

FINDING YOUR WAY:

THE COUNSELING STUDENT HANDBOOK



Counseling Program



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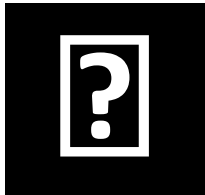
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CHAPTER ONE

Introduction

This student handbook is essential reading for all students newly admitted to a Counseling Program. Upon admission to the community counseling, school counseling, or college counseling program, students should obtain this handbook and read it in its entirety. The handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives, policies related to program development, the department's dismissal policy, the process of planning a program of study, the supervised counseling experiences in our programs, the exit requirements for graduation, and procedures for obtaining licensure and endorsement following graduation.



Be Successful!

The Counseling faculty welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through our program. Advisors are available to schedule appointments with you to assist you in progressing through your program. However, you are responsible for knowing the content contained within this handbook. Advisors and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Reviewing this handbook periodically is therefore highly recommended. For specific questions and concerns it is always a good idea to speak directly with your advisor or course faculty. Listed in this handbook in Chapter 12 is the contact information for each of the Program faculty. Each of us has scheduled weekly office hours. You are encouraged to contact us.

CHAPTER TWO

Mission

Eastern Michigan University's Counseling Program is committed to developing professional counselors who will work in college, community, and/or school settings to actively promote the well being of individuals, institutions, and communities through the application of counseling knowledge and skills that enhance the diversity, dignity, and development of the clients and communities they serve. In addition, graduates will demonstrate qualities of advocacy, leadership, and collaboration within the context of a culturally diverse and technologically complex society.

Programs in Counseling

The members of the counseling faculty at Eastern Michigan University are committed to actively recruiting a diverse student body that reflects the multicultural society in which we live. In interactions with students, from admission through graduation, the faculty does not discriminate on the basis of a student's gender, race, age, sexual orientation, disability, or national origin.

There are three professional counseling programs at Eastern Michigan University: College Counseling, Clinical Mental Health Counseling, and School Counseling. Currently, the first is a 60 credit hour program, while the other two are 48 to 55 semester hour master's degree programs that all culminate in a 600 hour supervised internship experience in a setting reflecting the specific area of specialization. Candidates who are selected for these programs are expected to make major commitments to their graduate level training and education and to enroll in coursework on a regular basis. The programs are or will be in the process of being accredited by the Council for Accreditation of Counseling and related Educational Programs (CACREP), a specialized accrediting body that grants accreditation to graduate level programs in professional counseling. The programs meet the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan. Upon graduation students are eligible to apply to the State for the LLPC credential. Information on full licensure as a professional counselor (LPC) can be found later in this handbook.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program is intended for students who seek licensure as professional counselors and employment in community-based mental health centers, hospitals and other treatment centers, and private practice. The program prepares graduates to work with clients presenting with a range of mental and emotional disorders, as well as to promote mental health and wellness. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on community resources, couple and family counseling, psychopathology, advanced treatment planning, ethical, legal and professional issues in clinical mental health counseling, as well as other areas selected by the student.

College Counseling

The College Counseling Program is designed to prepare individuals who wish to work as professional counselors in institutions of higher education. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on student services in higher education, student development, diagnosis and treatment planning, ethical, legal, and professional issues in college counseling, as well as other areas selected by the student.

School Counseling

The School Counseling Program provides competencies for entry-level positions as school counselors in elementary, middle-junior high, secondary, and adult education settings. Upon completion of the graduate program of study, students with valid Michigan teaching certificates are eligible to apply for the K-12 Guidance Counselor Endorsement. Non-teacher certified students are eligible to apply for the School Counselor License. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on counseling in schools, organization of school counseling programs, ethical, legal and professional issues in school counseling, as well as other areas selected by the student

Note:

Students are generally not allowed to simply change from one program track to another. Please speak with your advisor immediately if you are reconsidering your choice of programs.

Additional Programs

While all our programs are offered on campus, we periodically offer parts of the program coursework off-campus. Interested students may be able to take some of the core coursework at these EMU continuing education sites.

In addition, we offer two **Advanced Graduate Certificate** programs:

The Post-Master's Certificate Program for School Counselor Licensure is designed for individuals who already possess a master's degree in counseling (e.g., community counseling, college counseling, etc.) and who wish to enter the field of school counseling. It is a 12-30 semester-hour program that provides competencies and proficiencies for entry-level positions as school counselors in elementary, middle/junior high, secondary, and adult education settings. Upon completion of the certificate program, students are eligible to apply for K-12 school counselor license issued by the Michigan Department of Education.

The Helping Interventions in a Multicultural Society is an Advanced Certificate Program of 12-15 semester-hours that provides training in working with diverse populations in a variety of settings. This program is designed for individuals who already possess a master's degree in a helping field (e.g., counseling, social work, psychology, criminal justice, nursing, etc.) or who are concurrently completing such a graduate degree.

The Postsecondary Planning Specialist Certificate is a 13 credit-hour program that allows school counselors to become postsecondary planning specialists. The program is designed for individuals who already have, or are working toward, a master's degree in school counseling

and who wish to gain additional expertise in helping students plan for postsecondary education and career opportunities. Although emphasis is placed upon college as a postsecondary option with special attention to the Michigan College Access Network, the certificate also addresses the role of school counselors in helping students seek postsecondary training via community colleges, career colleges, trade schools, apprenticeships and the military.

CHAPTER THREE

Program Goals and Objectives

Eastern Michigan University's professional counseling programs seek to prepare students to be effective counselors in a dynamic world and profession. The programs are structured to ensure that students will develop a professional identity and master the knowledge and counseling skills to practice effectively. Students will be trained for careers in community mental health and human service agencies, educational institutions, private practices, as well as government, business and industrial settings.

- I. **PROFESSIONAL IDENTITY:** Students will have an understanding of all of the following aspects of professional functioning:
 - A. the philosophical bases of counseling as a profession;
 - B. the historical antecedents of the counseling profession;
 - C. the American Counseling Association (ACA) ethical code;
 - D. legal issues relevant to the practice of counseling;
 - E. professional organizations;
 - F. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - G. state and national credentials appropriate to their training;
 - H. professional roles and functions of helping professionals in a variety of settings.

- II. **SOCIAL AND CULTURAL DIVERSITY:** Students will be trained through coursework and experiential activities to understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to the following:
 - A. cultural and social differences such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status as well as unique characteristics of individuals, couples, families, ethnic groups, and communities;
 - B. attitudes, beliefs, understandings, and acculturative experiences;
 - C. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
 - D. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
 - E. theories of multicultural counseling, theories of identity development, and multicultural competencies;

- III. **HUMAN GROWTH AND DEVELOPMENT:** Counselors will be trained to understand the nature and needs of individuals at all developmental levels, including the following:
 - A. theories of individual and family development and transitions across the life-span;
 - B. theories of learning and personality development;

- C. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - D. strategies for facilitating optimum development over the life-span.
- IV. **HELPING RELATIONSHIPS:** Students will be trained to understand the counseling process, including all of the following:
- A. counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
 - B. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
 - C. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences will include an examination of the historical development of counseling theories, as well as an exploration of affective, behavioral, and cognitive theories. Students will also be exposed to models of counseling so that they can begin to develop a personal model of counseling;
 - D. ethical and legal considerations;
 - E. a sequence of supervised experiences.
- III. **GROUP WORK:** Counselors will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:
- A. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - B. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - C. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - D. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
 - E. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
 - F. ethical and legal considerations.

- V. **CAREER DEVELOPMENT:** Counselors will be trained to understand career development and related life factors, including all of the following:
- A. career development theories and decision-making models;
 - B. career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
 - C. career development program planning, organization, implementation, administration, and evaluation;
 - D. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
 - E. assessment instruments and techniques relevant to career planning and decision making;
 - F. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
 - G. career counseling processes, techniques, and resources, including those applicable to specific populations;
 - H. ethical and legal considerations.
- VI. **ASSESSMENT:** Students will be trained to understand individual and group approaches to assessment and evaluation, including all of the following:
- A. historical perspectives concerning the nature and meaning of assessment;
 - B. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
 - C. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - D. reliability;
 - E. validity;
 - F. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
 - G. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
 - H. ethical and legal considerations.
- VII. **RESEARCH AND PROGRAM EVALUATION:** Counselors will be trained to understand research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- A. the importance of research and opportunities and difficulties in conducting research in the counseling profession

- B. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- C. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- D. use of research to improve counseling effectiveness;
- E. ethical and legal considerations.

CHAPTER FOUR

Program Admission

The program admission process is designed to assess the candidate's suitability and commitment for graduate study and for a professional career in counseling. Candidates who are admitted to these programs are expected to make a major commitment to their graduate training.

Admission Requirements

1. Applicants must have graduated from a regionally accredited institution of higher education.
2. Evidence of **academic aptitude** for graduate-level study, which includes at least one of the following:
 - a. A 2.75 or better overall undergraduate grade-point average or a 3.0 grade-point average in the second half of the undergraduate degree program.
 - b. A graduate grade-point average of a 3.3 on a previously completed advanced degree.
 - c. A minimum of 450 on the Verbal section and a minimum of 450 on the Quantitative section with a Writing score of at least 3.5 on the Graduate Record Examinations (GRE). The GRE scores may not be more than five years old. Those who take the new GRE will use the new score reporting format.
 - d. Applicants not meeting either of the above criteria, but having acquired knowledge of the counseling field through practice may be eligible for admission. The applicant's experiential based knowledge may have been gained through paid or non-paid work in counseling or a related human service field. Applicants in this category must have a minimum of 3 years of experience in helping fields, specific references from supervisors in these fields, and demonstrate successful leadership experience or community service. Applicants should contact the Graduate Coordinator of Advising for more information.
3. **International students** should consult the graduate admissions requirements regarding the Test of English as a Foreign Language (TOEFL), Test of Spoken English (TSE), Test of Written English (TWE), and Michigan English Language Ability Battery (MELAB).
4. **Statement of Intent:** A one-page statement focusing on the applicant's motivation and rationale for seeking admission to the specific program as well as his or her background and goals related to professional studies. This statement is separate from the one required on the Graduate School application form.
5. **Resume:** A focused, summary of educational, career, and/or life experiences relevant to the program.
6. **Three recommendations:** These must be completed on recommendation forms available from the Counseling program. They should be completed by professionals with knowledge of the applicant's suitability for graduate work (e.g., supervisors, undergraduate professors).

Admissions Process

Admission to the Counseling programs occurs throughout the year. Students are encouraged to submit their application and other materials as early as possible. Applicants are screened for admission by the faculty. Deadlines are as follows:

- February 10th for Spring admission
- March 1st for Summer admission
- May 15th for Fall admission
- September 15th for Winter admission

Admission to the Graduate School

The admission process begins at the Graduate School. Prospective students can obtain applications from the Graduate School Admissions, Pierce Hall, Ypsilanti, MI 48197 or online at <http://www.emich.edu/admissions/apply.php>. The Graduate Admissions office receives and gathers all required documents. After all materials (including transcripts, recommendation forms, resume, letter of intent, and any other documents) are on file, they are sent to the Leadership and Counseling Department for review by the faculty.

The Application Process for the Department of Leadership and Counseling

The Counseling Program will notify students, in writing, when they have received copies of all application materials from the Graduate School. The program review process is conducted in two phases.

Phase I: Applicants are screened based on the following criteria:

- Academic potential
- Compatibility of the applicant's goals and program goals as expressed in the letter of intent.
- Educational, career, and life experiences that demonstrate interest in a career as a professional counselor, as reflected in the resume and letters of recommendation.

Phase II: Based on the Phase I review, selected applicants are invited to campus for an interview process conducted with the program faculty. Final admission decisions are then made by the faculty.

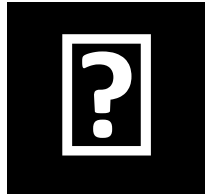
Appeal of the Admissions Decision

Upon denial of admission, an applicant may request a review of his or her application. The applicant must initiate the review process within 15 days after receiving written notification of admission denial. Upon an applicant's request, the application will be reviewed by the Department Head. This procedure is not intended for applicants who do not meet the minimum standards for admission. Instead, an appeal is appropriate only when an applicant believes that his/her due process rights were violated during the admissions process.

CHAPTER FIVE

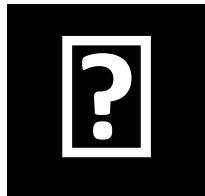
Policies Related to Program Completion

Transfer Credits



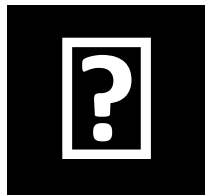
Students may take courses at other universities with the approval of their faculty advisers. A maximum of twelve semester hours of graduate credit from other accredited institutions can be transferred into a master's program at the discretion of the adviser. A grade of "B" or better must have been earned in the course for the credits to be transferable. Courses taken on a pass/fail or credit/no credit basis are not transferable. Typically, these courses are in the cognate and elective areas and do not include experiential courses such as COUN 505, 580, practicum or internship. A maximum of six credits earned in previously completed master's degree or doctoral programs may be applied to the master's degree program.

Course Validation/Updating



A student must graduate within six years of the semester in which the first course on the program was taken. Coursework that is more than 6 years old is considered out-of-date and must be updated in order to be used toward the degree. This rule does not apply to courses taken from previously completed master's degrees. It is the student's responsibility to begin the course validation process by obtaining the appropriate form from the Graduate School. A fee must be paid at that time. The student then must identify a faculty member who will work with him/her to update the course. If the student cannot identify a faculty member, he/she should contact the department head in the department in which the course was taught. The department must approve all course validations.

Prerequisite Policy



Several interrelated courses build on one another and must be taken in a particular sequence. For example, COUN 504 must precede COUN 520 and 622. COUN 505 is a prerequisite for most COUN courses. The Department of Leadership and Counseling is enforcing the prerequisite requirements for enrollment in all classes. Prerequisite requirements are located in the *Graduate Catalog* as well as the *Directory of Classes*. Students who do not meet the prerequisites for course work will be dropped from the appropriate class. In the event that students can provide proof of meeting the prerequisites (e.g. transfer work, equivalents approved by an adviser, etc.), they may be reinstated with the approval of the Department. Before a student is dropped, support staff members check the student's program of study. Please be sure that all equivalents are stated on programs of study to ensure as little error in this process as possible.

Override Policy

The Department Head and the faculty members in the Department of Leadership and Counseling do not approve overrides into closed classes except under very exceptional circumstances. If a student believes that he or she has an exceptional reason for being allowed to enroll in a closed class (e.g. the last class needed to graduate/to achieve endorsement), he or she should contact the full-time faculty member involved or in the case of a visiting lecturer, the Department Head, explaining the rationale for admission to the class. If the faculty member or Department Head determines the reason cited is sufficient to justify an override, the student may be given permission to enroll in the class. If not, the request will be denied.

Counseling Program Student Disciplinary Policy

The University and the Department's Counseling Program expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (included in "Policies Affecting you at EMU" document), and the American Counseling Association (ACA) Code of Ethics and Standards of Practice (2005) (see Chapter 13 of this handbook).

A. NON-ACADEMIC BEHAVIORS RESULTING IN UNIVERSITY DISCIPLINARY ACTION

Any conduct by a student that is a violation of the University Student Conduct Code may be referred to the Student Judicial Services office for campus disciplinary action, in addition to any actions taken by the Counseling Program. The Conduct Code outlines the kinds of student behaviors that will result in disciplinary action, including possible dismissal from the University. Conduct violations by a student off-campus in university related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

B1. Academic Behaviors Resulting in Disciplinary Action by the Counseling Program

The ACA Code of Ethics states that counselors (counselor educators) must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout their training programs (Standard F.2.c). Specifically, Standard F.3.a. states that "through ongoing evaluation and appraisal, counselors are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations." In this on-going evaluation of students in the program, the faculty will consider performance or behavior of students that provides relevant information as to their likely performance as professional counselors as an academic progress matter. When a student's behavior or performance raises concerns about the student's ability to perform satisfactorily in the practice of counseling, that behavior or performance will be considered as grounds for academic discipline, in accordance with the procedures outlined in this document.

Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the ACA Code of Ethics and/or when a student exhibits a documented pattern of recurring behavior which may include, but is not limited to the following:

- *Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty*
- *Unethical, threatening or unprofessional conduct*
- *Behaviors that place clients at risk during field placement, including current substance abuse problems; exploitation of clients; emotional, physical or verbal abuse; vindictive action toward clients; or stealing from clients*
- *Behavioral displays of mental or emotional difficulties that represent a risk to others*
- *Consistent inability or unwillingness to carry out academic or field placement responsibilities*
- *Frequent excuse making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling*
- *Consistent non-attendance and/or tardiness in classes, at field placement and other required departmental functions*
- *Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment*
- *Inability to tolerate different points of view, constructive feedback or supervision*
- *Inability to tolerate different points of view, constructive feedback or supervision*
- *Failure to maintain regular contact with supervisors, which includes keeping them apprised of clinical and ethical issues pertaining to clients.*
- *Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents*
- *Verbal or physical aggressiveness toward others*

B2. Procedures for Handling Academic Behavior Issues

When a faculty member (or an internship/field placement supervisor) has a concern about a student's academic behavior or performance OR when a student has been denied admission to Counseling Practicum, Counseling Internship or Fieldbased Experience, the faculty member will notify the student's advisor who will then convene an informal review conference. The purpose of this meeting is not to be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program.

In cases of a faculty concern, the informal review conference will consist of the student, the student's advisor and the faculty member. If the faculty member with the concern is also the student's advisor, the faculty member and the student can mutually agree to either meet without a third person, ask another faculty member to sit in on the meeting or take the issue directly to the formal review process.

In cases of a denial of admission into the Counseling Practicum or Internship, the informal review conference will consist of the student, the student's advisor and one other faculty member from the student's program area.

At the conclusion of the informal review conference, the advisor and faculty member will either refer the student to the formal review process or will work with the student to develop a remediation plan. A written copy of the plan, documenting the outcome of the informal review conference, including a copy of any remediation plan, signed by the student's advisor, the faculty member, and the student, will be given to the student and a copy will be placed in the student's departmental file.

A student who is denied admission to practicum or internship a second time will be referred directly to the Formal Review Process. The program coordinator will present the faculty's concerns at the formal review meeting. If the program coordinator is the student's advisor, another faculty member will be appointed to present these concerns.

B3. Formal Review Process

Composition of the Formal Review Committee – The Formal Review Committee will consist of two (2) COUN faculty members, one (1) EDLD faculty member and one (1) COUN student. The departmental faculty will appoint the Formal Review Committee annually and will select the following: two (2) COUN faculty members for the committee plus one (1) COUN faculty member as an alternate; one (1) EDLD faculty member for the committee plus one (1) EDLD faculty member as an alternate; and one (1) COUN student for the committee plus one (1) COUN student as an alternate. Upon their appointment, the four members of the Formal Review Committee will then select one member to serve as chair for the academic year.

A review committee member must be impartial and able to render a just and fair decision. A member not able to do so should disqualify him/herself from the review. In addition, the student undergoing review may challenge any member of the Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. If this occurs, the review committee shall deliberate in private and determine, by majority vote (excluding the member being challenged), whether the member should be excused from that particular case. If the vote is to remove the member, the review will continue with a committee of the remaining three members.

Notice to Student - The advisor will notify the student, in writing, at least two weeks before the review date, that there will be a formal review by the Formal Review Committee. The notice will be sent to the student's last known address registered with the Office of Records and Registration and will set forth the following:

1. the date, time and place of the review meeting
2. the allegations against the student, stated with specificity and detailed particulars
3. the student's rights during the review meeting (Appendix B)
4. the possible evidence to be presented and witnesses likely to be called during the review

Review Meeting - During the review, the individual who raised concerns about the student's behavior or performance will summarize the concerns to the committee. The student and/or his advisor will have the right, within reason, to question anyone presenting information to the committee during the review. In addition, the student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. If the student does not attend the scheduled meeting, the Formal Review Meeting will proceed as scheduled. The meeting will be audio-recorded.

After the review meeting, the committee will determine whether or not the allegations have been substantiated by "clear and convincing" evidence. If the committee determines that the evidence is lacking, the case will be dismissed. If the evidence is sufficient, the committee will make a recommendation about the student, which can include, but is not limited to:

1. requiring that a course be satisfactorily repeated.
2. placing the student on a behavioral contract with stipulated conditions for remaining in the program.
3. suspending a student for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program.
4. permanently dismissing the student from the program.

The Chair of the Formal Review Committee will notify the student, in writing, of the decision within five calendar days of the review. Right to Appeal - Within ten days of the date that the committee's notification is sent to the student, the student may appeal, in writing, to the Dean of the College of Education. The Dean may accept, reject or modify the decision of the committee. The Dean's decision is final.

C1. Scholastic Performance Issues Resulting in Departmental Action

A student who receives one of the following deficient grades will be placed on Departmental Scholastic Probation:

1. A grade lower than a "B" in COUN 505 Counselor Development: Basic Skills. A student who receives a grade lower than a "B" in COUN 505 may not enroll in a course for which COUN 505 is a prerequisite until the student is removed from Departmental Scholastic Probation.
2. A grade lower than a "B" in COUN 580 Counselor Development: Counseling Process. A student who receives a grade lower than a "B" in COUN 580 may not enroll in any course for which COUN 580 is a prerequisite until the student is removed from Departmental Scholastic Probation
3. A grade of "No Credit" in either Counseling Practicum or Counseling Internship

A student on departmental scholastic probation will be dismissed from the program if the student receives a second deficient grade in any of the above courses, including receiving a second deficient grade in one of the above courses that the student is repeating.

C2. Procedures for Handling Departmental Scholastic Performance Issues

The instructor issuing the deficient grade will notify the student and the student's advisor within five business days of issuing the deficient grade. Within ten business days of returning for his/her next semester on duty, the advisor will notify the student in writing of his/her academic status as it pertains to "departmental scholastic probation" or "dismissal." A student who is being placed on departmental academic probation must meet with the faculty member who has issued the deficient grade and with the student's advisor. If the faculty member who has issued the deficient grade is also the student's advisor, the faculty member and the student can mutually agree to either meet without a third person or ask another faculty member to sit in on the meeting. The purpose of the meeting is to assist the student in finding ways to improve his or her performance or to explore the option of the student voluntarily leaving the program.

A student who is dismissed from the program because of a departmental scholastic performance deficiency may request that the Department Head review the dismissal. The student must submit the request, in writing, to the Department Head within 10 calendar days of being notified of the dismissal. The Department Head will schedule a meeting with the student, the student's advisor and the Counseling Program Coordinator as soon as possible. The Department Head will notify the student, in writing, within two weeks of the review meeting whether the dismissal is being upheld. The Department Head's decision is final.

D. University Grade Point Requirement

In addition to the departmental scholastic requirements, graduate students must also meet the university's grade point standard in order to remain at Eastern Michigan University. As per the EMU Graduate Catalog, the requirement is as follows:

Students are placed on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate credit hours at EMU before being subject to academic probation. Students are notified in writing each semester of their status, and enrollment is only permitted on a semester-by-semester basis until the probation is removed. Probationary students who do not return to good standing by the end of the next two enrollment periods (spring and summer sessions equal one enrollment period) are dismissed from the University and are so notified in writing.

Students whose cumulative honor points are 15 or more below those required for a "B" in all completed graduate-level courses are subject to dismissal at any time. For instance, a student with 20 completed graduate credit hours must have 60 honor points to maintain a "B"; if the student has less than 45 honor points, the student is subject to dismissal.

A student who has been dismissed is entitled to a dismissal appeal. Refer to Appendix C for a copy of the Graduate School Dismissal Appeals Process.

E. Grading Policies

Grades and expectations of students in Counseling courses will be determined by the individual instructor of each course and outlined in the course syllabus.

As per University Policy, a student may pursue a grade grievance for any final grade that he/she believes was assigned capriciously or unfairly. See the "Policies Affecting You at EMU" document for a copy of the Grade Grievance Procedures.

APPENDIX A:

2005 ACA Code of Ethics and Standards of Practice: See Chapter 13 of this handbook

APPENDIX B:

Rights of Students During a Formal Review

In order to protect a student's legal rights and guarantee adequate due process during a Counseling Program Formal Review, the student is entitled to the following:

1. The student shall have the right to remain silent during the review.
2. The student shall have the right to a voluntary advisor of his/her choice. This advisor may be an active participant in the review. The advisor must be a member in good standing of the University community (i.e. any person who is an EMU student, faculty member, staff member or any other person employed by the University). The student does not have the right to have an attorney present at the Formal Review unless that attorney is also a member in good standing of the University community as defined in this section of the policy.
3. The student undergoing review may challenge any member of the Formal Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. The challenge will be submitted, in writing, to the chair of the Formal Review Committee at the beginning of the review.
4. The student and the advisor will have the right, within reason, to question anyone presenting information to the committee during the review.
5. The student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. All evidence must be presented at the review in order to be considered.

APPENDIX C:

Graduate School Dismissal Appeals Process

After dismissal, students may appeal to the Graduate School for readmission by submitting a petition to the Dean's Office. This petition should state the cause(s) of the student's academic problems, changes in the student's situation that may rectify those problems, and a proposed plan of action to ensure success in graduate studies.

Upon receipt of the petition, the Graduate School will initiate the appeals process with the Academic Dismissal Appeals Board of the Graduate Council. A review by the board may not be considered for dismissed students whose GPA is less than 2.0 unless extreme circumstances can be documented.

The Graduate School will notify the chair of the Academic Dismissal Appeals Board and a hearing will be held within 30 days of receipt of the student's petition. The appeals hearing will adhere to the following guidelines:

- a) A detailed record shall be kept of the hearing, preferably a taped recording.
- b) The student is allowed an adviser who will be a member of the University community (faculty, full-time staff or student).
- c) The hearing shall be open unless the student requests a closed hearing.
- d) The student may call witnesses and board members may question them.
- e) All deliberations of the board will be in executive session.

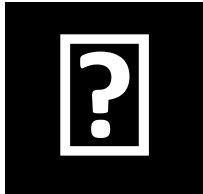
The Academic Dismissal Appeals Board consists of a chair and four members, who serve for one year and are selected by the dean of graduate studies and research. The chair is a member of the Graduate Council; two members are faculty; and two are student members of the Graduate Council. The chair does not have voting rights except in the case of a split decision.

An additional appeal will be considered only if new evidence is presented.

CHAPTER SIX

Planning a Program of Study

Meeting with your Advisor



Upon program admission, the student is assigned to a faculty advisor. The student is expected to meet with his/her advisor to begin program planning as soon as possible following notification of admission. No more than twelve credit hours may be taken and applied to the Program of Study prior to this step. All students are therefore encouraged to meet with their advisor prior to completing 12 credit hours in order to avoid forfeiting credits.

During the first planning meeting, the student and advisor discuss career goals, program requirements, application dates for selected courses and changes, liability insurance, professional licensure and graduation, as well as personal/professional development needs. The student and advisor work together to select electives and to build a program of study that fits the student's needs and meets program requirements. The written program of study is signed by the advisor and the student. The student must consult with the advisor about making any future program changes. A copy of the signed program of study becomes the university's contract with the student and is forwarded to the Graduate School. A copy of this formal program of study is sent to the student.

The student-advisor relationship is ongoing and continues after the program of study is written. The student is encouraged to meet with his or her advisor periodically to discuss progress in the program, career issues, internship placement and professional experiences.

Program Requirements

The master's degree programs in college counseling, clinical mental health counseling, and school counseling include required coursework in counseling along with specialized and elective coursework in counseling and related disciplines. Electives are selected in consultation with the advisor at the time the program of study is written. All electives must be approved by the advisor in order to be applied toward the Program of Study. The following outlines identify the required coursework in each program.

Clinical Mental Health Counseling

1.	Basic Counseling Core	33 semester hours
	COUN 503	Dynamics of Life Development 3 credits
	COUN 504	Research in Counseling 3 credits
	COUN 505	Counselor Development: Basic Skills 3 credits
	COUN 508	Theories of Counseling 3 credits
	COUN 515	Crisis Intervention 3 credits
	COUN 520	Assessment in Counseling 3 credits
	COUN 530	Career Development and Information Services 3 credits
	COUN 540	Group Process I 3 credits
	COUN 571	Cross Cultural Counseling 3 credits
	COUN 580	Counselor Development: Counseling Process 3 credits
	COUN 622	Diagnosis and Treatment Planning in Counseling 3 credits
2.	Clinical Mental Health Counseling Specialization	15 semester hours
	COUN 574	Couple and Family Counseling 3 credits
	COUN 575	Substance Abuse Counseling 2 credits
	COUN 623	Advanced Treatment Planning and Intervention 2 credits
	COUN 660	Case Management: Using Community Resources in Counseling 2 credits
	COUN 694	Ethical, Legal and Professional Issues in Clinical Mental Health Counseling 3 credits
	PSY 743	Psychopathology 3 credits
4.	Supervised Counseling Experiences	8 semester hours
	COUN 686	Counseling Practicum 4 credits
	COUN 691	Counseling Internship (600 hours) 4 credits
5.	Elective Courses	4 semester hours
	Elective courses are selected from the following list with the approval of the advisor and reflect the student's professional needs and objectives.	
	COUN 590-592	Special Topics in Counseling 1-3 credits
	COUN 651	Counseling with Children 3 credits
	COUN 671	Advanced Multicultural Counseling 3 credits

College Counseling

1.	Basic Counseling Core	33 semester hours
	COUN 503	Dynamics of Life Development 3 credits
	COUN 504	Research in Counseling 3 credits
	COUN 505	Counselor Development: Basic Skills 3 credits
	COUN 508	Theories of Counseling 3 credits
	COUN 515	Crisis Intervention 3 credits
	COUN 520	Assessment in Counseling 3 credits
	COUN 530	Career Development and Information Services 3 credits
	COUN 540	Group Process I 3 credits
	COUN 571	Cross Cultural Counseling 3 credits
	COUN 580	Counselor Development: Counseling Process 3 credits
	COUN 622	Diagnosis and Treatment Planning in Counseling 3 credits
2.	College Student Personnel Specialization	9 semester hours
	COUN 550	Student Personnel Services in Higher Education 3 credits
	COUN 655	Student Development Theory 3 credits
	COUN 692	Ethical, Legal, and Professional Issues in College Counseling 3 credits
3.	Supervised Counseling Experiences	8 semester hours
	COUN 686	Counseling Practicum 4 credits
	COUN 691	Counseling Internship (600 hours) 4 credits
4.	Elective Courses	2 or more semester hours
	Elective courses may be selected from the following list with the approval of the advisor and reflect the student's professional needs and objectives. Students must complete a combination of at least 5 semester hours in the elective and cognate categories.	
	COUN 590-592	Special Topics in Counseling 1-3 credits
	COUN 574	Couple and Family Counseling 3 credits
	COUN 575	Substance Abuse Counseling 2 credits
	COUN 551	Contemporary College Student 3 credits
	EDLD 614	Law for Higher Education 2 credits
	EDLD 622	Organization & Administration of Higher Education 2 credits
	EDPS 632	Community College Leadership 3 credits
	EDLD 680	Special Topics in Educational Leadership 2 credits

School Counseling for Teacher Certified Students

1.	Basic Counseling Core	33 semester hours
	COUN 503	Dynamics of Life Development 3 credits
	COUN 504	Research in Counseling 3 credits
	COUN 505	Counselor Development: Basic Skills 3 credits
	COUN 508	Theories of Counseling 3 credits
	COUN 515	Crisis Intervention 3 credits
	COUN 520	Assessment in Counseling 3 credits
	COUN 530	Career Development and Information Services 3 credits
	COUN 540	Group Process I 3 credits
	COUN 571	Cross Cultural Counseling 3 credits
	COUN 580	Counselor Development: Counseling Process 3 credits
	COUN 622	Diagnosis and Treatment Planning in Counseling 3 credits
2.	School Counseling Specialization	6-9 semester hours
	COUN 612	The School Counselor 2 credits
	COUN 650	Organization & Administration of Guidance Services 2 credits
	COUN 696	Ethical, Legal, and Professional Issues in School Counseling 2 credits
	COUN 651	Counseling with children (required for K-8 and K-12 credential) 3 credits
3.	Supervised Counseling Experiences	8 semester hours
	COUN 686	Counseling Practicum 4 credits
	COUN 691	Counseling Internship (600 hours) 4 credits
4.	Elective Courses	
	Elective courses are selected from the following list with the approval of the advisor and reflect the student's professional needs and objectives. Students must complete a combination of at least 4 semester hours in the elective and cognate categories.	
	COUN 574	Couple and Family Counseling 3 credits
	COUN 575	Substance Abuse Counseling I 2 credits
	COUN 590-592	Special Topics in Counseling 1-3 credits
	COUN 651	Counseling with Children 3 credits
	COUN 671	Advanced Multicultural Counseling 3 credits
5.	Cognate Courses	3 sem. hrs.
	SPGN 510	Intro. To Inclusive Education and Disability Studies (or equivalent) 3 credits

School Counseling for Non-Teacher Certified Students

1.	Basic Counseling Core	33 semester hours
	COUN 503	Dynamics of Life Development 3 credits
	COUN 504	Research in Counseling 3 credits
	COUN 505	Counselor Development: Basic Skills 3 credits
	COUN 508	Theories of Counseling 3 credits
	COUN 515	Crisis Intervention 3 credits
	COUN 520	Assessment in Counseling 3 credits
	COUN 530	Career Development and Information Services 3 credits
	COUN 540	Group Process I 3 credits
	COUN 571	Cross Cultural Counseling 3 credits
	COUN 580	Counselor Development: Counseling Process 3 credits
	COUN 622	Diagnosis and Treatment Planning in Counseling 3 credits
2.	School Counseling Specialization	8-11 semester hours
	COUN 612	The School Counselor 2 credits
	COUN 650	Organization & Administration of Guidance Services 2 credits
	COUN 696	Ethical, Legal, and Professional Issues in School Counseling 2 credits
	COUN 651	Counseling with children (required for K-8 and K-12 credential) 3 credits
	COUN 690	Field-based Experience 2 credits
3.	Supervised Counseling Experiences	8 semester hours
	COUN 686	Counseling Practicum 4 credits
	COUN 691	Counseling Internship (600 hours) 4 credits
4.	Elective Courses	
	Elective courses are selected from the following list with the approval of the advisor and reflect the student's professional needs and objectives. Students must complete a combination of at least 4 semester hours in the elective and cognate categories.	
	COUN 574	Couple and Family Counseling 3 credits
	COUN 575	Substance Abuse Counseling I 2 credits
	COUN 590-592	Special Topics in Counseling 1-3 credits
	COUN 651	Counseling with Children 3 credits
	COUN 671	Advanced Multicultural Counseling 3 credits
5.	Cognate Courses	3 semester hours
	SPGN 510	Intro. To Inclusive Education and Disability Studies (or equivalent) 3 credits

Counseling Program Core Courses

COUN 503 Dynamics of Life Development

This course surveys theories of development throughout the lifespan, and examines their impact on psychosocial, cognitive, emotional, interpersonal, and multicultural development, with some exploration of developmentally responsive helping interventions. Open to majors, non-majors and seniors with permission.

COUN 504 Research in Counseling

This course emphasizes the role of research in the counseling profession. It covers how to use APA style, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

COUN 505 Counselor Development: Basic Skills

This course is designed to train prospective counselors for competencies in beginning counseling skills and to assess individuals' potential for counseling. Clarification of expectations for entering the counseling profession, examining motives, selecting complementary learning experiences, getting the most out of training, and tracing one's beginnings as a helper. Open to majors, non-majors and seniors with permission.

COUN 508 Theories of Counseling

This course is an introduction to selected theories of counseling. The emphasis is on understanding the ways in which each theory conceptualizes mental health and dysfunction and the process of change, with implications for practice. The course examines the rationale, historical development, major constructs as well as the ethical and legal implications and the applicability of theories to diverse client populations. Students begin to develop a theoretical basis for their own counseling practice.

COUN 515 Crisis Intervention

Focus on crisis intervention from theoretical and applied perspectives. Emphasis is on defining the nature of crisis and trauma; on intervention following crisis events and disasters; and on working with clients who are dangerous to self (suicide) or others. Emergency management response systems are also addressed.

COUN 520 Assessment in Counseling

This course is designed to provide a foundation for using assessment procedures in counseling. Emphasis will be given to developing skills in using basic measurement concepts and qualitative and quantitative assessment methods. Prereq: COUN 504.

COUN 530 Career Development and Information Services

This course includes an introduction to the psychology, sociology and economics of work and career-development theory. It also provides the skills needed for identification and organization of information services in counseling and student affairs practice. Students are also introduced to the method and practice of career counseling and student affairs practice. Prereq: COUN 505.

COUN 540 Group Process I

This course will introduce basic group counseling theories and processes. Students will learn to observe and critique the group process. Information will be presented on such topics as the types, rationale, development, leadership and ethics of groups. Prereq: COUN 505, 508

COUN 571 Cross-cultural Counseling

Develop an understanding of the influence of culture on intra- and interpersonal behavior, as well as the interpersonal competence and instrumental skills needed to counsel people from multiple and culturally different backgrounds. Prereq: COUN 505.

COUN 580 Counselor Development: Counseling Process

This course is designed to integrate basic skills and to train prospective counselors for the implementation of counseling skills. A major portion of the course focuses on knowledge of the counseling process, stages and practices. Introductory study of contemporary counseling models is provided. Ethical considerations are covered. Counseling practices for specific issues and populations are introduced. Prereq: COUN 505.

COUN 622 Diagnosis and Treatment Planning in Counseling

This course provides students with a working knowledge of diagnostic classification systems, specifically the current version of the DSM. Additionally, the course introduces students to skills in selecting and implementing appropriate treatment strategies and in case presentation. Students have opportunities to apply knowledge and skills to client cases. Prereq: COUN 520

CHAPTER SEVEN

Supervised Counseling Experiences

Program Requirements

All students enrolled in a master's degree program in College Counseling, Community Counseling, Clinical Mental Health Counseling or School Counseling are required to complete one or more practica resulting in the completion of 100 practicum hours. A minimum of 40 hours must involve direct client contact, with a minimum of 10 hours spent facilitating a counseling group. Additionally, all students must complete a 600 clock hour internship in accordance with CACREP standards.

Counseling Practicum I: COUN 686/COUN 684

This course provides opportunities for students to work with diverse clients and client situations. The experience serves as an integrating component in master's degree programs, affording students a structured and supportive environment in which to apply counseling theories, techniques, and skills learned in previous coursework. Students serve as Counselors-in-Training and provide individual, couple, and group counseling. Students also develop skills in observation, feedback, case preparation, interview analysis and reporting, as well as becoming aware of a variety of professional resources and community referral agencies. Credit/No Credit. Prerequisite: Department Permission.

Counseling Practicum II: COUN 687

This is an advanced course that focuses on the theory and practice of counseling. Supervisor and peer feedback will be utilized to assist each student in his/her process of self-assessment. Credit/No Credit. Prerequisite: COUN 686 and Department Permission.

Field based Experience: COUN 690

The field-based experience in school counseling is designed to provide non-teacher certified students with the opportunity to become familiar with the day-to-day functioning of a school system in order to better understand the school counselor's role in a school setting. Students are required to document 150 hours of time spent in this setting.

Counseling Internship: COUN 691A to 691D

A 600-hour internship is required for all students in the College Counseling Program, the Community Counseling Program and the School Counseling Program. The internship is an intensive field-based experience that integrates advanced competencies and knowledge with supervision. The intern practices as a professional counselor under the supervision of an on-site professional and the faculty supervisor. The intern has opportunities to practice and

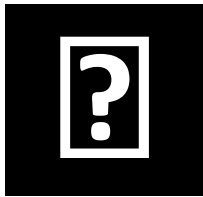
receive supervision in individual and group counseling as well as the other regular activities in which counselors in the specific setting are involved.

Successful completion of Counseling Practicum is required for admission to the Internship. The student must register for four semester hours of internship, which equals 600 hours of counseling and related learning experiences. At least 240 of those hours must be spent in direct service activities to clients. All students registered for the internship attend a regularly scheduled seminar with a faculty supervisor.

Each student works with his/her program advisor to select an appropriate setting that assists the student in meeting his or her professional counseling goals. The student is encouraged to discuss these goals and possible placements with the faculty advisor prior to the submission of an internship application. Together, they also determine how the 600 hours will be distributed over semesters. Students, however, are expected to make the necessary adjustments to complete the internship in a time frame that meets the needs and expectations of cooperating placement settings.

Further information about the internship experience can be found in the Internship Handbook and from faculty advisors.

Application for Supervised Experiences



Students must apply for Practicum and Internship, the semester before they wish to enroll. Applications are available from the Department. Applications must be submitted to the Department according to the following schedule:

Practicum

<u>Semester Course Desired</u>	<u>Application Deadline</u>
Fall Semester	March 15
Winter Semester	October 15
Spring/Summer Semester	January 15

Internship

<u>Semester Course Desired</u>	<u>Application Deadline</u>
Fall Semester	March 15
Winter Semester	October 15
Spring/Summer Semester	January 15

Prospective counseling interns and field-based experience students need to attend any informational meetings that are offered by the faculty in their program areas. At these meetings information on the process for site selection, site interviews, application forms, and registration is provided. For additional information, students should review the Internship Handbook and schedule an appointment with their advisors.

Professional Liability Insurance

All students are required to have professional liability insurance prior to participating in any supervised counseling experience. Students may not begin to accumulate practicum or internship hours or work with clients until proof of insurance has been verified by the EMU/COE Clinical Suite – Coordinator of Counseling or their internship faculty supervisor.

During practicum students are covered at, a low cost to them, through the EMU/COE Clinic Suite blanket policy

Students must purchase liability insurance on their own for internship. Students must have policies that provide a minimum liability limit of \$1 million per incident and \$1 million per annual aggregate. One insurance program that is recommended is the Professional Liability Insurance Program offered by the American Counseling Association (ACA). Students who join ACA receive liability insurance free of charge. Applications for membership in ACA are available from the Department. Students considering other liability insurance programs should consult with their program advisors or faculty supervisors prior to selecting such a policy. Students are encouraged to obtain their insurance coverage well in advance of beginning their internship experiences.

CHAPTER EIGHT

Exit Requirement

Overview

All students admitted to a Counseling program, must successfully complete an exam to graduate with a Master of Arts (M.A.) in Counseling degree. This exam, the Counselor Preparation Comprehensive Examination (CPCE), is a knowledge based examination that reflects the eight core curriculum areas approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It is a standardized exam published by the Center for Credentialing and Education, a corporate affiliate of the National Board of Certified Counselors. The CPCE measures the pertinent and professionally relevant knowledge obtained during one's preparation as a counselor at Eastern Michigan University. It has the advantage of placing EMU Counseling students on a national level for comparison. Additionally, it prepares them for the National Counselor Exam which is required for all Licensed Professional Counselors in Michigan.

Counselor Preparation Comprehensive Examination (CPCE) Information

I. Cost

The cost for the exam is \$35.00. Checks will be made payable to the Center for Credentialing Education (CCE) at the time of the exam. No one will be allowed to take the exam without payment.

II. Registration

A student will need to register with the Department of Leadership & Counseling office at least 14 business days prior to the administration of the exam. No late registrations will be accepted.

III. Format and overview of the exam

The exam consists of 160 multiple choice items. There are no study guides for the information. You can find information and an online brochure about the CPCE at www.cce-global.org The Department of Leadership & Counseling does not have a preparation guide and does not endorse any particular guide. Students are encouraged to match their course syllabi objectives to the CACREP objectives and then to the course notes and textbook. You will find the objectives are reflected in the syllabi for each related course. A handout is available from the Department of Leadership & Counseling that contains the CACREP objectives. Other resources can be discussed with your advisor.

IV. Successful Completion

The passing score is calculated after each administration using the National Exit Exam Scores from the same administer exam form. Students will need to obtain a score that is equal to or greater than a z score of -1.0 from the national mean of the CPCE National Exit Exam Scores. If students fail in their first attempt they must meet with their advisor and develop a plan of study that will help them be successful in their next attempt. That plan is

then filed in the student's file in the Department of Leadership & Counseling. Students may retake the CPCE at the next administration or 30 days or more after filing their plan of study with their advisor. Special administrations of the CPCE must be arranged with the Counseling Clinic Coordinator. Should students fail in a second attempt to pass the CPCE, they are dismissed from the counseling program. (Note: Students may graduate with a master's degree in interdisciplinary studies. This option should be discussed with their advisor or the Department Head.) Under extenuating circumstances a third attempt may be granted but only upon the recommendation of the Departmental Examination Appeals Committee (DEAC). Students must file an appeal with the DEAC within four weeks of being notified of the second failure.

CHAPTER NINE

Student Feedback

Instructor Effectiveness

Graduate students have the opportunity to evaluate faculty members through the university's course evaluation process at the end of a semester. Students are asked to use the course evaluation to provide feedback regarding the teaching effectiveness of faculty members or visiting lecturers. The course evaluations are reviewed by the department head and are then returned to the faculty member or visiting lecturer. The course evaluations are reviewed carefully when faculty members are considered for promotion and tenure or when visiting lecturers are considered for additional teaching responsibilities.

Program Evaluation

Every three years, follow-up studies are conducted with program graduates and their employers to obtain feedback about our programs. We are interested in their perceptions of the graduates' preparedness to work as counselors in school, college, and community settings. The questionnaires focus specifically on the nine areas outlined in our program goals and objectives. Results of recent follow-up questionnaires are available from the Department, 304 Porter Building.

CHAPTER TEN

Licensure, Endorsement and Certification

Endorsement by Faculty

Upon enrollment in and successful completion of all requirements for the master's degree program in College Counseling, Community or Clinical Mental Health Counseling, or School Counseling, a student is eligible to be recommended for limited licensure as a professional counselor in Michigan. A student who is enrolled in and successfully completes the requirements for the master's degree program in School Counseling is eligible to be recommended for Michigan school counselor endorsement. Students enrolled in the School Counseling Program who are not teacher-certified are eligible to be recommended for school counselor licensure.

A student will be recommended for employment only in professional roles and functions for which he/she has been trained.

Professional Counselor Licensure (LPC)

Graduates of the Counseling Program are eligible to become licensed professional counselors (LPC) in Michigan. Upon graduation, students are eligible for the limited license (LLPC) to practice under the supervision of a fully licensed professional counselor. After obtaining 3000 hours of post-master's experience (over a minimum of two years) under the supervision of a licensed professional counselor (LPC), and passing the National Counselor Examination (NCE), the person is eligible for full licensure. Applications and further information on licensure and the licensure examination may be obtained directly from the Michigan Department of Licensing and Regulatory Affairs, Board of Counseling, P.O. Box 30670, Lansing, MI 48909; (517) 335-0918. Website: http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27536---,00.html

School Counselor Endorsement (NT) or Licensure (SCL)

Students completing the School Counseling Program who have valid teaching certificates are eligible for a Guidance Counselor Endorsement. After completing the School Counseling Program and passing a state examination, these students are eligible for this guidance counselor endorsement on their Michigan teaching certificates. Students completing the School Counseling Program who do not have valid teaching certificates are eligible for a School Counselor License. After completing the School Counseling Program and passing a state examination, students are eligible for this school counselor license.

To apply for the endorsement or license as a school counselor, students must apply directly to the Michigan Department of Education. The steps for this application process are detailed on the next page. If you are having any difficulties with the registration process, please contact the Office of Professional Preparation Services at 517/373-3310.

Applying for School Counselor Endorsement (NT) or Licensure (SCL):

Step 1: Create a Michigan Education Information System (MEIS) Account

Visit <https://cepi.state.mi.us/MEISPublic/> and follow the links on the screen to create a Michigan Education Information System (MEIS) account. When you complete the MEIS registration process, you will see a screen with your account ID, login, and temporary password. Follow the link listed on the bottom of the screen to set your MEIS password. Be sure to print out or keep documentation of your MEIS account information for future reference.

Step 2: Register with the Michigan Online Educator Certification System (MOECS)

Once you have established a MEIS ID, please visit <http://www.michigan.gov/moecs> and on the login screen sign in with your MEIS user ID and password and follow the steps to self register with MOECS. On the registration page, you will be asked to provide your MEIS account number, which is included in the email that you received from MEIS.

Step 3: Apply for Certificate in MOECS

Once you have signed in with MOECS successfully, you will be asked to complete the demographic information and once it is saved, you will see the links on the left navigation panel. Choose the link that is appropriate for you and follow the steps to apply for your certificate.

Step 4: University/College review/approval

After you have applied for the certificate, your application will be submitted to the institution that you identified in the application process (EMU) via MOECS for review and approval.

Step 5: Online Fee payment

Once your application is approved by the institution in MOECS, you will receive an email with a link for you to pay the fee online using credit/debit card or you can do so by logging into MOECS using your user ID and password, and clicking on the “pending payment” hyperlink on the home page.

Step 6: Issuance of Certificate

Once the fee is paid, your application will be approved by the Michigan Department of Education, Office of Professional Preparation Services (OPPS) and the certificate will be printed and mailed to the address that you provided in your demographic information within 5 business days.

National Counselor Certification (NCC)

Graduates of the College Counseling Program, the Community Counseling Program, and the School Counseling Program, are eligible for the National Certified Counselor (NCC) credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. The requirements to become an NCC are: (1) a master's degree in counseling with a minimum of 48 semester hours of coursework in nine identified areas; (2) two academic terms of supervised field experience in a counseling setting; (3) two years of post-master's counseling experience (3000 hours) with 100 hours of face-to-face supervision by an NCC or equivalent; and (4) passage of the National Counselor Examination (NCE). Graduates of programs accredited by CACREP (School, Community, and College) do not have to meet the post-master's experience requirement. Students in these programs are also eligible to take the NCE examination before graduation. For further information, contact NBCC, 3 Terrace Way, suite D, Greensboro, NC, 27403, (336) 547-0607, and <http://www.nbcc.org>.

Graduates of the Clinical Mental Health Counseling Program are also eligible for the National Certified Clinical Mental Health Counselor credential. The requirements to become an NCMHC are: (1) a master's degree in counseling with a minimum of 60 semester hours of coursework; (2) Holding the NCC credential; (3) At least two years of post-Master's clinical client contact of 3000 hours; (4) A passing score on the National Clinical Mental health Counselor Examination. For further information, contact NBCC, 3 Terrace Way, suite D, Greensboro, NC, 27403, (336) 547-0607, and <http://www.nbcc.org>.

CHAPTER ELEVEN

Professional Organizations

Students are encouraged to join state and national professional counseling organizations. Membership in these organizations can be beneficial to students in a number of ways. Publications and conventions help members stay in touch with the most recent developments in the profession. They also provide valuable contacts for graduates seeking positions in counseling or student affairs. Students receive reduced membership rates in most organizations. Listed below are the major organizations that students may consider joining. Additional information about joining these or other organizations can be obtained from faculty advisors.

American Counseling Association (ACA)

5999 Stevenson Ave.
Alexandria, VA 22304
703.823.9800
800.347.6647
<http://www.counseling.org>

Divisions of the American Counseling Association (ACA)

Association for Assessment in Counseling and Education (AACE)
Association for Adult Development and Aging (AADA)
Association for Creativity in Counseling (ACC)
American College Counseling Association (ACCA)
Association for Counselors and Educators in Government (ACEG)
Association for Counselor Education and Supervision (ACES)
Association for Gay, Lesbian, Bisexual and Transgender Issues in Counseling (AGLBTIC)
Association for Humanistic Counseling (AHC)
Association for Multicultural Counseling and Development (AMCD)
American Mental Health Counselors Association (AMHCA)
American Rehabilitation Counseling Association (ARCA)
American School Counselor Association (ASCA)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Counselors for Social Justice (CSJ)
International Association of Addiction and Offender Counselors (IAAOC)
International Association of Marriage and Family Counselors (IAMFC)
National Career Development Association (NCDA)
National Employment Counseling Association (NECA)

American School Counselor Association (ASCA)



801 North Fairfax Street, Suite 310
Alexandria, VA 22314
703.683.2722
800.306.4722
<http://www.schoolcounselor.org/>



801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
703.548.6002
800.326.2642
<http://www.amhca.org/home.html>



National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC 27403-3660 USA
336.547.0607
<http://www.nbcc.org>

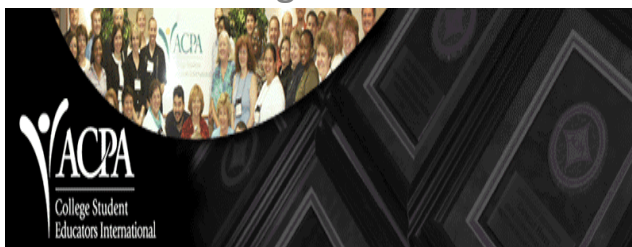
*national board for
certified counselors, inc.*

Promoting Quality Counseling
Through Certification

American College Counseling Association

<http://www.collegecounseling.org/>

American College Personnel Association



One Dupont Circle, NW, Suite 300
Washington, DC 20036-1188
tel: 202.835.2272 fax: 202.296.3286
Email: info@acpa.nche.edu
at the National Center for Higher Education
<http://www.acpa.nche.edu>



Michigan Counseling Association (MCA)

P.O. BOX 21219

Detroit, MI 48221

<http://www.michigancounselingassociation.com>

Divisions of the Michigan Counseling Association

Michigan Association for Adult Development & Aging (MAADA)

Michigan Association for Counselor Education and Supervision (MACES)

Michigan Association for Humanistic Education and Development (MAHEAD)

Michigan Association for Multicultural Counseling and Development (MAMCD)

Michigan Association for Measurement & Evaluation in Guidance (MAMEG)

Michigan Association for Marriage and Family Counseling (MAMFC)

Michigan American Rehabilitation Counseling Association (MARCA)

Michigan Association for Spiritual, Ethical & Religious Values in Counseling (MASERVIC)

Michigan Association for Specialists in Group Work (MASGW)

Michigan College Counseling Association (MCCA)

Divisions of the Michigan Counseling Association

Michigan Career Development Association (MCDA)

Michigan Employment Counselors Association (MECA)

Michigan Mental Health Counselors Association (MMHCA)



MICHIGAN MENTAL HEALTH COUNSELORS ASSOCIATION

P.O. Box 80036

Rochester, Michigan 48308

<http://www.mmhca.org/>



Michigan School Counselor Association

3040 Woodridge Circle NE

Grand Rapids, MI 49525

<http://www.mich-sca.org>

CHAPTER TWELVE

The Counseling Faculty

The Counseling faculty includes 7 full-time individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations.

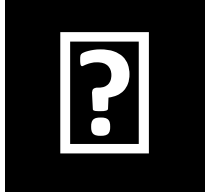
Faculty offices are located in the John W. Porter Building, Suite 304. The telephone number for the department secretary is 734.487.0255. Each faculty member can also be reached by telephone directly. Their direct extension numbers are listed below.

Faculty Member	Education
Irene Mass Ametrano, Ed.D. <i>Counseling Program Coordinator</i> Office: 304P Phone: 734.487.7120, ext. 2680 Email: iametrano@emich.edu	B.A., University of Wisconsin-Madison Ed.M., Ed.D, Rutgers University
Yvonne L. Callaway, Ph.D. Office: 304S Phone: 734.487.7120, ext. 2683 Email: ycallaway@emich.edu	B.A., University of Michigan M.S., Ph.D., Wayne State University
Devika Dibya Choudhuri, Ph.D. <i>Coordinator of Advising</i> Office: 304H Phone: 734.487.7120, ext. 2690 Email: dchoudhur@emich.edu	A. B., Smith College M.S., University of Vermont C.A.S., Ph.D., Syracuse University
Suzanne M. Dugger, Ed.D. Office: 304N Phone: 734.487.7120, ext. 2688 Email: sdugger@emich.edu	A. B., Harvard University M.A., Central Michigan University Ed.D., Western Michigan University
Perry C. Francis, Ed.D. <i>Counseling Clinic Coordinator</i> Office: 135E-1 Phone: 734.487.7120, ext. 2528 Email: pfrancis@emich.edu	B.A., University of Arizona M.Div., Pacific Lutheran Theological Seminary Ed.D., University of Northern Colorado
Diane M. Parfitt, Ph.D. Office: 304M Phone: 734.487.7120, ext. 2590 Email: dparfitt@emich.edu	B.S., Eastern Michigan University M.A. (Counseling) Eastern Michigan University M.A. (Special Education) Eastern Michigan University Ph.D., University of Toledo
Sue A Stickel, Ph.D. Office: 304Q Phone: 734.487.7120, ext. 2694 Email: sstickel@emich.edu	A.B., M.S., Miami University Ed.S., Bowling Green State University Ph.D., University of Wyoming
Jaclynn Tracy, Ph.D. <i>Department Head</i> Office: 304L Phone: 734.487.0255	B.A., M.A. Eastern Michigan University Ph.D., Michigan State University

Email: jtracy@emich.edu

CHAPTER THIRTEEN

Ethical Standards



All students enrolled in a Counseling program are expected to be familiar with and abide by the ACA Code of Ethics. Reading the following material is therefore essential. This material will provide you with information about the principles and values upon which the counseling profession is based and about the ethics that guide our decision-making. Discussion of ethical issues will be infused throughout the COUN curriculum. It is important that you refer back to these materials frequently over the course of your studies. In addition, there may be other codes of ethics with which you should familiarize yourself. Future school counselors should also read the ASCA code of ethics, future mental health counselors should read the AMHCA code of ethics, and college counselors should read the ACPA code of ethics.

ACA Code of Ethics (2005)

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 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

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. Primary Responsibility. The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.
- 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 A12.g.7, B.6.g., G.2.j.)
- 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 clients' freedom of choice. (See A.2.a, A.2.d., A.12.g.)
- 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.
- e. Employment Needs. Counselors work with their clients in 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. 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.
- 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.
- 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.
- 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. Avoiding Harm. Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.
- 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. Current Clients. Sexual or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.
- 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.
- 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.)
- 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. (See A.5.c.)
- 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. 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.
- 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 counselors agree to provide counseling services to two or more persons who have a relationship (such as husband and wife, or parents and children), counselors clarify at the outset which person or persons are clients and the nature of the relationships they will have with each involved person. If it becomes apparent that counselors may be called upon to perform potentially conflicting roles, they clarify, adjust, or withdraw from roles appropriately. (See B.2. and B.4.d.)

A.8. GROUP WORK (See B.4.a)

- 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.
- 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. 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.
- 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.

- 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. 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.
- 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.
- c. Nonpayment of Fee. 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.
- 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.
- 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. 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.
- 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.

- c. Appropriate Termination. Counselors terminate a counseling relationship, securing client agreement when possible, when it is reasonably clear that the client is 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 agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.
- 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. 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.
- 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 the clients.
- c. Inappropriate Service. When technology-assisted distance counseling services are deemed inappropriate by the counselor or client, counselors consider delivering services face to face.
- d. Access. Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.
- 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.
- f. Assistance. Counselors seek business, legal, and technical assistance when the use of such applications crosses state or national boundaries.
- 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 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.)
- 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 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

- 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. Respect for Privacy. Counselors respect client rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process.
- c. Respect for Confidentiality. Counselors do not share confidential information without client consent or without sound legal or ethical justification.
- 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

- 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. 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.
- 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.
- 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

- 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. 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.
- c. Confidential Settings. Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.
- d. Third-Party Payers. Counselors disclose information to third-party payers only when

clients have authorized such disclosure.

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

B.4. GROUPS AND FAMILIES

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

- 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. Responsibility to Parents and Legal Guardians. Counselors inform parents and legal guardians about the roles 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 parent/guardians to best serve clients.
- 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

- a. Confidentiality of Records . Counselors ensure that records are kept in a secure location and that only authorized persons have access to records.
- b. Permission to Record. Counselors obtain permission from clients prior to recording sessions through electronic or other means.
- 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.

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

- 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. 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.
- 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.)
- 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.)

- 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. COUNSULTATION

- 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. 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.
- 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

- 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.)
- 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. 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.
 - 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.
 - 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.
 - 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.
 - 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.)
 - 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

- 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.

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

- 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.)
- b. Credentials. Counselors claim only licenses or certifications that are current and in good standing.
- c. Educational Degrees. Counselors clearly differentiate between earned and honorary degrees.
- 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 counseling context when their doctorate is not in counseling or related field.
- e. Program Accreditation Status. Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.
- 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

- 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.
- 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. 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 ACA Code of Ethics, and
 3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.
- d. Exploitation of Others. Counselors do not exploit others in their professional relationships. (See C.3.e.)
- 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

- 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

- 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.
- b. Forming Relationships. Counselors work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients.
- 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 perspective, values, and experiences of the counseling profession and those of colleagues from other disciplines. (See A.1.a.)
- 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.)
- 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.
- f. Personnel Selection and Assignment. Counselors select competent staff and assign responsibilities compatible with their skills and experiences.
- 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.
- 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.
- 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

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

- 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.
- 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

- 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.)

- 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.
- 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

- 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.)
- 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

- 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.
- 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.)
- 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.
- 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

- a. Appropriateness of Instruments. Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.
- 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.)
- 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.)

- 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.
- 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.
- 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.
- 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. TEST SCORING AND INTERPRETATION

- 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.
- 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.

- 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 TEST 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

- 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.
- 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.
- 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.

- 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

- 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.
- 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.)
- 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

- 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.)
- b. Multicultural Issues/Diversity in Supervision. Counseling supervisors are aware of and address the role of multiculturalism/diversity in the

F.3. SUPERVISORY RELATIONSHIPS

- 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.
- b. Sexual Relationships. Sexual or romantic interactions or relationships with current supervisees are prohibited.
 - c. Sexual Harassment. Counseling supervisors do not condone or subject supervisees to sexual harassment. (See C.6.a.)
 - d. Close Relatives and Friends. Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.
 - 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

- 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.
- 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.
- 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.)
- 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
- a. Evaluation. Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.
 - 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.)
 - 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.)
 - 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
- 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.)
 - b. Infusing Multicultural Issues/ Diversity. Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.
 - c. Integration of Study and Practice. Counselor educators establish education and training programs that integrate academic study and supervised practice.
 - 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.)
 - 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. Innovative Theories and Techniques. When counselor educators teach counseling techniques/procedures that are innovative, without an empirical foundation, or without a well-rounded 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.
- 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.
- 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

- 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 of 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.
- 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

- 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.)
- 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

- 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.
- 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.)
- 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

- a. Sexual or Romantic Relationships. Sexual or romantic interactions or relationships with current students are prohibited.
- b. Sexual Harassment. Counselor educators do not condone or subject students to sexual harassment. (See C.6.a.)
- 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.
- 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.
 - 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. 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 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

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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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. 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.)

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

- a. Nonprofessional Relationships. Nonprofessional relationships with research participants should be avoided.
- b. Relationships With Research Participants. Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited.
- c. Sexual Harassment and Research Participants. Researchers do not condone or subject research participants to sexual harassment.
- 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

- 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.
- 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.
- 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.
- 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.
- 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

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

Introductions

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.)

- 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.
- 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

- 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.)
- 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.
- 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.
- 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.
- 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 CA 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.
- 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.

- 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.