

**FINDING YOUR WAY:
THE COUNSELING STUDENT HANDBOOK**



COUNSELING PROGRAM



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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 clinical mental health 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. advisers 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. Advisers 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 adviser 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, clinical mental health/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. The Clinical Mental Health Program is a 60 credit hour program; the College Counseling Program is a 50 credit hour program; and the School Counseling Program is a 50-58 credit hour program 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 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.

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.

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.

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 not permitted to simply change from one program track to another. Please speak with your adviser immediately if you are reconsidering your choice of programs.

Additional Programs

In addition, we offer several **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 Post-Master's Certificate Program in Clinical Mental Health Counseling is a 13-21 semester hour program designed for individuals who already possess a 48 semester-hour master's degree in counseling from a CACREP-accredited program (e.g., community counseling, college counseling, school counseling.) and who wish to gain knowledge and skills for working in mental health centers, hospitals and other treatment centers, and private practice. Upon completion of this program, students will have gained the advanced clinical competencies necessary to work with clients presenting with a range of mental and emotional disorders, as well as the skills necessary to promote mental health and wellness

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.

CHAPTER THREE

Program 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. Program objectives reflect the professional identity, program area, and professional practice standards identified by the Council for Accreditation of Counseling and Related Educations Programs (CACREP) as the foundations for the preparation and ongoing development of professional counselors.

| CACREP STANDARDS | EMU OBJECTIVES |
|---------------------------------------|--|
| Professional Identity | |
| Professional Orientation and Identity | To prepare counselors who are knowledgeable about the philosophy, history, and current and future trends in the counseling profession |
| Social and Cultural Diversity | To train counselors who can recognize, understand, and respond to social and cultural differences and change in our society |
| Human Growth and Development | To train counselors who have a foundation for understanding human behavior and development To prepare counselors who are able to design, implement, and evaluate developmentally appropriate counseling interventions and programs |
| Career Development | To prepare counselors who are knowledgeable and skilled in helping clients make life and career decisions |
| Helping Relationships | To train counselors who are knowledgeable and skilled in the helping/counseling process To prepare counselors who are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term approaches. |
| Group Work | To train counselors who are knowledgeable and skilled in providing group counseling |
| Assessment | To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals To prepare counselors who are knowledgeable and skilled in the use of assessment techniques, including diagnosis, with individuals and groups |

| CACREP STANDARDS | EMU OBJECTIVES |
|--|---|
| Research and Program Evaluation | <p>To prepare counselors who are knowledgeable about research and program evaluation</p> <p>To prepare counselors who are able to read, critique, utilize and contribute to professional research literature and who are able to engage in program evaluation</p> |
| Program Areas (Clinical Mental Health, College, School) | To prepare counselors who meet additional curricular objectives for their specialization area in the areas of service, prevention, treatment, referral, and program management |
| Professional Practice | Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors. |
| Personal Growth and Understanding | Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions. |

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. GRE scores that are not more than five years old. The student's Verbal and Quantitative scores must be at the 50th percentile or above.
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 online. They should be completed by professionals with knowledge of the applicant's suitability for graduate work (e.g., supervisors, undergraduate/previous professors).

Admission Process

Applications for admission to a counseling program are processed on an ongoing basis for candidates to begin their programs of study in the Fall or Winter. Candidates who choose to begin taking courses in the Summer sessions should be aware that they may not have access to the recommended sequence of courses.

To be considered for the admission process, a completed application including transcripts, personal statement, resume, rating forms and other assessment(s) that may be necessary must be submitted.

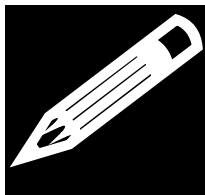
1. The Office of Admissions will receive and gather ALL required documents online. To confirm that all documents have been received, please contact the Office of Admissions via:
Email: documents_admissions@emich.edu
Phone: 734.487.3400
2. Each applicant will receive a rating on the following criteria: academic potential; the quality and extensiveness of career/life/educational experiences relevant to the field of clinical mental health counseling; professional goals/objectives; and recommendations. Based on these ratings, applicants may move to the second phase of the process.
3. Applicants admitted to the second phase of the admission process will be invited to campus to participate in a personal interview. They will also receive information about programs of study, faculty expectations, and related topics such as professional counselor licensure. Applicants may be asked to submit additional materials at this time. Based on evaluation of all materials and the interviews, admissions decisions will be made. Denied applicants who wish to reapply may do so after a consultation with the coordinator of advising to understand the basis of their denial.
4. The admissions appeal procedure provides each applicant with the opportunity to formally appeal the admissions decision. Appeals must be based on an applicant's perception that his/her due process rights were violated during the admissions process. The procedure is not intended for applicants who do not meet minimum standards for admission as outlined above. Appeal must begin within five working days of the start of the semester following the admissions decision. Applicants wishing to appeal must contact the Coordinator of Advising to obtain written information regarding the appeal procedure.
5. Program advisers will be assigned after students have been admitted to the program. The adviser will assist the student in developing the program of graduate study that is required for full admission to the program. Students must meet with their adviser to develop a formal program of study before the completion of 12 credits toward their degree.

All courses and subsequent changes must be approved by the adviser. Transfer credit can be used toward graduation only if it has been reviewed and accepted by the student's adviser and is within Graduate School guidelines. The master's degree program must be completed within a six-year period

CHAPTER FIVE

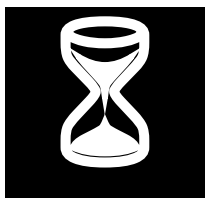
Policies Related to Program Completion

Transfer Credits



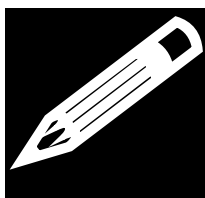
Students may take courses at other universities with the approval of their faculty advisers. Credits from other accredited institutions can be transferred into a master's program at the discretion of the adviser. A grade of "B" or better must have been earned in the course for the credits to be transferable. Courses taken on a pass/fail or credit/no credit basis are not transferable. Typically, courses that transfer are in the cognate and elective areas and do not include experiential courses such as COUN 505, 580, practicum or internship. A minimum of thirty (30) semester hours of graduate credit must be completed at Eastern Michigan University. 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 a completed master's degree. It is the student's responsibility to begin the course validation process by consulting with his/her program adviser regarding which courses are possible to update. The student would complete the appropriate form. A fee must be paid at that time. The student, in consultation with the adviser, 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 adviser or 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*. 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. 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 Counseling Program Coordinator, explaining the rationale for admission to the class. If the faculty member or Program Coordinator 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 Review 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 (2014) (Appendix A).

A. Non-Academic Behaviors That May Result in Disciplinary Action.

Any conduct by a student that is a violation of the University Student Conduct Code may be referred to the Office of Student Conduct, Community Standards and Wellness 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.

B. Academic Behaviors, Assessment and Review, Including Professional Skills and Dispositions

B. 1. Introduction

When a student's behavior or performance in the academic environment 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 assessment and/or review, in accordance with the procedures that follow. Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law, of the ACA Code of Ethics, or of the Student Conduct Code 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 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 or unwillingness to identify and/or set aside personal values so as to provide effective services to diverse populations.
- 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.

B. 2. Early Assessment

Both the ACA Code of Ethics (2014) and the CACREP Standards (2016) require that counselor education faculty engage in ongoing, systematic assessment of students' professional dispositions and competencies for entering the profession. Examples include:

- F.6.b. Gatekeeping and Remediation: Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (ACA Code of Ethics, 2014)
- F.9.a. Evaluation of Students: Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program. (ACA Code of Ethics, 2014)
- F.9.b. Limitations: Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:
1. assist students in securing remedial assistance when needed,
 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (ACA Code of Ethics, 2014)
- 4G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. (CACREP, 2016)

- 4H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (CACREP, 2016)

In order to comply with these ethical and accreditation guidelines, faculty members conduct ongoing evaluations of students' skills and dispositions in several ways:

1. Twice a year, faculty review every program admitted student to assess the student's progress through the program. Examples of behaviors that may raise concerns are listed in B.1. above. These observations may or may not be significant enough to warrant a meeting with the student at an early stage. They may simply be observations that should be noted and that other faculty should be aware of. At this point, the process is not necessarily disciplinary as much as it is a way for faculty to monitor and remain aware of each student's progress. On the other hand, if behaviors have persisted over time or are of greater concern, the faculty may decide at any stage that an informal review (see B.3.) is warranted.
2. During specific courses (COUN 505, 580, 686, 691) faculty members evaluate and provide feedback to each student on their intervention and relationship skills, professional skills, conceptualization skills, and personalization skills.

B. 3. Informal Review Conference

When a faculty member (or an internship/field placement supervisor) has a concern about a student's behavior or performance in the academic environment OR when a student has been denied admission to Counseling Practicum, Counseling Internship or Field based Experience, the faculty member will notify the student's advisor who will then convene an informal review conference. The purpose of this meeting is to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program.

The informal review conference will consist only of the student, the student's advisor, and the faculty member, unless special accommodations are required by the Disability Resource Center. 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 work with the student to develop a remediation plan or refer the student to the formal review process. 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 does not fulfill the terms of the Remediation Plan will be referred to the Formal Review Process.

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.

B. 4. Formal Review

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.

All review committee members 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 and a replacement will be appointed. 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 removed 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 electronic or ground 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 and will present any supporting documentation. 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 and the student will be provided with a copy of the recording upon request.

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 will be based upon a review of the information submitted at the formal review hearing. No new information, other than the student's written appeal and any response to it, will be considered. The Dean's decision is final.

C. Scholastic Performance Issues Resulting in Departmental Action

1. Introduction

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

- a. 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 any course for which COUN 505 is a prerequisite until the student is removed from Departmental Scholastic Probation.
- b. A grade lower than a "B" in COUN 515 Crisis Intervention. A student who receives a grade lower than a "B" in COUN 515 may not enroll in any course for which COUN 515 is a prerequisite until the student is removed from Departmental Scholastic Probation.
- c. A grade lower than a "B" in COUN 540 Group Process. A student who receives a grade lower than a "B" in COUN 540 may not enroll in any course for which COUN 540 is a prerequisite until the student is removed from Departmental Scholastic Probation.
- d. 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.
- e. 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 a course that the student is repeating.

2. Procedures for Handling Departmental Scholastic Performance Issues

The instructor who issued 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. A student who is being placed on departmental scholastic 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 (a second deficient grade if a course is repeated) 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. If the Counseling Program Coordinator is also the student's advisor, another faculty member will be designated. 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 under the University's grade point standard 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 applicable Grade Grievance Procedures.

APPENDIX A

2014 ACA Code of Ethics and Standards of Practice: See Chapter 13 of this handbook

APPENDIX B

Rights of Students During a Formal Review

A student is entitled to the following during a Department of Counseling Program Formal Review:

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 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.
5. The student and/ the advisor will have the right, within reason, to question anyone presenting information to the committee during the review.

APPENDIX C

Graduate School Probation, Dismissal and Appeals Process

The Graduate School places students 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.

Probationary students who do not return to good standing by the end of the next three semesters of enrollment are dismissed from the University and are so notified via my.emich.edu email. Individual departments may specify additional grounds for dismissal. Students who are dismissed from an individual program while in good academic standing may still be eligible for another graduate program at EMU

After dismissal, students may request reinstatement by submitting a Request for Reinstatement packet to the Office of Records and Registration. Deadline for submission of request will be included in the notice of dismissal. This request packet should include a personal letter which states the causes of the student's academic problems, changes in the student's situation that may rectify those problems and proposed plan of action to ensure success in graduate studies. Documentation which supports the circumstances described will be required. Dismissed students whose cumulative GPA is less than 2.0 are automatically denied reinstatement. After the deadline for submission of requests for reinstatement

has passed, the Office of Records and Registration will initiate the appeals process with the Academic Status Review Committee.

All reinstatement requests must be in writing, accompanied by documentation. There are no exceptions to this process. All documents become the property of EMU and will not be returned or copied after submission. Students should make copies for their personal use before submitting them to the committee.

Personal interviews will not be considered and reinstatement request decisions are final. Notification of decisions will be sent to your my.emich.edu email account within 14 days of the request submission deadline. 15 If the request is approved, further action on the student's part WILL be necessary to finalize their reinstatement. Deadlines will apply and be sent by email with instructions.

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CHAPTER SIX

Planning a Program of Study

Meeting with your adviser



Upon program admission, the student is assigned to a faculty adviser. The student is expected to meet with his/her adviser to begin program planning as soon as possible following notification of admission. No more than nine 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 advisers during their first semester of coursework in order to avoid forfeiting credits.

During the first planning meeting, the student and adviser 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 adviser 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 adviser and the student. The student must consult with the adviser 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-adviser relationship is ongoing and continues after the program of study is written. The student is encouraged to meet with his or her adviser 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 adviser at the time the program of study is written. All electives must be approved by the adviser 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 | | 13 semester hours |
| | COUN 574 | Couple and Family Counseling | 3 credits |
| | COUN 575 | Substance Abuse Counseling | 2 credits |
| | COUN 623 | Advanced Treatment Planning and Intervention | 3 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 |
| 4. | Supervised Counseling Experiences | | 8 semester hours |
| | COUN 686 | Counseling Practicum | 4 credits |
| | COUN 691 | Counseling Internship (600 hours) | 4 credits |
| 5. | Elective Courses | | 6 semester hours |
| | Elective courses are selected with the approval of the adviser 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 |
| | Other | Courses in psychology, social work, etc. | |

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 | | 9-12 semester hours |
| | COUN 654 | School Counseling | 3 credits |
| | COUN 670 | Postsecondary Planning for School Counselors (for 6-12 & K-12) | 3 credits |
| | COUN 651 | Counseling with Children (req. for K-8 and K-12 credential) | 3 credits |
| | COUN 693 | Ethical, Legal, and Professional Issues in School 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 | | 1-4 credits |
| | Elective courses are selected from the following list with the approval of the adviser 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 623 | Advanced Treatment Planning and Intervention | 3 credits |
| | COUN 660 | Case Management: Using Community Resources | 2 credits |
| | COUN 590/591/592 | Special Topics in Counseling | 1-3 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 | | 8-14 semester hours |
| | COUN 654 | School Counseling | 3 credits |
| | COUN 651 | Counseling with Children (required for K-8 and K-12 credential) | 3 credits |
| | COUN 670 | Postsecondary Planning for School Counselors (for 6-12 and K-12) | 3 credits |
| | COUN 690 | Field-based Experience | 2 credits |
| | COUN 693 | Ethical, Legal, and Professional Issues in School 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 | | 1-3 semester hours |
| | Elective courses are selected from the following list with the approval of the adviser 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 590/591/592 | Special Topics in Counseling | 1-3 credits |
| | COUN 623 | Advanced treatment Planning and Intervention | 3 credits |
| | COUN 660 | Case Management: Using Community Resources in Counseling | 2 credits |
| 5. | Cognate Courses | | 3 semester hours |
| | SPGN 510 | Intro. To Inclusive Education and Disability Studies (or equivalent) | 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 Counseling Specialization | | 9 semester hours |
| | COUN 550 | Introduction to Student Affairs 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 | | 0 or more semester hours |
| Elective courses may be selected from the following list with the approval of the adviser 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 590/591/592 | Special Topics in Counseling | 1-3 credits |
| | COUN 574 | Couple and Family Counseling | 3 credits |
| | COUN 575 | Substance Abuse Counseling | 2 credits |
| | COUN 623 | Advanced Treatment Planning | 3 credits |
| | COUN 660 | Case Management: Using Community Resources | 2 credits |
| | | <i>For those interested in Administration of College Counseling Centers</i> | |
| | EDLD 614 | Law for Higher Education | 3 credits |
| | EDLD 622 | Organization & Administration of Higher Education | 3 credits |
| | EDPS 632 | Community College Leadership | 3 credits |
| | EDLD 680 | Special Topics in Educational Leadership | 2 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 Clinical Mental Health Counseling, College Counseling, or School Counseling are required to complete a practicum 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.

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 Clinical Mental Health Counseling Program, the College 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.

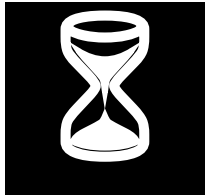
Successful completion of Counseling Practicum is required for admission to the Internship. The student must register for four semester hours of internship, which equals 600 hours of counseling and related learning experiences. At least 240 of those hours must be spent in direct service activities to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

Each student works with his/her program adviser 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 adviser 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 advisers.

Application for Supervised Experiences



Students must apply for Practicum and Internship, the semester before they wish to enroll. The Counseling Clinic Coordinator will send out an announcement each semester when the application process opens. Applications must be completed online. Applications are due according to the following schedule:

Practicum and Internship

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

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 advisers 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 \$150.00

II. Registration

Information about registering for the CPCE will be disseminated quarterly by the Counseling Clinic Coordinator through the Counseling Program listserv.

III. Format and overview of the exam

The exam is a computer-based multiple choice test covering the eight core curriculum areas defined by CACREP. There are no study guides for the exam, however, you can find information about preparing 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. CACREP objectives for each core area are reflected in the course syllabi for related courses. Thus, reviewing course materials is one way to study for the CPCE. Other study resources can be discussed with your adviser.

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 Adviser 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 adviser. 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. 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

On an ongoing basis, 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 on the Leadership and Counseling website.

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, 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 Clinical Mental Health 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) 3000 hours of counseling work experience with 100 hours of face-to-face counseling supervision; and (4) passage of the National Counselor Examination (NCE). Graduates of programs accredited by CACREP 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. Beginning in 2022, only graduates of CACREP accredited programs will be eligible for the NCC. 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) At least two years and 3000 hours of clinical client contact; (3) 100 hours of clinical supervision (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 advisers.

American Counseling Association (ACA)

6101 Stevenson Ave.

Suite 600

Alexandria, VA 22304

800.347.6647

<http://www.counseling.org>

Divisions of the American Counseling Association (ACA)

Association for Adult Development and Aging (AADA)

Association for Assessment and Research in Counseling and Education (AACCE)

Association for Child and Adolescent Counseling (ACAC)

Association for Creativity in Counseling (ACC)

American College Counseling Association (ACCA)

Association for Counselor Education and Supervision (ACES)

Association for Humanistic Counseling (AHC)

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (AGLBTIC)

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)

Military and Government Counseling Association (MGCA)

National Career Development Association (NCDA)

National Employment Counseling Association (NECA)

American School Counselor Association (ASCA)



1101 King Street, Suite 310

Alexandria, VA 22314

703.683.ASCA

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



675 North Washington Street, Suite 470

Alexandria, VA 22314

703.548.6002

800.326.2642

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

American College Counseling Association

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

1101 N. Delaware St.

Indianapolis, IN 46202

855-220-8760

NATIONAL BOARD FOR CERTIFIED COUNSELORS, INC



*national board for
certified counselors, inc.*

Promoting Quality Counseling
Through Certification

National Board for Certified Counselors, Inc.

3 Terrace Way, Suite D

Greensboro, NC 27403-3660 USA

336.547.0607

<http://www.nbcc.org>

MICHIGAN COUNSELING ASSOCIATION (MCA)

<http://www.michigancounselingassociation.com/>



MICHIGAN MENTAL HEALTH COUNSELORS ASSOCIATION

P.O. Box 80036
Rochester, Michigan 48308
<http://www.mmhca.org/>

MICHIGAN SCHOOL COUNSELOR ASSOCIATION (MSCA)



<http://www.mich-sca.org>
15260 Club Course Dr.
Bath, MI 48808
517-719-7801

CHAPTER TWELVE

The Counseling Faculty

The Counseling faculty includes 5 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.

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Clinical Mental Health Program Coordinator,
Coordinator of Advising**
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Ed.M., Ed.D. Rutgers University

Patrice Bounds, Ph.D.
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School Counseling Program
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Ph.D. University of Iowa

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M.A. (Counseling) Eastern Michigan University
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Ph.D., University of Toledo

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B.A., The Ohio State University
M.A. University of Washington
Ed.D. Eastern Michigan University

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.

2014 ACA Code of Ethics *As approved by the ACA Governing Council*

ACA Code of Ethics Preamble

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

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

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

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

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

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

ACA Code of Ethics Purpose

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

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

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

Section A: The Counseling Relationship

Section B: Confidentiality and Privacy

Section C: Professional Responsibility

Section D: Relationships With Other Professionals

Section E: Evaluation, Assessment, and Interpretation

Section F: Supervision, Training, and Teaching

Section G: Research and Publication

Section H: Distance Counseling, Technology, and Social Media

Section I: Resolving Ethical Issues

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

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed. Counselors acknowledge that resolving ethical issues is a process; ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards. Counselors' actions should be consistent with the spirit as well as the letter of these ethical standards. No specific ethical decision-making model is always most effective, so counselors are expected to use a credible model of decision making that can bear public scrutiny of its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors work collaboratively with clients to make decisions that promote clients' growth and development. A breach of the standards and principles provided herein does not necessarily

constitute legal liability or violation of the law; such action is established in legal and judicial proceedings.

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

Section A: The Counseling Relationship

Introduction

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

A.1. Client Welfare

A.1.a. Primary Responsibility

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

A.1.b. Records and Documentation

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

A.1.c. Counseling Plans

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

A.1.d. Support Network Involvement

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

A.2. Informed Consent in the Counseling Relationship

A.2.a. Informed Consent

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

A.2.b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to,

the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, relevant experience, and approach to counseling; continuation of services upon the incapacitation or death of the counselor; the role of technology; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis and the intended use of tests and reports. Additionally, counselors inform clients about fees and billing arrangements, including procedures for nonpayment of fees. Clients have the right to confidentiality and to be provided with an explanation of its limits (including how supervisors and/or treatment or interdisciplinary team professionals are involved), to obtain clear information about their records, to participate in the ongoing counseling plans, and to refuse any services or modality changes and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

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

A.2.d. Inability to Give Consent

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

A.2.e. Mandated Clients

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

A.3. Clients Served by Others

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

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

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

A.4.b. Personal Values

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

A.5. Prohibited Noncounseling Roles and Relationships

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

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

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

Counselors are prohibited from engaging in counseling relationships with persons with whom they have had a previous sexual

and/or romantic relationship.

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

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

A.5.d. Friends or Family Members

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

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

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

A.6. Managing and Maintaining Boundaries and Professional Relationships

A.6.a. Previous Relationships

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

A.6.b. Extending Counseling Boundaries

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

A.6.c. Documenting Boundary Extensions

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

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

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

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

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

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

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

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

A.7.a. Advocacy

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

A.7.b. Confidentiality and Advocacy

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

A.8. Multiple Clients

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

A.9. Group Work

A.9.a. Screening

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

A.9.b. Protecting Clients

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

A.10. Fees and Business Practices

A.10.a. Self-Referral

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

A.10.b. Unacceptable Business Practices

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

A.10.c. Establishing Fees

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

A.10.d. Nonpayment of Fees

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

A.10.e. Bartering

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

A.10.f. Receiving Gifts

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

A.11. Termination and Referral

A.11.a. Competence Within Termination and Referral

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

A.11.b. Values Within Termination and Referral

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

A.11.c. Appropriate Termination

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client or by another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services

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

A.12. Abandonment and Client Neglect

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

Section B: Confidentiality and Privacy

Introduction

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

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

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

B.1.b. Respect for Privacy

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

B.1.c. Respect for Confidentiality

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

B.1.d. Explanation of Limitations

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

B.2. Exceptions

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

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

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

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

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

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

disease or to engage in any behaviors that may be harmful to an identifiable third party. Counselors adhere to relevant state laws concerning disclosure about disease status.

B.2.d. Court-Ordered Disclosure

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

B.2.e. Minimal Disclosure

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

B.3. Information Shared With Others

B.3.a. Subordinates

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

B.3.b. Interdisciplinary Teams

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

B.3.c. Confidential Settings

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

B.3.d. Third-Party Payers

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

B.3.e. Transmitting Confidential Information

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

B.3.f. Deceased Clients

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

B.4. Groups and Families

B.4.a. Group Work

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

B.4.b. Couples and Family Counseling

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

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients

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

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

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

B.5.c. Release of Confidential Information

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

B.6. Records and Documentation

B.6.a. Creating and Maintaining Records and Documentation Counselors create and maintain records and documentation necessary for rendering professional services.

B.6.b. Confidentiality of Records and Documentation

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

B.6.c. Permission to Record

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

B.6.d. Permission to Observe

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

B.6.e. Client Access

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

B.6.f. Assistance With Records

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

B.6.g. Disclosure or Transfer

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

B.6.h. Storage and Disposal After Termination

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

B.6.i. Reasonable Precautions

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

B.7. Case Consultation

B.7.a. Respect for Privacy

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

B.7.b. Disclosure of Confidential Information

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

Section C: Professional Responsibility

Introduction

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors are expected to advocate to promote changes at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*). In addition, counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of and Compliance With Standards

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

C.2. Professional Competence

C.2.a. Boundaries of Competence

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

C.2.b. New Specialty Areas of Practice

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

C.2.c. Qualified for Employment

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

C.2.d. Monitor Effectiveness

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

C.2.e. Consultations on Ethical Obligations

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

C.2.f. Continuing Education

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

C.2.g. Impairment

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

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

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

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

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

C.3.b. Testimonials

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

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

C.3.c. Statements by Others

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

C.3.d. Recruiting Through Employment

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

C.3.e. Products and Training Advertisements

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

C.3.f. Promoting to Those Served

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

C.4. Professional Qualifications

C.4.a. Accurate Representation

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

C.4.b. Credentials

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

C.4.c. Educational Degrees

Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

Counselors clearly state their highest earned degree in counseling or a closely related field. Counselors do not imply doctoral-level competence when possessing a master's degree in counseling or a related field by referring to themselves as "Dr." in a counseling context when their doctorate is not in counseling or a related field. Counselors do not use "ABD" (all but dissertation) or other such terms to imply competency.

C.4.e. Accreditation Status

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

C.4.f. Professional Membership

Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of ACA

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

C.5. Nondiscrimination

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

C.6. Public Responsibility

C.6.a. Sexual Harassment

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

C.6.b. Reports to Third Parties

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

C.6.c. Media Presentations

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

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

C.6.d. Exploitation of Others

Counselors do not exploit others in their professional relationships.

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

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

C.7. Treatment Modalities

C.7.a. Scientific Basis for Treatment

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

C.7.b. Development and Innovation

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

C.7.c. Harmful Practices

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

requested.

C.8. Responsibility to Other Professionals

C.8.a. Personal Public Statements

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

Section D: Relationships With Other Professionals

Introduction

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

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

D.1.a. Different Approaches

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

D.1.b. Forming Relationships

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

D.1.c. Interdisciplinary Teamwork

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

D.1.d. Establishing Professional and Ethical Obligations

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

D.1.e. Confidentiality

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

D.1.f. Personnel Selection and Assignment

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

D.1.g. Employer Policies

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

D.1.h. Negative Conditions

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

D.1.i. Protection From Punitive Action

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

D.2. Provision of Consultation Services

D.2.a. Consultant Competency

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

D.2.b. Informed Consent in Formal Consultation

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

Section E: Evaluation, Assessment, and Interpretation

Introduction

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

E.1. General

E.1.a. Assessment

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

E.1.b. Client Welfare

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

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

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

E.2.b. Appropriate Use

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

E.2.c. Decisions Based on Results

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

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients

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

E.3.b. Recipients of Results

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

E.4. Release of Data to Qualified Personnel

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

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis

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

E.5.b. Cultural Sensitivity

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

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

Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and

strive to become aware of and address such biases in themselves or others.

E.5.d. Refraining From Diagnosis

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

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

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

E.6.b. Referral Information

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

E.7. Conditions of Assessment Administration

E.7.a. Administration Conditions

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

E.7.b. Provision of Favorable Conditions

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

E.7.c. Technological Administration

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

E.7.d. Unsupervised Assessments

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

E.8. Multicultural Issues/ Diversity in Assessment

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

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

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

E.9.b. Instruments With Insufficient Empirical Data

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

E.9.c. Assessment Services

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

E.10. Assessment Security

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

E.11. Obsolete Assessment and Outdated Results

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

E.12. Assessment Construction

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

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations

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

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not therapeutic in

nature, and entities or individuals who will receive the evaluation report are identified. Counselors who perform forensic evaluations obtain written consent from those being evaluated or from their legal representative unless a court orders evaluations to be conducted without the written consent of the individuals being evaluated. When children or adults who lack the capacity to give voluntary consent are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

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

E.13.d. Avoid Potentially Harmful Relationships

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

Section F: Supervision, Training, and Teaching

Introduction

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

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

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

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that supervisees communicate their qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights

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

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

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

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

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

F.2.c. Online Supervision

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

F.3. Supervisory Relationship

F.3.a. Extending Conventional Supervisory Relationships Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships

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

F.3.c. Sexual Harassment

Counseling supervisors do not con- done or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members

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

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

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

F.4.b. Emergencies and Absences

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

F.4.c. Standards for Supervisees

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

F.4.d. Termination of the Supervisory Relationship

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

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities

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

F.5.b. Impairment

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

F.5.c. Professional Disclosure

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

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

F.6.a. Evaluation

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

F.6.b. Gatekeeping and Remediation

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

F.6.c. Counseling for Supervisees

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

F.6.d. Endorsements

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

F.7. Responsibilities of Counselor Educators

F.7.a. Counselor Educators

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

F.7.b. Counselor Educator Competence

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

F.7.c. Infusing Multicultural Issues/Diversity

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

F.7.d. Integration of Study and Practice

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

F.7.e. Teaching Ethics

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

F.7.f. Use of Case Examples

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

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

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

F.7.h. Innovative Theories and Techniques

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

F.7.i. Field Placements

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

F.8. Student Welfare

F.8.a. Program Information and Orientation

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

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

F.8.b. Student Career Advising

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

F.8.c. Self-Growth Experiences

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

F.8.d. Addressing Personal Concerns

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

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students

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

F.9.b. Limitations

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

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

F.9.c. Counseling for Students

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

F.10. Roles and Relationships Between Counselor Educators and

Students

F.10.a. Sexual or Romantic Relationships

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

F.10.b. Sexual Harassment

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

F.10.c. Relationships With Former Students

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

F.10.d. Nonacademic Relationships

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

F.10.e. Counseling Services

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

F.10.f. Extending Educator– Student Boundaries

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

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

F.11.a. Faculty Diversity

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

F.11.b. Student Diversity

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

F.11.c. Multicultural/Diversity Competence

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

Section G: Research and Publication

Introduction

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

G.1. Research Responsibilities

G.1.a. Conducting Research

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

G.1.b. Confidentiality in Research

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

G.1.c. Independent Researchers

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

G.1.d. Deviation From Standard Practice

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

G.1.e. Precautions to Avoid Injury

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

G.1.f. Principal Researcher Responsibility

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

G.2. Rights of Research Participants

G.2.a. Informed Consent in Research

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

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

G.2.b. Student/Supervisee Participation

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

G.2.c. Client Participation

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

G.2.d. Confidentiality of Information

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

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

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

G.2.f. Commitments to Participants

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

G.2.g. Explanations After Data Collection

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

G.2.h. Informing Sponsors

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

G.2.i. Research Records Custodian

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

G.3. Managing and Maintaining Boundaries

G.3.a. Extending Researcher– Participant Boundaries

Researchers consider the risks and benefits of extending current research relationships beyond conventional parameters. When a

nonresearch interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant, the researcher must show evidence of an attempt to remedy such harm.

G.3.b. Relationships With Research Participants

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

G.3.c. Sexual Harassment and Research Participants

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

G.4. Reporting Results

G.4.a. Accurate Results

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

G.4.b. Obligation to Report Unfavorable Results

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

G.4.c. Reporting Errors

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

G.4.d. Identity of Participants

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

G.4.e. Replication Studies

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

G.5. Publications and Presentations

G.5.a. Use of Case Examples

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

G.5.b. Plagiarism

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

G.5.c. Acknowledging Previous Work

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

G.5.d. Contributors

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

G.5.e. Agreement of Contributors

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

G.5.f. Student Research

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

G.5.g. Duplicate Submissions

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

G.5.h. Professional Review

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

Section H: Distance Counseling, Technology, and Social Media

Introduction

Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources. Counselors understand the additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

H.1. Knowledge and Legal Considerations

H.1.a. Knowledge and Competency

Counselors who engage in the use of distance counseling, technology, and/or social media develop knowledge and skills regarding

related technical, ethical, and legal considerations (e.g., special certifications, additional course work).

H.1.b. Laws and Statutes

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

H.2. Informed Consent and Security

H.2.a. Informed Consent and Disclosure

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

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

H.2.b. Confidentiality Maintained by the Counselor

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

H.2.c. Acknowledgment of Limitations

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

H.2.d. Security

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

H.3. Client Verification

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

H.4. Distance Counseling Relationship

H.4.a. Benefits and Limitations

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

H.4.b. Professional Boundaries in Distance Counseling

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

H.4.c. Technology-Assisted Services

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

H.4.d. Effectiveness of Services

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

H.4.e. Access

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

H.4.f. Communication Differences in Electronic Media

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

H.5. Records and Web Maintenance

H.5.a. Records

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

H.5.b. Client Rights

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

H.5.c. Electronic Links

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

H.5.d. Multicultural and Disability Considerations

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

H.6. Social Media

H.6.a. Virtual Professional Presence

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

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

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

H.6.c. Client Virtual Presence

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

H.6.d. Use of Public Social Media

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

Section I: Resolving Ethical Issues

Introduction

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

I.1. Standards and the Law

I.1.a. Knowledge

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

I.1.b. Ethical Decision Making

When counselors are faced with an ethical dilemma, they use and document, as appropriate, an ethical decision-making model that may include, but is not limited to, consultation; consideration of relevant ethical standards, principles, and laws; generation of

potential courses of action; deliberation of risks and benefits; and selection of an objective decision based on the circumstances and welfare of all involved.

I.1.c. Conflicts Between Ethics and Laws

If ethical responsibilities conflict with the law, regulations, and/or other 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 using this approach, counselors, acting in the best interest of the client, may adhere to the requirements of the law, regulations, and/or other governing legal authority.

I.2. Suspected Violations

I.2.a. Informal Resolution

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

I.2.b. Reporting Ethical Violations

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

I.2.c. Consultation

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

I.2.d. Organizational Conflicts

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

I.2.e. Unwarranted Complaints

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

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

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

I.3. Cooperation With Ethics Committees

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Forensic Evaluation – the process of forming professional opinions for court or other legal proceedings, based on professional

knowledge and expertise, and supported by appropriate data.

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

Impairment – a significantly diminished capacity to perform professional functions.

Incapacitation – an inability to perform professional functions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supervisee – a professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.

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

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

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

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

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