

DEPARTMENT OF COUNSELOR EDUCATION

STETSON UNIVERSITY

Introduction:

Adjunct faculty provides a valuable service to the Department of Counselor Education. They bring special insights to our preparation programs that only practitioners in the field are capable of sharing. This link genuinely benefits our students in coming to understand how to bridge the gap between theory and practice.

The purpose of this Handbook is to familiarize adjunct faculty members with the policies and procedures of Stetson University Department of Counselor Education. It is also intended to serve as a guide to assist adjunct faculty in the preparation for classes and delivery of instruction.

As is always the case, this Handbook will not have all the answers. Adjunct faculty should always feel free to contact the Chair of the Department or the coordinator of a specific program if they have any questions related to their Stetson experience.

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FREQUENTLY USED TELEPHONE NUMBERS

(Area Code 386)

Audio-Visual Support (Media Center) Terry Grieb	822-7182
Campus Bookstore Textbooks	822-7160 822-8871
CIT	822-7217
Library	822-7175
Human Resources	822-8710
Medical Emergencies	911 – if Life Threatening 822-7300 for other emergencies
Public Safety/Parking	822-7300
DeLand Police Department	911 – if Life Threatening 734-1711
Registrar	822-7140

DEPARTMENT OF COUNSELOR EDUCATION

Mission Statement:

The mission of the Department of Counselor Education is to educate all students including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds, preparing them to accept their professional responsibilities with distinction. Students' learn to behave ethically, become aware of their professional responsibilities, and become aware of their own personal strengths and resiliency so that they may apply their training and self-knowledge with a culturally diverse clientele.

Objective 1: An ethically informed professional identity.

The development of an ethically informed professional identity is achieved in various ways. Examples include: a) presenting students with multiple models of ethical theory; b) offering alternative approaches to ethical decision making; c) comparing ethical codes from various disciplines; d) utilizing self-exploration; e) applying ethical concepts, and f) examining ethical and legal issues.

As part of developing an informed ethical identity, students become actively involved in professional organizations related to their chosen discipline at the local, state, and national levels (e.g., ACA, AAMFT, ASCA, AMHCA and Chi Sigma Iota).

Objective 2: An awareness of personal strengths and resiliency

The Department of Counselor Education embraces a strength and resiliency based model. This systemic approach is the foundation for self-evaluation.

During students' tenure in the program, they integrate personal strengths, clinical skills, and professional identity and practices by way of classroom and experiential activities.

Objective 3: An appreciation of diverse cultures

Cultural awareness, sensitivity, knowledge, and skills are infused into all activities of the Department of Counselor Education. Students become mindful of their cultural worldview and increase their cultural self-awareness through reflection activities as well as through faculty and peer mentoring. Opportunities are provided for exposure to cultural others, peer learning, self-reflection, evaluation, faculty and site supervisor feedback, supervision, in addition to didactic instruction.

Objective 4: Critical thinking and creative expression

Critical thinking and creative expression are incorporated into the curriculum and related professional experiences. Students are challenged to engage in informed discussions

related to the theory and practice of counseling. Through this process students are well prepared as they enter the counseling field.

Objective 5: Efficacious commitment to professional and community:

Program faculty assist students in developing a professional identity through experiential learning and related coursework. Additionally, students are provided opportunities to expand their professional identity. These experiences build upon one another in an effort for students to have knowledge about the community-at-large and become engaged as a contributing members of their community.

COMMITMENT TO DIVERSITY

Stetson is dedicated to creating and enriching an inclusive community that reflects an awareness and appreciation of the contributions of the different traditions reflected in a pluralistic society. The Stetson community is committed to instilling the values of ethical decision-making, global awareness, environmental awareness, community service and civic responsibility. Hence, we believe in the value of class equity, gender equity and race equity and vigorously strive to achieve an environment that creates and sustains these values.

As a university, therefore, Stetson recognizes that women and men of diverse racial, ethnic, religious, cultural and socioeconomic backgrounds are fundamental to the process of education. For this reason, the University's diversity plan articulates the University's belief that diversity is integral to education. Specifically, Stetson strives to express the following commitments:

- To create and foster a diverse community that appreciates, encourages, and protects all of its members
- To establish an environment in which all members participate in the intellectual, spiritual, and social life of the institution as well as in its decision-making process.
- To provide contact with a diverse group of students, faculty, and staff, as well as foster an intellectual experience that recognizes, understands, and esteems the distinctive contributions of these diverse groups.
- To encourage our students to become well informed, responsible, and positive world citizens who have an appreciation and capacity to relate to people of differing cultures.
- To regularly investigate the status, success, and/or shortcomings of our efforts and to make these results public.

The Department of Counselor Education is committed to recruiting students and faculty from diverse populations.

A Commitment to Inclusiveness

The central goal of Stetson University is the creation of an inclusive community - a place where all paths are explored, where social responsibility is an emphasis, and where groups work collaboratively rather than competitively. That goal finds its voice in our core values:

- The dignity, worth, and equality of all persons
- The importance of community in human life
- The inherent strength and value of diversity in any community of active learners
- The value of diverse opinions and ideas, even when different from one's own
- The mandate for ethical decision-making and social responsibility as a central component for community.

Application and Approval Process for Appointment as an Adjunct Instructor:

The selection of adjunct faculty to teach in the graduate program is a comprehensive process. Anyone interested in teaching as an adjunct should contact the department chair or the appropriate program coordinator. A complete applicant file, composed of the following items, must be on file before consideration for hire can proceed:

1. a cover letter expressing interest in a position, along with the identification of specific courses the individual has an interest in teaching;
2. current resume/vita;
3. official undergraduate and graduate transcripts; and
4. three letters of reference which address candidate's suitability for teaching on the university level (telephone numbers of these references must be included).

The above documents will be carefully reviewed and references checked. Upon completion of a satisfactory interview with the program coordinator, the applicant's file will be forwarded to the department chair with a request that the individual be hired to teach the course(s) involved. If the department chair agrees with the program coordinator's recommendation to hire, the file will be forwarded to the Dean of the College of Arts and Sciences for final review and approval. If the dean approves the applicant as an adjunct instructor, a written contract of hire will be sent to the newly approved adjunct instructor prior to the beginning of the semester in which the course is scheduled to be taught. The contract of hire is contingent upon an adequate number of students being enrolled in the course. Once a written contract offer has been extended to a prospective adjunct instructor, it is essential for that person to sign the contract and return the necessary copies to the Office of Academic Affairs as soon as possible. A separate contract for hire is executed for each semester an adjunct is to teach. The adjunct agrees to provide the services based on the time, number of hours, and period agreed on in writing.

Verifying Courses "Making":

Since course offerings are dependent upon having a sufficient number of students enrolled, it is necessary that adjunct faculty who will be teaching graduate courses verify whether their classes will be canceled or held as scheduled. Pat LeClaire, in the Office of Graduate Studies (386-822-7075), should be contacted for this verification at least seven (7) days prior to the start of classes.

Pertinent Issues:

Salary – The University sets a fixed rate of compensation for the payment of adjunct faculty. This amount will be disclosed to the adjunct instructor during negotiations and specified in the written contract. Adjunct faculty receive compensation for services on a monthly basis during their contracted term of employment.

Salary Problems – The Human Resources Office (386-822-8710) should be contacted if difficulties arise concerning compensation.

E-MAIL ADDRESSES MUST be utilized by adjunct faculty and addresses must be provided to the Counselor Education Office.

Change of Address, Phone Number, or Employment – If your home address, home phone number, or place of employment changes, please notify Donna Schick, 224 Davis Hall, (386) 822-8992 AND the Human Resources Office (386) 822-8710 within 10 days.

Parking – Adjunct faculty are entitled to use of university facilities and are granted free parking privileges. Parking decals can be obtained from the Public Safety Office, (386) 822-7300, which is located at N. Amelia and S. Michigan Avenues.

Mail – Incoming mail for adjunct faculty is placed in a mailbox marked with the adjunct's name in the copy room, 103A Davis Hall. Campus Unit 8389 is the designated box for the Department of Counselor Education. Outgoing mail related to Stetson business or personal mail, which already has postage on it, can be placed in the outgoing box, which is also located in the copy room.

Textbook Orders – Book orders should be requested at least six (6) weeks in advance of the class date. It is essential to specify the full book title, publisher, edition, year of publication, and ISBN number on the book order form. Book order forms can be obtained from Donna Schick in the Department of Counselor Education main office (224 DH) and should be returned to her for processing.

Typing/Handouts/Photocopying – The typing of all syllabi, examinations, or other assignments is the responsibility of the adjunct. Adjunct faculty **MUST** submit three (3) copies of their syllabi to the counseling office during the first week of class. Photocopying of materials will be done through the main office. Two weeks (2) advance notice should be given in order to ensure that these materials would be ready on the date requested. Please include your name and date material is required, as well as specific details and directions regarding whether the handouts should be collated and stapled, etc., with the material. Pages should be numbered to ensure proper collation. The limiting of these duplicated materials is appreciated.

Audio-Visual Equipment – Arrangements for the use of A/V equipment should be made at least four (4) weeks in advance. In order to ensure that you have the equipment required when you need it, it is essential that you complete an Equipment Request Form and specify the date, time, classroom number, type of equipment, films or videos needed. This form can be obtained from the counseling main office. Contact Terry Grieb, 386-822-7182, for answers to questions related to media or A/V equipment.

Computer Labs and Library Facilities – Full access to these services and facilities are made available to adjunct faculty during the term of their appointment. Computer labs must be reserved as far in advance as possible through the CIT Helpdesk, 386-822-7217. The e-mail address for the CIT Helpdesk is:

HYPERLINK <mailto:helpdesk@stetson.edu>

The Helpdesk should be contacted for any technology needs you may have. Any materials borrowed from the duPont Ball Library will be subject to normal library rules for checkout and return.

Course Syllabi:

The most recent version of the syllabus for the course you are going to teach should be consulted when you sit down to write the syllabus you plan to use. A disk with the appropriate template can be obtained from the main office. This format should be followed. Adjunct faculty can recommend changes and submit them to the appropriate program coordinator for approval. The syllabus must specify the appropriate CACREP and Florida Subject Area Competencies. It must include a theoretical framework for the course, learning objectives, and if attendance affects the student's grade this must be specified,

It is suggested that at least two texts be referenced in the course. These texts could represent different perspectives on the course content. In addition, these texts should be the latest editions. A bibliography of at least 15 sources must be included in the syllabus. This list should be current.

As this graduate program is designed to meet state licensure requirements and/or certification, please check with the department chairperson regarding specific subject content and educational experiences necessary for each course.

NOTE: ALL COURSES MUST HAVE AN UP-TO-DATE SUPPLEMENTAL READING LIST WITH EACH SYLLABUS.

COURSE REGISTRATION

Students who have been formally admitted to programs in the department may register for classes during the course registration periods established by the Registrar's Office.

To register, be sure to consult the Counselor Education Department's up-to-date list of courses offered through the department, which is available prior to the University's regular registration period. A copy of this list may be obtained from the counseling department office.

Students are permitted to take six credits prior to being admitted to the program. Registration in additional graduate-level courses offered through the department is limited to students who have met our entrance requirements and have been accepted into the program or receive special permission from the Chair of the department.

ACADEMIC INTEGRITY

Academic honesty and integrity are essential to the well being and proper functioning of an academic community. Any time students attempt to gain access to information pertaining to their normal course of study through dishonest means, they not only show little concern for their own personal sense of integrity, but they infringe on the rights of all other members of the academic community. The following definitions and examples should be referred to as forms of academic integrity violations.

Cheating

No student shall use or attempt to use unauthorized materials, notes, or information from another student about normal course work that is intended to be done on an individual basis, either in class or out of class. Examples include, but are not limited to, copying from another person's research, paper, test or quiz using testing aids during a test where no permission has been given by the particular section's instructor, copying reports, laboratory work, computer work, programs or files; collaborating on laboratory or computer work without specific permission for the particular section's instructor; taking an exam for another.

Fabrication and Falsification

No student shall, either through intentional or unauthorized means, alter any information or citation in their academic work. Examples include, but are not limited to inventing or providing false data, information or results; producing a false record concerning academic internships; altering the record of data; altering grade reports; providing a false citation of a source of information; providing false information regarding excuses from classes, laboratories, exams, quizzes and/or practicum experiences.

Multiple Submissions

No student shall submit a paper, test or quiz, or any portion thereof, which was obtained from a paper, test or quiz previously submitted for academic credit for any course.

Plagiarism

No student shall intentionally or knowingly present the work of another person without the expressed permission of the original author. Examples include, but are not limited to, the use of another's complete sentence, syntax, key words, graphs, and charts or given only the ideas and information provided by another. Computer programs and files must also be utilized only with the inclusion of a citation referring one to the original source of the file and/or program.

Abuse of Academic Materials

No student shall destroy, steal or make inaccessible any academic resource material. Examples include, but are limited to, the hiding of library resource material, reference material, intentionally altering another student's laboratory work/results.

Complicity in Academic Integrity

No student shall knowingly assist, offer guidance or support for another student's attempt, or be personally involved in an attempt to obtain in any deceptive or unauthorized manner, information or documents such as tests, examinations, roll books, reports, etc., that were considered to be the confidential or private property of other students, faculty, administrative personnel, or the University. Examples include, but are not limited to, knowingly permitting another to copy one's own paper/work, or paper/work of another; distributing or providing others with test or research material/questions; taking an exam for another, collaborating with another student with the intent of submitting work intended to be presented as original.

The following policies will cover acts of dishonesty

On the first occurrence in any course, the minimum penalty will be a zero on the paper, test, or examination. The maximum penalty will be failure in the course. The instructor will confer with the accused student and inform him/her as to what specific penalty, within these limits, he/she intends to impose. Generally, the first occurrence of academic dishonesty is handled by the instructor of the course, but may be referred to the Student Judicial Officer for adjudication.

Once a charge of academic dishonesty has been resolved, notice of the occurrence will be sent to the Student Judicial Officer and to the appropriate academic Dean to become a part of the student's record.

Upon receipt of a report of a second occurrence in any course by the same student, the Student Judicial Officer will initiate appropriate action under the Student Code of Conduct.

Administrative disciplinary action for academic dishonesty is not to be considered in any way a substitute for an academic penalty imposed by the instructor

Other definitions, examples, and policies covering acts of dishonesty appear in Connections: The Campus Life Handbook and Calendar.

Attendance, Course Contact Hours, Office Hours:

It is imperative that you take attendance on the first and second days of class and, periodically thereafter, to crosscheck the class list provided by the Registrar with your attendance records. The Registrar and Graduate Studies office should be informed immediately of any discrepancies if you are teaching a graduate course. Each course **MUST** consist of 45 contact hours. These direct contact hours are in addition to any outside class assignments such as research, projects, papers, and/or field experiences.

Adjunct faculty are expected to be available before or after class in order to provide personal assistance to the students enrolled in their courses. Contact the departmental office if private space is needed.

Department Chair/Program Coordinator Evaluation:

During the term of employment, the department chair or the related program coordinator may evaluate the adjunct instructor. Prior notification of an evaluation will be provided. The results of this evaluation will be shared with the adjunct in a post-observation conference. The adjunct instructor will be given a copy of the evaluation and a copy will be filed in his/her personnel file.

Consultation for Adjunct Faculty and Supervisors Policy

Program faculty will conduct yearly orientation for adjunct and supervisors who teach or provide clinical or site supervision to the Counselor Education Graduate Department.

Professional Development, Opportunities for Adjunct Faculty and Site Supervisors

Formal workshops and presentations as well as informal workshops (brown bag seminars) are periodically offered as opportunities to increase professional skills and interact with program faculty. You will be notified by letter, flyer and/or e-mail as these professional opportunities are available.

Student Evaluations:

Students evaluate each course at the end of the term by completing the form provided by the University for this purpose. The instructor is required to be out of the room when students are completing the evaluation forms. It is very important that the protocol for administering this instrument be followed in its entirety. After the evaluations are processed, the instructor will receive a summary, including a typed copy of the comments from the forms. This will take several weeks.

Grades:

You will receive grade sheets from the Registrar's office, along with information on when the grades are due. The grades for graduating students must be submitted to the Registrar at an earlier date than the final grades for those not graduating. These dates must be honored.

If a student has not made prior arrangements with you and does not attend the final exam, an F in the course should be given.

Methods of Grading:

All instructors are required to grade each student based on the quality of their work as assessed by the objectives and learning experiences of each course. Students are not be graded in comparison with each other. Students enrolled in a particular course may be at different developmental points in their academic programs, for example, students in Mental Health Counseling may not take a course in the exact sequence as a student in the Marital, Couple, Family, Counseling/Therapy program or the School Counseling Program.

GRADING SCALE

100 - 98	A+
97 - 94	A
93 - 91	A-
90 - 88	B+
87 - 84	B
83 - 81	B-
80 - 78	C+
77 - 74	C
77 - 75	C-

Academic Appeal Policy

The authority for academic matters in a particular course, including establishing the requirements and assigning grades, is the responsibility of the teacher of the course. Students are entitled to full and clear explanations of their grades. Students have the right to protection from capricious action. A student who desires to appeal a decision on a semester grade must follow the procedure listed below.

The student shall first request an explanation of the grade from the appropriate faculty member. The faculty member should be prepared to discuss and show records that correspond to the basis of grading in the class outlined in the course syllabus.

Academic Appeal Policy (continued)

If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal to the appropriate department or division chairperson (or in the absence of such a Chair, to the appropriate Dean). The appeal must be made in writing and must state the student's version of the grievance, and must be initiated no later than the last day to drop courses without academic penalty in the spring or fall semester immediately following the term of the course in question. The student bears the burden of proof to demonstrate that prejudice, arbitrariness, or nonacademic factors have affected improperly the assigning of the grade. The Chairperson shall investigate the matter by collecting a report from the faculty member as well as the student. The faculty report will provide appropriate documents and supporting evidence, but not necessarily written defense of the grade in question. The Chairperson shall make a decision within ten working days. If the Chairperson sustains the appeal, the faculty member shall be advised to assign a new grade. If the Chairperson denies the appeal, the student shall be informed in writing immediately.

If any party to the dispute remains unsatisfied after the Chairperson's decision, a further appeal in writing, stating the reasons for the appeal, may be made to the dean of the appropriate college or school. The Dean shall refer the grievance to the school's annually-appointed Grade Grievance Officer. The Officer shall enlist two senior faculty members of the school of the faculty member concerned to constitute a three-person examining board. This board shall investigate the matter. A part of the investigation must include a conference with the student and faculty member present. (If circumstances prevent the faculty member's participation, the Dean may appoint a representative or delay the proceedings until the faculty member can be present.) The board shall submit a report to the dean within ten working days. The board may recommend that the grade be upheld, that the faculty member assign a different grade, or that the record of the course be removed from the student's transcript. The Dean shall review the report and all supporting data and make a written report to all parties within ten working days. The decision of the dean shall be final one for the University.

For all other grievances, students should talk with the instructor and/or department chair, and, in the spirit of collegial problem solving, attempt to resolve the concern. If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal in writing to the Dean of the College or School. The Dean has the responsibility for maintaining the integrity of all academic policies and regulations of the University, and the decision of the Dean is considered to be final.

Stetson is committed to fairness, equity, and justice in all relationships. A student who feels that the decision by the Dean is either arbitrary or grossly unfair may appeal the Dean's decision to the President. This appeal must be in writing and must show why, in the view of the student; the decision of the Dean was unfair. The appeal should be delivered to the Office of the President and should provide the President with the following additional data:

Full Name,	Student number,	Academic major,
Academic adviser,	Local address,	Local telephone number.

The President will communicate his/her response to the formal appeal in writing to the local address provided by the student after consultation with the parties involved.

Student Conduct Retention Policy

According to Standard VI.B. of the CACREP standards, the program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.

The student's knowledge, interpersonal skills and counseling skills are evaluated to determine if the student is competent, if remedial work is necessary or if a student should be withdrawn from the program. Faculty members address specific concerns related to individual students at each faculty meeting and adhere to the guidelines for reviewing student competency when decisions indicate a need for student remediation or withdrawal.

Guidelines for Reviewing Student Competency

Qualities of an Effective Counselor

In addition to academic performance, students need to demonstrate personal qualities and behavior that are consistent with becoming an effective counselor. Students need to communicate an awareness of personal values, attitudes, beliefs and behaviors and their influence on the counseling process. Students are also required to demonstrate the ability to avoid imposing personal values on clients and a commitment to understanding the diverse backgrounds of others.

Students need to demonstrate emotional stability, a commitment to personal and professional growth and development and the ability to identify personal strengths and areas for growth, communicate with respect, effectively manage stress and tolerate ambiguity.

Formal Evaluation

CSL 503 – Human Relations & Skills

At the conclusion of CSL 503, Human Relations, the instructor completes an initial formal evaluation of each student and meets individually with each student to review the student's progress and the formal evaluation.

Each student receives a copy of the completed evaluation titled, Initial Student Evaluation and a copy of the evaluation is placed in student's file. (A copy of this evaluation is located in the appendix.)

CSL 517, 518, 519 - Practicum & Internship

During clinical coursework, CSL 517 Practicum, CSL 518 Internship I and CSL 519 Internship II, the university supervisor/course instructor completes a Student Competency

Summary and Requirements Form if a student's counseling skills or personal qualities limit his or her effectiveness as a competent counselor. During clinical coursework, student competency concerns should be identified by mid-semester evaluations or as soon as possible following mid-semester evaluations.

Faculty Procedures for Assisting Students in Becoming Effective and Competent Counselors

Faculty members identify and address student concerns as they emerge throughout the program. The students' knowledge, interpersonal skills and counseling skills are routinely evaluated to determine if the student is competent, if remedial work is necessary or if a student should be withdrawn from the program.

If a student is not demonstrating personal qualities and skills related to becoming a competent and effective counselor, the instructor completes a Student Competency Summary and Requirements Form. (See appendix.) The instructor meets with the student, review the concerns and remediation requirements and provide the student with a copy of the Student Competency Summary and Requirements Form. The instructor informs the student of the right to appeal.

If the student believes the review is unjustified or does not want to adhere to the requirements, the student needs to follow these procedures.

Student Procedures for Appealing Remediation Requirements or Withdrawal

Student

1. The student must submit a written appeal documenting the rationale for the appeal. The appeal must be given to the department chair within three weekdays or the right to appeal is forfeited and the student is required to follow the instructor's requirements.

Instructor

2. The instructor provides a copy of the Student Competency Summary and Requirements form to the department chair. During the next faculty meeting, the instructor provides an informational report regarding the student concern and outcome of the meeting.

Student

3. If the student chooses to adhere to the instructor's recommendations regarding (a) remedial procedures or (b) exit from the program, the following procedures will not be implemented.

Student, Instructor & Department Chair

4. When a student appeals, the department chair meets with the student and instructor and seeks a resolution. (If the department chair is also the instructor who has completed the Competency Review and Requirements form, another tenured program faculty member reviews the appeal.)

Department Chair

5. If no resolution is reached, the department chair appoints an ad hoc hearing committee of three (3) faculty members normally within three (3) weekdays of receipt of the student's appeal.

Student, Instructor & Committee

6. The student and instructor must submit a written statement to the committee. The committee meets, reviews each written statement and holds an oral hearing where the views of the instructor and the student are heard.

Committee

7. The committee determines whether the student continues in the program without restriction, continues in the program with remedial work, or is withdrawn from the program. The committee makes specific written recommendations within ten (10) days of its appointment. The decision is conveyed to the instructor, the student, and the department chair in writing.

Student

8. The student has ten (10 days) to appeal in writing said ruling to the dean of the college of arts and science. The dean confers with the department chair. All decisions made by the dean and the chair are final.

Department Procedure

9. All records are filed in the student's departmental file.

Future Formal Evaluation of the Student

10. Once a Student Competency Summary and Requirements form is completed for a student, all of the student's future instructors complete a Student Competency Progress Report form during mid-semester.

STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
STUDENT COMPETENCY PROGRESS REPORT

Student's Name

Social Security #:

Course:
Year:

Semester: Fall Spring Summer

Instructor's Name

Academic Progress at Mid-Term (Provide the grade the student earned at mid-term)

Completion and Quality of Academic Assignments (Provide a brief, descriptive summary.)

Professional Growth & Development – Counseling Competencies

Strengths

Areas for Growth

Recommendations & Requirements

I understand this feedback and have received a copy of this Student Competency Progress Report.

Students's Signature

Instructor's Signature

Date of Conference with the Instructor

Student Self-Selection from Program

If at any time during a student's course of study in the graduate programs in Counselor Education there is uncertainty or questions about the appropriateness of continuing in the program, students are urged to contact their advisor. Advisors will help students explore their professional concerns and help them examine options regarding their future profession in counseling. During these conversations the student's advisor may recommend personal counseling or may advise the student to contact the career services department at Stetson University. Career services will be able to help students examine their career options and determine their suitability for continued success in their program in counselor education.

Transfer of Credits

Transfer of course credit is not automatic. An individual who holds the baccalaureate degree from a regionally accredited college or university may apply only six (6) semester hours of graduate courses toward the graduate degree prior to admission to the program. A maximum of six semester hours may be transferred from another accredited graduate school provided these hours are approved by the department chair as part of the student's planned program. The student must complete a Request to Transfer Credit form, attach a copy of the syllabus from each course and submit it to the department chair.

After being admitted to a graduate program, a student wishing to complete course work at another institution must have written approval from the department chair. After course completion, an official transcript of the course work must be submitted to the department chairperson for final approval of transfer credit. Note: Transfer credits expire six years after completion. Transfer credits will be credited to the degree program only after the student has been advanced to candidacy. Correspondence course work will not be considered for transfer credit.

Final Exams: A final exam must be given at the time specified by the University. For exceptions please contact the Chair of the Department.

Return of Student Work:

It is sound educational practice to provide feedback to students regarding their efforts in a timely fashion. This includes tests, quizzes, projects, and papers.

Student Deadlines and Incomplete Grades:

The usual student deadline for late papers is five days after the end of the final class. After this date, the instructor will determine the grade, including an incomplete for the missing assignment(s).

I = Incomplete. This grade can be given because of illness or other extenuating circumstances. In order to assign an Incomplete, the Dean of the College of Arts and

Sciences must give approval. The work of the course must be completed two (2) weeks prior to the last day of classes in the next academic session the student is enrolled in (excluding summer terms). This grade must be removed within 24 months from the date issued regardless of enrollment status. Otherwise, it will automatically become an F. If a grade of I has been assigned, in no case may that course be repeated to improve grade standing.

Independent Study:

The Department of Counselor Education believes that it is very important for students to take classes with other students and to complete course requirements in the context of a regularly scheduled class. For this reason, independent studies are only offered for very specific reasons or for research-oriented projects. The Chair of the Department of Counselor Education must approve all independent studies. Adjunct faculty cannot negotiate or agree to an independent study.

STUDENT ASSESSMENT

The Stetson University Department of Counselor Education is committed to a comprehensive, formative, and summative assessment process for each of its students. Faculty members use a variety of approaches to assess student progress and competency in each course. These assessments may include exams, journals, papers, research projects, class presentations and demonstrations, group projects and self-evaluation. The department recognizes its commitment to the student, the profession and clients the students will ultimately serve. The department's focus on formative assessment provides the opportunity to address deficiencies and remediate them. As soon as it becomes clear that factors exist that would prevent successful completion of the program, the department will advise the student.

Student Portfolios

In addition to the requirement that students maintain a B average and successfully complete their prescribed program of study, students are required to keep a portfolio. The portfolio contains key documents and products that the student has generated throughout their degree program. These documents will serve to confirm competencies and track the learning process. Students may store documents in an electronic or paper format. If the student chooses an electronic format material must be stored on one or more CD-ROMs in a format that is compatible with Microsoft Office.

The portfolio is a capstone experience for counselor education graduate students and a tool that will allow them to focus on specific experiences as they progress through the program. The process will feature an oral defense during which students meet with faculty and answer questions about their preparation. One aim is to help students develop connections between courses and integrate knowledge. It also encourages students to develop specific areas of interest or specialty areas. The portfolio becomes a resource for students to build confidence and credibility in their work and to connect learning to career opportunities.

The portfolio is an important assessment tool. Faculty members gain a better understanding of the student's learning from coursework, outside activities, volunteer work and integration of external learning experiences. Further, it provides a strong basis for recommendations.

Portfolio Committee:

The portfolio committee is composed of at least two members from the Department of Counselor Education Faculty. A third member must be included from the adjunct, full-time faculty in another Department or an administrator from the College of Arts & Sciences.

Portfolio Contents

Students prepare their materials throughout their graduate programs and present them in a series of files containing collected materials or one or more CD-ROMs. Portfolios document evidence from course work, papers, video and audiotapes, conference attendance, readings and other learning experiences that prepared students in several core areas. Students are required to provide at least a one-page vita and a one-page written summary or outline of their portfolio, which will be kept on file. The faculty review the portfolio on two occasions, once by the advisor at the time of advancement to candidacy and by the portfolio committee in the final Fall or Spring term enrollment.

Evaluation of the Portfolios and Oral Examination:

Certification of the student's competency is achieved by a majority vote of the committee before the portfolio is accepted. A majority of the committee must vote on and accept the portfolio. If the student fails to achieve certification of competency based on a particular area of weakness, the committee may grant the student the opportunity to remediate that area.

Personal Counseling Requirement:

One of the portfolio requirements involves Self-Awareness and Personal Growth. Each student is required to participate in a minimum of eight sessions of therapy with a licensed practitioner. This counseling requirement helps produce better counselors by sensitizing them to the role of client. The student is not required to present any information about the fulfillment of this requirement other than a letter from the licensed practitioner stating that the required number of sessions has been met.

Portfolio Guidelines and Policies

First Portfolio Review

Students must submit a brief outline of their plans for meeting departmental competencies at the point they are ready for advancement to candidacy (after 18 hours have been completed).

In a written letter to their advisor, the student should:

1. List the departmental competencies and an individual plan for meeting each competency. (List of the competencies is provided in the section titled format)
2. If needed submit a revised program of studies to their advisor.
3. Schedule a meeting with their advisor to finalize the plan. (It is the students' responsibility to schedule this meeting with their advisor).

Second Portfolio Review

Students finishing their final course work may apply for graduation during the first month of an academic semester. This application indicates that he or she will be presenting the portfolio to the Counseling Department faculty.

The student is responsible for:

1. Making an appointment with their advisor after 18 hours of graduate work have been completed to review their portfolio.
2. Making application for graduation at the Graduate Office
3. Paying the required fee
4. Being available at the designated time in date for the defense of the portfolio with the faculty
5. Submitting a copy of the portfolio to the Chair two weeks before the defense
6. Supplying that individual a copy of the portfolio at least two weeks before the defense.
7. Submitting a brief resume (*not more than five pages*) of the portfolio to the office of the department of counseling. (*The resume becomes property of the university and should be submitted two weeks before the defense.*)
8. Attendance is mandatory.

Format:

The portfolio is not just a collection; it is an organized, structured argument that you have developed competencies in several categories during your studies at Stetson. The portfolio can be presented in notebook format, disk or CD-ROM. Every portfolio must include a curriculum vita, a detailed index and a folder or separate section for each of the competencies.

Listed below are the seven competencies required for successfully passing the oral defense of the portfolio. Beneath each competency is a list of suggestions for items that serve as evidence.

Demonstrate Evidence of Competency in:

1. Professional Orientation
 - a. Provide students with the comprehensive and up-to-date knowledge and skills in the field of Counseling
 - b. Students will develop specialties in recognizing and treating a particular diagnostic group with the most current methodology. (*For example: depression, chemical dependency, alcoholic families, and physical abuse*).
 - c. Professional organizational involvement, professional memberships, conferences attended, papers, presentations, responses to cases on ethical and legal issues.
 - d. Professional disclosure form.
 - e. Professional identification position paper.
2. Advanced Counseling Skills - Clinical Component
 - a. Prepare students by exposing them to practical experiences in counseling settings

- b. Students will present a transcript and video of a counseling session
 - i. Videotaped segment showing basic and advanced skills. One typed script of a counseling session with student comments. Evidence of treatment planning ability. Peer observation checklists.
- 3. Cultural Issues:
 - a. Expose students to a variety of different developmental, ethnic and cultural groups and to prepare them to work with the culturally diverse
 - i. Knowledge about a particular cultural group besides one's own
 - ii. Experience with a particular ethnic or cultural group
 - iii. Knowledge or experience with a particular developmental group
 - b. Interviews with persons from special populations, papers, journal entries, personal reaction papers, Assessment/Treatment Plans for specific cases, videotapes of real or role-played sessions. Papers dealing with differences in religion, race, and gender.
- 4. Legal and Ethical Issues:
 - a. Develop an awareness of ethical, legal and spiritual factors in counseling
 - i. Be familiar with the state of Florida's requirements and discipline procedures for licensure as a psychotherapist
 - ii. Ability to solve ethical dilemmas including ethical principles and standards of practice
 - iii. Knowledge concerning a current spiritual or religious issue in counseling practice
 - b. Papers demonstrating student's reaction to an ethical dilemma or case. Reaction papers, interviews with people having different spiritual beliefs, journal entries, workshops or conference attendance or presentation may be included. Evidence that student is familiar with Florida's Licensure law.
- 5. Personal Growth and Wellness
 - a. Provide opportunities that impress students with the need to continue personal and professional growth
 - i. Experience eight (8) counseling sessions as a client in individual, couples, or family therapy
 - ii. Show evidence of involvement in professional organization
 - b. Eight (8) individual group or individual counseling sessions. Reaction papers, in-service training received, supervision experiences etc. Includes evaluation of personal health.
- 6. Computer Skills
 - a. Evidence of computer abilities for word processing, simple spreadsheet, computerized statistical package, use of BlackBoard, on-line services, or Internet.
- 7. Targeted Specialty
 - a. Identify a specialty area for your targeted area such as divorce, sexual abuse, aging, sexual orientation or any other special population. Videotaped client interviews, papers, conferences, workshops, treatment plans may also be included.

STETSON UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION
GRADUATE STUDIES
COLLEGE OF ARTS AND SCIENCES
PORTFOLIO ORAL DEFENSE APPROVAL

Date: _____

The Oral Defense Committee for _____ (Student)
recommends:

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Unacceptable	_____	_____	_____	_____	_____
Acceptable	_____	_____	_____	_____	_____
Target	_____	_____	_____	_____	_____

Satisfactory evidence exists in the following content areas:

- 1. Professional Orientation: _____
- 2. Advanced Counseling Skills: _____
- 3. Cultural Issues: _____
- 4. Legal and Ethical Issues: _____
- 5. Personal Growth and Wellness: _____
- 6. Technology Skills: _____
- 7. Targeted Specialty: _____

If the defense is deficient or unacceptable the following special conditions must be met to reverse the decision of the committee:

Date: _____

Department Chair

Committee Member

Committee Member

FINAL APPROVAL Advisor's Signature _____
Date: _____

COUNSELOR EDUCATION PORTFOLIO DEFENSE RUBRIC

Objective 1		
Ethically Informed Professional Identity		
<p><u>Unacceptable</u> Candidates have limited understanding of the laws, codes and standards that govern the counseling profession. They demonstrate little ability to solve ethical dilemmas and show little insight in reacting to ethical situations with clients. They do not understand the role that counselor bias and values play in the counseling process and they are not able to articulate the standard of practice regarding legal/professional issues such as duty to protect, duty to warn, and client confidentiality. They also do not present an awareness of the laws of child and elder abuse and the responsibilities of counselors to report such abuse.</p>	<p><u>Acceptable</u> Candidates have an understanding of the laws, codes, and standards that govern the counseling profession. They are able to articulate a step-by-step process of critical thinking and ethical decision-making utilizing the codes, laws, ethical principles and ethical theories. They are able to identify situations in which counselors must warn others or protect their clients when danger is imminent. They are also aware of the consequences if legal, and ethical standards are not followed appropriately.</p>	<p><u>Target</u> Candidates have integrated into their professional identity a conceptual framework for making ethical decisions regarding counseling clients. They are able to articulate the laws and professional standards and are able to integrate them in their conceptualizations and intervention when counseling clients. They are able to reflect upon, analyze, problem solve, research, and implement professional and legal standards and are able to accept the ambiguity of complex situations when working with clients' unique needs. They understand that a fundamental part of legal and ethical practice is to consult with other professionals when standards do not specifically address a client situation.</p>

Objective 2

Awareness of Personal Strengths and Resiliency

Unacceptable

Candidates show no evidence of reflection of personal strengths and are unable to articulate professional growth and change throughout the course of the program. They do not reflect upon experience and philosophy of change in a systematic manner. They do not provide representative examples of personal growth in their professional orientation, advanced counseling skills, personal growth, and wellness.

Acceptable

Candidates have mastered reflective skills regarding identifying personal strengths and are able to articulate professional growth and change throughout their course of study. They reflect upon their experiences in an integrated manner and are able to describe their counseling goals as life-long and service-oriented. They provide examples of experiences, writing, and research in the areas of professional orientation, advanced counseling skills and personal growth and wellness.

Target

Candidates integrate professional and pedagogical knowledge and skills and use these to reflect upon themselves as a counselor. They are able to articulate personal and professional growth and describe a developmental process that includes future plans for growth. They express commitment to continued personal change and to provide counseling services based on implementation of technology, counseling skills, research, and “best practices”.

Objective 3

Appreciation of Diverse Cultures

Unacceptable

Candidates are unable to articulate an understanding of diversity. They have little or no understanding of legal or personal rights of individuals with disabilities or persons of varied, ethnicities, cultures, religions, or sexual orientation. They do not demonstrate interest in understanding diverse populations and are unable to demonstrate attendance at events or academic investigation and research of diverse populations.

Acceptable

Candidates are knowledgeable about diverse populations and are aware of the legal and personal rights of persons from diverse backgrounds. They can integrate counseling styles and strategies that enhance cross-cultural relationships and are sensitive to the needs and interests of diverse clients. They are tolerant regarding issues of diversity and act as an advocate for the diverse populations they serve.

Target

Candidates are able to identify their own bias and value system regarding counseling clients with diverse backgrounds and needs and are able to integrate theory and practices for serving diverse populations. Candidates embrace the opportunity to learn about diversity and celebrate differences and unique needs of others. They recognize and value the unique characteristics of diverse populations and empower their clients to feel positive about their differences.

Objective 4

Critical Thinking and Creative Expression

Unacceptable

Candidates show little evidence of reflection on the pedagogical knowledge and skills needed to be an effective practitioner. They are not able to integrate theory with practice and are unable to assess a client situation and create appropriate intervention strategies. Candidates are limited in their ability to demonstrate reflective skills and are unable to express themselves therapeutically in order to facilitate change.

Acceptable

Candidates bridge theory and practice through the use of research, knowledge of counseling theories, and understanding of appropriate counselor responses and interventions. They are able to assess client situations and provide feedback in order to facilitate change. They are also able to use decision-making models in order to guide the implementation of therapeutic interventions.

Target

Candidates fully integrate theory, research, and practice through varied methods and skills they are able to demonstrate as practitioners. They are able to assess, set goals, and design treatment plans in order to deliver appropriate counselor interventions and to facilitate growth or change in their clients. They are able to provide feedback to clients in a facilitative manner and are able to help clients identify options for change utilizing their own positive assets and potential as human beings.

Objective 5

Efficacious Commitment to Professional and Community Service

Unacceptable

Candidates are unable to view the role of the counselor as a change agent in the community. They do not understand the concept of life-long learning and are not committed to their professional organizations and relationships with other community professionals. They do not collaborate with other agencies and do not provide service in the profession or community in which they live.

Acceptable

Candidates view the role of the counselor as a resource in the community. They recognize their own need for life-long learning and they attend conferences and workshops in order to enhance their skills as counselors. They are also committed to their professional organizations and network with other practitioners. They provide some community service to other agencies or groups who may seek counseling services.

Target

Candidates embrace the role of counselor as a change agent in the community and recognize the important role that counselors play in the legal, business and helping fields. They understand the powerful role of the counselor and utilize that role to serve as an advocate for children and other clients who may require therapeutic services. They serve as leaders in their professional community and provide service to agencies who may seek their knowledge and expertise in their professional role as a counselor.

PROGRAM ASSESSMENT

Assessment is a very important part of the graduate student's experience in the Department of Counselor Education. Not only is the student assessed using a variety of methods, but the program is also assessed in a systemic manner. Many departments within the University, Community agencies, students, alumni, and advisors plan a part in the most important process of program assessment.

Department of Counselor Education Assessment Activities

	<u>Recent Date Of Completion</u>	<u>Prior Date of Completion</u>
Each semester:		
• Dept. evaluation (course)	2003	2002
• University evaluation (course)	2003	2002
Each year:		
• Faculty Activity Report	2003	2002
• Response to FAR	2003	2002
• Classroom evaluations	2003	2002
• Department annual report	2003	2002
• Department review of mission statement	2003	2002
• Advisory Board Meeting	2003	2002
• Focus groups – student needs	2003	2002
• Brown bag faculty/student meetings	2003	2002
Every two years:		
• Student satisfaction survey	2003	2002
• Site supervisor survey	2003	2002
• Employer survey	2003	2002
Every three years:		
• External evaluation	2002	1998

Course Evaluation within Department

COURSE EVALUATION

COURSE: _____

How does this course compare with other courses you have taken in the graduate program? If first semester, did this course meet your expectations?

How could the instructor be more helpful regarding your learning experience at Stetson?

Was the course content useful and relevant to your professional goals?

What aspects of the course were most helpful?

What aspects of the course were least helpful?

Was the textbook (and supplemental materials) appropriate for your learning experience in the class?

Did the instructor appropriate to the course content utilize the teaching methods?

Please comment on any aspects of your learning experience that you believe would be helpful to our instructor for evaluative purposes.

DEPARTMENT OF COUNSELOR EDUCATION

GRADUATE ADMISSIONS PROCESS

The Graduate Council of Counselor Education sets the admissions standards for the Counselor Education Graduate Program based on standards from the Program Faculty, Florida Department of Education, Florida Department of Health, and the Graduate Council of Arts and Sciences.

Admission to the Counselor Education Graduate Program requires an earned undergraduate degree from a college or university accredited by an appropriate regional association.

Admission to the Counselor Education Graduate Program requires at least one from Category I and all of the following in Category II:

Category I

1. A composite score of 1000 on verbal and quantitative on the Graduate Record Examination (GRE)
2. A score of 50 on the Miller's Analogy Test (MAT)
3. Undergraduate grade point average of 3.0 in upper division courses
4. Earned master's degree from an accredited university

Category II

1. Application
2. Goal Statement
3. Undergraduate transcripts
4. Letters of recommendation
5. Group Interview
6. Technology assessment
7. Students applying to the School Counseling Program who are not fully certified teachers must submit passing scores on the CLAST.

Each student is required to submit scores from the Graduate Record Exam (GRE) or the Miller Analogy Test (MAT) for admission into the program. However, an undergraduate grade point average of 3.0 in upper division course may assist a student whose standardized test scores do not meet the minimum criteria.

Each applicant will be evaluated in the context of an overall academic record and/or accomplishments in an appropriate field.

The Graduate Council of Counselor Education makes final decisions on all applicants. Appeals are brought to the Graduate Council of Arts & Sciences.

Six (6) Hour Rule

Students may enroll in six (6) hours of introductory coursework prior to admission into the graduate program.

Advancement to Candidacy

Admission to a degree program does not imply advancement to candidacy for a degree. Students must meet the following requirements for advancement to candidacy.

1. Complete at least eighteen hours of graduate work at Stetson with the minimum of a 3.0 average
2. Written recommendation of the major department
3. Approval of the Graduate Council of the College of Arts and Sciences

The student is notified by letter when advanced to candidacy. Failure to meet the requirement for advancement to candidacy may result in the student being dismissed from the graduate program.

DEPARTMENT OF COUNSELOR EDUCATION
GRADUATE ADMISSIONS PROCESS

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7. Students applying to the School Counseling who are not fully certified teachers must submit passing scores on the CLAST

Each student is required to submit scores from the Graduate Record Exam (GRE) or the Miller Analogy Test (MAT) for admission into the program. However, an undergraduate grade point average of 3.0 in upper division course may assist a student whose standardized test scores do not meet the minimum criteria.

Five Transition Points in Counselor Education
MS Programs

1. Admission into one of three programs

2. Advancement to candidacy (after 18 hours)
3. Exit from one of three programs
4. Exit from university
5. Follow-up studies by the department through alumni surveys and employer satisfaction surveys

Program: Master of Science in Mental Health Counseling

Program Coordinator: Dr. Judith Burnett

The M.S. in Mental Health Counseling is designed to prepare students for careers as mental health counselors in the community, public and private human service agencies, inpatient, partial, outpatient and other treatment settings, business and independent practice, as well as settings that provide human service consulting.

Students who complete the program are eligible to take the examination of the National Board for Certified Counselors (NBCC).

The Mental Health Counseling program is an ecosystemic and community-focused program which emphasizes building personal and professional strengths and resiliency. Students are trained to understand human problems (individual, family, and community) from a strength-based approach. Specific attention is paid to learning about culturally diverse and vulnerable populations and communities. Students gain exposure and experience in providing counseling and community service in culturally diverse settings.

THE OBJECTIVES OF THE MENTAL HEALTH PROGRAM

Have a general knowledge of and experience with treatment modalities appropriate for a broad range of mental health service recipients and mental health service settings.

Establish a professional identity as Mental Health Counselors.

Interact effectively with the full spectrum of mental health professionals

Provide competent professional service and leadership within the mental health field.

Have knowledge and skill as scientist-practitioners.

Demonstrate knowledge and competency in culturally appropriate, community-focused mental health interventions and service delivery.

Are ethically and legally informed practitioners.

HOURLY REQUIREMENTS/PLANNED PROGRAM

A minimum of 60 semester hours of coursework is required, 45 hours are considered required core courses, and 15 hours are earned in practicum and internship courses in the Mental Health Program. Students must defend a portfolio of their learning experiences as the capstone project to complete the degree.

*Be aware that state licensure requirements may change based on legislation.

MENTAL HEALTH COUNSELING
Stetson University Master of Science-Counseling
60 Semester Hour Program

Name _____ Social Security No. _____
 Address _____ Home Phone (____) _____
 _____ Work Phone (____) _____
 e-mail: _____

REQUIRED COURSES

Pre-Requisites		Core Courses (45 Hrs.)		Semester	Professor
	Hrs.		Course Title		
None	(3)	CSL 501	Evaluation & Assessment	_____	_____
None	(3)	CSL 502	Legal, Ethical and Professional Issues in Counseling	_____	_____
None	(3)	CSL 503	Human Relations Methods & Skills	_____	_____
None	(3)	CSL 504	Group Counseling	_____	_____
None	(3)	CSL 505	Theories of Counseling	_____	_____
None	(3)	CSL 506	Human Development	_____	_____
None	(3)	CSL 507	Career Counseling	_____	_____
None	(3)	CSL 508	Family Systems	_____	_____
503,505, 508,526	(3)	CSL 509	Individual, Marital, Psychotherapy & Psychopathology	_____	_____
None	(3)	CSL 513	Multicultural Counseling & Psychosocial Theory	_____	_____
None	(3)	CSL 514	Sexuality Counseling	_____	_____
None	(3)	CSL 515	Statistical Analysis & Research Design	_____	_____
None	(3)	CSL 516	Substance Abuse Counseling	_____	_____
None	(3)	CSL 526	Foundations of Mental Health Counseling	_____	_____
None	(3)	CSL 527	Counseling in a Community Setting	_____	_____
Practicum/Internship (15 hrs.):					
502,503, 504,505, 508,509,	(3)	CSL 517	Practicum: Mental Health Counseling	_____	_____
502,503 504,505, 508,509, 517	(6)	CSL 518	Internship I: Mental Health Counseling	_____	_____
502,503, 504,505 508,509, 518	(6)	CSL 519	Internship II: Mental Health Counseling	_____	_____
TOTAL:		60 SEMESTER HOURS			

MENTAL HEALTH COUNSELING STANDARD TRACK 60 – SEMESTER HOURS
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60 – SEMESTER HOUR PRORAM

FALL – YEAR (1)

CSL 508	- Family Systems	(T)
CSL 526	- Foundations of Mental Health Counseling	(W)

SPRING – YEAR (1)

CSL 503	- Human Relations Methods & Skills	(T)
CSL 505	- Theories	(SA) *TH

SUMMER YEAR (1)

CSL 504	- Group Counseling (8 weeks)	(T/TH/SA)
CSL 516	- Substance Abuse Counseling	(M/W)

FALL – YEAR 2

CSL 502	- Legal, Ethical, and Professional Issues	(M)
CSL 509	- Individual, Marital, Psychopathology	(T)

SPRING YEAR (2)

CSL 501	- Evaluation and Assessment	(W)
CSL 514	- Sexuality Counseling	(T)

SUMMER YEAR (2)

CSL 515	- Statistical Analysis & Research Design	(T/TH)
CSL 527	- Counseling in a Community Setting	TBA

FALL YEAR (3)

CSL 506	- Human Development	(SA)
CSL 507	- Career Counseling	(TH)

SPRING YEAR (3)

CSL 513	- Multicultural Counseling	(T) 5:30
CSL 517	- Practicum	(T) 3:00

SUMMER YEAR (3)

CSL 518	- Internship I (6 credits)	TBA
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FALL YEAR (4)

CSL 519	- Internship II	TBA
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Program: Master of Science in Marital, Couple & Family Counseling/Therapy

Program Coordinator: Dr. Lynn Long Program: Master of Science in Marital, Couple & Family Counseling/Therapy

Program Coordinator: Dr. Lynn Long

The M.S. in Marital, Couple and Family Counseling/Therapy is designed to train therapists for roles in community agencies, hospital, churches, businesses, family treatment centers, and private practice settings.

THE MARITAL, COUPLE & FAMILY COUNSELING/THERAPY program specialization emphasizes an ecosystemic approach to understanding human problems and generating opportunities for solutions: Students learn to moderate solution-oriented conversations among interested parties (i.e., stakeholders) who are invited to seek "double descriptions" of mutual concerns and problems, to listen carefully to each other, to entertain and invent multiple solution possibilities, and to construct new narratives of cooperation and commitment.

THE OBJECTIVES OF THE MARITAL, COUPLE & FAMILY COUNSELING/THERAPY PROGRAM

To prepare graduates to:

- Utilize a systemic, strength-focused theoretical perspective to assess, diagnose and provide treatment to a diverse population of clientele.
- Develop a sensitivity and awareness of ethnicity, cultural heritage, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status and understand the impact of these factors on effective delivery of Marital, Couple and Family Counseling/ Therapy services in the community.
- Establish a professional identity as a Marital, Couple, and Family Counselor/Therapist who treats marital relationships, couples, families and individuals from a systems perspective.
- Become ethical practitioners who are aware of societal trends in family life (families in transition, dual career couples, blended families, same sex couples) and who work with couples and families and other larger social systems in the community.
- Continue to grow professionally through affiliation with professional organizations such as ACA in order to provide "cutting-edge" clinical practice.
- Advocate on behalf of Marital, Couple, and Family Counselors/Therapists to promote the profession as a whole and to address barriers that impede access, equity and success for clients.

HOURLY REQUIREMENTS/PLANNED PROGRAM

A minimum of 60 semester hours of coursework is required; 51 hours are considered required core courses, and nine (9) hours are earned in practicum and internship in the Marital, Couple & Family Counseling/Therapy Program. Students must defend a portfolio of their learning experiences as the capstone project to complete the degree.

*Be aware that state licensure requirements may change based on legislation.

MARITAL, COUPLE, FAMILY COUNSELING/THERAPY PLANNED PROGRAM OF STUDY
Stetson University Master of Science-Counseling
60 Semester Hour Program

Name _____ Social Security No. _____
 Address _____ Home Phone: () _____
 _____ Work Phone: () _____
 e-mail: _____

REQUIRED COURSES

Pre-Requisites	Core Courses (51 Hours) Hrs.	Course Titles	Semester	Professor
None	(3)	CSL 501 Evaluation and Assessment	_____	_____
None	(3)	CSL 502 Legal, Ethical and Professional Issues in Counseling	_____	_____
None	(3)	CSL 503 Human Relations Methods and Skills	_____	_____
None	(3)	CSL 504 Group Counseling	_____	_____
None	(3)	CSL 505 Theories of Counseling	_____	_____
None	(3)	CSL 506 Human Development	_____	_____
None	(3)	CSL 507 Career Counseling	_____	_____
None	(3)	CSL 508 Family Systems	_____	_____
503,505,	(3)	CSL 509 Individual Marital & Family Psychotherapy and Psychopathology	_____	_____
None	(3)	CSL 510 Marriage & Relationship Counseling	_____	_____
502,503, 505,508,509	(3)	CSL 511 Seminar in Marital, Couple Family Counseling/Therapy	_____	_____
None	(3)	CSL 513 Multicultural Counseling & Psychosocial Theory	_____	_____
None	(3)	CSL 514 Sexuality Counseling	_____	_____
None	(3)	CSL 515 Statistical Analysis and Research Design	_____	_____
None	(3)	CSL 516 Substance Abuse Counseling	_____	_____
506	(3)	CSL 521 Counseling Children & Adolescents	_____	_____
508,510	(3)	CSL 525 Advanced Family Therapy Theories and Techniques	_____	_____

Practicum/Internship (9 Hrs.):			
502,503	(3) CSL 517	Practicum: Marital, Couple, and	_____
504,505,		Family Counseling/Therapy	_____
508,509,			
510			
502,503,	(3) CSL 518	Internship I: Marital, Couple, and	
504,505		Family Counseling/Therapy	_____
508,509,			_____
510,517			
502,503,	(3) CSL 519	Internship II: Marital, Couple, and	
504,505		Family Counseling/Therapy	_____
508,509			_____
510,517,518			
TOTAL:		60 SEMESTER HOURS	

**MARITAL, COUPLE & FAMILY COUNSELING/THERAPY
STANDARD TRACK
60 SEMESTER HOUR PROGRAM**

FALL YEAR (1)

CSL 508 - Family Systems (T)
CSL 506 - Human Development (SA)

SPRING YEAR (1)

CSL 505 - Theories of Counseling (SA) *TH
CSL 503 - Human Relations Methods and Skills (T)

SUMMER YEAR (1)

CSL 504 - Group Counseling (T/TH/SA)
CSL 516 - Substance Abuse Counseling (M/W)

FALL YEAR (2)

CSL 509 - Individual, Marital, Psychopathology (T)
CSL 510 - Marriage & Relationship Counseling (W)

SPRING YEAR (2)

CSL 501 - Evaluation and Assessment (W)
CSL 514 - Sexuality Counseling (T)

SUMMER YEAR (2)

CSL 511 - Seminar in Marital, Couple, and Family Counseling/Therapy TBA
CSL 515 - Statistical Analysis & Research Design (T/TH)
CSL 521 - Counseling Children & Adolescents TBA

FALL YEAR (3)

CSL 502 - Legal, Ethical, and Professional Issues (M)
CSL 507 - Career Counseling (TH)

SPRING YEAR 3

CSL 513 - Multicultural Counseling (T) 5:30
CSL 517 - Practicum (T) 3:00

SUMMER YEAR 3

CSL 518 - Internship I TBA
CSL 525 - Advanced Family Theory and Techniques (M/W)

FALL YEAR 4

CSL 519 - Internship II TBA

Master of Science in School Counseling
Program Coordinator: Dr. Brigid Noonan

THE MASTER OF SCIENCE DEGREE (M.S.) IN SCHOOL COUNSELING prepares school counselors for positions in public or private elementary, middle or secondary schools. The program is systemically oriented and designed to promote a family strength focused approach and collaborative assessment and intervention model between parents, children and the school system. This program is intended to enable program graduates to obtain Florida Department of Education Certification in School counseling.

The School Counseling program supports the principle of circular causality, which maintains that problems are not the result of a cause-and-effect process; rather that problematic behavior results from mistaken interaction patterns among parents, children and teachers. Brief intervention models provided by school counselors can assist a systematic-based diagnosis and offer interventions designed to promote “positive parent, child and teacher” child interactions in a non-blaming, supportive manner.

THE OBJECTIVES OF THE SCHOOL COUNSELING PROGRAM

To prepare graduates who:

- Have a general knowledge of and experience with a range of systemic approaches appropriate for a broad range of students, parents and program seniors in a school setting.
- Establish a professional identity as a school counselor.
- Interact effectively with the full spectrum of school personnel, administrators and community.
- Provide competent professional service and leadership with the school-counseling field upon graduation.

HOURLY REQUIREMENTS/PLANNED PROGRAM

For students who are teacher certification-eligible in the State of Florida, there are 57 required hours, 48 hours are considered core courses, and 9 hours are earned in practicum and internship experience. For students who are not teacher certification-eligible in the State of Florida, the following additional courses are required:

EN505	Philosophy of Education	3
EN527	Teaching Reading Concepts in the Content Area	3
EN574	Educational Management of Diverse Populations	3

SCHOOL COUNSELING PLANNED PROGRAM OF STUDY
Stetson University Master of Science-Counseling
57 Semester Hour Program
 STETSON UNIVERSITY
SCHOOL COUNSELING PROGRAM – PLANNED PROGRAM A

Name _____	Social Security # _____
Address _____	Home Phone _____
_____	Work Phone _____
	E-Mail _____

Prerequisites Required Courses	Credits	Course #	Course Title	Semester	Professor
None	(3)	CSL 501	Evaluation and Assessment	_____	_____
None	(3)	CSL 502	Legal, Ethical and Professional Issues in Counseling	_____	_____
None	(3)	CSL 503	Human Relations Methods & Skills	_____	_____
None	(3)	CSL 504	Group Counseling	_____	_____
None	(3)	CSL 505	Theories of Counseling	_____	_____
None	(3)	CSL 506	Human Development	_____	_____
None	(3)	CSL 507	Career Counseling	_____	_____
None	(3)	CSL 508	Family Systems	_____	_____
None	(3)	CSL 513	Multicultural Counseling & Psychosocial Theory	_____	_____
None	(3)	CSL 515	Statistical Analysis and Research Design	_____	_____
<u>506</u>	(3)	CSL 521	Counseling Children & Adolescents	_____	_____
None	(3)	CSL 522	Foundations of School Counseling	_____	_____
None	(3)	CSL 524	Consultation	_____	_____
None	(3)	CSL 528	Contemporary Issues in School Counseling I	_____	_____
None	(3)	CSL 529	Contemporary Issues in School Counseling II	_____	_____
None	(3)	CSL 530	Technology and the Counselor Educator	_____	_____

Practicum/Internship (9 Hrs.)

Prerequisites: (3) CSL 517 Practicum: School Counseling _____
502,503,504,505, 508,522

Prerequisites: (3) CSL 518 Internship I: School Counseling _____
502,503,504,505, 508,522,517

Prerequisites: (3) CSL 519 Internship II: School Counseling _____
502,503,504,505, 508,522
517,518

TOTAL: 57 SEMESTER HOURS

COURSES REQUESTED FOR TRANSFER CREDIT (MUST BE APPROVED BY ADVISOR):

COURSE TITLE	FROM	REPLACING	APPROVED
<hr/>			
1.			
<hr/>			
2.			
<hr/>			

TOTAL HOURS TRANSFERRED: (MAXIMUM OF 6 HOURS) _____

I UNDERSTAND THAT I AM RESPONSIBLE FOR FOLLOWING MY PLANNED PROGRAM IN SEQUENCE. IN THE EVENT THAT I DO NOT FOLLOW THIS SEQUENCE, I UNDERSTAND THAT THE GRADUATE PROGRAM AT STETSON IS NOT OBLIGATED TO PROVIDE COURSES TO ACCOMMODATE THE CHANGES.

STUDENT _____

DATE _____

ADVISOR _____

DATE _____

**SCHOOL COUNSELING
STANDARD TRACK
57 – SEMESTER HOURS
PROGRAM A**

Fall – Year 1

CSL 508 Family Systems
CSL 522 Foundations of School Counseling

Spring – Year 1

CSL 503 Human Relations
CSL 505 Theories of Counseling

Summer – Year 1

CSL 504 Group Counseling
CSL 528 Contemporary Issues in School Counseling I

Fall – Year 2

CSL 502 Legal, Ethical and Professional Issues
CSL 506 Human Development

Spring – Year 2

CSL 513 Multicultural Counseling
CSL 524 Consultation

Summer – Year 2

CSL 515 Statistics
CSL 521 Counseling Children and Adolescents

Fall – Year 3

CSL 507 Career Counseling
CSL 517 Practicum: School Counseling

Spring – Year 3

CSL 501 Evaluation and Assessment
CSL 518 Internship I: School Counseling

Summer – Year 3

CSL 529 Contemporary Issues in School Counseling II
CSL 530 Technology and the Counselor Educator

Fall – Year 4

CSL 519 Internship II: School Counseling

ENDORSEMENT ONLY PROGRAM

If a person has a CACREP Master's Degree in any area they may receive an endorsement for another specialty by completing an endorsement only program.

Mental Health Counseling

Endorsement for Mental Health Counseling:

509 Individual, Marital & Family Psychotherapy and Psychopathology

CSL 516 Substance Abuse Counseling

CSL 517 Practicum: Mental Counseling

CSL 518 Internship I: Mental Health Counseling

CSL 519 Internship II: Mental Health Counseling

CSL 526 Foundations of Mental Health Counseling

CSL 527 Counseling in a Community Setting

Marital, Couple, and Family Counseling/Therapy

Endorsement for Marital, Couple, and Family Counseling/Therapy:

CSL 509 Individual, Marital & Family Psychotherapy and Psychopathology

CSL 510 Marriage & Relationship Counseling & Therapy

CSL 511 Seminar: Marital, Couple, Counseling/Family Therapy

CSL 516 Substance Abuse Counseling

CSL 517 Practicum: Marital, Couple, and Family Counseling/Therapy

CSL 518 Internship I: Marital, Couple, and Family Counseling/Therapy

CSL 519 Internship II: Marital, Couple, and Family Counseling/Therapy

CSL 521 Counseling Children and Adolescents

CSL 525 Advanced Family Therapy Theories and Techniques

School Counseling

Endorsement for School Counseling for students who are certification-eligible as teachers in the State of Florida

CSL517 Practicum: School Counseling

CSL518 Internship I: School Counseling

CSL519 Internship II: School Counseling

CSL521 Counseling Children and Adolescents

CSL522 Foundations of School Counseling

CSL525 Consultation

Endorsement for School Counseling for students who are not certification-eligible as teachers in the State of Florida

In addition to the courses listed above, the following courses are required:

EN505 Philosophy of Education

EN527 Teaching Reading in the Content Area

EN574 Educational Management of Diverse Populations

NOTE: Some of the courses listed for each specialty may have been required in the program for which you received a master's degree. For example, students who have a master's degree in School Counseling and desire an endorsement in Marital, Couple & Family Counseling/Therapy will already have completed CSL 521, Counseling Children and Adolescents. Likewise, students who have a master's degree in Marital, Couple and Family Counseling/Therapy and desire endorsement in mental health counseling will already have completed CSL 509 Individual, Marital and Family Psychopathology and Psychotherapy and CSL 516, Substance Abuse Counseling.

COURSE DESCRIPTIONS

CSL 501 EVALUATION AND ASSESSMENT

This course is designed to provide students with an understanding of individual, couple, family, group and environmental/community approaches to assessment and evaluation. The course will provide the information necessary to understand the history, use, and purpose of evaluation instruments commonly utilized by counseling professionals. Basic descriptive and inferential statistics and measurement concepts will also be included. A major component of this course will provide students with the opportunity to acquire skills necessary for conducting basic assessments. Principles and ethics of diagnosis, formal, and informal assessments and overview of intelligence, aptitude, interest, achievement, personality and cognitive status will be provided.

CSL502 LEGAL, ETHICAL, & PROFESSIONAL ISSUES (3).

This course is designed to provide an overview of professional counseling including codes of ethics, legal considerations, standards of preparations, certifications and licensing, role identity of counselors, and goals and objectives of counseling organizations. The role of counselors in promoting the welfare of all clients, by emphasizing the inherent dignity, worth, and equality of all persons will be emphasized. The primary focus of the course will be on the legal, ethical, and professional issues for counselors. The course is designed to teach the process of decision-making guided by ethics and social responsibility.

CSL 503 HUMAN RELATIONS METHODS AND SKILLS

This is a workshop-centered, practice-oriented course to provide students with cognitive, behavioral and affective training. The objectives of this training are to develop the skills needed to communicate and maintain essential dimensions of the helping relationship and to explore and clarify client concerns. Students will gain awareness of the invitational skills, processing, personalization, and conceptualization skills. Procedures include activities designed to help students conceptualize a systemic framework for the counseling process with an understanding of strategies conducive to promoting dignity of all persons.

CSL 504 GROUP COUNSELING

This course is designed to provide students with the information necessary to understand the development of effective group facilitation skills and knowledge of organizing, implementing, and evaluating groups. Theoretical and experiential understanding of group dynamics will be addressed. Students will have an opportunity to develop an understanding of group dynamics unique to each of the 4 group specialties: task groups, psychoeducational (classroom guidance groups), counseling groups, and therapy groups. The value of diverse persons and differing ideas in group work will be illuminated.

CSL 505 THEORIES OF COUNSELING

This course provides an overview of the major theories of counseling and personality, which form the basis for application in counseling and psychotherapy. Personal assumptions regarding human nature and behaviors are examined along with some specific therapeutic styles and techniques.

CSL 506 HUMAN DEVELOPMENT

This course addresses major theories of human development across the lifespan. It is designed to examine human development issues from a multicultural perspective. The course addresses the cognitive, socio-emotional, and physical nature and needs of individuals at all developmental levels. Tasks related to normal development, prevention, early intervention, and counseling are addressed. Issues of family development and transitions are addressed from a systemic perspective.

CSL 507 CAREER COUNSELING

Factors contributing to career development that must be considered by counselors as they assist clients with career planning and decision-making process will be addressed. Career guidance models, and strategies for various client groups will be presented. Emphasis will be placed on understanding the interrelationship between and among work, family, and other life roles, including the impact of gender and diversity in career development. Students will have an opportunity to gain awareness of the counseling skills necessary to address personal issues that emerge in career life.

CSL 508 FAMILY SYSTEMS

This course provides analysis of the theory and research in marriage and family interaction and communication patterns. Conceptualization of family dynamics is accomplished through integration of systems theory, family subsystems, the developmental stages of family life, and the interaction of the family in the larger community and social systems.

CSL 509 INDIVIDUAL, MARITAL, & FAMILY PSYCHOPATHOLOGY AND PSYCHOTHERAPY

This course provides an overview of theory, research and practice related to the diagnosis and treatment of individual, marital and family psychopathology. Specific attention is paid to understanding interlocking pathology. The diagnostic categories of the DSM IV are examined as well as physiological, behavioral, social, cognitive and systems perspectives of dysfunction. Patterns of dysfunctional and functional individual, marital, sexual and family behaviors and interactions are assessed and analyzed through an examination of theories, case studies, research, applied literature and specific therapeutic techniques.

CSL 510 MARRIAGE AND RELATIONSHIP COUNSELING

This course provides an understanding of the coupling process including dimensions of communication, developmental sequences and family of origin issues, intimacy, sexuality, and marital conflicts. Treatment planning and therapeutic strategies are emphasized. address the therapists role related to divorce, child custody, mediation, domestic violence, family business consultation and organizational consultation.

CSL 511 SEMINAR FOR MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

This course aims to introduce students specializing in the practice of marital, couple, and family counseling/therapy to pertinent legal issues and professional trends in the field. The therapist's role will be explored within the framework of legal and community systems and will also

CSL 513 MULTICULTURAL COUNSELING AND PSYCHOSOCIAL THEORY

This course addresses the influence of culture, e.g., ethnicity, religion, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family influences, on the provision of counseling services. This course is designed to evaluate societal trends, human roles, subgroups, norms, diversity of lifestyle, and communication patterns. The course also emphasizes the examination of personal and institutional prejudice, bias, oppression, and discrimination as well as psychosocial theories of multicultural counseling and identity development. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into one's own assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations.

CSL 514 SEXUALITY COUNSELING

This course is designed to explore the biopsychosocial aspects of human sexuality. Healthy sexual functioning is reviewed as well as the assessment and treatment of sexuality dysfunctions and disorders. Students will address personal attitudes, beliefs, and biases regarding sexuality and will consider appropriate assessment and treatment strategies based on the role of relational structure, age, gender, physical status, ethnicity, and sexual orientation. Ethical and legal considerations regarding the client-therapist relationship will also be discussed.

CSL 515 STATISTICAL ANALYSIS AND RESEARCH DESIGN

This course is designed to provide an overview of basic statistical concepts and elements of research design which students will utilize to evaluate studies in counseling and therapy. The course will cover the principles (and specific types) of experimental design. The students will learn which statistical analysis is associated with each type of design and why. The students will also be exposed to some of the problems with statistical hypothesis testing. Students will also learn principles and processes of needs assessment and program evaluation.

CSL 516 SUBSTANCE ABUSE COUNSELING

This course is an overview of the actions, uses, and side effects of psychoactive drugs. In addition, the course explores etiology, diagnosis, prevention, referral, and treatment of substance abuse and addictive disorders

CSL 517-30 PRACTICUM: MENTAL HEALTH COUNSELING

This course is a multi-dimensional course designed to provide students with the opportunity to develop competencies in counseling skills in a practical setting. Students critique and receive feedback through peer interaction in a group setting, receive individual and group supervision and participate in weekly seminars. Students are expected to develop and demonstrate effective counseling skills based on personal strengths and ethical and professional principles. Students complete **200** hours of which **80** hours are direct client contact; the remaining hours are comprised of activities typically conducted by mental health counselors.

CSL 517-31 PRACTICUM MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

This course is a multi-dimensional course designed to provide students with the opportunity to develop competencies in counseling skills in a practical setting. Students critique and receive feedback through peer interaction in a group setting, receive individual and group supervision and participate in weekly seminars. Students are expected to develop and demonstrate effective counseling skills based on personal strengths and ethical and professional principles. Students complete **100** hours of which **40** hours are direct client contact; the remaining hours are comprised of activities typically conducted by marital, couple, and family counselors/therapists.

CSL 517-34 PRACTICUM: SCHOOL COUNSELING

Supervised counseling practices involving both individuals and groups and emphasizing the use of video and audio tapes are the focus of this clinical experience. Students, under supervision, will implement theoretical knowledge about counseling, assessment, evaluation to the actual practice of a school setting.

Opportunities to learn with and learn from diverse individuals will be offered. Students will begin to apply theoretical knowledge about counseling to actual practice by fostering constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/ social success.

CSL 518-30 INTERNSHIP II: MENTAL HEALTH COUNSELING

Supervised field work in counseling.

Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete **400** hours of which **160** hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors.

CSL 518-31 INTERNSHIP I: MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

Supervised field work in counseling.

Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete **300** hours of which **120** hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by marital, couple and family counselors/therapists.

518-34 INTERNSHIP I: SCHOOL COUNSELING

Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under supervision, will implement theoretical knowledge about counseling, assessment, and evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students will also have opportunities to apply the most comprehensive and up-to-date knowledge available in the field of counseling.

CSL 519-30 INTERNSHIP II: MENTAL HEALTH COUNSELING

Supervised field work in counseling.

Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete **400** hours of which **160** are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors.

CSL 519-31 INTERNSHIP II: MARITAL, COUPLE AND FAMILY COUNSELING/THERAPY

Supervised field work in counseling.

Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete **300** hours of which **120** are direct client contact; the remaining hours are comprised of a variety of activities conducted by marital, couple and family counselors/therapists.

CSL 519-34 INTERNSHIP II: SCHOOL COUNSELING

Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under the supervision, will implement theoretical knowledge about counseling, assessment, evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students will also have opportunities to apply most comprehensive and up to date knowledge available in the field of counseling

CSL 521 COUNSELING CHILDREN AND ADOLESCENTS

This course provides an overview of theories and research pertinent to counseling children and adolescents. Factors that promote and hinder healthy human development will be studied. Students will be provided with information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. Multicultural dynamics will be addressed. Procedures include activities designed to help students conceptualize an ecosystemic framework for the counseling process.

CSL 522 FOUNDATIONS OF SCHOOL COUNSELING

This course is designed to provide information about the structure, administration and organization of counseling programs in schools and agencies. It contains an overview of the historical and professional issues in the field

CSL 524 CONSULTATION

This course provides an overview of theories of consultation as well as methods and techniques of consultation with parents, teachers, administrators and business leaders. Understanding of multicultural dynamics and valuing diversity is emphasized. Opportunities that teach students about the continuing need for personal and professional growth are offered.

CSL 525 ADVANCED FAMILY THERAPY THEORIES AND TECHNIQUES

This course provides advanced analysis of family systems theory, research in marital, couple, and family counseling/therapy literature, study of current trends in the field and the application of these elements to innovative treatment strategies and interventions. Students will receive feedback on skills demonstrated in simulated counseling sessions as well as from live supervision in a clinical setting.

CSL 526 FOUNDATIONS OF MENTAL HEALTH COUNSELING

This course examines the historical, philosophical, societal, cultural, economic and political dimensions of mental health counseling. Roles, functions, and professional duties of mental health counselors will be explored within structures and operations of professional organizations. Attention is given to the implications of professional issues unique to mental health counselors including recognition, reimbursement, right to practice, core provider status, practice privileges within managed care systems and expert witness status. Sociocultural, demographic and life style diversity relevant to mental health counseling will also be addressed.

CSL 527 COUNSELING IN A COMMUNITY SETTING

This course explores typical client characteristics of communities served by a wide spectrum of institutions and agencies that offer counseling services in diverse communities. Models, methods, and principles of program development and service delivery based on human and organizational development assumptions will be emphasized. Students will develop a knowledge and skills base that will include, but not be limited to, prevention models, implementation of support groups, peer facilitation training, parent education, career information and counseling services and encouragement of self help for clients. Students will develop skills and effective strategies for client advocacy in public policy, consultation, outreach and promotion of community mental health while focusing on culturally diverse populations.

CSL528 Contemporary Issues in School Counseling I (3). This course will provide school counselors with information on topics that are current and relevant in the field of school counseling. Emphasis on the importance of assessment and organization and the opportunity for students and practicing counselors to study and evaluate what activities school counselors are currently engaged in and consideration of strategies to deal with students, families, and the larger school system. At the conclusion of this course, participants will understand the myriad of services available in schools not as separate tools to use with categories of students, but as a whole to help ensure an excellent education for all students whether they are categorized as regular students or students with diverse or special needs.

CSL529 Contemporary Issues in School Counseling II (3). This course is designed to enable school counselors to engage in strategic planning to improve the developmental comprehensive school counseling program. Emphasis is placed on the practical application of planning skills to assess, evaluate, and improve the functioning of the comprehensive school counseling program in order to meet the needs of students in elementary, middle, and high schools. Issues such as ESE and the IEP process, course scheduling, and managing time constraints will be examined. Students will also become more familiar with other successful P 12 developmental comprehensive school counseling programs.

CSL530 Technology and the Counselor Educator (3). This course will examine the importance of increasing technology skills in the field of counseling. Assisting counselors in recognizing the benefits of utilizing technology in many areas of their job and increasing their resource base to assist all clients will be addressed. Examination of information retrieval and dissemination, college and career exploration, counseling

interventions, and the establishment of networks of support and communication and their relationship to technology will also be addressed in terms of how these skills can significantly alter the work of counselors.

CSL 585 INDEPENDENT STUDY.

TEMPLATE

STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION

CSL 508 – FAMILY SYSTEMS

Name of Instructor	Stetson University
Title	Department of Counselor Education
Office:	Semester, Year
Home:	Day & Time
Office Hours: Location	E-mail:
Days & Times	

PREREQUISITES: Admission into the program.

COURSE DESCRIPTION:

This course provides analysis of the theory and research in marriage and family interaction and communication patterns. Conceptualization of family dynamics is accomplished through integration of systems theory, family subsystems, the developmental stages of family life, and the interaction of the family in the larger community and social systems.

COURSE OBJECTIVES:

1. Students will be able to compare the tenets of family therapy with individual therapy. **(CACREP K3a, K5b, K5d, MCF B1, C1)**
2. Students will be able to identify functional and dysfunctional family systems from a life cycle perspective and examine the impact of socioeconomic status, religious belief systems, ethnic diversity, sexuality and values on their family systems. Assessment skills and clinical interview are highlighted. **(CACREP K2c, K3c, K3d, K5b, MCF A6, B1, B2, B3)**
3. Students will examine ethical, legal, and professional issues as they relate to specific family therapy presenting issues and intervention strategies. The role of mental health counselors and school counselors will also be addressed from a systemic prospective. **(CACREP K1h, K2f, K5c, MCF A5, C1, C2)**
4. Students will understand the philosophical and etiological premises that define the practice of marriage and family therapy, and become familiar with current family therapy research and its application for working with families in a variety of practice settings. **(MCF A1, A5, C5)**
5. Students will be able to identify the psychological elements and societal trends of family life including families in transition, non-traditional and alternative life style families, dual career families, and blending families. They will also examine these elements from a systemic and a larger ecosystemic perspective. **(CACREP K4d, K5d, MCF B1, B3, C4)**

6. Students will be able to construct a genogram and identify the role of family of origin issues in the presenting problems of family members. They will become familiar with the use of the genogram as an assessment and intervention technique for use in the clinical interview for family therapy. (**CACREP K5b, MCF C1**)
7. Students will become familiar with the structure and operations of professional organization and training standards as they are applied in assessing and treating families. (**CACREP K1h, K2f, K3e, MCF A2, A3**)

REQUIRED TEXTBOOKS:

Goldenberg, I., and Goldenberg, H., (2004). *Family therapy: An overview*. California: Brooks/Cole.

Goldenberg, I., and Goldenberg, H., (2004). *Myself in family context. A personal journal*. California: Brooks/Cole.

CACREP - Core Curriculum Topics Addressed in the Course:

Social and Cultural Diversity

1. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups. (K2c)

Human Growth and Development

2. Ethical and legal considerations. (K2f)
3. Theories of individual and family development and transitions across the life span. (K3a)
4. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (K3c)
5. Strategies for facilitating optimum development over the life span. (K3d)
6. Ethical and legal considerations. (K3e).

Career Development

7. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development. (K4d)

Helping Relationships

8. An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. (K5b)

9. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. (K5c)
10. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (K5d)

CACREP Marital, Couple, & Family, Mental Health & School Counseling Topics Addressed:

Marital, Couple, & Family

Foundations

- A1: History of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy.
- A5: The role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals.
- A6: The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, and sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

Contextual Dimensions

- B1: Marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems.
- B3: Societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).

Knowledge and Skill Requirements

- C1: Family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g. legal, legislative, school and community systems) and with individuals.
- C2: Interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions.

C4: Specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution.

C5: Research and technology applications in marital, couple, and family counseling/therapy.

Mental Health Counseling:

Knowledge and Skill Requirements

C2: General principles and practices for the promotion of optimal human development and mental health.

School Counseling:

Knowledge and Skill Requirements

C2f: Constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.

C2g: Systems theories and relationships among and between community systems; family systems and school systems, and how they interact to influence the students and affect each system.

Florida Subject Area Competencies (FSAC) Addressed:

Knowledge of counseling

1.3 Apply counseling theories and techniques appropriate to specific situations and populations

Knowledge of consultation, collaboration, and coordination

5.5 Select appropriate procedures to communicate information to students, staff, families, and the community

Knowledge of social and cultural diversity

10.3 Demonstrate knowledge of issues relevant to diverse family constellations and individual lifestyles.

METHODS OF INSTRUCTION:

This course utilizes a combination of lectures, role-plays, experiential activities and formal student presentations.

COURSE REQUIREMENTS:

1. A color-coded genogram of each individual's family will be constructed.

2. An autobiography of each individual's family of procreation and family of origin will be written. To be included are family messages, secrets, roles, rules, problem-solving methods conflict styles, phase of life transitions, intrapsychic issues communication patterns, interaction styles, etc.
3. Each student will become a member of a role-play family throughout the term. Each family must participate in role for at least four outings. The group will write and develop a family history with a clear description of healthy and dysfunctional patterns, messages, secrets, roles, rules, problem solving methods, conflict styles, phase of life issues, interpsychic issues, communication patterns, interactional styles, etc.
4. A personal journal of each student's experience of the role-play family will be written.
5. Each individual will participate in a class demonstration in which family roles, therapist role, or supervisor role will be utilized from a particular theoretical perspective and applied to a family setting. Emphasis will be placed on the diverse needs and experiences of each family constellation.
6. Each individual will view a videotape of a family situation and will describe in written form the family assessment from a systemic perspective. In small groups, treatment issues will be determined.

GRADING:

Genogram	10%	100 - 98	A+
Autobiography	25%	97 - 94	A
Family Systems Group Paper	20%	93 - 91	A-
Class Demonstration of		90 - 88	B+
Family Group Paper	20%	87 - 84	B
Family Assessment	15%	83 - 81	B-
Personal Journal	<u>10%</u>	80 - 78	C+
	100%	77 - 74	C
		77 - 75	C-

ATTENDANCE POLICY:

CLASS ATTENDANCE IS MANDATORY UNLESS APPROVED BY THE INSTRUCTOR. You are expected to attend all classes and your field experiences. Any absence must be discussed with the instructor. After one absence, your grade may be adversely impacted. If you will miss more than two (2) classes, it is recommended that you take this course at another time.

ACADEMIC INTEGRITY:

Academic honesty and integrity are essential to the well being and proper functioning of an academic community. Any time students attempt to gain access to information pertaining to their normal of course of study through dishonest means (i.e., cheating, fabrication and falsification, multiple submissions, plagiarism,

abuse of academic materials, complicity in academic dishonesty), they not only show little concern for their personal sense of integrity, but they infringe on the rights of all other members of the academic community.

The following policies will cover acts of dishonesty:

1. On the first occurrence, the minimum penalty will be a zero on the paper, text, project, or examination. the maximum penalty will be failure in the course. The instructor will confer with the accused student and inform him/her as to what specific penalty, within these limits, he/she intends to impose. Generally, the first occurrence of academic dishonesty is handled by the instructor of the course, but may be referred to the Student Judicial Officer for Adjudication.
2. Once a charge of academic dishonesty has been resolved, notice of the occurrence will be sent to the Student Judicial Officer and to the appropriate academic Dean to become a part of the student's record.
3. Upon receipt of a report of a second occurrence in any course by the same student, the Student Judicial Officer will initiate appropriate action under the Student Code of Conduct.

Other definitions, examples, and policies covering acts of dishonesty appear in the *Counselor Education Graduate Student Handbook* and *Connections: the Campus Life Handbook and Calendar*.

COURSE OUTLINE:

READ GOLDENBERG & GOLDENBERG - FAMILY

THERAPY: AN OVERVIEW

CHAPTERS 4, 5

Course Overview

Sept. 13 Historical overview of family therapy (MCF A1)
Legal & Ethical Issues in Marriage and Family Therapy, (CACREP **K3e, MCF A3, A5**)
Societal, trends, and their impact on family therapy (CACREP **K3c, MCF B3**)
Social factors that impede family functioning (MCF **C4**)
The role of Marriage and Family Therapists in a variety of practice settings (MCF **A5**)
Marriage and Family Therapists in relation to other helping professionals (MCF **A5, MHC C2**)
Professional issues and training standards, Ethical Standards (CACREP **K2f, MCF A1, A3, A5, A6, B3; FSAC 1.2**)
Trends in Family Therapy Research (MCF **A5**)
Use of Technology in Family Research (MCF **C5**)
BEGIN GROUP FAMILY SYSTEM

READ GOLDENBERG & GOLDENBERG - FAMILY

THERAPY:

OVERVIEW CHAPTERS 1, 2, & 3

Sept. 13 WORKBOOK CHAPTERS 1 & 4
Functional & dysfunctional family systems, family life cycle (CACREP **K3a, K3c, K3d, MCF B1**)
Resilience in family therapy (CACREP **K3d**)
Diversity issues in treating families (MCF **A6, C4; FSAC 10.3**)
Embracing uniqueness and difference (CACREP **K2c, K3d, MCF A6, B1, B3, C4**)

Group work for family systems.

READ GOLDENBERG & GOLDENBERG

CHAPTER 8

WORKBOOK, CORRESPONDING CHAPTER

Bowenian models of family therapy (CACREP **K3a, K5c, K5d**)

Theoretical framework

Therapeutic process

Role of the therapist

Intervention strategies (CACREP **K5c, K5d, MCF C1, C2**)

Genograms - handout (MCF **C1, C2**)

Sept. 27 READ GOLDENBERG & GOLDENBERG - FAMILY
THERAPY: AN OVERVIEW

CHAPTERS 9 & 10

WORKBOOK, CORRESPONDING CHAPTER

Communication models of family therapy (CACREP K5c, K5d, MCF C1, C2)

Theoretical framework

Therapeutic process

Role of the therapist

Intervention strategies (CACREP K5c, K5d, MCF C1, C2)

MRI Interactional perspective

Strategic Therapy

Theoretical framework

Therapeutic process

Role of the therapist

Intervention strategies (CACREP K5c, K5d, MCF C1, C2)

READ GOLDENBERG & GOLDENBERG - FAMILY
THERAPY : AN OVERVIEW

CHAPTER 7

WORKBOOK, CORRESPONDING CHAPTER

Experiential/Humanistic models of family therapy (CACREP K5c,
K5d, MCF C1, C2)

Theoretical framework

Therapeutic Process

Role of the therapist

Intervention strategies (CACREP K5c, K5d, MCF C1, C2)

AUTOBIOGRAPHY AND GENOGRAM DUE

Oct. 11 READ GOLDENBERG & GOLDENBERG - FAMILY
THERAPY: AN OVERVIEW

CHAPTERS 9 & 10

WORKBOOK, CORRESPONDING CHAPTER

Structural model of family therapy

Theoretical framework

Therapeutic process

Role of the therapist

Intervention strategies (CACREP K5c, K5d, MCF C1, C2)

Working with couples and parents to effect changes with
children (CACREP K3a, K5c, K5d, MCF C1, C2)

READ GOLDENBERG & GOLDENBERG
FAMILY THERAPY: AN OVERVIEW
CHAPTER 13

Constructivism - handout
Theoretical framework
Therapeutic process
Role of the therapist
Intervention strategies (**CACREP K5c, K5d, MCF C1, C2**)
FAMILY SYSTEMS PAPER DUE (two copies)
PERSONAL JOURNAL DUE
Practicing family interviews, goal setting, designing
interventions and termination issues (**CACREP K5c, K5b, K5d, MCF
C1**)

Oct. 25 READ GOLDENBERG & GOLDENBERG - FAMILY
THERAPY: AN OVERVIEW
CHAPTERS 11 & 16
WORKBOOK, CORRESPONDING CHAPTERS
Milan Systemic Therapy (**CACREP K5c**)
Therapeutic process of family therapy (**CACREP K5d**)
Models of family therapy supervision (**MCF C1**)
Use of reflecting team (**MCF C2**)
Demonstration of case consultation (**FSAC 5.5**)
Use of reflecting team

Nov. 11 READ GOLDENBERG & GOLDENBERG
CHAPTER 13
Solution focused therapy
Narrative therapy
Examining dual career issues from a narrative perspective (**CACREP
K4d, K5c, K5d, MCF B3, C1, C2**)
Solution-focused therapy (handout)
Divorce therapy
Issues of divorce related to school and the larger community
(**CACREP K5c, K5d, MCF B3, C1, C2; SC C2f, C2g**)

Group Presentations I & II
Group Presentations III & IV

CSL 508
FAMILY AUTOBIOGRAPHY

The goals of the assignment are: 1) to teach students to think in terms of the multiple levels of systems organization; 2) to help students think in terms of family development throughout the life cycle; 3) to help students adopt a systemic (circular causality) view of their own families and move beyond the moralistic blaming stance that is inherent in linear thinking and language (Selvini-Palazzoli, Boscolo, Cecchin & Prata, 1978).

Instructions for “Family Autobiography”

The task is to write a family autobiography covering three generations in your family. The outline for your paper should be as follows:

1. Genogram covering three or more generations.
2. Time line of major events (e.g., births, deaths, marriages, divorces, illnesses, work successes or failures, etc).
3. An interactional description of your family of origin over time. This section should be organized as much as possible according to family life cycle stages:
 - a. Your parent’s relations in their families of origin
 - b. Your parent’s courtship, engagement, and early years of marriage
 - c. Pregnancy, birth, infancy
 - d. Early childhood
 - e. Middle childhood
 - f. Adolescence
 - g. Parents alone
 - h. Old age
 - i. Death of parent(s)Within each life cycle stage, it is useful to consider how the family of origin subsystems functioned (spouse subsystem, parent-child subsystems, sibling subsystems), and how this focal family interacted with the extended family and the community.
4. Give your ideas about how, in the present, you are maintaining the rules of your family of origin and your role in it with members of your original family and with new significant others (e.g., your spouse, partner, or children).

If you spent part or all of your growing years outside of a “family” context, describe the other systems in which you were raised. Please note that your paper should not be simply a recitation of external events but should describe the interactional patterns, conflicts, and “atmosphere” within the family over time, with a special emphasis on how you were personally affected.

Individual – Genogram Autobiography

As a mock family (group project)

Genogram and autobiography = **Family Systems Paper**

You will turn in two copies (one for the instructor and one to another Group who will be working with your family as therapists)

In addition.....

Journal of your experience as a member and a counseling student.

Class demonstration – Theory to present and demonstrate

(group)

Format

Underlying Premises

Role of the Therapist

Goals of the treatment

Assessment/Therapeutic Techniques

You have 45 minutes to present and demonstrate your theory to the class. You must demonstrate at least **2 techniques** in working with the mock family assigned to your group. Prior to your presentation your group will be meeting to determine what interventions to use with this family based on the information provided in their autobiography and genogram. This can be a first session or a later session. If a later session provide the class with information as to progress of family to date.

FINAL EXERCISE

508-30 FAMILY SYSTEMS

FALL 2003

I. Discuss the case example you have observed addressing the following dimensions of family life.

- a. clear messages, communication patterns, transgenerational messages
- b. roles
- c. rules
- d. hierarchy
- e. triangulation
- f. hidden agenda
- g. alignments
- h. problem solving
- i. developmental issues
- j. boundary issues

II. Choose any family structure depicted in the videotape and consider them to be your clients.

Describe:

- a. Each person's view of the problem; Shared view of the problem
- b. Two goals for treatment
- c. For each goal, identify the strengths each family member possesses and how these assets will contribute to meeting the family's goals. Describe 2 interventions for each goal.

American Counseling Association Values, Code of Ethics, and Standards of Practice

(Approved by ACA [AACD] Governing Council, July 14-17, 1988)

CARING FOR SELF AND OTHERS

We believe in the worth and dignity of the individual and we value caring and respect for self and others. We respect and care for the self by preserving professional identity through the support of, and for, the professional association (ACA), and by establishing and maintaining professional standards and ethical behavior. We also respect and care for the self through continuing personal development. We also value examination of the relationships among the intellectual, physical, spiritual, and psychological aspects of human development. We respect and care for others through identification and the removal of barriers to human development and through pro-active approaches to human rights. This respect and caring for others extends to concerns about global issues such as world peace and the ecology. We value and celebrate the diversity of cultures and interests within our society, our profession and our association. We also value the power, strength, and support of a unified profession.

ENABLING AND USING KNOWLEDGE

We believe that positive change in people, organizations and societies can be facilitated. Positive change involves moving to higher levels of moral, ethical, spiritual, intellectual, physical and interpersonal development. Working for a positive change is a major function of our profession.

ACQUIRING AND USING KNOWLEDGE

We believe that we need to be aware of current and evolving knowledge, including alternate ways of knowing, that can assist in facilitating positive change. We have a responsibility to acquire, utilize, and disseminate new knowledge in our field. We have a responsibility to utilize both traditional and alternative methods of understanding. We have a responsibility to exert leadership in using and sharing our knowledge and skills.

EMPOWERING LEADERSHIP

We believe in the kind of leadership which requires a willingness to take risks, a readiness to take stands, and a responsibility to act on vital issues. Empowerment means that individuals, groups and organizations, by their actions, enable (empower) others to make changes. Counselors and human development professionals see themselves as active leaders, willing to take risks. Responsible and professional leaders act when faced with compelling situations. Leaders who are committed to this belief are consistent in what they say and do. This leadership style ensures that all populations served are empowered to teach their human potential.

PROMOTING LINKAGE

We believe in fostering an integrative quality, interdependence, and connectedness among people, organizations, and societies. Collaboration is a preferred mode of operation, which fits the philosophical foundations on which the counseling and human development profession is based. Action to accomplish identified goals, in some instances, involves interpersonal coalition-building among professionals and at other times, involves interprofessional cooperation.

AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS AND STANDARDS OF PRACTICE

(Approved by the Governing Council, April 1995)

Preamble

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual. The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics and the Standards of Practice. The Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association.

ACA CODE OF ETHICS

Section A: The Counseling Relationship

A.1 Client Welfare

- a. Primary Responsibility. The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.
- b. Positive Growth and Development. Counselors encourage client growth and development in ways that foster the clients' interest and welfare; counselors avoid fostering dependent counseling relationships.
- c. Counseling Plans. Counselors and their clients work jointly in devising integrated, individual counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to ensure their continued viability and effectiveness, respecting clients' freedom of choice. (see A.3.b.)
- d. Family Involvement. Counselors recognize that families are usually important in clients' lives and strive to enlist family understanding and involvement as a positive resource, when appropriate.
- e. Career and Employment Needs. Counselors work with their clients in considering employment in jobs and circumstances that are consistent with the clients' overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs. Counselors neither place nor participate in placing clients in positions that will result in damaging the interest and the welfare of clients, employers, or the public.

A.2. Respecting Diversity

- a. Nondiscrimination. Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See C.5.a, C.5.b., and D.1i.)
- b. Respecting Differences. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

A.3. Client Rights

- a. Disclosure to Clients. When counseling is initiated, and throughout the counseling process as necessary, counselors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks and benefits of services to be performed, and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations, including supervision and/or treatment team professionals; to obtain clear information about their case records; to participate in the ongoing counseling plans; and to refuse any recommended services and be advised of the consequences of such refusal. and G.2).
- b. Freedom of Choice. Counselors offer clients the freedom to choose whether to enter into a counseling relationship and to determine which professional(s) will provide counseling. Restrictions that limit choices of clients are fully explained. (See A.1.c.)
- c. Inability to Give Consent. When counseling minors or persons unable to give voluntary informed consent, counselors act in these clients' best interests. (See B.3.)

A.4. Clients Served By Others

If a client is receiving services from another mental health professional, counselors, with client consent, inform the professional persons already involved and develop clear agreements to avoid confusion and conflict for the client (See C.6.c.)

A.5. Personal Needs and Values

- a. Personal Needs. In the counseling relationship, counselors are aware of the intimacy and responsibilities inherent in the counseling relationship, maintain respect for clients, and avoid actions that seek to meet their personal needs at the expense of clients.
- b. Personal Values. Counselors are aware of their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, and avoid imposing their values on clients. (See C.5.a.).

A.6. Dual Relationships

- a. Avoid When Possible. Counselors are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of clients. Counselors make every effort to avoid dual relationships with clients that could impair professional judgment or increase the risk of harm to clients. (Examples of such relationships include, but are not limited to, familial, social, financial, business, or close personal relationships with clients.) When a dual relationship cannot be avoided, counselors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs. (See F.1.b.)
- b. Superior/Subordinate Relationships. Counselors do not accept as clients superiors or subordinates with whom they have administrative, supervisory, or evaluative relationships.

A.7. Sexual Intimacies with Clients

- a. Current Clients. Counselors do not have any type of sexual intimacies with clients and do not counsel persons with whom they have had a sexual relationship.
- b. Former Clients. Counselors do not engage in sexual intimacies with former clients within a minimum of two years after terminating the counseling relationship. Counselors who engage in such relationship after two years following termination have the responsibility to thoroughly examine and document that such relations did not have an exploitative nature, based on factors such as duration of counseling, amount of time since counseling, termination circumstances, client's personal history and mental status, adverse impact on the client, and actions by the counselor suggesting a plan to initiate a sexual relationship with the client after termination.

A.8. Multiple Clients

When counselors agree to provide counseling services to two or more persons who have a relationship (such as husband and wife, or parents and children), counselors clarify at the outset which person or persons are clients and the nature of the relationships they will have with each involved person. If it becomes apparent that counselors may be called upon to perform potentially conflicting roles, they clarify, adjust, or withdraw from roles appropriately. (See b.2)

A.9 Group Work

- a. Screening. Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well being will not be jeopardized by the group experience.
- b. Protecting Clients. In a group setting, counselors take reasonable precautions to protect clients from physical or psychological trauma.

A.10 Fees and Bartering

(See D.3.a. and D.3.b)

- a. Advance Understanding. Counselors clearly explain to clients, prior to entering the counseling relationship, all financial arrangements related to professional services including the use of collection agencies or legal measures for nonpayment. (A.11.c.)
- b. Establishing Fees. In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance is provided in attempting to find comparable services at acceptable costs. (See A.10.d., D.3.a., and D.3.b.)
- c. Bartering Discouraged. Counselors ordinarily refrain from accepting goods or services from clients in return for counseling services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. Counselors may participate in bartering only if the relationship is not exploitive, if the client requests it, if a clear written contract is established, and if such arrangements are an accepted practice among professionals in the community. (See A.6.a.)
- d. Pro Bono Service. Counselors contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono).

A.11 Termination and Referral

- a. Abandonment Prohibited. Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, and following termination.
- b. Inability to Assist Clients. If counselors determine an inability to be of professional assistance to clients, they avoid entering or immediately terminate a counseling relationship. Counselors are knowledgeable about referral resources and suggest appropriate alternatives. If clients decline the suggested referral, counselors should discontinue the relationship.
- c. Appropriate Termination. Counselors terminate a counseling relationship, securing client agreement when possible, when it is reasonably clear that the client is no longer benefiting, when services are no longer required, when counseling no longer serves the client's needs or interests, when clients do not pay fees charged, or when agency or institution limits do not allow provision of further counseling services. (See A.10.b. and C.2.g.)

A.12 Computer Technology

- a. Use of Computers. When computer applications are used in counseling services, counselors ensure that: (1) the client is intellectually, emotionally, and physically capable of using the computer application; (2) the computer application is appropriate for the needs of the client; (3) the client understands the purpose and operation of the computer applications; and (4) a follow-up of client use of a computer application is provided to correct possible misconceptions, discover inappropriate use, and assess subsequent needs.
- b. Explanation of Limitations. Counselors ensure that clients are provided information as a part of the counseling relationship that adequately explains the limitations of computer technology.
- c. Access to Computer Applications. Counselors provide for equal access to computer applications in counseling services (See A.2.a.).

Section B: Confidentiality

B.1. Right to Privacy

- a. Respect for Privacy. Counselors respect their clients' right to privacy and avoid illegal and unwarranted disclosures of confidential information. (See A.3.a. and B.6.a.)
- b. Client Waiver. The right to privacy may be waived by the client or their legally recognized representative.
- c. Exceptions. The general requirement that counselors keep information confidential does not apply when disclosure is required to prevent clear and imminent danger to the client or others or when legal requirements demand that confidential information be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception.
- d. Contagious, Fatal Diseases. A counselor who receives information confirming that a client has a disease commonly known to be both communicable and fatal is justified in disclosing information to an identifiable third party, who by his or her relationship with the client is at a high risk of contracting the disease. Prior to making a disclosure the counselor should ascertain that the client has not already informed the third party about his or her disease and that the client is not intending to inform the third party in the immediate future. (See B.1.c. and B.1.f)
- e. Court Ordered Disclosure. When court ordered to release confidential information without a client's permission, counselor's request to the court that the disclosure not be required due to potential harm to the client or counseling relationship. (See B.1.c)

- f. Minimal Disclosure. When circumstances require the disclosure of confidential information, only essential information is revealed. To the extent possible, clients are informed before confidential information is disclosed.
- g. Explanation of Limitations. When counseling is initiated and throughout the counseling process as necessary, counselors inform clients of the limitations of confidentiality and identify foreseeable situations in which confidentiality must be breached. (See G.2.a.)
- h. Subordinates. Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates including employees, supervisees, clerical assistants, and volunteers. (See B.1.a.)
- I. Treatment Teams. If client treatment will involve a continued review by a treatment team, the client will be informed of the team's existence and composition.

B.2. Groups and Families

- a. Group Work. In group work, counselors clearly define confidentiality and the parameters for the specific group being entered, explain its importance, and discuss the difficulties related to confidentiality involved in group work. to group members.
- b. Family Counseling. In family counseling, information about one family member cannot be disclosed to another member without permission. Counselors protect the privacy rights of each family member. (See A.i., B.e., and B.4.d.)

B.3. Minor or incompetent clients

When counseling clients who are minors or individuals who are unable to give voluntary, informed consent, parents or guardians may be included in the counseling process as appropriate. Counselors act in the best interests of clients and take measures to safeguard confidentiality. (See A.3.c.)

Requirement of Records. Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures.

- b. Confidentiality of Records. Counselors are responsibility for securing the safety and confidentiality of any counseling records they create, maintain, transfer, or destroy whether the records are written, taped, computerized, or stored in any other medium. (See B.1.a.)
- c. Permission to Record or Observe. Counselors obtain permission from clients prior to electronically recording or observing sessions. (See A.3.a.)
- d. Client Access. Counselors recognize that counseling records are kept for the benefit of clients, and therefore provide access to records and copies of records when requested by competent clients, unless the records contain information that may be misleading and detrimental to the client. In situations involving multiple clients, access to records is limited to those parts of records that do not include confidential information related to another client. (See A.8., B.1.a., and B.2.b.)
- e. Disclosure or Transfer. Counselors obtain written permission from clients to disclose or transfer records to legitimate third parties unless exceptions to confidentiality exist as listed in Section B.1. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

B.5 Research and Training

- a. Data Disguise Required. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See B.1.g. and G.3.d.)

b. Agreement for Identification. Identification of a client in a presentation or publication is permissible only when the client has reviewed the material and has agreed to its presentation or publication. (See G.3.d.)

B.6. Consultation

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

b. Cooperating Agencies. Before sharing information, counselors make efforts to ensure that there are defined policies in other agencies serving the counselor's clients that effectively protect the confidentiality of information.

Section C: Professional Responsibility

C.1. Standards Knowledge

Counselors have a responsibility to read, understand, and follow the Code of Ethics and the Standards of Practice.

C.2. Professional Competence

a. Boundaries of Competence. Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors will demonstrate a commitment to gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

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

c. Qualified for Employment. Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent.

d. Monitor Effectiveness. Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek out peer supervision to evaluate their efficacy as counselors.

e. Ethical Issues Consultation. Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice. (See H.1)

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

g. Impairment. Counselors refrain from offering or accepting professional services when their physical, mental or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and, if necessary, limit, suspend, or terminate their professional responsibilities. (See A.11.c.)

C.3. Advertising and Soliciting Clients

- a. Accurate Advertising. There are no restrictions on advertising by counselors except those that can be specifically justified to protect the public from deceptive practices. Counselors advertise or represent their services to the public by identifying their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent. Counselors may only advertise the highest degree earned which is in counseling or a closely related field from a college or university that was accredited when the degree was awarded by one of the regional accrediting bodies recognized by the Council on Post secondary Accreditation.
- b. Testimonials. Counselors who use testimonials do not solicit them from clients or other persons who, because of their particular circumstances, may be vulnerable to undue influence.
- c. Statements by Others. Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.
- d. Recruiting Through Employment. Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices. (See C.5.e.)
- 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.
- 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. Counselors may adopt textbooks they have authored for instruction purposes.
- g. Professional Association Involvement. Counselors actively participate in local, state, and national associations the foster the development and improvement of counseling.

C.4. Credentials

- a. Credentials Claimed. Counselors claim or imply only professional credentials possessed and are responsible for correcting any known misrepresentations of their credentials by others. Professional credentials include graduate degrees in counseling or closely related mental health fields, accreditation of graduate programs, national voluntary certifications, government issued certifications or licenses, ACA professional membership, or any other credential that might indicate to the public specialized knowledge or expertise in counseling.
- b. ACA Professional Membership. ACA professional members may announce to the public their membership status. Regular members may not announce their ACA membership in a manner that might imply they are credentialed counselors.
- c. Credential Guidelines. Counselors follow the guidelines for use of credentials that have been established by the entities that issue the credentials.
- d. Misrepresentation of Credentials. Counselors do not attribute more to their credentials than the credentials represent, and do not imply that other counselors are not qualified because they do not possess certain credentials.
- e. Doctoral Degrees From Other Fields. Counselors who hold a master's degree in counseling or a closely related mental health field, but hold a doctoral degree from other than counseling or a closely related field do not use the title, "Dr." in their practices and do not announce to the public in relation to their practice or status as a counselor that they hold a doctorate.

C.5. Public Responsibility

- a. Nondiscrimination. Counselors do not discriminate against clients, students, or supervisees in a manner that has a negative impact based on their age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status, or for any other reason. (See A.2.a.)
- b. Sexual Harassment. Counselors do not engage in sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either (1) is unwelcome, is offensive, or creates a hostile workplace environment, and counselors know or are told this; or (2) is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.
- c. Reports to Third Parties. Counselors are accurate, honest, and unbiased in reporting their professional activities and judgments to appropriate third parties including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (See B.1.g.)
- d. Media Presentations. When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, pre-recorded tapes, 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 Code of Ethics and the Standards of Practice; and (3) the recipients of the information are not encouraged to infer that a professional counseling relationship has been established. (See C.6.b.)
- e. Unjustified Gains. Counselors do not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.3.d.)

C.6. Responsibility to Other Professionals

- a. Different Approaches. Counselors are respectful of approaches to professional counseling that differ from their own. Counselors know and take into account the traditions and practices of other professional groups with which they work.
- b. 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. (See C.5.d.)
- c. Clients Served by Others. When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships. (See A.4.)

Section D: Relationships With Other Professionals

D.1. Relationships With Employers and Employees

- a. Role Definition. Counselors define and describe for their employers and employees the parameters and levels of their professional roles.
- b. Agreements. Counselors establish working agreements with supervisors, colleagues, and subordinates regarding counseling or clinical relationships, confidentiality, adherence to professional standards, distinction between public and private material, maintenance and dissemination of recorded information, workload, and accountability. Working agreements in each instance are specified and made known to those concerned.

- c. Negative Conditions. Counselors alert their employers to conditions that may be potentially disruptive or damaging to the counselor's professional responsibilities or that may limit their effectiveness.
- d. Evaluation. Counselors submit regularly to professional review and evaluation by their supervisor or the appropriate representative of the employer.
- e. In-Service. Counselors are responsible for in-service development of self and staff.
- f. Goals. Counselors inform their staff of goals and programs.
- g. Practices. Counselors provide personnel and agency practices that respect and enhance the rights and welfare of each employee and recipient of agency services. Counselors strive to maintain the highest levels of professional services.
- h. Personnel Selection and Assignment. Counselors select competent staff and assign responsibilities compatible with their skills and experiences.
- i. Discrimination. Counselors, as either employers or employees, do not engage in or condone practices that are inhumane, illegal, or unjustifiable (such as considerations based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status) in hiring, promotion, or training. (See A.2.a. and C.5.b.)
- j. Professional Conduct. Counselors have a responsibility both to clients and to the agency or institution within which services are performed to maintain high standards of professional conduct.
- k. Exploitive Relationships. Counselors do not engage in exploitive relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority.
- l. Employer Policies. The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to for changes in institutional policy conducive to the growth and development of clients.

D.2. Consultation (See B.6.)

- a. Consultation as an Option. Counselors may choose to consult with any other professionally competent persons about their clients. In choosing consultants, counselors avoid placing the consultant in a conflict of interest situation that would preclude the consultant being a proper party to the counselor's efforts to help the client. Should counselors be engaged in a work setting that compromises this consultation standard, they consult with other professionals whenever possible to consider justifiable alternatives.
- b. Consultant Competency. Counselors are reasonably certain that they have or the organization represented has the necessary competencies and resources for giving the kind of consulting services needed and that appropriate referral resources are available.
- c. Understanding with Clients. When providing consultation, counselors attempt to develop with their clients a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.
- d. Consultant Goals. The consulting relationship is one in which client adaptability and growth toward self-direction are consistently encouraged and cultivated. (See A.1.b.)

D.3. Fees for Referral

- a. Accepting Fees from Agency Clients. Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services. (See A.10.a, A.11.b., and C.3.d.)

b. Referral Fees. Counselors do not accept a referral fee from other professionals.

D.4. Subcontractor Arrangements

When counselors work as subcontractors for counseling services for a third party, they have a duty to inform clients of the limitations of confidentiality that the organization may place on counselors in providing counseling services to clients. The limits of such confidentiality ordinarily are discussed as part of the intake session. (See B.1.e. and B.1.f.)

Section E: Evaluation, Assessment, And Interpretation

E.1. General

- a. Appraisal Techniques. The primary purpose of educational and psychological assessment is to provide measures that are objective and interpretable in either comparative or absolute terms. Counselors recognize the need to interpret the statements in this section as applying to the whole range of appraisal techniques, including test and nontest data.
- b. Client Welfare. Counselors promote the welfare and best interests of the client in the development, publication, and utilization of educational and psychological assessment techniques. They do not misuse assessment results and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client's right to know the results, the interpretations made, and the bases for their conclusions and recommendations.

E.2. Competence to Use and Interpret Tests

- a. Limits of Competence. Counselors recognize the limits of their competence and perform only those testing and assessment services for which they have been trained. They are familiar with reliability, validity, related standardization, error of measurement, and proper application of any technique utilized. Counselors using computer-based test interpretations are trained in the construct being measured and the specific instrument being used prior to using this type of computer application. Counselors take reasonable measures to ensure the proper use of psychological assessment techniques by persons under their supervision.
- b. Appropriate Use. Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use computerized or other
- c. Decisions Based on Results. Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational and psychological measurement, including validation criteria, test research, and guidelines for test development and use.
- d. Accurate Information. Counselors provide accurate information and avoid false claims or misconceptions when making statements about assessment instruments or techniques. Special efforts are made to avoid unwarranted connotations of such terms as IQ and grade equivalent scores. (See C.5.c.)

E.3. Informed Consent

Explanation to Clients. Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results in language the client (or other legally authorized person on behalf of the client) can understand, unless an explicit exception to this right has been agreed upon in advance. Regardless of whether scoring and interpretation are completed by counselors, by assistants, or by computer or other outside services, counselors take reasonable steps to ensure that appropriate explanations are given to the client.

Recipients of Results. The examinee's welfare, explicit understanding, and prior agreement determine the recipients of test results. Counselors include accurate and appropriate interpretations with any release of individual or group test results. (See B.1.a. and C.5.c.)

E.4. Releases of Information to Competent Professionals

a. Misuse of Results. Counselors do not misuse assessment results, including test results, and interpretations, and take reasonable steps to prevent the misuse of such by others. (See C.5.c.) b. Release of Raw Data. Counselors ordinarily release data (e.g., protocols, counseling or interview notes, or questionnaires) in which the client is identified only with the consent of the client or the client's legal representative. Such data are usually released only to persons recognized by counselors as competent to interpret the data. (See B.1.a.)

E.5. Proper Diagnosis of Mental Disorders

a. Proper Diagnosis. Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used. (See A.3.a. and C.5.c.) b. Cultural Sensitivity. Counselors recognize that culture affects the manner in which clients' socioeconomic and cultural experience is considered when diagnosing mental disorders.

E.6. Test Selection

a. Appropriateness of Instruments. Counselors carefully consider the validity, reliability, psychometric limitations, when selecting tests for use in a given situation or with a particular client. b. Culturally Diverse Populations. Counselors are cautious when selecting tests for culturally diverse populations to avoid inappropriateness of testing that may be outside of socialized behavioral or cognitive patterns.

E.7. Conditions of Test Administration

a. Administration Conditions. Counselors administer tests under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity. b. Computer Administration. Counselors are responsible for ensuring that administration programs function properly to provide clients with accurate results when a computer or other electronic methods are used for test administration. (See A.12.b.) c. Unsupervised Test-Taking. Counselors do not permit unsupervised or inadequately supervised use of tests or assessments unless the tests or assessments are designed, intended, and validated for self-administration and/or scoring. d. Disclosure of Favorable Conditions. Prior to test administration, conditions that produce most favorable test results are made known to the examinee.

E.8. Diversity in Testing

Counselors are cautious in using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized. They recognize the effects of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, and socioeconomic status on test administration and interpretation and place test results in proper perspective with other relevant factors. (See A.2.a.)

E.9. Test Scoring and Interpretation

a. Reporting Reservations. In reporting assessment results, counselors indicate any reservations that exist regarding validity or reliability because of the circumstances of the assessment or the inappropriateness of the norms for the person tested. b. Research Instruments. Counselors exercise caution when interpreting the results of research instruments possessing insufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee. c. Testing Services. Counselors who provide test scoring and test interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client.

E.10. Test Security

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

E.11. Obsolete Tests and Outdated Test Results

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

E.12. Test Construction

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

Section F: Teaching, Training, And Supervision

F.1. Counselor Educators and Trainers

a. Educators as Teachers and Practitioners. Counselors 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. Counselors conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. Counselor educators should make an effort to infuse material related to human diversity into all courses and/or workshops that are designed

to promote the development of professional counselors.

Relationship Boundaries with Students and Supervisees. Counselors clearly define and maintain ethical, professional, and social relationship boundaries with their students and supervisees. They are aware of the differential in power that exists and the student's or supervisee's possible incomprehension of that power differential. Counselors explain to students and supervisees the potential for the relationship to become exploitive.

Sexual Relationships. Counselors do not engage in sexual relationships with students or supervisees and do not subject them to sexual harassment. (See A.6/ and C.5.b.)

d. **Contributions to Research.** Counselors give credit to students or supervisees for their contributions to research and scholarly projects. Credit is given through co-authorship, acknowledgment, footnote statement, or other appropriate means, in accordance with such contributions. (See G.4.b. and G.4.c.)

e. **Close Relatives.** Counselors do not accept close relatives as students or supervisees.

f. **Supervision Preparation.** Counselors who offer clinical supervision services are adequately prepared in supervision methods and techniques. Counselors who are doctoral students serving as practicum or internship supervisors to master's level students are adequately prepared and supervised by the training program.

g. **Responsibility for Services to Clients.** Counselors who supervise the counseling services of others take reasonable measures to ensure that counseling services provided to clients are professional.

h. **Endorsement.** Counselors do not endorse students or supervisees for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.

F.2. Counselor Education and Training Programs

a. **Orientation.** Prior to admission, counselors orient prospective students to the counselor education or training program's expectations, including but not limited to the following: (1) the type and level of skill acquisition required for successful completion of the training, (2) subject matter to be covered, (3) basis for evaluation, (4) training components that encourage self-growth or self-disclosure as part of the training process, (5) the type of supervision settings and requirements of the sites for required clinical field experiences, (6) student and supervisee evaluation and dismissal policies and procedures, and (7) up-to-date employment prospects for graduates.

b. **Integration of Study and Practice.** Counselors establish counselor education and training programs that integrate academic study and supervised practice.

c. **Evaluation.** Counselors clearly state to students and supervisees, in advance of training, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and experiential components. Counselors provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program. d. **Teaching Ethics.** Counselors make students and supervisees aware of the ethical responsibilities and standards of the profession and the students' and supervisees' ethical responsibilities to the profession. (See C.1. and F.3.e.)

e. **Peer Relationships.** When students or supervisees are assigned to lead counseling groups or provide clinical supervision for their peers, counselors take steps to ensure that students and supervisees placed in these roles do not have personal or adverse relationships with peers and that they understand they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselors make every effort to ensure that the rights of peers are not compromised when students or supervisees are assigned to lead counseling groups or provide clinical supervision.

- f. Varied Theoretical Positions. Counselors present varied theoretical positions so that students and supervisees may make comparisons and have opportunities to develop their own positions. Counselors provide information concerning the scientific bases of professional practice. (See C.6.a.)
- g. Field Placements. Counselors develop clear policies within their training program regarding field placement and other clinical experiences. Counselors provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and are informed of their professional and ethical responsibilities in this role.
- h. Dual Relationships as Supervisors. Counselors avoid dual relationships such as performing the role of site supervisor and training program supervisor in the student's or supervisee's training program. Counselors do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.
- i. Diversity in Programs. Counselors are responsive to their institution's and program's recruitment and retention needs for training program administrators, faculty, and students with diverse backgrounds and special needs. (See A.2.a.)

F.3. Students and Supervisees

Limitations. Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors assure that students seek assistance, or to dismiss them.

Self-Growth Experiences. Counselors use professional judgment when designing training experiences conducted by the counselors themselves that require student and supervisee self-growth or self-disclosure. Safeguards are provided so that students and supervisees are aware of the ramifications their self-disclosure may have, of counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and not dependent on the student's level of self-disclosure. (See A.6.)

Counseling for Students and Supervisees. If students or supervisees request counseling, supervisors or counselor educators provide them with acceptable referrals. Supervisors or counselor educators do not serve as counselor to students or supervisees over whom they hold administrative, teaching, or evaluative roles unless this is a brief role associated with a training experience (See A.6.b.)

Clients of Students and Supervisees. Counselors make every effort to ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Clients receive professional disclosure information and are informed of the limits of confidentiality. Client permission is obtained in order for the students and supervisees to use any information concerning the counseling relationship in the training process (See B.1.e.)

Standards for Students and Supervisees. Students and supervisees preparing to become counselors adhere to the Code of Ethics and the Standards of Practice. Students and supervisees have the same obligations to clients as those required of counselors. (See H.1.)

Section G: Research and Publication

G.1. Research Responsibilities

Use of Human Subjects. Counselors plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Counselors design and conduct research that reflects cultural sensitivity appropriateness.

Deviation from Standard Practices. Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices. (See B.6.)

Precautions to Avoid Injury. Counselors who conduct research with human subjects are responsible for the subjects' welfare throughout the experiment and take reasonable precautions to avoid causing injurious psychological, physical, or social effects to their subjects.

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 full responsibility for their own actions.

Minimal Interference. Counselors take reasonable precautions to avoid causing disruptions in subjects' lives due to participation in research.

f Diversity. Counselors are sensitive to diversity and research issues with special populations. They seek consultation when appropriate. (See A.2.a. and B.6.)

G.2. Informed Consent

Topics Disclosed. In obtaining informed consent for research, counselors use language that is understandable to research participants and that: (1) accurately explains the purpose and procedures to be followed; (2) identifies any procedures that are experimental or relatively untried; (3) describes the attendant discomforts and risks; (4) describes the benefits or changes in individuals or organizations that might be reasonably expected; (5) discloses appropriate alternative procedures that would be advantageous for subjects; (6) offers to answer any inquires concerning the procedures; (7) describes any limitations on confidentiality; and (8) instructs that subjects are free to withdraw their consent and to discontinue participation in the project at any time (See B.1.f.)

Deception. Counselors do not conduct research-involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a student necessitate concealment or deception, the investigator is required to

explain clearly the reasons for this action as soon as possible.

Voluntary Participation. Participation in research is typically voluntary and without any penalty for refusal to participate. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

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

participants as a part of the procedure for obtaining informed consent. (See B.1.e.)

Persons Incapable of Giving Informed Consent. When a person is incapable of giving informed consent, counselors provide an appropriate explanation, obtain agreement for participation and obtain appropriate consent from a legally authorized person.

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

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

Agreements to Cooperate. Counselors who agree to cooperate with another individual in research or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required. I. Informed Consent for Sponsors. In the pursuit of research, counselors give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Counselors are aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

G.3. Reporting Results

Information Affecting Outcome. When reporting research results, counselors explicit mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data.

Accurate Results. Counselors plan, conduct, and report research accurately and in a manner that minimizes the possibility that results will be misleading. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in fraudulent research, distort data, misrepresent data, or deliberately bias their results.

Obligation to Report Unfavorable Results. Counselors communicate to other counselors the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

Identity of Subjects. 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 subjects in the absence of specific authorization from the subjects to do otherwise. (See B.1.g. and B.5.a.)

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

G.4 Publication

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

(See F.1.d. and G.4.c.)

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

Student Research. For an article that is substantially based on a student's dissertation or thesis, the student is listed as the principal author. (See F.1.d. and G.4.a.)

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

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.

Section H: Resolving Ethical Issues

H.1. Knowledge of Standards

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

(See F.3.e.)

H.2. Suspected Violations

a. Ethical Behavior Expected. Counselors expect professional associates to adhere to the Code of Ethics. When counselors possess reasonable cause that raises doubts as to whether a counselor is acting in an ethical manner, they take appropriate action. (See H.2.d. and H.2.e.)

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

Organization Conflicts. If the demands of an organization with which counselors are affiliated pose a conflict with Code of Ethics, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to Code of Ethics. When possible, counselors work toward change within the organization to allow full adherence to Code of Ethics.

d. Informal Resolution. When counselors have reasonable cause to believe that another counselor is violating an ethical standard, they attempt to first resolve the issue informally with the other counselor if feasible, providing that such action does not violate confidentiality rights that may be involved.

e. Reporting Suspected Violations. When an informal resolution is not appropriate or feasible, counselors, upon reasonable cause, take action such as reporting the suspected ethical violation to state or national ethics committees, unless this action conflicts with confidentiality rights that cannot be resolved.

f. Unwarranted Complaints. Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intend to harm a counselor rather than to protect clients or the public.

H.3 Cooperation With Ethics Committees

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

7C. ACA STANDARDS OF PRACTICE

All members of the American Counseling Association (ACA) are required to adhere to the Standards of Practice and Code of Ethics. The Standards of Practice represent minimal behavioral statements of the Code of Ethics. Members should refer to the applicable section of the Code of Ethics for further interpretation and amplification of the applicable Standard of Practice.

Section A: The Counseling Relationship

STANDARD OF PRACTICE ONE (SP-1): NONDISCRIMINATION

Counselors respect diversity and must not discriminate against clients because of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See A.2.a.)

STANDARD OF PRACTICE TWO (SP-2): DISCLOSURE TO CLIENTS

Counselors must adequately inform clients, preferably in writing, regarding the counseling process and counseling relationship at or before the time it begins and throughout the relationship. (See A.3.a.)

STANDARD OF PRACTICE THREE (SP-3): DUAL RELATIONSHIPS

Counselors must make every effort to avoid dual relationships with clients that could impair their professional judgment or increase the risk of harm to clients. When a dual relationship cannot be avoided, counselors must take appropriate steps to ensure that judgment is not impaired and that no exploitation occurs. (See A.6.a. and A.6.b.)

STANDARD OF PRACTICE FOUR (SP-4): SEXUAL INTIMACIES WITH CLIENTS

Counselors must not engage in any type of sexual intimacies with current clients and must not engage in sexual intimacies with former clients within a minimum of two years after terminating the counseling relationship. Counselors who engage in such relationship after two years following termination have the responsibility to thoroughly examine and document that such relations did not have an exploitative nature.

STANDARD OF PRACTICE FIVE (SP-5): PROTECTING CLIENTS DURING GROUP WORK

Counselors must take steps to protect clients from physical or psychological trauma resulting from interacting during group work. (See A.9.b.)

STANDARD OF PRACTICE SIX (SP-6): ADVANCE UNDERSTANDING OF FEES

Counselors must explain to clients, prior to their entering the counseling relationship, financial arrangements related to professional services. (See A.10. a-d. and A.11.c.)

STANDARD OF PRACTICE SEVEN (SP-7): TERMINATION

Counselors must assist in making appropriate arrangements for the continuation of treatment of clients, when necessary, following termination of counseling relationships. (See A.11.a.)

STANDARD OF PRACTICE EIGHT (SP-8): INABILITY TO ASSIST CLIENTS

Counselors must avoid entering or immediately terminate a counseling relationship if it is determined that they are unable to be of professional assistance to a client. The counselor may assist in making an appropriate referral for the client. (See A.11.b.)

Section B: Confidentiality

STANDARD OF PRACTICE NINE (SP-9): CONFIDENTIALITY REQUIREMENT

Counselors must keep information related to counseling services confidential unless disclosure is in the best interest of clients, is required for the welfare of others, or is required by law. When disclosure is required, only information that is essential is revealed and the client is informed of such disclosure. (See B.1.a-f.)

STANDARD OF PRACTICE TEN (SP-10): CONFIDENTIALITY REQUIREMENTS FOR SUBORDINATES

Counselors must take measures to ensure that privacy and confidentiality of clients are maintained by subordinates. (See B.1.h.)

STANDARD OF PRACTICE ELEVEN (SP-11): CONFIDENTIALITY IN GROUP WORK

Counselors must clearly communicate to group members that confidentiality cannot be guaranteed in group work.

(See B.2.a.)

STANDARD OF PRACTICE TWELVE (SP-12): CONFIDENTIALITY IN FAMILY COUNSELING

Counselors must not disclose information about one family member in counseling to another family member without prior consent. (See B.2.b.)

STANDARD OF PRACTICE THIRTEEN (SP-13): CONFIDENTIALITY OF RECORDS

Counselors must maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of counseling records. (See B.4.b.)

STANDARD OF PRACTICE FOURTEEN (SP-14): PERMISSION TO RECORD OR OBSERVE

Counselors must obtain prior consent from clients in order to electronically record or observe sessions. (See B.4.c.)

STANDARD OF PRACTICE FIFTEEN (SP-15): DISCLOSURE OR TRANSFER OF RECORDS

Counselors must obtain client consent to disclose or transfer records to third parties, unless exceptions listed in SP-9 exist (See B.4.e.)

STANDARD OF PRACTICE SIXTEEN (SP-16): DATA DISGUISE REQUIRED

Counselors must disguise the identity of the client when using data for training, research, or publication. (See B.5.a)

Section C: Professional Responsibility

STANDARD OF PRACTICE SEVENTEEN (SP-17): BOUNDARIES OF COMPETENCE

Counselors must practice only within the boundaries of their competence. (See C.2.a.)

STANDARD OF PRACTICE EIGHTEEN (SP-18): CONTINUING EDUCATION

Counselors must engage in continuing education to maintain their professional competence. (See C.2.f.)

STANDARD OF PRACTICE NINETEEN (SP-19): IMPAIRMENT OF PROFESSIONALS

Counselors must refrain from offering professional services when their personal problems or conflicts may cause harm to a client or others. (See C.2.g.)

STANDARD OF PRACTICE TWENTY (SP-20): ACCURATE ADVERTISING

Counselors must accurately represent their credentials and services when advertising. (See C.3.a.)

STANDARD OF PRACTICE TWENTY-ONE (SP-21): RECRUITING THROUGH EMPLOYMENT

Counselors must not use their place of employment or institutional affiliation to recruit clients for their private practices. (See C.3.d.)

STANDARD OF PRACTICE TWENTY-TWO (SP-22): CREDENTIALS CLAIMED

Counselors must claim or imply only professional credentials possessed and must correct any known misrepresentations of their credentials by others. (See C.4.a.)

STANDARD OF PRACTICE TWENTY-THREE (SP-23): SEXUAL HARASSMENT

Counselors must not engage in sexual harassment. (See C.5.b)

STANDARD OF PRACTICE TWENTY-FOUR (SP-24): UNJUSTIFIED GAINS

Counselors must not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.5.e.)

STANDARD OF PRACTICE TWENTY-FIVE (SP-25): CLIENTS SERVED BY OTHERS

With the consent of the client, counselors must inform other mental health professionals serving the same client that a counseling relationship between the counselor and client exists. (See C.6.c.)

STANDARD OF PRACTICE TWENTY-SIX (SP-26): NEGATIVE EMPLOYMENT CONDITIONS

Counselors must alert their employers to institutional policy or conditions that may be potentially disruptive or damaging to the counselor's professional responsibilities, or that may limit their effectiveness or deny clients' rights. (See D.1.c.)

STANDARD OF PRACTICE TWENTY-SEVEN (SP-27): PERSONNEL SELECTION AND ASSIGNMENT

Counselors must select competent staff and must assign responsibilities compatible with staff skills and experiences. (See D.1.h.)

STANDARD OF PRACTICE TWENTY-EIGHT (SP-28): EXPLOITIVE RELATIONSHIPS WITH SUBORDINATES

Counselors must not engage in exploitive relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority. (See D.1.k.)

Section D: Relationship With Other Professionals

STANDARD OF PRACTICE TWENTY-NINE (SP-29): ACCEPTING FEES FROM AGENCY CLIENTS

Counselors must not accept fees or other remuneration for consultation with persons entitled to such services through the counselor's employing agency or institution (See D.3.a.)

STANDARD OF PRACTICE THIRTY (SP-30): REFERRAL FEES

Counselors must not accept referral fees. (See D.3.b.)

Section E: Evaluation, Assessment, and Interpretation

STANDARD OF PRACTICE THIRTY-ONE (SP-31): LIMITS OF COMPETENCE

Counselors must perform only testing and assessment services for which they are competent. Counselors must not allow the use of psychological assessment techniques by unqualified persons under their supervision. (See E.2.a.)

STANDARD OF PRACTICE THIRTY-TWO (SP-32): APPROPRIATE USE OF ASSESSMENT INSTRUMENTS

Counselors must use assessment instruments in the manner for which they were intended. (See E.2.b.)

STANDARD OF PRACTICE THIRTY-THREE (SP-33): ASSESSMENT EXPLANATIONS TO CLIENTS

Counselors must provide explanations to clients prior to assessment about the nature and purposes of assessment and the specific uses of results. (See E.3.a.)

STANDARD OF PRACTICE THIRTY-FOUR (SP-34): RECIPIENTS OF TEST RESULTS

Counselors must ensure that accurate and appropriate interpretations accompany any release of testing and assessment information. (See E.3.b.)

STANDARD OF PRACTICE THIRTY-FIVE (SP-35): OBSOLETE TESTS AND OUTDATED TEST RESULTS

Counselors must not base their assessment or intervention decisions or recommendations on data or test results that are obsolete or outdated for the current purpose. (See E.11.)

Section F: Teaching, Training, and Supervision

STANDARD OF PRACTICE THIRTY-SIX (SP-36): SEXUAL RELATIONSHIPS WITH STUDENTS OR SUPERVISEES

Counselors must not engage in sexual relationships with their students and supervisees. (See F.1.c.)

STANDARD OF PRACTICE THIRTY-SEVEN (SP-37): CREDIT FOR CONTRIBUTIONS TO RESEARCH

Counselors must give credit to students or supervisees for their contributions to research and scholarly projects. (See F.1.d.)

STANDARD OF PRACTICE THIRTY-EIGHT (SP-38): SUPERVISION PREPARATION

Counselors who offer clinical and supervision services must be trained and prepared in supervision methods and techniques. (See F.1.f.)

STANDARD OF PRACTICE THIRTY-NINE (SP-39): EVALUATION INFORMATION

Counselors must clearly state to students and supervisees in advance of training, the levels of competency expected, appraisal methods, and timing of evaluations. Counselors must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program. (See F.2.c.)

STANDARD OF PRACTICE FORTY (SP-40): PEER RELATIONSHIPS IN TRAINING

Counselors must make every effort to ensure that the rights of peers are not violated when students and supervisees are assigned to lead counseling groups or provide clinical supervision. (See F.2.e.)

STANDARD OF PRACTICE FORTY ONE (SP-41): LIMITATIONS OF STUDENTS AND SUPERVISEES

Counselors must assist students and supervisees in securing remedial assistance, when needed, and must dismiss from the training program students and supervisees who are unable to provide competent service due to academic or personal limitations. (See F.3.a.)

STANDARD OF PRACTICE FORTY-TWO (SP-42): SELF-GROWTH EXPERIENCES

Counselors who conduct experiences for students or supervisees that include self-growth or self-disclosure must inform participants of counselors' ethical obligations to the profession and must not grade participants based on their nonacademic performance. (See F.3.b.)

STANDARD OF PRACTICE FORTY-THREE (SP-43): STANDARDS FOR STUDENTS AND SUPERVISEES

Students and supervisees preparing to become counselors must adhere to the Code of Ethics and the Standards of Practice of counselors. (See F.3.e.)

Section G: Research and Publication

STANDARD OF PRACTICE FORTY-FOUR (SP-44): PRECAUTIONS TO AVOID INJURY IN RESEARCH

Counselors must avoid causing physical, social, or psychological harm or injury to subjects in research. (See G.1.c.)

STANDARD OF PRACTICE FORTY-FIVE (SP-45): CONFIDENTIALITY OF RESEARCH INFORMATION

Counselors must keep confidential information obtained about research participants. (See G.2.d.)

STANDARD OF PRACTICE FORTY-SIX (SP-46): INFORMATION AFFECTING RESEARCH OUTCOME

Counselors must report all variables and conditions known to the investigator that may have affected research data or outcomes. (See G.3.a.)

STANDARD OF PRACTICE FORTY-SEVEN (SP-47): ACCURATE RESEARCH RESULTS

Counselors must not distort or misrepresent research data, nor fabricate or intentionally bias research results. (See G.3.b.)

STANDARD OF PRACTICE FORTY EIGHT (SP-48): PUBLICATION CONTRIBUTORS

Counselors must give appropriate credit to those who have contributed to research. (See G.4.a. and G.4.b.)

Section H: Resolving Ethical Issues

STANDARD OF PRACTICE FORTY-NINE (SP-49): ETHICAL BEHAVIOR EXPECTED

Counselors must take appropriate action when they possess reasonable cause that raises doubts as to whether counselors or other mental health professionals are acting in an ethical manner. (See H.2.a.)

STANDARD OF PRACTICE FIFTY (SP-50): UNWARRANTED COMPLAINTS

Counselors must not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intended to harm a mental health professional rather than to protect clients or the public. (See H.2.f.)

STANDARD OF PRACTICE FIFTY-ONE (SP-51): COOPERATION WITH ETHICS COMMITTEES

Counselors must 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. (See H.3.)

8C. REFERENCES

The following documents are available to counselors as resources to guide them in their practices. These resources are not a part of the Code of Ethics and the Standards of Practice.

American Association for Counseling and Development/Association for Measurement and Evaluation in Counseling and Development. (1989). *The responsibilities of users of standardized tests* (revised). Washington, DC: Author.

American Counseling Association. (1988). *American Counseling Association Code of Ethics and Standards of Practice*. Alexandria, VA: Author.

American Psychological Association. (1985). *Standards for educational and psychological testing* (revised). Washington, DC: Author.

American Rehabilitation Counseling Association, Commission on Rehabilitation Counselor Certification, and National Rehabilitation Counseling Association. (1995). Code of professional ethics for rehabilitation counselors. Chicago, IL: Author.

American School Counselor Association. (1992). Ethical standards for school counselors. Alexandria, VA: Author.

Joint Committee on Testing Practices. (1988). Code of fair testing practices in education. Washington, DC: Author.

National Board for Certified Counselors. (1989). National Board for Certified Counselors Code of Ethics. Alexandria, VA: Author.

Prediger, D.J. (Ed.). (1993, March). Multicultural assessment standards. Alexandria, VA: Association for Assessment in Counseling.

**COUNSELOR EDUCATION
ADJUNCT FACULTY
HANDBOOK**

I, _____, have received
a copy of The Counselor Education Adjunct Faculty Handbook

1. Further, I understand I have the following obligations:
2. To read the handbook
3. To use this handbook as a resource throughout the program
4. To check with the departmental office by September 1st of each year for any updates to this handbook.

Signature _____

Date _____