

STUDENT HANDBOOK

M.Ed. in Counseling

University of Alaska Fairbanks
School of Education
Counseling Program
Revised Fall 2008

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Introduction

School of Education Mission Statement

1. To prepare professional educators who are culturally responsive effective practitioners.
2. To conduct educational research relevant to Alaska and other areas of the Circumpolar North.
3. To collaborate with and serve the rural and urban schools and communities of Alaska.
4. To become an educational center for Alaska Native educators.

Definition of a Counselor

Professional counseling is the process of establishing a relationship to identify people's needs, design strategies and services to satisfy these needs, and actively assist in carrying out plans to help people make decisions, solve problems, develop self-awareness, and lead healthier lives.

School counselors are among the professionals who assist students with developmental tasks, particularly in elementary, middle, and high schools. School counselors also assist parents and teachers who are challenged by the countless needs of children and adolescents in today's society. These counselors offer services to students, parents, and teachers so that students have equal opportunity to reach their educational goals, choose an appropriate career direction, and develop as fully functioning members of a democratic society.

Adopted from Schmidt (2003)

Mental health counselors are highly skilled professionals who provide a full range of services including: assessment and diagnosis, psychotherapy, treatment planning and utilization review, brief and solution-focused therapy, alcoholism and substance abuse treatment, psychoeducational and prevention programs, and crisis management.

Adopted from the American Mental Health Counselors Association (2004)

Program Format

The Counseling Program prepares educators to be professional school counselors as well as community practitioners. The program utilizes a developmental approach to prepare counselors-in-training. Emphasis is on general problem solving skills as well as helping individuals plan and monitor their own educational and occupational direction. Counselors-in-training are also prepared to be responsive to individuals and to work cooperatively with parents, teachers, and community members to provide the best possible services.

A primary focus of the Counseling Program is on the training of school/community counselors to be culturally responsive practitioners. The purpose of this program is to prepare counselors at the graduate level with specific training in the areas of counseling

and consultation for educational, social and vocational decisions. In addition, completion of this program may be used as a basis for becoming a Licensed Professional Counselor in the state of Alaska.

The Counseling Program is a Master of Education degree, which provides preparation for developmental guidance, individual and group counseling, consultation, and program development. Students complete 48 to 51 semester hours of course work including school and/or community internship experiences that require a minimum of 420 actual contact hours and 600 total hours in the public schools or agency settings, working under the supervision of certified school counselors or other licensed professionals.

The Counseling Program features small class sizes, highly experienced professors, and a counselor training suite. The program is based on guidelines provided by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Currently, the program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Counseling Program Options

The Counseling Program offers the following options:

1. A Master of Education degree with a specialization in school counseling*
2. A Master of Education degree with a specialization in community counseling*
Each option can lead to licensure as a professional counselor (LPC)
3. A School Counselor Certification Program for students already holding a master's degree in education or one of the helping professions

**Students must declare which track they intend to pursue (School Counseling or Community Counseling) by the 2nd semester of their coursework*

Master's Degrees Requirements

The minimum requirements for a master's degree at UAF are as follows (departments may have additional requirements):

1. Formulate a unified degree program, in cooperation with your graduate advisory committee. Degree programs must be composed of courses in the discipline or clearly related to and/or supportive of that discipline. All courses to be applied toward the degree must be approved by the advisory committee and follow the requirements set forth by the department that sponsors the degree.
2. Specific requirements for the master's degree are:
 - a. Submit a Graduate Study Plan (Appendix E) and an Appointment of Committee form (Appendix E) to the Graduate School by the end of the second semester of study.
 - b. Be registered for at least six credits per year (fall, spring, summer) or have an approved Temporary Leave of Absence form on file (Appendix E).
 - c. Submit an Application for Advancement form (Appendix E) to the Graduate School one semester prior to graduation.

- d. Submit an application for graduation (Appendix E) and be registered for at least three graduate credits in the semester in which the degree is to be awarded.
- e. Complete all degree requirements within the seven-year time limit allowed.

General University Requirements

To receive a graduate degree at UAF, you must apply and be admitted to a specific degree program and must later be advanced to candidacy for that degree and discipline major.

Catalog & Time Limit

You may elect to graduate under the degree requirements in effect in the first semester of your enrollment in your graduate degree program or the catalog in effect when you graduate. If you do not meet the continuous registration requirements, you will use either the catalog in effect during the semester of your reentry or the catalog in effect when you graduate. Furthermore, you waive the right to use the catalog in effect when you first entered your graduate program.

All non-academic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your degree requirements. All coursework listed on your advancement to candidacy form and all other degree requirements must be satisfactorily completed within seven years for a master's degree.

Grade Point Average & Grade Requirements

You must have a cumulative GPA of 3.0 (B) to remain in good standing and to graduate. You must earn an A or B (no P grades) in 400 level courses: a C will be accepted in 600-level courses provided you maintain a B average. The Counseling Program requires students to earn a minimum grade of a B in Counseling Theories (F623) to move forward to the Individual Practicum (F634). Students must also earn a grade of B or higher in the Group Counseling course (F674) and Internship courses (F636 & F690) to complete their degree requirements.

Registration Requirement

As a graduate student, you must be registered for at least six graduate credits per year (fall, spring, summer). If you wish to temporarily suspend your studies, you should complete an approved Temporary Leave of Absence form (Appendix E). If you do not register or obtain a temporary leave of absence, you will be dropped from graduate study and will have to be reinstated by your program before resuming graduate studies (\$50 fee - Appendix E). Reinstatement is not guaranteed – students must reapply to be accepted back into the program. You must be registered for at least three graduate credits in the semester in which you receive your degree and you must apply for graduation in that semester by the deadline set by the registrar's office.

Transfer Credit

You may apply post-baccalaureate degree credits earned at UAF toward a graduate degree only with approval of your graduate advisory committee, to a maximum of one-half of your degree requirements. Up to nine credits may be approved for transfer to UAF from another institution. Credits taken at the University of Alaska Anchorage and the University of Alaska Southeast are considered transfer credits.

Course Restrictions

You may not use credit by examination, audited courses, 500-level courses or courses taken under the credit/no credit option to fulfill the basic course requirements of any graduate degree program. **No more than six credits of special topic courses (693 or 695) or individual study (697) may be used toward a graduate degree. Requests for exceptions to the limit must be approved by the Dean of the Graduate School.**

Deficiencies

Your advisory committee may require that you correct certain deficiencies in your program. Your committee will determine how to remedy the deficiencies and the minimum level of performance required of you.

English Proficiency

You must be proficient in written and oral English. If deficiencies are apparent, your advisory committee will determine requirements to remove the deficiencies. Such requirements may not fulfill the language/research tool some departments require.

UAF Honor Code Policy

As a UAF student, you are subject to the Honor Code. The university assumes that the integrity of each student and of the student body as a whole will be upheld. Honesty is a primary responsibility of you and every other UAF student. It is your responsibility to help maintain the integrity of the student community. UAF's Honor Code is as follows:

1. Students will not collaborate on any quizzes, in-class exams, or take home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports (see p. 18 for more information regarding plagiarism).
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violations of the Honor Code may result in suspension or expulsion.

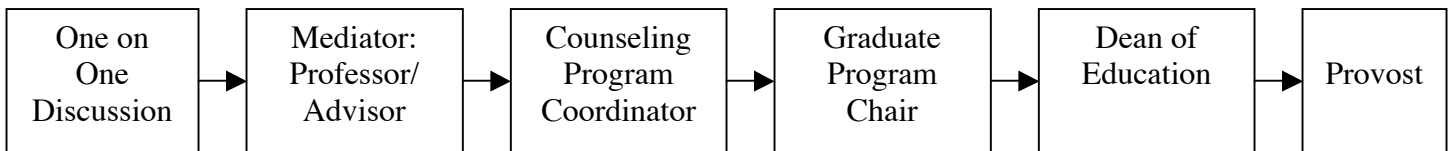
Instructors can deal with the suspected violation of the Honor Code themselves or refer such matters to the University Disciplinary and Honor Code Committee (UDHCC). If the instructor believes that a student should be suspended or expelled from the university for an Honor Code violation, the instructor must request a hearing before the UDHCC. The UDHCC shall decide if the Honor Code has been violated. If it has not been violated, the instructor will evaluate the assignment according to his or her normal procedures. If it has been violated, the instructor will determine how this violation affects the student's grade for the course; the UDHCC will recommend to the Dean of Student Services whether the student should be dismissed from UAF.

Student Due Process

As a graduate student you have inherent responsibilities and rights. One of those responsibilities involves understanding how to advocate for yourself within the system at the University of Alaska Fairbanks and any other institution you enter into as a representative of the Counseling Program.

Students should have knowledge of, and utilize, a chain of concern. As a general rule, the first step in expressing a grievance should start where the concern or problem began. Find a time when you and the other party are able to meet one-on-one to discuss the matter. If you are not able to come to an understanding, inform the person that you wish to bring in a third party. In the case of the Counseling Program, ask a professor to mediate your concerns with the student or perhaps another professor. Use discretion in determining if you need to meet with a third party on your own. Again, follow the same guidelines of open communication whenever possible and continue up the chain of command until you feel you have been heard or your problem has been resolved. This is an example of the importance in knowing the people in positions of authority who can help you.

Chain of Concern:



Another area students should be aware of is the policy regarding grade appeals. The following is an excerpt from the introduction to UAF's Grade Appeals Policy,
The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the

University administration shall not influence or affect an assignment grade or the review of an assignment grade.... Procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue formally with the instructor of the course....”

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law which ensures certain student rights to confidentiality. If a student finds himself or herself in doubt of what information can or can not be released, s/he should contact the Office of Administrations and Records for assistance or visit the following website for more information: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Student Behavior and Consequence

If a student is exhibiting behavioral problems, which interfere with the overall productivity of his/her performance in the Counseling Program, the Guidelines for Correction of Problematic Student Behaviors table (see Appendix C) will be utilized.

Counseling Program Options M.Ed. Degree

All Counseling students must complete the following admission requirements:

1. The Counseling Program has a Fall only admittance policy. To ensure full review, application materials must be received by March 1.
2. Admission requires a bachelor’s degree in a human service area such as education, social work, psychology, human services, etc. Suitability of other degrees will be considered on an individual basis by the counseling faculty.
3. In addition to the admission requirements of the master’s degree program, the student must apply for admission to and be accepted by the program area faculty.
4. Complete the general university requirements.
5. Complete the master’s degree requirements.
6. Complete internship placements appropriate to the student’s declared area of interest.
7. Complete required coursework for intended specialization – School, Community or Licensure only. Courses assigned by the student’s graduate committee to remove deficiencies will not be allowed as part of the graduate program. Prior graduate level coursework will be evaluated and may be substituted for identified courses with approval by student’s graduate committee.

School Counseling Track

Complete the following general course requirements:

COUN 615—Foundations of Counseling	(3 credits)
COUN 623—Counseling Theories and Applications I	(3 credits)
COUN 628—Child & Adolescent Development	(3 credits)
COUN 629—Counseling Interventions	(3 credits)
COUN 630—Appraisal for Counselors	(3 credits)

COUN 632—Career Development	(3 credits)
COUN 634—Practicum in Individual Counseling	(3 credits)
COUN 636—Internship I – Elementary or Secondary	(3 credits)
COUN 646—School Counseling	(3 credits)
COUN 647—Professional Ethics	(3 credits)
COUN 660—Cross-Cultural Counseling	(3 credits)
COUN 674—Group Counseling	(3 credits)
COUN 690—Internship II – Elementary or Secondary	(3 credits)
COUN 698—Research Project	(3-6 credits)
<i>or</i> COUN 699—Thesis	(6 credits)
ED 601—Introduction to Applied Social Science Research	(3 credits)
Elective Class	(3 credits)
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(History of Alaska HIST 461 may be used as an elective)	
Minimum credits required	48 credits

Community Counseling Track

Complete the following general course requirements:

COUN 615—Foundations of Counseling	(3 credits)
COUN 623—Counseling Theories and Applications I	(3 credits)
COUN 628—Child & Adolescent Development	(3 credits)
COUN 629—Counseling Interventions	(3 credits)
COUN 630—Appraisal for Counselors	(3 credits)
COUN 638—Adult Development	(3 credits)
COUN 632—Career Development	(3 credits)
COUN 634—Practicum in Individual Counseling	(3 credits)
COUN 636—Internship I – Community Counseling	(3 credits)
COUN 647—Professional Ethics	(3 credits)
COUN 650—Cross-Cultural Psychopathology	(3 credits)
COUN 660—Cross-Cultural Counseling	(3 credits)
COUN 666—Family and Network Therapy	(3 credits)
COUN 674—Group Counseling	(3 credits)
COUN 690—Internship II – Community Counseling	(3 credits)
COUN 698—Research Project	(3-6 credits)
<i>or</i> COUN 699—Thesis	(6 credits)
ED 601—Introduction to Applied Social Science Research	(3 credits)
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Minimum credits required	51 credits

School Counselor Licensure

People who currently hold master's degrees in Education or one of several helping professions such as Social Work, Psychology, or Human Services (as approved by Counseling faculty) may apply.

Complete the following general course requirements:

COUN 615—Foundations of Counseling	(3 credits)
COUN 623—Counseling Theories and Applications I	(3 credits)

COUN 628—Child & Adolescent Development	(3 credits)
COUN 629—Counseling Interventions	(3 credits)
COUN 630—Appraisal for Counselors	(3 credits)
COUN 632—Career Development	(3 credits)
COUN 634—Practicum in Individual Counseling	(3 credits)
COUN 636—Internship I – Elementary or Secondary	(3 credits)
COUN 646—School Counseling	(3 credits)
COUN 647—Professional Ethics	(3 credits)
COUN 660—Cross-Cultural Counseling	(3 credits)
COUN 674—Group Counseling	(3 credits)
COUN 690—Internship II – Elementary or Secondary	(3 credits)
Minimum credits required	39 credits

State of Alaska School Counselor Certification Information

Visit <http://www.eed.state.ak.us/TeacherCertification/app02.html> for the State of Alaska School Counselor Certification Application. Once at the site, select “Special Services Providers Certificate”.

Licensed Professional Counselor (LPC) Requirements

Please contact the Counseling Program Coordinator for further instructions and/or guidelines for obtaining licensure as a professional counselor; or visit <http://www.commerce.state.ak.us/occ/ppco.htm> for more information.

Distance Education

The Counseling Program offers many, but not all, of its courses via distance education or web based instruction. These offerings are intended for students living in rural and remote sites. Students residing in the Fairbanks area may not enroll in these courses unless given special permission by the Counseling faculty. Student requests will be reviewed on a case by case basis. However, all students can take History of Alaska (HIST 461) by distance education.

The following courses require full or partial on-campus residence:

Counseling Theories and Applications (F623) – fall semester

- Requires two weekend seminars

Practicum in Individual Counseling (F634) – fall, spring, alternating summers

- Requires semester long residency in Fairbanks

Group Counseling (F674) – spring, alternating summers

- Requires semester long residency in Fairbanks

Housing Options at UAF for Students

Contact: Residence Life: (907) 474-7247 or email: housing@uaf.edu

For general information visit: <http://www.uaf.edu/reslife>

Specifically for summer options visit: <http://www.uaf.edu/reslife/summer/index.html>

Recommended Sequence of Courses

Once admitted to the Counseling Program, students must meet with their assigned advisor prior to enrolling in their first semester of coursework. A full-time student can complete the program in a 2-year time frame, but it is not recommended for a student with full-time work or other major outside commitments. If a student does have outside commitments, it is likely that the program will take longer than a 2-year time frame and therefore students should plan accordingly. The recommended course schedule does not include summer sessions, although students are welcome to take any courses available in the summer. Summer course offerings vary with the exception of ED 601 – Introduction to Applied Social Science Research (Research Methods), which is offered every summer in the first 3-week block.

School Counseling Track Recommended 2-year program

Year 1

615 – Foundations	629 – Interventions
623 – Theories	634 – Individual
628 – Child & Adolescent	660 – Cross-Cultural
647 – Ethics	Elective

Year 2

601 – Research Methods	632 – Career
630 – Appraisal	674 – Group
636 – Internship I	690 – Internship II
646 – School	698/699 – Project/Thesis

Community Counseling Track Recommended 2-year program

Year 1

615 – Foundations	629 – Interventions
623 – Theories	634 – Individual
628 – Child & Adolescent	638 – Adult Development
647 – Ethics	660 – Cross-Cultural

Summer: 601 – Research Methods

Year 2

630 – Appraisal	632 – Career
636 – Internship I	666 – Family Network Therapy
650 – Psychopathology	674 – Group
698/699 – Project/Thesis	690 – Internship II

**School Counseling Track
Recommended 3-year program**

Year 1

615 – Foundations	629 – Interventions
623 – Theories	632 – Career
628 – Child & Adolescent	660 – Cross-Cultural

Year 2

630 – Appraisal	601 – Research Methods
634 – Individual	674 – Group
647 – Ethics	Elective

Year 3

636 – Internship I	690 – Internship II
646 – School	698/699 – Project/Thesis

**Community Counseling Track
Recommended 3-year program**

Year 1

615 – Foundations	629 – Interventions
623 – Theories	638 – Adult Development
628 – Child & Adolescent	660 – Cross-Cultural

Year 2

634 – Individual	632 – Career
647 – Ethics	666 – Family Network Therapy
650 – Psychopathology	674 – Group

Year 3

601 – Research Methods	690 – Internship II
636 – Internship I	698/699 – Project/Thesis
630 – Appraisal	

Sequence of Courses (Distance)

Once admitted to the Counseling Program, students must meet with their assigned advisor prior to enrolling in their first semester of coursework. A full-time distance based student can complete the program in a 2-year time frame, but it is not recommended for a student with full-time work or other major outside commitments. If a student does have outside commitments, it is likely that the program will take longer than a 2-year time frame and therefore students should plan accordingly. Additionally, all distance based students must complete a 6-week summer residency in Fairbanks to complete Individual (F34) and Group Counseling (F674). These courses are offered every other summer, which may impact a student's ability to complete the program in two years.

**School Counseling Track
Recommended 2-year distance program**

Year 1

615 – Foundations	601 – Research Methods
623 – Theories	629 – Interventions
628 – Child & Adolescent	660 – Cross-Cultural
647 – Ethics	Elective

Summer: concurrent 6-week block

634 – Individual

674 – Group

Year 2

630 – Appraisal	632 – Career
636 – Internship I	690 – Internship II
646 – School	698/699 – Project/Thesis

**Community Counseling Track
Recommended 2-year distance program**

Year 1

615 – Foundations	629 – Interventions
623 – Theories	638 – Adult Development
628 – Child & Adolescent	660 – Cross-Cultural
647 – Ethics	666 – Family Network Therapy

Summer: concurrent 6-week block

634 – Individual

674 – Group

Year 2

601 – Research Methods	632 – Career
630 – Appraisal	690 – Internship II
636 – Internship I	698/699 – Project/Thesis
650 – Psychopathology	

**School Counseling Track
Recommended 3-year distance program**

Year 1

615 – Foundations	629 – Interventions
623 – Theories	660 – Cross-Cultural
628 – Child & Adolescent	

Summer: concurrent 6-week block

634 – Individual

674 – Group

Year 2

630 – Appraisal	601 – Research Methods
647 – Ethics	632 – Career
	Elective

Year 3

636 – Internship I	690 – Internship II
646 – School	698/699 – Project/Thesis

**Community Counseling Track
Recommended 3-year distance program**

Year 1

615 – Foundations	638 – Adult Development
623 – Theories	660 – Cross-Cultural
628 – Child & Adolescent	

Summer: concurrent 6-week block

634 – Individual

674 – Group

Year 2

630 – Appraisal	629 – Interventions
647 – Ethics	632 – Career
650 – Psychopathology	666 – Family Network Therapy

Year 3

601 – Research Methods	690 – Internship II
636 – Internship I	698/699 – Project/Thesis

Course Descriptions

Students interested in courses that require a prerequisite MUST have taken the prerequisite prior to, or concurrently, in order to register for the class.

COUN 615: Foundations of Counseling (3 Credits—Fall)

Introduction to the philosophies, organization, patterns and techniques that aid counselors in preparing clients for responsible decision-making in modern society. (Prerequisite: Admittance to Counseling Program; or permission of instructor)

COUN 623: Counseling Theories and Applications I (3 Credits—Fall)

(Cross-listed with PSY 660) A survey of the major theoretical systems of counseling and psychotherapy combined with a laboratory experience focused on building micro-skills in counseling. Specific application of theoretical principles will be investigated, analyzed and described. (Prerequisite: Admittance to Counseling Program; COUN 615; and/or permission of instructor)

COUN 628: Child and Adolescent Development (3 Credits—Fall)

Focuses on developmental processes and sequences of change that children experience within each developmental domain from birth through adolescence. (Prerequisite: Admittance to Counseling Program; or permission of instructor)

COUN 629: Counseling Interventions (3 Credits—Spring)

Course examines various intervention strategies/techniques for working with individuals across the lifespan in a variety of situations. (Prerequisites: COUN 628; or permission of instructor)

COUN 630: Appraisal for Counselors (3 Credits—Fall; Spring if necessary)

Introduction to the kinds of assessment information school and community counselors utilize in the assessment process. (Prerequisite: COUN 623; or permission of instructor)

COUN 632: Career Development (3 Credits—Spring)

An introduction to the theories of career development, career choices, and how to translate theory into practice. Emphasis will be on career education development and the utilization of information resources for facilitating the career choice decision making process. (Prerequisites: COUN 615; or permission of instructor)

COUN 634: Practicum in Individual Counseling (3 Credits—Fall/Spring/Alternating Summers) Supervised practice in basic counseling skills and techniques. Supervised work with one-on-one counseling relationships. Actual practice in listening, problem identification, goal setting and session management. (Prerequisites: COUN 623; AND permission of instructor)

COUN 636: Internship I (3 Credits—Fall/Spring)

Supervised practice in school or community settings. Focus on directed practice of particular skills relevant to the professional counselor's role. Weekly seminars will cover actual and role playing situations providing opportunities to operationalize theory in counseling, interventions, and ethical issues. Three credits required for elementary internship; 3 credits required for secondary internship; 3 credits required for community internship; students may take all three if space is available. Candidates serving internships are charged a \$150 fee per semester. (Prerequisite: COUN 634; COUN 647; for a school placement COUN 646; for a community placement COUN 650; AND permission of instructor)

COUN 638: Adult Development (3 Credits—Spring)

An overview of physical, cognitive, personality, and social development across the adult life span, from high school graduation through death. Major theories and research findings in the field of adult development are explored with an emphasis on examining how individuals progress through a series of predictable stages during their lifetime. (Prerequisite: Admittance to the Counseling Program; or permission of instructor)

COUN 646: School Counseling (3 Credits—Fall)

(Cross-listed with PSY 646) Topics related to the role of the school counselor such as consultation, career guidance, and culturally appropriate assessment. (Prerequisite: Admittance to Counseling Program; or permission of instructor)

COUN 647: Professional Ethics (3 Credits—Fall)

The ethical standards of the American Psychological Association and the American Counseling Association will be examined, discussed and compared. Students will be provided with opportunities to apply these general principles to specific cases. Students will be expected to demonstrate knowledge of the principles of these ethical codes and an ability to apply them to their reality based manifestations. (Prerequisites: Admittance to Counseling Program; or permission of instructor)

COUN 650: Cross-Cultural Psychopathology (3 Credits – Fall)

Overview of contemporary perspectives on child and adult psychological disorders from the perspective of cultural psychology. Fundamentals of therapeutic interviewing. Training in use of the DSM-IV diagnostic system. Examination of the role of culture, ethnicity, gender and social class in symptom formation and the experience of these issues in clinical application of the DSM-IV. Training in the DSM-IV cultural formulation. (Prerequisite: COUN 615; or permission of instructor)

COUN 660: Cross-Cultural Counseling (3 Credits—Spring)

An examination of cultural and ethnic variables in human nature and their effect on the counseling process. Specific focus will be placed on the nature and function of culture, cultural variables in the context of the human experience, universal and culture specific aspects of the counseling process, barriers to effective cross-cultural counseling, specific ethnic and cultural considerations, and methods of intellectual training with special

emphasis on Alaskan applications. (Prerequisite: Admittance to Counseling Program; or permission of instructor)

COUN 666: Family and Network Therapy (3 Credits—Spring)

Survey of concepts and theories of function and dysfunction in the area of couples and families as social networks. In addition, it provide an introduction to the skills necessary for one who would intervene in these systems. (Prerequisite: COUN 623; or permission of instructor)

COUN 674: Group Counseling (3 Credits—Spring/Alternating Summers)

Kinds and types of groups with emphasis on methods, problems and needed skills in working with groups in a counseling situation. (Prerequisites: COUN 623; AND permission of instructor)

COUN 690: Internship II (3-6 Credits—Fall/Spring)

Opportunity to perform all the activities that a regularly employed counselor would be expected to perform in a school, or community setting. At the completion of the internship the student will be able to demonstrate knowledge and skills needed to administer school and/or community counseling services. Three credits required for elementary internship; 3 credits required for secondary internship; 3 credits required for community internship; students may take all three if space is available. Candidates serving internships are charged a \$150 fee per semester. (Prerequisite: COUN 636; AND permission of instructor)

COUN 698: Research (3 Credits —Fall, Spring)

Scholarly activity towards the completion of a Research Project. Students may only take up to six credits towards their masters degree. (Prerequisite: permission of Committee Chair)

COUN 699: Thesis (6 Credits —Fall, Spring)

Scholarly activity towards the completion of a Thesis. Students may only take up to nine credits towards their masters degree. (Prerequisite: permission of Committee Chair)

ED 601: Introduction to Applied Social Science Research (3 Credits —Fall, Spring, Summer)

Review of the most common educational research paradigms, data gathering techniques and analytical tools used in the study of human behavior and educational institutions. Attention will be given to collaborative research models, with a focus on the translation of research results into practical application. (Prerequisite: Admittance to Counseling Program; or permission of instructor)

General Writing Information

Voice

Almost all written assignments in the Counseling Program are examples of writing for an academic audience and therefore should not use a personal voice (i.e., should not use pronouns such as I, we, etc.). Writing should always utilize a third person voice except in

an author's note. Additionally, as an academic paper, be sure to include a research base for the statements in your paper. Utilize proper referencing and citation to show your statements are based on research rather than opinion. Exceptions to writing in a third person voice will be discussed in individual courses – examples include the Personal Motivations and Aspirations Paper in COUN 615 and the Personal Perspective on Cultural Identity Paper in COUN 660.

Plagiarism

As discussed in the UAF Honor Code Policy (described in #2 on p. 6 of this Handbook), plagiarizing work may result in a failing grade for the assignment, suspension, or expulsion. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)

Turning in Assignments

Unless otherwise specified, all assignments need to be delivered to the instructor in hard-copy form rather than electronic form (distance students may turn in electronic documents). Students may send electronic documents as a back-up, but need to turn in a hard-copy by the assignment due date. If a student is sending an electronic document, remember to send it as a .doc file. Some versions of word now utilize the .docx format. If your assignments save as .docx, then you must re-save the document using the “save as” feature and change it to .doc prior to sending the document to your instructor. There are no exceptions to the hard-copy format when turning in copies of the research project or thesis. All members of the committee must receive hard-copies unless a specific committee member requests otherwise.

Internship Guidelines

The internship is an arranged, supervised experience in school or community counseling under the supervision of a certified school counselor or other licensed professional with at least 2 years experience at their site. On-site supervisors have at least a master's degree in counseling or a related field and will maintain regular contact with a university supervisor throughout the experience.

Internships are arranged by the university faculty – students are NOT to make their own internship arrangements unless this has been specifically discussed with the internship instructor prior to talking with any school or agency setting. The expectation is that the student will be at the same placement site for an entire year (an entire year is required for an elementary certification, secondary certification, or community placement). Although students may take multiple internships for different certifications (i.e., elementary and

secondary), the Counseling Program only guarantees one year in either a school or community setting. If students wish to do an additional internship, then it will be based on availability.

Internship I and Internship II require a minimum of 300 hours each. Internship I requires a minimum of 180 direct contact hours and Internship II requires a minimum of 240 direct contact hours, although site supervisors can require more direct contact time at their particular site. Actual work days and times need to be worked out by the student and their direct site supervisor – **be aware that supervisors can limit placement if the student is not available when deemed necessary at their site.** All interns must complete at least one intensive week at their placement (30-40 hour work week). This week needs to be approved by your site and university supervisor. Any hours at the student’s work site and/or indirect contact hours need to be approved by your UAF internship coordinator to count towards your internship requirement.

Remember that you are a visitor in the schools and/or community agencies. You will have multiple opportunities to be an active participant and make valuable contributions, but remember that you are there because the counselor agreed to mentor you. It is important that you rely upon the professional decisions of the cooperating counselor. When in doubt, ask the counselor for help or suggestions.

You are expected to arrive promptly and at your scheduled time. If an emergency arises and you are unable to attend, you must let the counselor know as soon as possible. You should consider this a professional responsibility and treat the people you work with just like you would if you were employed there. Consider all information and observations to be strictly confidential. Do not discuss communications with anyone outside of the counseling office aside from your site and university supervisor.

As with any internship, it is essential that you adhere to certain rules of protocol. Everything you do not only reflects upon yourself, but also UAF and the Counseling Program. Make sure the impression you leave is a positive one. Dress professionally and maintain good personal hygiene. This means no ragged/torn jeans, sweats, or attire that is too revealing. Introduce yourself to everyone who works in the school or community agency. Follow the 5 “P’s” of professionalism:

- Be **P**rompt
- Be **P**olite
- Be **P**leasant
- Be **P**rofessional
- & **P**rofit from the experience

Distance Internship Placement

Students have the option of completing their internship at a distance site—that is a location outside of the immediate Fairbanks area. The site must be approved by the UAF Counseling faculty in concert with appropriate site personnel the semester prior to the

start of the internship. Students who choose to complete their internship at a distance site will be financially responsible for the travel of the supervisor and any associated costs.

For further information contact the Counseling Program Chair.

Liability Insurance

Students in the school counselor track are not required to carry their own liability insurance for their internship experiences, but it is highly recommended. Students in the community counseling track are required by their field agencies to carry their own liability insurance. It is the students' responsibility to verify this aspect and show proper documentation prior to commencing their internship hours.

The Counseling Program cannot endorse any professional liability insurance carrier. Most professional training institutions, however, have a national organization, which may offer insurance coverage at competitive or reduced rates to its members. Information on this organization can be obtained from a professional organization or private insurance company. For example, registering as a student member with the Alaska School Counselor's Association (AkSCA) guarantees up to one million dollar automatic insurance coverage with membership. Students are strongly encouraged to shop around for the insurance policy, which best suits their needs.

Background Checks and Barrier Crimes

The Alaska Legislature has developed legislation (7 AAC 10.900–7 AAC 10.990) regarding Barrier Crimes that can prevent people from working in certain areas of the Human Services field based on section 1128(a) of the Social Security Act (42 U.S.C. 1320a-7). This includes selected crimes that will result in lifetime barriers to employment, while others exclude working in the field for a range from 1 year to 10 years. Some of these offenses relate to convictions for crimes that occurred after the enactment (August 21, 1996) of the federal Health Insurance Portability and Accountability Act of 1996.

Most barrier crimes have a time limit after which the person may be hired. An agency that wants to hire an individual despite their criminal background may request a Variance from the State. Barrier crimes do not apply to all human services agencies, but to all those that bill Medicaid/Medicare, receive federal money, or who are licensed/certified to operate in Alaska.

Many agencies are now requiring students who wish to be placed as an intern at their site to undergo a fingerprint background check. If you have been convicted for crimes in any of the categories listed in Table 1 on the next page, you can go to the State of Alaska Health and Social Services website (<http://www.hss.state.ak.us/publicnotice/pdf/209.pdf> or <http://www.hss.state.ak.us/dph/CL/bgcheck/assets/BarrierCrimeMatrix.pdf>) to see if your conviction could constitute a barrier to internship placement and/or future employment.

Table 1 – Barrier Crimes Information

Categories of Barrier Crimes	Time Periods for Barrier Crimes
Attempt, Solicitation and Conspiracy Offenses	Permanent barrier
Offenses Against the Person	5 years to permanent
Offenses Against Property	1 year to permanent
Offenses Against the Family and Vulnerable Adults	3 years to permanent
Offenses Against Public Administration	1 year to permanent
Offenses Against Public Order	1 year to permanent
Offenses Against Public Health and Decency	5 years to permanent
Controlled Substances	5 years to 10 years
Imitation Controlled Substances	5 years to 10 years
Other Crimes	5 years to 10 years

Table 1 above lists the categories of crimes that could constitute a barrier to employment. For a full list of crimes see 7AAC 10.905.

Mandatory fingerprinting is required for Internship I and II. Two options are available to students: Volunteers in Policing, located in the Police Department, conduct fingerprinting Wednesday evenings from 6-8pm and the cost is \$20. A second option is to make an appointment with UAF Police Department (474-5458), which charges \$35. Fingerprinting is also required of distance students. Please discuss possible options with your school district or community placement to determine the best option available.

NOTE: Remember, failure to disclose your arrest and conviction history while applying to be accepted in field placement can result in your being removed from the agency site, Internship class and Counseling Program.

Graduate Advisory Committee

The major responsibilities of the graduate advisory committee are to formulate a Graduate Study Plan (Appendix E), in consultation with the student, by the end of the student's second semester in the graduate program; to develop a tentative timetable for completion of all requirements for the degree program; to monitor the student's work, both in coursework and research; to provide advice and feedback to the student on their progress; to file an Annual Report of Graduate Student Advisory Committee (Appendix E) with the Office of the Graduate School; to approve, where appropriate, a research topic; to supervise the preparation of the research thesis or project when one is required; to uphold the standards of the college/school and the university; to inform the dean, in writing, if a student's performance is inadequate and provide relevant advisory committee recommendations; and to formulate and conduct the comprehensive examination and other exams as required by the department. The student's advisor acts as head of the graduate advisory committee and takes the lead in fulfilling these responsibilities.

Graduate Committee Composition

Students must discuss the composition of their graduate committee with their advisor and should have a committee in place by the end of their second semester. There must be at least 3 members on each graduate committee composed of the following: (see Appendix E for Appointment of Graduate Advisory Committee form)

Member 1: Chair - must be a doctorate level, full-time faculty member who has at least a joint appointment in the School of Education.

Member 2: must be at least a master's level, full-time faculty member but does not necessarily have to be a member of the School of Education.

Member 3: must be at least a master's level individual who has significant experience or expertise in the requisite field; they do not have to be affiliated with the university, but if they are not a member of the university they need to be approved by the department chair.

Master's Degree

You may apply for advancement to candidacy for a specific master's degree if you are in good standing and have satisfied the following requirements: (see Appendix E for Application for Advancement to Candidacy form)

1. Satisfactorily completed at least 9 semester credits of graduate study in residence at the University of Alaska Fairbanks.
2. Received approval of a provisional thesis or project title.
3. Received approval of the finalized Graduate Study Plan, including specific coursework to be completed and any other requirements.

Research Project/Thesis Requirements

All students are required to complete a research project or thesis. Both a project and a thesis require the development of a research question and a review of the literature. A thesis additionally involves the gathering of original data (i.e., survey or interviews), which requires, at the minimum, approval from the UAF Institutional Review Board (IRB). A project entails completing a practical application piece such as a workshop presentation or the development of a small group curriculum. The completion of a thesis may require a longer time commitment due to the IRB process, collection and analysis of data.

It is recommended that students intending to take research (F698) or thesis (F699) review proposals, projects, and/or theses completed by previous students. A copy of all projects/theses are kept at the School of Education graduate advisor's desk and can be checked out for review. Extra copies of exemplary projects have been made to help accommodate demand.

Students must complete a proposal defense with their committee the semester prior to the start of COUN 698 (Research) or COUN 699 (Thesis). At this time the student should discuss their intended topic with their committee and submit a research/thesis proposal (see next section for proposal guidelines).

Note: Students desiring to enroll in COUN 698/Research to fulfill program requirements must enroll in a minimum of 3 credits. Students desiring to enroll in COUN 699/Thesis to fulfill program requirements must enroll in a minimum of 6 credits. These credits can be completed over multiple semesters.

Proposal Guidelines

A research proposal is designed to provide the committee with an opportunity to approve the continuation of research. The advisory committee will evaluate the proposal based on the following criteria:

- Introduction of Research Question: describe your basic research question or questions and intended purpose
- Description of Need: discuss the need to research this area; include your theoretical basis and a brief literature review to support your rationale.
- Intended Audience: discuss the target population (i.e., who will be interested in learning this information?)
- Basic Application or Product: What will become of the project or thesis? How will you take the information gained through research and apply it in a realistic setting? For example, if it is a thesis how will you disseminate the information? If it is a project, will it be designed as an in-service workshop for personnel or possibly the development of a new curriculum?

The proposal must include a reference page and should be approximately 10 pages in length

Project/Thesis Components

Projects should include the following sections:

1. Title Page – should include a Page Header with page number, Running Head, Title, Author Name, Degree Seeking, Committee Members, Institutional Affiliation, and semester of completion.
2. Abstract – brief summary (no more than 120 words) of the contents of the paper; abstracts are not indented – they are entirely flush left; information should be accurate, self-contained, concise and specific, nonevaluative, coherent and readable.
3. Table of Contents – should list all sections and page numbers including and subheadings used in the content of the paper.
4. Introduction – a description of what will be forth coming in your paper; include an introduction of the topic and the general need to study it, a description of your purpose and/or research question, a discussion of the literature that will be reviewed, and a brief introduction of the application to be produced.

5. Literature Review – a comprehensive review of the academic literature on your topic; papers must begin with the literature review which should guide students to their research question, purpose, project or data collection.
6. Conclusion – the following points should be addressed in the conclusion:
 - a) a clear and succinct summary of the literature;
 - b) a discussion of how the literature addresses your research question(s) or purpose;
 - c) a discussion of your application piece – students need to be able to show how they are advancing the field and making an original piece of work that is driven from the literature review; be sure to include a rationale as to what is included in your application.
7. References – all citations included in your paper must be included on the reference page (i.e., books, journal articles, websites, brochures, etc.); it is highly recommended that students use first order sources in their final project/thesis.
8. Appendix – any handouts, tables or figures, and the actual application piece; documents included in the appendix do not have to strictly adhere to APA formatting.

If completing a thesis, download specific information regarding thesis guidelines, dates and deadlines from the UAF graduate school at <http://www.uaf.edu/gradsch/general/FAQ.html>

Project /Thesis Evaluation

The advisory committee will evaluate the project or thesis based on the following criteria:

- Research Question: Clearly delineated, explored and answered a research question or questions
- Literature Review: Clearly examined, synthesized, and evaluated prior research surrounding the research topic and were able to identify a clear rationale for the current study
- Application or Product: Utilized the literature review to produce either new data or an appropriate proposed application for an intended audience

Defense of Project /Thesis

Students must pass an oral defense of their project/thesis. The defense is a brief but formal discussion of your project/thesis. It needs to be presented in a PowerPoint format (only 10-12 slides) that outlines the main points of the project/thesis. At minimum, the defense should introduce the research question/purpose, describe the need to review the topic, discuss the intended audience, review the main literature on the topic, describe the application or data collection, and provide a summary. The student presentation will last approximately an hour. A question and answer period will follow the student presentation. Once completed, the student will be asked to leave for a brief period while the committee discusses the outcome of the defense and prepares recommendations.

The defense may not be scheduled until the student’s final project/thesis has been approved by their committee chair. Once approved, students must submit a complete hard copy of their paper to their entire committee. **The committee should have 2 weeks to review the final product prior to the actual defense date.** Defenses must be scheduled between 9:00 AM and 2:00 PM Monday through Friday. Contact the School of Education graduate advisor to reserve a conference room and/or set up audio conference connections. DO NOT contact the School of Education graduate advisor until you have confirmed a time with your entire committee (email the entire committee with a suggested time and negotiate until you find a time that works for everyone). Be sure to let the graduate advisor know what equipment will be necessary for the defense: PowerPoint projector, computer, overhead projector, etc.

Note: Your thesis/project will not be accepted for final submission by the Graduate School until you have successfully defended it. All committee members must be present for the defense.

Once the student has defended their project/thesis they are not guaranteed that the project/thesis will be passed and that the process is complete. The committee may make recommendations for the project/thesis that must be completed by the date the final changes are due (see chart below). If the changes are not made by the date required, the student’s grade will be deferred.

The student must be enrolled in 3 credits during their final semester in order to graduate. Therefore, if a student receives a deferred grade on their project/thesis, they must enroll in at least 3 credits during the semester they intend to graduate. For example, if a student’s project/thesis receives a deferred grade in the fall semester, the student must register for 3 credits (students may take 698/699 again, or chose another class—both options require instructor approval) in the spring semester if they plan to graduate.

Timeline Requirements for Project/Thesis

<i>STUDENTS GRADUATING IN FALL</i>		<i>STUDENTS GRADUATING IN SPRING</i>	
Proposal	Semester Prior	Proposal	Semester Prior
Completed Paper	Last Friday in September	Completed Paper	Last Friday in January
Final Copy	First Friday in November	Final Copy	First Friday in March
Defend by	November 20 th	Defend by	April 1 st
Final Changes	December 15 th	Final Changes	April 20 th

There are **no exceptions** to the research/project timeline. **It is the student's responsibility to meet the deadlines delineated in the above table.** Failure to adhere to these deadlines will result in postponement of the student's graduation for at least one semester.

Graduation Requirements

Responsibility

The student is responsible for meeting all requirements for graduation. Please refer to Appendix D for the Graduation Checklist.

Professional Characteristics Feedback Form (PCFF)

Please refer to Appendix A for an example of this form.

In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in order to continue on in the program. The faculty will evaluate the student's professional characteristics in relation to their ability to become a viable member of the counseling community.

This form will be completed after each semester in which the student is enrolled. Students are required to review and sign their Professional Characteristics Feedback Form prior to the start of the next semester. *Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.*

Graduate Study Plan (GSP)

Please refer to Appendix E for an example of this form.

You must file a Graduate Study Plan (GSP) with the Graduate School before the end of your second semester in a UAF graduate degree program. The GSP outlines the curriculum of study and a timetable to be followed by the graduate student in meeting graduate degree requirements. The GSP is prepared by the student in consultation with the advisory committee, and serves as a working agreement of mutual expectations between the student and the faculty committee. The GSP not only contains the specific degree requirements, but also indicates the mechanism for fulfilling those requirements (i.e., coursework, examinations, readings, internships, other supervised experience) and a projected timetable for completing the various requirements.

Advancement to Candidacy

Please refer to Appendix E for an example of this form.

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. You should submit your application for advancement to candidacy at least one semester before you are awarded your degree. If you are completing your program primarily during the summer sessions, your application for advancement to candidacy should be submitted the summer session before you are awarded your degree. The finalized GSP should be used as a basis for completing this form. Admission to graduate study does not imply advancement to candidacy for a degree. Your graduate advisory committee has the option of refusing to recommend you to candidacy.

Application for Graduation

Please refer to Appendix E for an example of this form.

You must be registered for at least three graduate credits in the semester in which you receive your degree. An application for graduation and non-refundable fee must be filed with the Office of the Registrar at the beginning of the semester in which you plan to graduate. Applications for graduation filed after the deadline date will be processed for graduation the following semester. You need not have all requirements met before you apply for graduation; this is an indication that you are planning to finish during that semester.

Comprehensive Examination Policy

The primary purpose of the comprehensive examination is to determine whether the student has integrated knowledge and understanding of the principles and concepts in the field of study. Students who have signed up to take the comprehensive examination must have completed, or be in their final semester of required course work for the M.Ed. in Counseling.

The School of Education graduate program advisor will send out a notice regarding the exact date of the comprehensive exam each semester. Students must notify the Counseling Program coordinator of their intent to take the examination in that semester. If the student does not notify the program coordinator, they will not be able to take the examination that semester and will need to take it the following semester (Note: comprehensive exams are only given during the Fall and Spring semester). In the case that the comprehensive examination is the student's final requirement for graduation, and they either do not appropriately notify the program coordinator to take the exam or do not pass the exam, the student will need to postpone graduation a semester and take 3 additional credits during the semester they intend to graduate.

The following is a list of guidelines:

1. The written comprehensive examination will be available to pick-up at 9:00 AM on the appropriately scheduled Friday (1st Friday of November in the fall and last Friday

of March in the spring) at the front desk of the Education Department, 7th floor Gruening Building.

2. The exam will cover 9 required fields: Career Counseling, Child & Adolescent Development, Counseling Interventions, Counseling Theories and Applications, Cross-Cultural Counseling, Group Counseling, Professional Ethics, Research/Appraisal for Counselors, and either School Counseling or Community Counseling dependant on the student's intended specialization area.
3. You may use outside resources to assist you in answering your questions, but you may not discuss the exam with other people (including students); a reference page is not required but you must cite resources as you would within the text of any research paper.
4. Each question must be answered in a minimum of 2 full pages and a maximum of 3 pages, start each question on a new page; answers must be word-processed, double-spaced, using size 12 font Times or Times New Roman; be sure to take the time to check for grammar and spelling errors.
5. Each page must include the name of the student and the page number in the top right corner.
6. The question sheet must be returned with the answers and both will not be returned.
7. The final product will be due to the Counseling Program Coordinator or designated representative by 9:00 AM on the first Monday after the exam was received; failure to turn in a hard-copy by the deadline will result in an automatic failing grade for the entire exam (distance based students can turn in an electronic document).
8. Responses will be evaluated separately by the faculty of the Counseling Program and each response will be scored on a 5-point scale: 1 = did not meet expectations; 2 = met expectations in some areas; 3 = met expectations; 4 = exceeds expectations in some areas; 5 = exceeds expectations in all areas; the final score will be an average of the faculty scores for each question.
9. Students will receive their results within 2 weeks of completing the exam.
10. If a student does not meet expectations in up to two required fields then the student will be asked to sit for an oral examination in those areas within an appropriate time-frame; if answers did not meet expectations in more than 2 areas then the student will be required to retake the entire examination the following semester and can again take an oral examination in up to 2 areas. A student may sit for the exam no more than twice – if the exam is not passed the second time, the student is considered to have failed and will be exited from the program.

Diplomas and Commencement

UAF issues diplomas to graduates three times a year; in September following the summer session, in January at the close of the fall semester, and in June at the end of the spring semester. All students who complete degree requirements during the academic year are invited to participate in the annual May commencement ceremony. You are responsible for ordering your cap and gown through the UAF bookstore in early spring. Master's students also must order hoods; the color of the hood is determined by your school or college (School of Education is blue).

**Counseling Program
Informed Consent Agreement**

The course content and experiential activities involved in the Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, academic, and professional strengths, weaknesses, and performance. This feedback will come from faculty, supervisors, peers, and clients. You will be expected to receive and utilize this feedback in a mature and professional manner.

The expectations of the Counseling Program’s curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various techniques or skills courses will require that you develop and demonstrate your professional skills as you work with classmates in role-playing situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Counseling Program faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made.

If in the professional judgment of a faculty member, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, and internships), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations to the Program Coordinator.

I, _____ (student name), have read the M.Ed. in Counseling Student Handbook, the Professional Characteristics Feedback Form, and the 2005 American Counseling Association Code of Ethics. I agree that the faculty of the Counseling Program has the right and responsibility to monitor my academic and professional behavior. I am willing to participate fully in the courses and requirements and I agree to abide by the policies delineated in the M.Ed. in Counseling Student Handbook and the UAF Catalog.

Signature

Date

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it into the office where it will be placed in your student folder.

Faculty Advisor’s Signature

Date

This completed form must be turned in prior to the end of the 1st semester in which a student is admitted or the student will be suspended from taking further courses in the program.

(APPENDIX A)

PROFESSIONAL CHARACTERISTICS FEEDBACK FORM

Student _____

Semester/Year _____

Faculty _____

Gate _____

Evaluation Criteria 1 – Did not meet expectations 2 – Met expectations in some areas 3 – Met expectations 4 – Exceeds expectations in some areas 5 – Exceeds expectations in all areas
--

Professional Responsibility	1	2	3	4	5
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.					
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.					
3. The student demonstrates sensitivity to real and ascribed differences between themselves and others, and does not exploit or mislead other people during or after professional relationships.					
4. The student demonstrates application of legal requirements relevant to their program's training and practice.					
Competence					
1. The student recognizes the boundaries of his/her particular competencies and the limitations of his/her expertise.					
2. The student takes responsibility for compensating for his/her deficiencies.					
3. The student takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise.					
4. The student provides only those services and applies only those techniques for which he/she is qualified by education, training or experience.					
5. The student demonstrates basic cognitive, affective, and motor capacities to respond therapeutically to clients.					

*Adapted from work created by the Southwest Texas State University Counseling Program Faculty.

Student _____

Semester/Year _____

Maturity	1	2	3	4	5
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
2. The student demonstrates honesty, fairness, and respect for others.					
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.					
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.					
5. The student demonstrates the ability to express feelings effectively and appropriately.					
6. The student exhibits appropriate levels of self-assurance, confidence, and trust in his/her own ability.					
7. The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.					
Integrity					
1. The student refrains from making statements which are false, misleading, or deceptive.					
2. The student avoids improper and potentially harmful multiple relationships.					
3. The student respects the fundamental rights, dignity, and worth of all people.					
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.					
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.					
6. The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.					

_____ I have read the above evaluation

_____ I agree with the evaluation _____ I disagree with the evaluation

Comments:

Candidate Signature: _____

(APPENDIX B)

**University of Alaska Fairbanks
School of Education
Conceptual Framework Executive Summary
Revised May 15, 2004**

WHO WE ARE

The **University of Alaska Fairbanks School of Education** serves students from throughout Alaska as well as from other states and nations. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state. Special strengths exist in the use of educational technologies that provide distance delivery of selected education programs throughout the state.

OUR MISSION

Our mission is to prepare professional educators who are culturally responsive, effective practitioners, as described in the **Standards for Alaska's Teachers** and the **candidate proficiencies** identified in our Conceptual Framework.

The **UAF School of Education** recognizes that schooling in Alaska has unique characteristics. We prepare educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures.

OUR GOALS

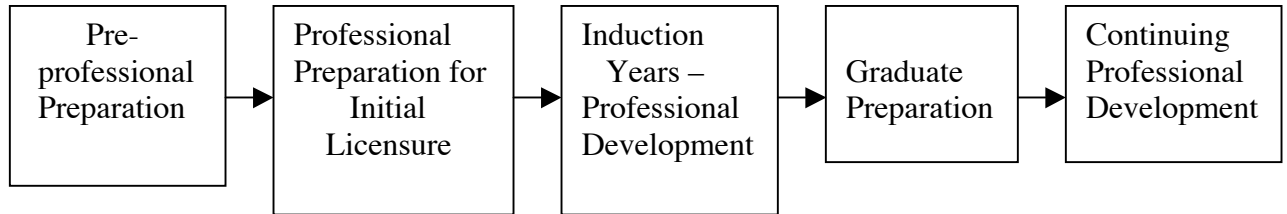
Through our programs and professional development courses, we promote the following goals:

1. Increase the number of qualified educators for Alaska's schools by:
 - a. Providing licensure programs at undergraduate and graduate levels
 - b. Providing education programs to place-bound educators in rural Alaska
2. Recruiting Alaska Native candidates
3. Aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework
4. Enhance the professional skills of Alaska's K-12 educators by:
5. Providing professional development opportunities throughout their careers
6. Providing graduate degree programs statewide
7. Developing partnerships with public schools
8. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
 - a. Respond to the needs and interests of youth, families, and communities

- b. Better serve Alaska’s diverse populations
 - c. Enhance learning opportunities for individuals with exceptionalities
9. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:
- a. The quality of Alaska’s K-12 schools
 - b. The curriculum of the UAF School of Education
 - c. The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska

WHAT WE DO

The programs of the UAF School of Education address five stages of an educator’s professional career:



HOW WE DO IT

Our work is accomplished through partnerships with the College of Rural Alaska and with other academic units, the school districts, the state, regional groups, advisory councils, communities, families, and students. As a unit, we engage in purposeful, systematic, and continuous evaluation of candidates’ performances. Candidates exit their programs with the requisite knowledge, skills and dispositions to serve as culturally responsive, effective educators. Assessment data are used to modify programs to meet the evolving needs of Alaska schools.

WHY WE DO IT

We believe effective schools prepare students for global citizenship through connections with their local communities. K-12 students are best prepared when educators serve as facilitators within student-centered, inquiry-based collaborative learning environments, in which each member of the group contributes a unique and valuable perspective. Culturally responsive, effective educators guide K-12 students to become productive members of their communities.

What we require of all students in our programs

The UAF School of Education Standards and Performances
for Professional Educators Who are Culturally Responsive Effective Practitioners
(based on the Standards for Alaska's Teachers and the candidate proficiencies identified
in our Conceptual Framework)

1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Performances that reflect attainment of this standard include . . .

- A. Engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and
- B. Demonstrating consistency between a teacher's beliefs and the teacher's practice.

UAF School of Education additional performances:

- Demonstrating a willingness to take professional risks
- Demonstrating resiliency and flexibility

2. A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.

Performances that reflect attainment of this standard include...

- A. Accurately identifying and teaching to the developmental abilities of students; and
- B. Applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

UAF School of Education additional performances:

- Providing opportunities for all individuals to learn, no matter their age, race, ethnicity, gender, class, sexual orientation, religious beliefs, ability or exceptionalities
- Assessing and teaching to individual learning preferences, interests, and ways of knowing

3. A teacher teaches students with respect for their individual and cultural characteristics.

Performances that reflect attainment of this standard include...

- A. Incorporating characteristics of the student's and local community culture into instructional strategies that support student learning.
- B. Identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students.
- C. Applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles, and current issues to the selection of instructional strategies, materials, and resources.

UAF School of Education additional performances:

- Demonstrating and promoting respect for cultural, ethnic, racial and linguistic diversity

- Supporting the rich cultural and linguistic heritage of rural and urban Alaskan communities in their professional lives
- Recognizing the importance of using technology in culturally responsible ways

4. A teacher knows the teacher’s content area and how to teach it.

Performances that reflect attainment of this standard include . .

- A. Demonstrating knowledge of academic structure of the teacher’s content area, its tools of inquiry, central concepts, and connections to other domains of knowledge.
- B. Identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of learning of students in the subject, and applying appropriate strategies, including collaborating with others, to facilitate student’s development.
- C. Drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapts and applies these strategies within the instructional context.
- D. Connecting the content area to other content areas and to practical situations encountered outside the school; and
- E. Staying current in the teacher’s content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

UAF School of Education additional performances:

- Applying content within and across disciplines in culturally responsive ways
- 3. Critically examining forms, uses, and accessibility of technology
- 4. Demonstrating effective communication skills
- 5. Providing opportunities for students to engage in higher order and critical thinking (i.e., reflection, inquiry and problem solving)

5. A teacher facilitates, monitors, and assesses student learning.

Performances that reflect attainment of this standard include...

- A. Organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum.
- B. Creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards.
- C. Creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress.
- D. Organizing and maintaining records on students’ learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.
- E. Reflecting on information gained from assessment and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

Performances that reflect attainment of this standard include...

- A. Creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.

B. Communicating high standards for student performance and clear expectations of what students will learn.

C. Planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.

D. Assisting students in understanding their roles in sharing responsibility for their learning.

UAF School of Education additional performances:

- Demonstrating personal responsibility for the individual's learning.
- Striving for equitable outcomes and success for every individual.

7. A teacher works as a partner with parents, families, and with the community.

Performances that reflect attainment of this standard include...

A. Promoting and maintaining regular and meaningful communication between the classroom and students' families.

B. Working with parents and families to support and promote student learning.

C. Participating in school wide efforts to communicate with the broader community and involves parents and families in student learning.

D. Connecting, through instructional strategies, the school and classroom activities with students' homes and cultures, work places, and the community.

E. Involving parents in setting and monitoring student learning goals.

UAF School of Education additional performances:

- Demonstrating respect for students, colleagues and community members.

8. A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include...

A. Maintaining a high standard of professional ethics.

B. Maintaining and updating both knowledge of the teacher's content area(s) and best teaching practices.

C. Engaging in instructional development activities to improve the quality of or update classroom, school, or district programs.

D. Communicating, working cooperatively, and developing professional relationships with colleagues.

UAF School of Education additional performances:

- Recognizing the legal and ethical responsibilities of a culturally responsive practitioner.
- Incorporating technology effectively in professional settings.
- Demonstrating high motivation and commitment to the profession.
- Demonstrating intellectual curiosity and a commitment to on-going professional development.

(APPENDIX C)

UAF Counseling Program Guidelines for Correction of Problematic Student Behaviors

Adopted from Worthington & Gugliotti (1997)

Sanction	Description of Behavior	Consequence	Purpose
Educative Advisory	Behavior/academic performance is potentially unethical or inappropriate. Level of training, severity of infraction, frequency of unethical conduct are all low	Informal consequences. Acknowledgement within the supervisory relationship and increased supervision relevant to unethical conduct, problematic behavior, or performance. Provide information/opportunity for skills acquisition.	Didactic Intent
Educative warning	Clearly unethical conduct, problematic behavior, or academic performance but level of training, severity of infraction, and frequency of unethical conduct are all low risk.	Potential formal consequences in unethical/problematic behavior, academic performance and increased supervision relevant to conduct. Provide information and/or opportunity for skills acquisition. Emphasize importance in ethical functioning/improvement in behavior/academics.	Didactic Intent
Probationary Status	Clearly unethical conduct, problematic behavior, academic performance, or series of low intensity infractions that may have resulted/may result in harm to client or negatively impact professional development. Trainee is at a level where ethical knowledge and higher standard of performance are expected.	Begin due process procedure for addressing suitability in the field. Review of complaint by department staff. Written warning integrated into a contract of directives for further training and/or personal counseling.	Didactic and disciplinary Intent
Suspension of Training	Clearly unethical conduct, behavior, or academic performance that potentially or did result on harm to client or negatively impact professional development. In the absence of harm, reputed infractions and/or noncompliance with earlier directives designed to correct problem.	Consequence a function of intensity or frequency. Training is suspended for specific period of time. Provisions for continuing training prescribed. Directives for personal evaluation, treatment, and/or remediation are required.	Didactic Disciplinary and Protective Intent
Expulsion from Training	Clearly, unethical conduct, behavior, or academic performance that resulted in significant harm to client or negatively impacted professional development. Repeated infractions and/or noncompliance with directives. Trainee does not seem to respond. Corrective efforts	Supervisee is expelled from further training within the program	Disciplinary and Protective Intent

(APPENDIX D)

Graduation Procedures

It is the responsibility of the student to complete the necessary paperwork and requirements for graduation

Graduation Checklist

- Appoint a graduate advisory committee within the first semester of study
- Create a Graduate Study Plan (GSP) before the end of your second semester of study
- Submit an annual report of the Advisory Committee each year you are enrolled
- Complete Master's Project/Thesis and defend to Advisory Committee by:
 - November 15th for fall graduation
 - April 15th for spring graduation
- Take and pass Comprehensive Examination. Students must have completed or be in their final semester of required coursework to sign up for the exam.
- Submit completed application for graduation to the Office of the Registrar by:
 - October 15th for fall graduation
 - February 15th for spring graduation
 - July 15th for summer graduation
- File the advancement to candidacy by:
 - October 15th for fall graduation
 - February 15th for spring graduation
 - July 15th for summer graduation
- Order cap, gown and hood from UAF Bookstore if you plan on participating in the commencement ceremony.

Student Forms and Quick Links

<i>Form:</i>	<i>Web Address:</i>
Application for Temporary Leave of Absence	http://www.uaf.edu/gradsch/students/current/forms.html
Reinstatement to Graduate Degree Status	http://www.uaf.edu/gradsch/students/current/forms.html
Appointment of Graduate Advisory Committee	http://www.uaf.edu/gradsch/students/current/forms.html
Graduate Study Plan (GSP)	http://www.uaf.edu/gradsch/students/current/forms.html
Annual Report of Graduate Student Advisory Committee	http://www.uaf.edu/gradsch/students/current/forms.html
Application for Advancement to Candidacy	http://www.uaf.edu/gradsch/students/current/forms.html
Application for Graduation	http://www.uaf.edu/gradsch/students/current/forms.html

(APPENDIX F)

AMERICAN COUNSELING ASSOCIATION
www.counseling.org
ACA Code of Ethics
As approved by the ACA Governing Council
2005

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.

ACA Code of Ethics Preamble

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

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

ACA Code of Ethics

Purpose

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

1. The *Code* enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.
2. The *Code* helps support the mission of the association.
3. The *Code* establishes principles that define ethical behavior and best practices of association members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The *Code* serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

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

Section A: The Counseling Relationship

Section B: Confidentiality, Privileged Communication, and Privacy

Section C: Professional Responsibility

Section D: Relationships With Other Professionals

Section E: Evaluation, Assessment, and Interpretation

Section F: Supervision, Training, and Teaching

Section G: Research and Publication

Section H: Resolving Ethical Issues

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

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

Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors are empowered to make decisions that help expand the capacity of people to grow and develop. A brief glossary is given to provide readers with a concise description of some of the terms used in the *ACA Code of Ethics*.

Section A

The Counseling Relationship

Introduction

Counselors encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process.

Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*).

A.1. Welfare of Those Served by Counselors

A.1.a. Primary Responsibility

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

A.1.b. Records

Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures. Counselors include sufficient and timely documentation in their client records to facilitate the delivery and continuity of needed services. Counselors take reasonable steps to ensure that documentation in records accurately reflects client progress and services provided. If errors are made in client records, counselors take steps to properly note the correction of such errors according to agency or institutional policies.

(See A.12.g.7., B.6., B.6.g., G.2.j.)

A.1.c. Counseling Plans

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

(See A.2.a., A.2.d., A.12.g.)

A.1.d. Support Network Involvement

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

A.1.e. Employment Needs

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

A.2. Informed Consent in the Counseling Relationship

(See A.12.g., B.5., B.6.b., E.3., E.13.b., F.1.c., G.2.a.)

A.2.a. Informed Consent

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

A.2.b. Types of Information Needed

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

A.2.c. Developmental and Cultural Sensitivity

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

A.2.d. Inability to Give Consent

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

A.3. Clients Served by Others

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

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

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

A.4.b. Personal Values

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

A.5. Roles and Relationships With Clients

(See F.3., F.10., G.3.)

A.5.a. Current Clients

Sexual or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients

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

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)

Counselor–client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client.

(See A.5.d.)

A.5.d. Potentially Beneficial Interactions

When a counselor–client nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the counselor must document in case records, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. Such interactions should be initiated with appropriate client consent. Where unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the counselor must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; mutual membership in a professional association, organization, or community.

(See A.5.c.)

A.5.e. Role Changes in the Professional Relationship

When a counselor changes a role from the original or most recent contracted relationship, he or she obtains informed consent from the client and explains the right of the client to refuse services related to the change. Examples of role changes include

1. changing from individual to relationship or family counseling, or vice versa;
2. changing from a nonforensic evaluative role to a therapeutic role, or vice versa;

3. changing from a counselor to a researcher role (i.e., enlisting clients as research participants), or vice versa; and 4. changing from a counselor to a mediator role, or vice versa. Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of counselor role changes.

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

A.6.a. Advocacy

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

A.6.b. Confidentiality and Advocacy

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

A.7. Multiple Clients

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

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

A.8. Group Work

(See B.4.a.)

A.8.a. Screening

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

A.8.b. Protecting Clients

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

A.9. End-of-Life Care for Terminally Ill Clients

A.9.a. Quality of Care

Counselors strive to take measures that enable clients

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

A.9.b. Counselor Competence, Choice, and Referral

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

A.9.c. Confidentiality

Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option of breaking or not breaking confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties. (*See B.5.c., B.7.c.*)

A.10. Fees and Bartering

A.10.a. Accepting Fees From Agency Clients

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

A.10.b. Establishing Fees

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

A.10.c. Nonpayment of Fees

If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they first inform clients of intended actions and offer clients the opportunity to make payment.

A.10.d. Bartering

Counselors may barter only if the relationship is not exploitive or harmful and does not place the counselor in an unfair advantage, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.e. Receiving Gifts

Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and showing gratitude. When determining whether or not to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, a client's motivation for giving the gift, and the counselor's motivation for wanting or declining the gift.

A.11. Termination and Referral

A.11.a. Abandonment Prohibited

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

A.11.b. Inability to Assist Clients

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

A.11.c. Appropriate Termination

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

another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services

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

A.12. Technology Applications

A.12.a. Benefits and Limitations

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

A.12.b. Technology-Assisted Services

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

A.12.c. Inappropriate Services

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

A.12.d. Access

Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.

A.12.e. Laws and Statutes

Counselors ensure that the use of technology does not violate the laws of any local, state, national, or international entity and observe all relevant statutes.

A.12.f. Assistance

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

A.12.g. Technology and Informed Consent

As part of the process of establishing informed consent, counselors do the following:

1. Address issues related to the difficulty of maintaining the confidentiality of electronically transmitted communications.
2. Inform clients of all colleagues, supervisors, and employees, such as Informational Technology (IT) administrators, who might have authorized or unauthorized access to electronic transmissions.
3. Urge clients to be aware of all authorized or unauthorized users including family members and fellow employees who have access to any technology clients may use in the counseling process.
4. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries.
5. Use encrypted Web sites and e-mail communications to help ensure confidentiality when possible.
6. When the use of encryption is not possible, counselors notify clients of this fact and limit electronic transmissions to general communications that are not client specific.
7. Inform clients if and for how long archival storage of transaction records are maintained.

8. Discuss the possibility of technology failure and alternate methods of service delivery.
9. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the counselor is not available.
10. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery.
11. Inform clients when technology assisted distance counseling services are not covered by insurance.
(See A.2.)

A.12.h. Sites on the World Wide Web

Counselors maintaining sites on the World Wide Web (the Internet) do the following:

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

Section B

Confidentiality, Privileged Communication, and Privacy

Introduction

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

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

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

B.1.b. Respect for Privacy

Counselors respect client rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality

Counselors do not share confidential information without client consent or without sound legal or ethical justification.

B.1.d. Explanation of Limitations

At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached. (See A.2.b.)

B.2. Exceptions

B.2.a. Danger and Legal Requirements

The general 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.

(See A.9.c.)

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

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, counselors confirm that there is such a diagnosis and assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party.

B.2.c. Court-Ordered Disclosure

When subpoenaed to release confidential or privileged information without a client's permission, counselors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counseling relationship.

B.2.d. Minimal Disclosure

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

B.3. Information Shared With Others

B.3.a. Subordinates

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

(See F.1.c.)

B.3.b. Treatment Teams

When client treatment involves a continued review or participation by a treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings

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

B.3.d. Third-Party Payers

Counselors 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 information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology. *(See A.12.g.)*

B.3.f. Deceased Clients

Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

B.4. Groups and Families

B.4.a. Group Work

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

B.4.b. Couples and Family Counseling

In couples and family counseling, counselors clearly define who is considered “the client” and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties having capacity to give consent concerning each individual’s right to confidentiality and any obligation to preserve the confidentiality of information known.

B.5. 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 the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

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

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

B.5.c. Release of Confidential Information

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

B.6. Records

B.6.a. Confidentiality of Records

Counselors ensure that records are kept in a secure location and that only authorized persons have access to records.

B.6.b. Permission to Record

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

B.6.c. Permission to Observe

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

B.6.d. Client Access

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

B.6.e. Assistance With Records

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

B.6.f. Disclosure or Transfer

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

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

B.6.g. Storage and Disposal After Termination

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

B.6.h. Reasonable Precautions

Counselors take reasonable precautions to protect client confidentiality in the event of the counselor's termination of practice, incapacity, or death. *(See C.2.h.)*

B.7. Research and Training**B.7.a. Institutional Approval**

When institutional approval is required, counselors provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol.

B.7.b. Adherence to Guidelines

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

B.7.c. Confidentiality of Information Obtained in Research

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

B.7.d. Disclosure of Research Information

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

B.7.e. Agreement for Identification

Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication. *(See G.4.d.)*

B.8. Consultation

B.8.a. Agreements

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

B.8.b. Respect for Privacy

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

B.8.c. Disclosure of Confidential Information

When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. (*See D.2.d.*)

Section C

Professional Responsibility

Introduction

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

C.1. Knowledge of Standards

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

C.2. Professional Competence

C.2.a. Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (*See A.9.b., C.4.e., E.2., F.2., F.11.b.*)

C.2.b. New Specialty Areas of Practice

Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm. (*See F.6.f.*)

C.2.c. Qualified for Employment

Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional 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 in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.

C.2.e. Consultation on Ethical Obligations

Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education

Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations and specific populations with whom they work.

C.2.g. Impairment

Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. (*See A.11.b., F.8.b.*)

C.2.h. Counselor Incapacitation or Termination of Practice

When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or “records custodian” a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

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

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

C.3.c. Statements by Others

Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

C.3.d. Recruiting Through Employment

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

C.3.e. Products and Training Advertisements

Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices. *(See C.6.d.)*

C.3.f. Promoting to Those Served

Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, counselor educators may adopt textbooks they have 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. *(See C.2.a.)*

C.4.b. Credentials

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

C.4.c. Educational Degrees

Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

Counselors clearly state their highest earned degree in counseling or closely related field.

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

C.4.e. Program Accreditation Status

Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership

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

C.5. Nondiscrimination

Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law.

Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

C.6. Public Responsibility

C.6.a. Sexual Harassment

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

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

Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties

Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (*See B.3., E.4.*)

C.6.c. Media Presentations

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

1. the statements are based on appropriate professional counseling literature and practice,
2. the statements are otherwise consistent with the *ACA Code of Ethics*, and
3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others

Counselors do not exploit others in their professional relationships. (*See C.3.e.*)

C.6.e. Scientific Bases for Treatment Modalities

Counselors use techniques/ procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. Counselors who do not must define the techniques/procedures as “unproven” or “developing” and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. (*See A.4.a., E.5.c., E.5.d.*)

C.7. Responsibility to Other Professionals

C.7.a. Personal Public Statements

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

Section D

Relationships With Other Professionals

Introduction

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

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

D.1.a. Different Approaches

Counselors are respectful of approaches to counseling services that differ from their own.

Counselors are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships

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

D.1.c. Interdisciplinary Teamwork

Counselors who are members of interdisciplinary teams delivering multifaceted services to clients, keep the focus on how to best serve the clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines. (*See A.1.a.*)

D.1.d. Confidentiality

When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues. (*See B.1.c., B.1.d., B.2.c., B.2.d., B.3.b.*)

D.1.e. Establishing Professional and Ethical Obligations

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

D.1.f. Personnel Selection and Assignment

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

D.1.g. Employer Policies

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

D.1.h. Negative Conditions

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

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

D.1.i. Protection From Punitive Action

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

D.2. Consultation

D.2.a. Consultant Competency

Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed. (*See C.2.a.*)

D.2.b. Understanding Consultees

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

D.2.c. Consultant Goals

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

D.2.d. Informed Consent in Consultation

When providing consultation, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultee, counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. (*See A.2.a., A.2.b.*)

Section E

Evaluation, Assessment, and Interpretation

Introduction

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

E.1. General

E.1.a. Assessment

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

E.1.b. Client Welfare

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

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

Counselors utilize only those testing and assessment services for which they have been trained and are competent. Counselors using technology assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology

based application. Counselors take reasonable measures to ensure the proper use of psychological and career assessment techniques by persons under their supervision. (*See A.12.*)

E.2.b. Appropriate Use

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

E.2.c. Decisions Based on Results

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

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients

Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Counselors consider the client's personal or cultural context, the level of the client's understanding of the results, and the impact of the results on the client. (*See A.2., A.12.g., F.1.c.*)

E.3.b. Recipients of Results

Counselors consider the examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results. (*See B.2.c., B.5.*)

E.4. Release of Data to Qualified Professionals

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. (*See B.1., B.3., B.6.b.*)

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis

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

E.5.b. Cultural Sensitivity

Counselors recognize that culture affects the manner in which clients' problems are defined. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders. (*See A.2.c.*)

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

Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.

E.5.d. Refraining From Diagnosis

Counselors may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.

E.6.b. Referral Information

If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized. *(See A.9.b., B.3.)*

E.6.c. Culturally Diverse Populations

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

E.7. Conditions of Assessment Administration

(See A.12.b., A.12.d.)

E.7.a. Administration Conditions

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

E.7.b. Technological Administration

Counselors ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.

E.7.c. Unsupervised Assessments

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

E.7.d. Disclosure of Favorable Conditions

Prior to administration of assessments, conditions that produce most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/Diversity in Assessment

Counselors use with caution assessment techniques that were normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and place test results in proper perspective with other relevant factors. *(See A.2.c., E.5.b.)*

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

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

E.9.b. Research Instruments

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

E.9.c. Assessment Services

Counselors who provide assessment scoring and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client. (*See D.2.*)

E.10. Assessment Security

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

E.11. Obsolete Assessments and Outdated Results

Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction

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

E.13. 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 are entitled to form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors will define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not counseling in nature, and entities or individuals who will receive the evaluation report are identified. Written consent to be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

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

E.13.d. Avoid Potentially Harmful Relationships

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

Section F

Supervision, Training, and Teaching

Introduction

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

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

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

F.1.b. Counselor Credentials

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

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be used. (*See A.2.b., B.1.d.*)

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

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

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

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

F.3. Supervisory Relationships

F.3.a. Relationship Boundaries With Supervisees

Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They

do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

F.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited.

F.3.c. Sexual Harassment

Counseling supervisors do not condone or subject supervisees to sexual harassment. (*See C.6.a.*)

F.3.d. Close Relatives and Friends

Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

F.3.e. Potentially Beneficial Relationships

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

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which they are to adhere and the mechanisms for due process appeal of individual supervisory actions.

F.4.b. Emergencies and Absences

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

F.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of postdegree counselors encourage these counselors to adhere to professional standards of practice. (*See C.1.*)

F.4.d. Termination of the Supervisory Relationship

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

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

F.5.a. Evaluation

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

F.5.b. Limitations

Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (*See C.2.g.*)

F.5.c. Counseling for Supervisees

If supervisees request counseling, supervisors provide them with acceptable referrals. Counselors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning. (*See F.3.a.*)

F.5.d. Endorsement

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

F.6. Responsibilities of Counselor Educators

F.6.a. Counselor Educators

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. (*See C.1., C.2.a., C.2.c.*)

F.6.b. Infusing Multicultural Issues/Diversity

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

F.6.c. Integration of Study and Practice

Counselor educators establish education and training programs that integrate academic study and supervised practice.

F.6.d. Teaching Ethics

Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession.

Counselor educators infuse ethical considerations throughout the curriculum. (*See C.1.*)

F.6.e. Peer Relationships

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

F.6.f. Innovative Theories and Techniques

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

F.6.g. Field Placements

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

F.6.h. Professional Disclosure

Before initiating counseling services, counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Counselor educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process. (*See A.2.b.*)

F.7. Student Welfare

F.7.a. Orientation

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

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

F.7.b. Self-Growth Experiences

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

F.8. Student Responsibilities

F.8.a. Standards for Students

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

F.8.b. Impairment

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

F.9. Evaluation and Remediation of Students

F.9.a. Evaluation

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

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance.

Counselor educators

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

F.9.c. Counseling for Students

If students request counseling or if counseling services are required as part of a remediation process, counselor educators provide acceptable referrals.

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

F.10.a. Sexual or Romantic Relationships

Sexual or romantic interactions or relationships with current students are prohibited.

F.10.b. Sexual Harassment

Counselor educators do not condone or subject students to sexual harassment. (*See C.6.a.*)

F.10.c. Relationships With Former Students

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

F.10.d. Nonprofessional Relationships

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

professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

F.10.e. Counseling Services

Counselor educators do not serve as counselors to current students unless this is a brief role associated with a training experience.

F.10.f. Potentially Beneficial Relationships

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

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

F.11.a. Faculty Diversity

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

F.11.b. Student Diversity

Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities students bring to the training experience.

Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

Section G

Research and Publication

Introduction

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

G.1. Research Responsibilities

G.1.a. Use of Human Research Participants

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

G.1.b. Deviation From Standard

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

G.1.c. Independent Researchers

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

G.1.d. Precautions to Avoid Injury

Counselors who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing injurious psychological, emotional, physical, or social effects to participants.

G.1.e. 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.1.f. Minimal Interference

Counselors take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.g. Multicultural/Diversity Considerations in Research

When appropriate to research goals, counselors are sensitive to incorporating research procedures that take into account cultural considerations. They seek consultation when appropriate.

G.2. Rights of Research Participants

(See A.2, A.7.)

G.2.a. Informed Consent in Research

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

1. accurately explains the purpose and procedures to be followed,
2. identifies any procedures that are experimental or relatively untried,
3. describes any attendant discomforts and risks,
4. describes any benefits or changes in individuals or organizations that might be reasonably expected,
5. discloses appropriate alternative procedures that would be advantageous for participants,
6. offers to answer any inquiries concerning the procedures,
7. describes any limitations on confidentiality,
8. describes the format and potential target audiences for the dissemination of research findings, and

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

G.2.b. Deception

Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

G.2.c. Student/Supervisee Participation

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

G.2.d. Client Participation

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

G.2.e. Confidentiality of Information

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

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

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

G.2.g. Commitments to Participants

Counselors take reasonable measures to honor all commitments to research participants. (*See A.2.c.*)

G.2.h. Explanations After 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.i. Informing Sponsors

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

G.2.j. Disposal of Research Documents and Records

Within a reasonable period of time following the completion of a research project or study, counselors take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or information that identifies research participants. When records are

of an artistic nature, researchers obtain participant consent with regard to handling of such records or documents. (*See B.4.a, B.4.g.*)

G.3. Relationships With Research Participants (When Research Involves Intensive or Extended Interactions)

G.3.a. Nonprofessional Relationships

Nonprofessional relationships with research participants should be avoided.

G.3.b. Relationships With Research Participants

Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited.

G.3.c. Sexual Harassment and Research Participants

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

G.3.d. Potentially Beneficial Interactions

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

G.4. Reporting Results

G.4.a. Accurate Results

Counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results

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

G.4.c. Reporting Errors

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

G.4.d. Identity of Participants

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

G.4.e. Replication Studies

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

G.5. Publication

G.5.a. Recognizing Contributions

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

G.5.b. Plagiarism

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

G.5.c. Review/Republication of Data or Ideas

Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

G.5.d. Contributors

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

technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors

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

G.5.f. Student Research

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

G.5.g. Duplicate Submission

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

G.5.h. Professional Review

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

Section H

Resolving Ethical Issues

Introduction

Counselors behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that these standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into

their daily professional work. They engage in ongoing professional development regarding current topics in ethical and legal issues in counseling.

H.1. Standards and the Law

(See *F.9.a.*)

H.1.a. Knowledge

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

H.1.b. Conflicts Between Ethics and Laws

If ethical responsibilities conflict with law, regulations, or other governing legal authority, counselors make known their commitment to the *ACA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.

H.2. Suspected Violations

H.2.a. Ethical Behavior Expected

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

H.2.b. Informal Resolution

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

H.2.c. Reporting Ethical Violations

If an apparent violation has substantially harmed, or is likely to substantially harm a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when counselors have been retained to review the work of another counselor whose professional conduct is in question.

H.2.d. Consultation

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

H.2.e. Organizational Conflicts

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

When possible, counselors work toward change within the organization to allow full adherence to the *ACA Code of Ethics*. In doing so, they address any confidentiality issues.

H.2.f. Unwarranted Complaints

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

H.2.g. Unfair Discrimination Against Complainants and Respondents

Counselors do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of

an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

H.3. Cooperation With Ethics Committees

Counselors assist in the process of enforcing the *ACA Code of Ethics*. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the *ACA Policy and Procedures for Processing Complaints of Ethical Violations* and use it as a reference for assisting in the enforcement of the *ACA Code of Ethics*.

Glossary of Terms

- Advocacy** – promotion of the well-being of individuals and 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.
- Client** – an individual seeking or referred to the professional services of a counselor for help with problem resolution or decision making.
- Counselor** – a professional (or a student who is a counselor in- training) engaged in a counseling practice or other counseling-related services. Counselors fulfill many roles and responsibilities such as counselor educators, researchers, supervisors, practitioners, and consultants.
- Counselor Educator** – a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of counselors-in-training.
- Counselor Supervisor** – a professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual's counseling work or clinical skill development.
- Culture** – membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are co-created with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.
- 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.
- Examinee** – a recipient of any professional counseling service that includes educational, psychological, and career appraisal utilizing qualitative or quantitative techniques.
- Forensic Evaluation** – any formal assessment conducted for court or other legal proceedings.
- Multicultural/Diversity Competence** – a capacity whereby counselors possess cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge is 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.
- Student** – an individual engaged in formal educational preparation as a counselor-in-training.
- 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.
- 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 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.