppressive systemic barriers and leading initiatives to promote a positive and safe school climate for all students.

Appendix E: Professional Education Competencies and Skills

1. Knowledge of instructional design and planning

1. Choose appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning.
2. 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.
3. Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.
4. Identify instructional resources based on measurable objectives, individual student learning needs, and performance levels.
5. Apply learning theories to instructional design and planning.
6. 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.
7. Select and use culturally (i.e., regional, socio-economic, home language) responsive instructional materials and practices in planning.
8. Select lessons and concepts that are sequenced to activate prior knowledge and ensure coherence among the lessons.
9. Identify patterns of physical, social, and academic development to differentiate instructional design for student mastery.
10. Determine and apply appropriate intervention strategies based on individual student needs and data.

2. Knowledge of appropriate student-centered learning environments

1. 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).
2. Apply appropriate strategies and procedures to manage individual student behaviors and group dynamics.
3. Use effective techniques for communicating high expectations to all students.
4. Evaluate and adapt the learning environment to accommodate the needs and backgrounds (i.e., cultural, home language, family) of all students.
5. Apply relevant techniques for modeling appropriate oral and written communication skills.

6. Determine skills and practices that encourage innovation and foster a safe climate of openness, inquiry, equity, and support for all students.
7. Apply information and communication technologies to maintain a student-centered learning environment.
8. Identify assistive technologies that enable all students to effectively communicate and achieve their educational goals.

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

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

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

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

5. Knowledge of relevant continuous professional improvement

1. Determine relevant and measureable professional development goals to strengthen the effectiveness of instruction based on educator and students' needs.
2. Analyze and apply data-informed research to improve instruction and student achievement.
3. 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.
4. 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.
5. Select and determine appropriate professional growth opportunities and reflective practices to improve teacher performance and impact student learning.
6. Analyze the implementation of professional development experiences and application to the teaching and learning process.
7. Choose appropriate professional growth opportunities in technology for the design and delivery of instruction to impact student learning.

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

1. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
2. 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.
3. Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
4. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.
5. Determine and apply the appropriate use and maintenance of students' information and records.

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

1. Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.
2. Analyze student developmental characteristics in relation to first and second language literacy acquisition stages to design instruction for students.

3. Interpret the Consent Decree to integrate teaching approaches, methods, strategies, and communication with stakeholders in order to improve learning for ELLs.
4. Evaluate and differentiate standards-based curriculum, materials, resources, and technology for ELLs based on multicultural, multi-level learning environments.
5. Analyze assessment issues as they affect ELLs and determine appropriate accommodations according to ELLs' varying English proficiency levels and academic levels.

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

1. Apply effective instructional practices to develop text reading skills in the appropriate content area.
2. Select instructional practices for developing and using content area vocabulary.
3. Determine instructional practices to facilitate students' reading comprehension through content areas.
4. Apply appropriate literacy strategies for developing higher-order critical thinking skills.
5. Select appropriate resources for the subject matter and students' literacy levels.
6. Differentiate instructional practices based on literacy data for all students.

Appendix F: Annual Evaluation of CE M.S./Ed.S. Candidates

In accordance with program policy, all Masters/Ed.S. 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 "Official 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 CE 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:

SUPERVISORY COMMITTEE CHAIR:

SUPERVISORY COMMITTEE MEMBER:

SUPERVISORY COMMITTEE MEMBER:

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		

Areas of Strengths:

Areas of Growth:

Comments (Details should be provided for any areas of Official Development Concern):

Appendix G: Counselor Education Professional Dispositions Evaluation

To ensure the professional and ethical development of candidates and meet the requirements of Council for Accreditation of Counseling and Related Educational Programs (CACREP), candidates' professional dispositions are assessed throughout the counseling 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 programs 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' demonstrate 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 the opportunity to demonstrate this disposition.

Student Name:

	<i>Target</i>	<i>Developing 2</i>	<i>Developing 1</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
Demonstrates professional and ethical practice and sound decision making and judgement					
Respect privacy and confidentiality of others and maintains personal and professional boundaries					
Understands and adheres to procedures and policies of department, program, and site.					
Completes all record-keeping, tasks, and assignments in a comprehensive and timely fashion.					
Demonstrates professional verbal and non-verbal communication (e.g., email, Canvas, Social media, etc.)					
Recognizes, respects, and appreciates cultural diversity without imposing personal views and values					
Demonstrates active engagement in learning, development, and reflective practices to maximize progress					
Demonstrate ability to accept and apply constructive feedback in an appropriate manner.					
Demonstrates self-regulation, emotional stability, and self-control in relationships with others.					
Demonstrates appropriate interpersonal skills and relates to others in a positive manner.					
Displays adaptability and openness to changing or unexpected circumstances and new events.					
Prepared, punctual, and professionally dressed for class and site work.					

Comments:

Student Signature:

Faculty Signature:

Appendix 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:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

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

- *autonomy*, or fostering the right to control the direction of one’s life;
- *nonmaleficence*, or avoiding actions that cause harm;
- *beneficence*, or working for the good of the individual and society by promoting mental health and well-being;
- *justice*, or treating individuals equitably and fostering fairness and equality;
- *fidelity*, or honoring commitments and keeping promises, including fulfilling one’s responsibilities of trust in professional relationships; and
- *veracity*, or dealing truthfully with individuals with whom counselors come into professional contact.

ACA Code of Ethics Purpose

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

1. The *Code* sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.
2. The *Code* identifies ethical considerations relevant to professional counselors and counselors-in-training.
3. The *Code* enables the association to clarify for current and prospective members, and for those served by members, the nature of the ethical responsibilities held in common by its members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.
5. The *Code* helps to support the mission of ACA.
6. The standards contained in this *Code* serve as the basis for processing inquiries and ethics complaints concerning ACA members.

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

- Section A: The Counseling Relationship
- Section B: Confidentiality and Privacy
- Section C: Professional Responsibility
- Section D: Relationships With Other Professionals
- Section E: Evaluation, Assessment, and Interpretation
- Section F: Supervision, Training, and Teaching
- Section G: Research and Publication
- Section H: Distance Counseling, Technology, and Social Media
- Section I: Resolving Ethical Issues

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

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

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

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

Section A

The Counseling Relationship

• • •

Introduction

Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*).

A.1. Client Welfare

A.1.a. Primary Responsibility

The primary responsibility of counselors is to respect the dignity and promote the welfare of clients.

A.1.b. Records and Documentation

Counselors create, safeguard, and maintain documentation necessary for rendering professional services. Regardless of the medium, counselors include sufficient and timely documentation to facilitate the delivery and continuity of services. Counselors take reasonable steps to ensure that documentation accurately reflects client progress and services provided. If amendments are made to records and documentation, counselors take steps to properly note the amendments according to agency or institutional policies.

A.1.c. Counseling Plans

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

A.1.d. Support Network Involvement

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

A.2. Informed Consent in the Counseling Relationship

A.2.a. Informed Consent

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both counselors and clients. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, relevant experience, and approach to counseling; continuation of services upon the incapacitation or death of the counselor; the role of technology; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis and the intended use of tests and reports. Additionally, counselors inform clients about fees and billing arrangements, including procedures for nonpayment of fees. Clients have the right to confidentiality and to be provided with an explanation of its limits (including how supervisors and/or treatment or interdisciplinary team professionals are involved), to obtain clear information about their records, to participate in the ongoing counseling plans, and to refuse any services or modality changes and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

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

A.2.d. Inability to Give Consent

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

A.2.e. Mandated Clients

Counselors discuss the required limitations to confidentiality when working with clients who have been mandated for counseling services. Counselors also explain what type of information and with whom that information is shared prior to the beginning of counseling. The client may choose to refuse services. In this case, counselors will, to the best of their ability, discuss with the client the potential consequences of refusing counseling services.

A.3. Clients Served by Others

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

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

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

A.4.b. Personal Values

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

A.5. Prohibited Noncounseling Roles and Relationships

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

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

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

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

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

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

A.5.d. Friends or Family Members

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

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

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

A.6. Managing and Maintaining Boundaries and Professional Relationships

A.6.a. Previous Relationships

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

A.6.b. Extending Counseling Boundaries

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

A.6.c. Documenting Boundary Extensions

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

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

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

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

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

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

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

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

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

A.7.a. Advocacy

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

A.7.b. Confidentiality and Advocacy

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

A.8. Multiple Clients

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

A.9. Group Work

A.9.a. Screening

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

A.9.b. Protecting Clients

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

A.10. Fees and Business Practices

A.10.a. Self-Referral

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

A.10.b. Unacceptable Business Practices

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

A.10.c. Establishing Fees

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

A.10.d. Nonpayment of Fees

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

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

A.10.e. Bartering

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

A.10.f. Receiving Gifts

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

A.11. Termination and Referral

A.11.a. Competence Within Termination and Referral

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

A.11.b. Values Within Termination and Referral

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

A.11.c. Appropriate Termination

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

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

A.11.d. Appropriate Transfer of Services

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

A.12. Abandonment and Client Neglect

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

Section B

Confidentiality and Privacy



Introduction

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

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

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

B.1.b. Respect for Privacy

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

B.1.c. Respect for Confidentiality

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

B.1.d. Explanation of Limitations

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

B.2. Exceptions

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

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

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

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

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

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

B.2.d. Court-Ordered Disclosure

When ordered by a court to release confidential or privileged information

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

B.2.e. Minimal Disclosure

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

B.3. Information Shared With Others

B.3.a. Subordinates

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

B.3.b. Interdisciplinary Teams

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

B.3.c. Confidential Settings

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

B.3.d. Third-Party Payers

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

B.3.e. Transmitting Confidential Information

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

B.3.f. Deceased Clients

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

B.4. Groups and Families

B.4.a. Group Work

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

B.4.b. Couples and Family Counseling

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

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients

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

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

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

B.5.c. Release of Confidential Information

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

B.6. Records and Documentation

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

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

B.6.b. Confidentiality of Records and Documentation

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

B.6.c. Permission to Record

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

B.6.d. Permission to Observe

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

B.6.e. Client Access

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

B.6.f. Assistance With Records

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

B.6.g. Disclosure or Transfer

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

B.6.h. Storage and Disposal After Termination

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

B.6.i. Reasonable Precautions

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

B.7. Case Consultation

B.7.a. Respect for Privacy

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

B.7.b. Disclosure of Confidential Information

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

Section C

Professional Responsibility



Introduction

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

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

C.1. Knowledge of and Compliance With Standards

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

C.2. Professional Competence

C.2.a. Boundaries of Competence

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

C.2.b. New Specialty Areas of Practice

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

C.2.c. Qualified for Employment

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

C.2.d. Monitor Effectiveness

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

C.2.e. Consultations on Ethical Obligations

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

C.2.f. Continuing Education

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

C.2.g. Impairment

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

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

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

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

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

C.3.b. Testimonials

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

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

C.3.c. Statements by Others

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

C.3.d. Recruiting Through Employment

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

C.3.e. Products and Training Advertisements

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

C.3.f. Promoting to Those Served

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

C.4. Professional Qualifications

C.4.a. Accurate Representation

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

C.4.b. Credentials

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

C.4.c. Educational Degrees

Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

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

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

C.4.e. Accreditation Status

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

C.4.f. Professional Membership

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

C.5. Nondiscrimination

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

C.6. Public Responsibility

C.6.a. Sexual Harassment

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

C.6.b. Reports to Third Parties

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

C.6.c. Media Presentations

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

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

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

C.6.d. Exploitation of Others

Counselors do not exploit others in their professional relationships.

C.6.e. Contributing to the Public Good (*Pro Bono Publico*)

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

C.7. Treatment Modalities

C.7.a. Scientific Basis for Treatment

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

C.7.b. Development and Innovation

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

C.7.c. Harmful Practices

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

C.8. Responsibility to Other Professionals

C.8.a. Personal Public Statements

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

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

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

D.1.a. Different Approaches

Counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own. Counselors acknowledge the expertise of other professional groups and are respectful of their practices.

D.1.b. Forming Relationships

Counselors work to develop and strengthen relationships with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork

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

D.1.d. Establishing Professional and Ethical Obligations

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

D.1.e. Confidentiality

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

D.1.f. Personnel Selection and Assignment

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

D.1.g. Employer Policies

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

D.1.h. Negative Conditions

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

D.1.i. Protection From Punitive Action

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

D.2. Provision of Consultation Services

D.2.a. Consultant Competency

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

D.2.b. Informed Consent in Formal Consultation

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

Section D

Relationships With Other Professionals



Introduction

Professional counselors recognize that the quality of their interactions

Section E

Evaluation, Assessment, and Interpretation



Introduction

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

E.1. General

E.1.a. Assessment

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

E.1.b. Client Welfare

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

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

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

E.2.b. Appropriate Use

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

E.2.c. Decisions Based on Results

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

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients

Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in terms and language that the client (or other legally authorized person on behalf of the client) can understand.

E.3.b. Recipients of Results

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

E.4. Release of Data to Qualified Personnel

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

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis

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

E.5.b. Cultural Sensitivity

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

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

Counselors recognize historical and social prejudices in the misdiagnosis and

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

E.5.d. Refraining From Diagnosis

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

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

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

E.6.b. Referral Information

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

E.7. Conditions of Assessment Administration

E.7.a. Administration Conditions

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

E.7.b. Provision of Favorable Conditions

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

E.7.c. Technological Administration

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

E.7.d. Unsupervised Assessments

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

E.8. Multicultural Issues/ Diversity in Assessment

Counselors select and use with caution assessment techniques normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and they place test results in proper perspective with other relevant factors.

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

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

E.9.b. Instruments With Insufficient Empirical Data

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

E.9.c. Assessment Services

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

E.10. Assessment Security

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

E.11. Obsolete Assessment and Outdated Results

Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose (e.g., noncurrent versions of assessments/instruments). Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction

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

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations

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

E.13.b. Consent for Evaluation

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

adults who lack the capacity to give voluntary consent are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

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

E.13.d. Avoid Potentially Harmful Relationships

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

Section F

Supervision, Training, and Teaching



Introduction

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

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

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

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that supervisees communicate their

qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights

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

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

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

F.2.b. Multicultural Issues/Diversity in Supervision

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

F.2.c. Online Supervision

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

F.3. Supervisory Relationship

F.3.a. Extending Conventional Supervisory Relationships

Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to

both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment

Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members

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

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

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

F.4.b. Emergencies and Absences

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

F.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.4.d. Termination of the Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities

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

F.5.b. Impairment

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

F.5.c. Professional Disclosure

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

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

F.6.a. Evaluation

Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.6.b. Gatekeeping and Remediation

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

F.6.c. Counseling for Supervisees

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

F.6.d. Endorsements

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

F.7. Responsibilities of Counselor Educators

F.7.a. Counselor Educators

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

F.7.b. Counselor Educator Competence

Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

F.7.c. Infusing Multicultural Issues/Diversity

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

F.7.d. Integration of Study and Practice

In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

F.7.e. Teaching Ethics

Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.7.f. Use of Case Examples

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

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

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

F.7.h. Innovative Theories and Techniques

Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities.

F.7.i. Field Placements

Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that

site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

F.8. Student Welfare

F.8.a. Program Information and Orientation

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

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

F.8.b. Student Career Advising

Counselor educators provide career advisement for their students and make them aware of opportunities in the field.

F.8.c. Self-Growth Experiences

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

F.8.d. Addressing Personal Concerns

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

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students

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

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

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

F.10.a. Sexual or Romantic Relationships

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

F.10.b. Sexual Harassment

Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships With Former Students

Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty

members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.

F.10.d. Nonacademic Relationships

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

F.10.e. Counseling Services

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

F.10.f. Extending Educator–Student Boundaries

Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; conducting hospital visits; providing support during a stressful event; or maintaining mutual membership in a professional association, organization, or community. Counselor educators discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time limited and/or context specific and initiated with student consent.

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

F.11.a. Faculty Diversity

Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity

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

F.11.c. Multicultural/Diversity Competence

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

Section G

Research and Publication



Introduction

Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support the efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research.

G.1. Research Responsibilities

G.1.a. Conducting Research

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

G.1.b. Confidentiality in Research

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

G.1.c. Independent Researchers

When counselors conduct independent research and do not have access to an institutional review board, they are bound to the same ethical principles and

federal and state laws pertaining to the review of their plan, design, conduct, and reporting of research.

G.1.d. Deviation From Standard Practice

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

G.1.e. Precautions to Avoid Injury

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

G.1.f. Principal Researcher Responsibility

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

G.2. Rights of Research Participants

G.2.a. Informed Consent in Research

Individuals have the right to decline requests to become research participants. In seeking consent, counselors use language that

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

G.2.b. Student/Supervisee Participation

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

G.2.c. Client Participation

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

G.2.d. Confidentiality of Information

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

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

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

G.2.f. Commitments to Participants

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

G.2.g. Explanations After Data Collection

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

G.2.h. Informing Sponsors

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

G.2.i. Research Records Custodian

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

G.3. Managing and Maintaining Boundaries

G.3.a. Extending Researcher-Participant Boundaries

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

G.3.b. Relationships With Research Participants

Sexual or romantic counselor-research participant interactions or relationships with current research participants are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

G.3.c. Sexual Harassment and Research Participants

Researchers do not condone or subject research participants to sexual harassment.

G.4. Reporting Results

G.4.a. Accurate Results

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

G.4.b. Obligation to Report Unfavorable Results

Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors

If counselors discover significant errors in their published research, they take

reasonable steps to correct such errors in a correction erratum or through other appropriate publication means.

G.4.d. Identity of Participants

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

G.4.e. Replication Studies

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

G.5. Publications and Presentations

G.5.a. Use of Case Examples

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

G.5.b. Plagiarism

Counselors do not plagiarize; that is, they do not present another person's work as their own.

G.5.c. Acknowledging Previous Work

In publications and presentations, counselors acknowledge and give recognition to previous work on the topic by others or self.

G.5.d. Contributors

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

G.5.e. Agreement of Contributors

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

G.5.f. Student Research

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

G.5.g. Duplicate Submissions

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

G.5.h. Professional Review

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

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

H.1. Knowledge and Legal Considerations

H.1.a. Knowledge and Competency

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

H.1.b. Laws and Statutes

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

H.2. Informed Consent and Security

H.2.a. Informed Consent and Disclosure

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

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

Section H

Distance Counseling, Technology, and Social Media



Introduction

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

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

H.2.b. Confidentiality Maintained by the Counselor

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

H.2.c. Acknowledgment of Limitations

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

H.2.d. Security

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

H.3. Client Verification

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

H.4. Distance Counseling Relationship

H.4.a. Benefits and Limitations

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

H.4.b. Professional Boundaries in Distance Counseling

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

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

H.4.c. Technology-Assisted Services

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

H.4.d. Effectiveness of Services

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

H.4.e. Access

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

H.4.f. Communication Differences in Electronic Media

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

H.5. Records and Web Maintenance

H.5.a. Records

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

H.5.b. Client Rights

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

H.5.c. Electronic Links

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

H.5.d. Multicultural and Disability Considerations

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

H.6. Social Media

H.6.a. Virtual Professional Presence

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

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

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

H.6.c. Client Virtual Presence

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

H.6.d. Use of Public Social Media

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

Section I

Resolving Ethical Issues



Introduction

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

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

I.1. Standards and the Law

I.1.a. Knowledge

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

I.1.b. Ethical Decision Making

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

I.1.c. Conflicts Between Ethics and Laws

If ethical responsibilities conflict with the law, regulations, and/or other gov-

erning legal authority, counselors make known their commitment to the *ACA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved using this approach, counselors, acting in the best interest of the client, may adhere to the requirements of the law, regulations, and/or other governing legal authority.

I.2. Suspected Violations

I.2.a. Informal Resolution

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

I.2.b. Reporting Ethical Violations

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

I.2.c. Consultation

When uncertain about whether a particular situation or course of action may be in violation of the *ACA Code of Ethics*, counselors consult with other counselors who are knowledgeable about ethics and the *ACA Code*

of *Ethics*, with colleagues, or with appropriate authorities, such as the ACA Ethics and Professional Standards Department.

I.2.d. Organizational Conflicts

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

I.2.e. Unwarranted Complaints

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

I.2.f. Unfair Discrimination Against Complainants and Respondents

Counselors do not deny individuals employment, advancement, admission to academic or other programs, tenure, or promotion based solely on their having made or their being the subject of an ethics complaint. This does not preclude taking action based on the outcome of such proceedings or considering other appropriate information.

I.3. Cooperation With Ethics Committees

Counselors assist in the process of enforcing the *ACA Code of Ethics*. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation.

¹See the American Counseling Association web site at <http://www.counseling.org/knowledge-center/ethics>

Glossary of Terms

Abandonment – the inappropriate ending or arbitrary termination of a counseling relationship that puts the client at risk.

Advocacy – promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.

Assent – to demonstrate agreement when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a counseling service or plan.

Assessment – the process of collecting in-depth information about a person in order to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Bartering – accepting goods or services from clients in exchange for counseling services.

Client – an individual seeking or referred to the professional services of a counselor.

Confidentiality – the ethical duty of counselors to protect a client's identity, identifying characteristics, and private communications.

Consultation – a professional relationship that may include, but is not limited to, seeking advice, information, and/or testimony.

Counseling – a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Counselor Educator – a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of professional counselors.

Counselor Supervisor – a professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual's counseling work or clinical skill development.

Culture – membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are cocreated with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.

Discrimination – the prejudicial treatment of an individual or group based on their actual or perceived membership in a particular group, class, or category.

Distance Counseling – The provision of counseling services by means other than face-to-face meetings, usually with the aid of technology.

Diversity – the similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.

Documents – any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.

Encryption – process of encoding information in such a way that limits access to authorized users.

Examinee – a recipient of any professional counseling service that includes educational, psychological, and career appraisal, using qualitative or quantitative techniques.

Exploitation – actions and/or behaviors that take advantage of another for one's own benefit or gain.

Fee Splitting – the payment or acceptance of fees for client referrals (e.g., percentage of fee paid for rent, referral fees).

Forensic Evaluation – the process of forming professional opinions for court or other legal proceedings, based on professional knowledge and expertise, and supported by appropriate data.

Gatekeeping – the initial and ongoing academic, skill, and dispositional assessment of students' competency for professional practice, including remediation and termination as appropriate.

Impairment – a significantly diminished capacity to perform professional functions.

Incapacitation – an inability to perform professional functions.

Informed Consent – a process of information sharing associated with possible actions clients may choose to take, aimed at assisting clients in acquiring a full appreciation and understanding of the facts and implications of a given action or actions.

Instrument – a tool, developed using accepted research practices, that measures the presence and strength of a specified construct or constructs.

Interdisciplinary Teams – teams of professionals serving clients that may include individuals who may not share counselors' responsibilities regarding confidentiality.

Minors – generally, persons under the age of 18 years, unless otherwise designated by statute or regulation. In some jurisdictions, minors may have the right to consent to counseling without consent of the parent or guardian.

Multicultural/Diversity Competence – counselors' cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge are applied effectively in practice with clients and client groups.

Multicultural/Diversity Counseling – counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts.

Personal Virtual Relationship – engaging in a relationship via technology and/or social media that blurs the professional boundary (e.g., friending on social networking sites); using personal accounts as the connection point for the virtual relationship.

Privacy – the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privilege – a legal term denoting the protection of confidential information in a legal proceeding (e.g., subpoena, deposition, testimony).

Pro bono publico – contributing to society by devoting a portion of professional activities for little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).

Professional Virtual Relationship – using technology and/or social media in a professional manner and maintaining appropriate professional boundaries; using business accounts that cannot be linked back to personal accounts as the connection point for the virtual relationship (e.g., a business page versus a personal profile).

Records – all information or documents, in any medium, that the counselor keeps about the client, excluding personal and psychotherapy notes.

Records of an Artistic Nature – products created by the client as part of the counseling process.

Records Custodian – a professional colleague who agrees to serve as the caretaker of client records for another mental health professional.

Self-Growth – a process of self-examination and challenging of a counselor's assumptions to enhance professional effectiveness.

Serious and Foreseeable – when a reasonable counselor can anticipate significant and harmful possible consequences.

Sexual Harassment – sexual solicitation, physical advances, or verbal/nonverbal conduct that is sexual in nature; occurs in connection with professional activities or roles; is unwelcome, offensive, or creates a hostile workplace or learning environment; and/or is sufficiently severe or intense to be perceived as harassment by a reasonable person.

Social Justice – the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

Social Media – technology-based forms of communication of ideas, beliefs, personal histories, etc. (e.g., social networking sites, blogs).

Student – an individual engaged in formal graduate-level counselor education.

Supervisee – a professional counselor or counselor-in-training whose counseling work or clinical skill development

is being overseen in a formal supervisory relationship by a qualified trained professional.

Supervision – a process in which one individual, usually a senior member of a given profession designated as the supervisor, engages in a collaborative relationship with another individual or group, usually a junior member(s) of a given profession designated as the supervisee(s) in order to (a) promote the growth and development of the supervisee(s), (b) protect the welfare of the clients seen by the supervisee(s), and (c) evaluate the performance of the supervisee(s).

Supervisor – counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training.

Teaching – all activities engaged in as part of a formal educational program that is designed to lead to a graduate degree in counseling.

Training – the instruction and practice of skills related to the counseling profession. Training contributes to the ongoing proficiency of students and professional counselors.

Virtual Relationship – a non-face-to-face relationship (e.g., through social media).

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- Free consultation on ethics for ACA Members
- Bestselling publications revised in accordance with the 2014 *Code of Ethics*, including *ACA Ethical Standards Casebook*, *Boundary Issues in Counseling*, *Ethics Desk Reference for Counselors*, and *The Counselor and the Law*
- Podcast and six-part webinar series on the 2014 *Code*
- The latest information on ethics at counseling.org/ethics



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