



University of Arkansas

Counselor Education Program

School Counseling Clinical Manual

For Master's Level Students

Table of Contents

<u>Part I</u> Introduction of the School Counseling Practicum and Internship	
Terms used in the Manual	3
<u>Part II</u> Applying for, Enrolling, and Obtaining Placement	
Prerequisites	4
Procedures for Applying	4
Paid Service	5
Changes in Placement	6
Change of Site Supervisor	7
Multiple Sites	7
Placement Checklist	8
<u>Part III</u> Responsibilities	
Program and Site	9
Course Instructor	9
School Counseling Coordinator	9
Counseling Faculty	9
Students	10
Documenting Student Activities	10
- Student responsibilities	10
- Supervisor responsibilities	11
<u>Part IV</u> Program Learning Objectives	
Counseling Practice, Knowledge, and Skills	12
Becoming a Professional Counselor	14
<u>Part V</u> General Requirements	
- Number of Hours	16
- Supervision	16
- Duties	17
- Work Samples	17
- Evaluation	17
<u>Part VI</u> Evaluation	
Mid-semester Evaluation	19
Final Evaluation	19
Guide for Grade Recommendations	19
<u>Appendices</u>	23

Part I

Introduction of the School Counseling Practicum and Internship

The field experiences, as stated by the 2016 CACREP Standards, are “considered to be the most critical experience elements in the program.” They are designed to provide a variety of opportunities that offer school counseling services to students and work directly with other school personnel and other human service professionals. Practicum and Internship emphasize refining counseling skills and ethical responsibility through supervision in settings that represent the diversity in the local community.

This manual delineates the structure and standards to the school counseling program in the University of Arkansas Counseling Program. Standards are based on requirements placed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a national affiliate of the American Counselor Association (ACA) and the American School Counselor Association (ASCA). Counseling students are responsible for the policies and procedures set forth in this manual.

Terms used in this manual are defined below:

DIRECT SERVICE – defined by CACREP and ASCA as **face-to-face interactions** that involve the application of counseling or individual planning with a student. Individual and group counseling, and classroom guidance lessons are examples of direct service. Meetings with parents, teachers, and others are indirect unless the student is present.

INDIRECT SERVICE – all of the miscellaneous activities related to practicum or internship that are not direct service. Engaging in supervision, preparing notes, planning and developing guidance lessons, scheduling, attending meetings, in-services, team meetings, relevant phone contacts, etc. with parents, teachers, and or other human service providers involved with students are examples of indirect service. Such meetings only count as direct if the student is present.

COORDINATOR (School) – a member of the CNED faculty appointed to coordinate the administrative aspects of the program’s practicum internship and ensure all standards are being upheld (CACREP, ASCA, ADE, ArBOEC, CNED, COEHP, UA, ACA). The CNED program has both a clinical coordinator in charge of all clinical mental health counseling field experiences and a school counseling coordinator. Dr. Kristi Perryman is the School Counseling Coordinator.

SITE – a setting where counselors work. This could be a school, college or university setting, community mental health center, hospital, private practice, or other organization.

SITE MANAGER – the person who provides administrative management to the counselors employed by a site. This person would be the building principal.

SITE SUPERVISOR – a professional appointed by the Site Manager as the immediate and direct supervisor of a student at the placement site. The site supervisor must have a minimum of two years’ experience as a licensed school counselor at the level at which they are employed (elementary, middle, high) and have relevant training in supervision. Supervisors must obtain a counseling degree and be a licensed school counselor.

Part II

Applying for, Enrolling, and Obtaining Placement

Prerequisites:

Master's level students. Students may enroll in a practicum/internship class after they have completed the majority of their program of study. It is the expectation of the CNED faculty that Master's students have completed the majority of the coursework for the degree, so that the student will have as much information and practice as possible. (See CNED Course Prerequisites and Co-requisites form). Students must apply to and obtain approval from the counseling faculty and school counseling coordinator prior to enrolling. All students must successfully pass a background check and complete the child maltreatment training through Myra Haulmark, Assistant Director of the Field Placement in the office of Adult Education & Licensure.

Enrollment priority: Instructors and sites are limited in number. Additionally, CACREP standards require a limited instructor to student ratio. Clinical courses may be delayed in order to maintain the integrity of the program. CNED faculty will make joint decisions regarding delay of clinical courses. Priority sequence will be as follows: (a) full time CNED majors; (b) part time CNED majors.

Procedures for applying:

1. **Attend orientation.** At the end of each fall and spring semester, the school counseling coordinator will conduct an orientation for all students eligible to enroll in practicum/internship during the next semester. All students who are eligible to enroll in practicum/internship during the next semester it is offered **MUST** attend the orientation. Students must complete a Placement Application (Appendix A), which must be turned in to the coordinator. The counseling faculty and school counseling coordinator must approve each Master's level student. The coordinator will notify the student of their approval and the student will be registered by the coordinator. (Note: This is the CNED orientation, not the site orientation.)
2. **Select a site.** Students may obtain a listing of Approved Placement Sites complete with Site Profile Forms (Appendix C) from the program. Students are urged to discuss with their major advisor and school counseling coordinator the appropriateness of any placement site for meeting their career development needs. *If a student is planning to seek placement at a site where they will be working with children aged 10 or younger, the student **must** successfully take CNED 6133: Introduction to Play Therapy before they will be approved for placement.* Introduction to Play Therapy is offered every Spring.

If a student desires to get hours at a site not previously approved, the student must consult with the coordinator to determine if the site may be approved. The coordinator must approve any site, and they reserve the right to determine if a site is suitable. Students will **NOT** be approved at a site where they are employed.

3. **Apply to the site.** Students must contact the site manager and request to be interviewed at their preferred placement sites. Site managers have the authority to determine if a student would be a suitable fit for the site. If accepted by the site manager, the student must apply to the coordinator for approval to fulfill hours requirements at the site.
4. **Complete documentation.** The following forms must be completed and submitted the semester before the student plans to begin field experiences (by the assigned date). **Be sure to use the checklist and have it on top of your application.**
 - a. **Placement Application (Appendix A).**
 - b. **Memorandum of Understanding (Appendix B).** The Memorandum of Understanding is an agreement between the Placement site and the counseling program at the University of Arkansas.
 - c. **Site Profile (Appendix C).** The site manager, or the student working in conjunction with the site manager or site supervisor, must complete the Site Profile, which describes the types of counseling services offered at the site.
 - d. **Placement Agreement (Appendix D).** Placement Agreement indicates that the counseling program faculty and the site administrators approve the student's application to complete hour requirements at the site. The site manager, the site supervisor, the student, and the coordinator must sign it.
 - e. **Agreement to Manual (Appendix K).**
 - f. **Professional Liability Insurance.** In addition to completing the forms listed above, students must obtain professional liability insurance. This may be obtained at reasonable cost through student membership in the American School Counselor Association (ASCA) or the American Counselor Association (ACA). *Professional liability insurance is a requirement for all students.* Proof of professional liability insurance must be turned in to the coordinator.
 - g. **Letters of support.** As required by the school counseling coordinator.

All documentation must be turned in to the coordinator prior to the beginning of the semester. Field placement may not begin until all of the above documentation is completed and turned in to the coordinator. Failure to complete documentation is sufficient reason to withdraw the student from the placement site and to indicate unsatisfactory performance in the course.

Paid Services:

In the state of Arkansas, school counselors may legally work in a public school setting prior to graduation from a Master's level counseling program under the Deficiency Remediation Plan (DRP), which must be filed with the Department of Education. Counseling students who are working as School Counselors under DRP may complete their requirements at their place of employment provided appropriate supervision is arranged.

Change in placement:

Counseling students are expected to complete their semester in one placement setting with a supervisor on site. Should circumstances require the student to leave a setting, the counseling faculty and coordinator expect the student to engage in an appropriate termination process with their students and with on-site personnel prior to leaving.

Should the student's placement become problematic, a change in placement may be considered only after:

1. The student, the course instructor, the coordinator, and the site supervisor discuss the problem and determine whether a solution can be found within the existing placement. The student may be asked to continue with the placement until the end of the semester, and an agreement may be made to change the placement before the beginning of the next semester.
2. If a solution is not found and the student desires to make a change of placement during the semester, the student must write a request for placement reassignment and summarize reasons for the reassignment. The coordinator will make a decision whether or not to terminate the placement and request an evaluation (Appendix G) of the student's performance from the site supervisor. The student is not guaranteed another placement during that semester or for any future semesters.
3. The student and the coordinator explore new placement options. The student must follow all procedures outlined in Part II to obtain placement in a new setting.
4. The coordinator will confer with the site supervisor of the first assigned placement to consider the possibility of future placements.

Withdrawal from placement by request of the site manager, site supervisor or counseling faculty:

When a site manager, site supervisor or the counseling faculty decide to terminate a student's placement, the following procedures will be followed:

1. The student, the course instructor, the coordinator, and the site supervisor discuss the problem and determine whether a solution can be found within the existing placement.
2. If a solution is not found, the student may be immediately terminated from the placement at the discretion of the coordinator or at the request of the site supervisor and site manager. The site supervisor, site manager (principal), or coordinator will provide the student a written summary of reasons for the termination.
3. The student will be allowed a hearing with the counseling faculty. If needed, the coordinator will confer with the counseling faculty to devise a remediation plan for the student. The student is not guaranteed another placement during that semester or for any future semesters.

4. While we encourage the site manager (principal) site supervisor to follow the above procedures, they maintain the right to immediately terminate the student if deemed necessary.

Change of site supervisor:

- You must inform the school counseling coordinator of any change of your on-site supervisor.
- You may offer counseling services only when you are under the supervision of the University of Arkansas Counseling Program. If your site requests that you work through holiday periods, you must arrange with the coordinator or a University of Arkansas Counseling Program supervisor. If a counseling program supervisor is not available, counseling students may not offer counseling services other than when enrolled in the course during a regular semester.

Multiple Sites

- Students may NOT have more than one site simultaneously. Gaining intensive experience with one site is vital to fully understanding the role of the professional school counselor.
- Students may not complete more than one clinical course during a single semester.

Placement Checklist

<input type="checkbox"/>	Background Check
<input type="checkbox"/>	Child Maltreatment Training
<input type="checkbox"/>	Orientation
<input type="checkbox"/>	Placement application (Appendix A)
<input type="checkbox"/>	Memorandum of Understanding (Appendix B)
<input type="checkbox"/>	Site Profile (Appendix C)
<input type="checkbox"/>	Placement Agreement (Appendix D)
<input type="checkbox"/>	Agreement to Manual (Appendix N)
<input type="checkbox"/>	Professional Liability Insurance (ASCA Membership Card)

Part III

Responsibilities

A field placement with the University of Arkansas Counseling Program requires all students, counseling faculty, site supervisors and site managers (principal) to comply with the following:

- The 2010 American Association of School Counseling Ethical Standards for School Counselors
- The 2014 American Counseling Association Code of Ethics.
- The 1993 Association for Counselor Education and Supervision's Ethical Guidelines for Counseling Supervisors.
- All legal statutes governing counseling practice for the State of Arkansas.

Program and site: The responsibilities of the University of Arkansas Counseling Program and the student's placement site are in the Memorandum of Understanding (Appendix B).

Course instructor: The course instructor is responsible for:

- Meeting the course description given in the Graduate School Catalog, the course outline/syllabus, and in this Manual.
- Following and ensuring the students follow the policies and procedures of this manual.
- Following and ensuring the students follow all appropriate ethical codes and legal statutes.
- Evaluating student performance, obtaining evaluations from supervisors, and assigning student grades with consideration of the evaluations.

School Counseling coordinator: The primary responsibilities of the coordinator are to:

- Develop policies and procedures for implementing the practicum and internship programs.
- Follow and ensure the students follow the policies and procedures of this manual.
- Follow and ensure the students follow all appropriate ethical codes and legal statutes.
- Make available written guides for site supervisors and students.
- Follow the CNED faculty's criteria for the selection of quality placement sites.
- Assist sites in selecting appropriate professionals as supervisors.
- Conduct orientation each semester.
- Assist students in initiating procedures for student placement.
- Participate in relevant meetings, committees, conferences, and supervisor training sessions.
- Assist students, course instructors, and site supervisors in the resolution of placement problems.
- Inform all affected parties of changes regarding site placements.

Counseling faculty: The primary responsibilities of the counseling faculty with regard to practicum and internship are to:

- Follow and ensure the student follows the policies and procedures of this manual.
- Follow and ensure the student follows all appropriate ethical codes and legal statutes.
- Provide timely opportunities for student hearings in cases of grievance.
- When needed, devise remediation plans for students and ensure their timely completion.

Students: The primary responsibilities of students enrolled in practicum or internship are to:

- Follow the policies and procedures of this manual.
- Follow all appropriate ethical codes and legal statutes.
- Practice the skills inherent in the program's objectives, as described in Part IV.
- Integrate knowledge from previous courses and apply it in the school setting.
- Develop and practice analytic skills sufficient for responsible professional practice.
- Develop strategies and goals for continuing personal and professional growth and share them with supervisors.
- Attend weekly supervision sessions with all supervisors – on-site, university appointed and class instructor.
- Inform the coordinator of any changes in the placement site supervisor.
- Provide weekly samples in the form of tapes for review by supervisors.
- Complete required hours in a timely way.
- Maintain appropriate documentation of activities.

Documenting Student Activities:

Student responsibilities are to:

- Secure and read the current School Counseling Manual.
- Secure and supply a copy of the current Counseling Manual to the site supervisor.
- Be knowledgeable of all materials in the manual.
- Students must keep timely paperwork in the form of weekly logs, evaluations, and other paperwork. **If signed weekly log submissions fall more than 2 weeks behind in Via/SLL you will be immediately suspended from your site and unable to see clients until all paperwork is caught up.**

Prior to the beginning of practicum or internship, each student must ensure the following documents are submitted to the coordinator:

- Placement Application (Appendix A)
- Memorandum of Understanding (Appendix B)
- Site Profile (Appendix C)
- Placement Agreement (Appendix D)
- Proof of having professional liability insurance from the American School Counselor Association or American Counseling Association or similar organization
- Agreement to the Counseling Manual (Appendix K)

Weekly throughout the semester, each student must submit to the course instructor:

- Weekly Progress Report/Counseling Log (Appendix E)
- Appropriately signed consent forms from students who have consented to taping of their counseling sessions (Appendix J).
- Other written assignments, such as case studies, as specified by the course instructor.

At the end of each semester, each student must submit to the course instructor:

- Log Summary (Appendix F)
- Placement Evaluation (Appendix H)

- Evaluation of Supervisor (Appendix I)

Supervisor responsibilities:

Supervisors should be familiar with the documentation required of students and assist them to complete it in a timely manner.

Supervisors must complete the School Counseling Evaluation form (Appendix G) at the following times:

- at mid term of the semester
- at the end of the semester
- anytime a student is demonstrating unsatisfactory, unethical or illegal performance.

Supervisors may supplement the Counseling Evaluation form with other written statements or documentation. Students will receive copies of each written evaluation and the evaluating supervisors must discuss the evaluation with them. Evaluations must be submitted to the course instructor in a timely manner.

Part IV

Program Learning Objectives

The best education for a profession combines theory with practice while encouraging an integrated personal style. The task is to design and implement a learning program that is mutually reinforcing, and yet accountable to:

- Students, by assuring they receive competent and ethical service.
- Counseling students, by enhancing learning and meeting personal objectives.
- The counseling profession, by improving the means of promoting and assessing readiness for professional practice.
- The placement site, by putting learning goals into operational terms, which fit the site's clients and staff.

The counseling program's learning objectives are organized into two major areas:

A. Counselor practice, knowledge and skills

Students should be able to demonstrate appropriate professional proficiency of counseling skills and also include intervention strategies with systems of varying size and complexity as demonstrated by ASCA National Model. Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. The emphasis is on direct practice in counseling a population that is diverse, while utilizing the didactic and experiential training received in the University of Arkansas Counseling Program. Competence will be displayed through the student's ability to:

Foundations Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. This skill will be demonstrated through the student's ability to define this role in verbal presentation during the first week of practicum class.

Counseling, Prevention, and Intervention Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. This skill will be demonstrated through student's case presentations in class in the multicultural section.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. This skill will be demonstrated through student's weekly logs that they are participating in these activities and will also be assessed on their supervisor evaluations.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical

growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. This skill will be demonstrated under intervention plan section on case reports in class and will also be evaluated by supervisors.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer students when appropriate.

Diversity and Advocacy Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. This skill will be demonstrated in students case reports under the intervention section and will also be evaluated by supervisors.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

Research and Evaluation Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. This is a skill that students will use in conjunction with activities under the supervision of their school counseling site supervisor.
3. Analyzes and uses data to enhance school counseling programs. This is a skill that students

will use in conjunction with activities under the supervision of their school counseling site supervisor.

Academic Development Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Collaboration and Consultation Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

Leadership Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

B. Becoming a Professional Counselor

This learning objective is demonstrated in the willingness of the student to be fully responsible for personal thoughts, feelings and actions and in their proactive stance towards learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to:

1. **Demonstrate a capacity for self-observation and self-awareness by...**
 - a. Identifying and assessing effects of learning style, personal values, biases and feelings on performance, especially regarding issues of human diversity.
 - b. Examining and changing behaviors that interfere with successful work.

- c. Exercising initiative in making counseling interactions and activities observable and subject to feedback.
- 2. Use counseling supervisors for learning by...**
- a. Identifying initial learning needs and interests.
 - b. Actively collaborating in formulating and updating a learning contract.
 - c. Asking questions.
 - d. Preparing work agendas.
 - e. Seeking other available learning resources, including professional staff, print and non-print media, professional literature, and research.
 - f. Discussing assignments, challenges, and problems openly with supervisors.
- 3. Apply content from counselor program courses in the placement school by...**
- a. Applying concepts, skills, professional counseling values, and ethics in work with students and colleagues.
 - b. Identifying and discussing ethical dilemmas in professional decision-making.
 - c. Discussing conflicting obligations, choices, or expectations between self, student, and colleagues.
 - d. Generating reports, presentations, process records and tapes.
 - e. Applying knowledge of theory and empirical findings.
- 4. Manage time and work demands by...**
- a. Arriving at assigned times at the placement site or for supervision.
 - b. Planning and organizing available time to manage the flow of work.
 - c. Prioritizing tasks in relation to deadlines, site procedures, and student system needs.
 - d. Completing assignments on time.
 - e. Exercising good judgment in completing work priorities.

Part V

General Requirements

1. Number of hours to be completed:

Students	Direct Hours	Indirect Hours	Total Hours
Practicum Semester One	40	60	100
Internship Semester One	120	180	300
Internship Semester Two	120	180	300

Note: These are minimum requirements for direct hours and total hours. Indirect hours may be less only if direct hours are more and the total still meets the minimum requirements.

Students are expected to complete their required hours in a timely manner. When completing a 300-hour internship during a 15-week semester, interns should average approximately 20 hours per week providing services on site. When completing a 100-hour practicum during a 15-week semester, practicum students should average approximately 6-7 hours per week providing services on site. Students who complete the required number of hours prior to the end of the semester must continue to work at the site and remain under site and university supervision throughout their enrollment. Students must go through an appropriate termination process with their students and with on-site personnel prior to ending their applied experience at the end of their enrollment.

- 2. Supervision** – Three types of supervision may be provided to the student during the counseling practicum and internship. Individual supervision is one-on-one, face-to-face supervision provided by both the Site Supervisor and by the counseling program. The site supervisor must have a minimum of two years' experience as a licensed school counselor at the level they are employed (elementary, middle school, or high school) and hold a Master's degree in counseling. Triadic supervision involves a supervisor and no more than two students. Group supervision is conducted by the counseling program faculty and involves no more than 12 students in a supervision group. The following supervision is mandatory:

One hour of individual/dyadic supervision per week: Counseling students must complete a minimum of one hour on site per week of individual/triadic supervision provided by their site supervisor approved by the School Counseling Coordinator. This supervision will focus on school specific skills, such as classroom lessons, and other areas of the ASCA national model. This must occur every week, be documented in Appendix E, signed by the site supervisor and student and turned in to course instructor **EVERY WEEK** or intern may not see students.

One and a half hours of group supervision per week: Counseling students must complete

one and one half hours per week of group supervision in the practicum/internship class on campus. More than three missed classes will not result in completion of enough group hours to meet this requirement.

One hour of supervision from a doctoral student: This will include one hour per week of individual or triadic supervision provided by the counseling faculty or an appropriately trained/experienced doctoral student and will focus on the student's counseling skills. This supervision must also be documented on the student log.

3. **Student duties:** Students are expected to perform the duties of a school counselor as dictated by ASCA and DESE at their sites only under continuous supervision. For every 100 hours of service at the site, students are expected to perform 40 hours of direct service. Direct service includes individual and group counseling, guidance, responsive services, and individualized student planning, as well as consultation and staff meetings, presenting a case in face-to-face interactions. Students should also have the opportunity to become familiar with a variety of professional activities in addition to direct service such as record keeping, information and referral, in-services, and staff meetings. They are HIGHLY encouraged to attend after school functions, faculty meetings, district meetings, etc. Students should gain supervised experience in the use of a variety of professional resources, such as assessment instruments, technologies, print and non-print media, professional literature and research.
4. **Work samples:** Students are expected to provide work samples to their supervisors. Work samples are tapes of interactions with students. Videotapes are preferred. Audiotapes may be acceptable with approval of the supervisor. The counseling student must obtain permission from the student for taping and must submit a signed consent form to the supervisor when the tape is reviewed. A sample of a consent form is available in Appendix J. Counseling students are NOT allowed to use their phone to record client sessions or guidance lessons for class due to HIPAA regulations. They may use video recorders, such as a flip camera, which can be purchased for a reasonable price. They may also check one out for a one week period through the CNED program for Practicum and Internship use.
5. **Evaluations:** Students will be evaluated throughout their field experiences. Evaluation will be based on their... (a) adherence to the expectations as specified by the policies and procedures described in this manual, (b) performance within the placement setting, and (c) demonstration of competency in achieving the Counseling Program's learning objectives (described in Part IV). See Appendix G for the School Counseling Evaluation Form. Formal written evaluations will occur:
 - At mid term
 - At the end
 - Anytime a student is demonstrating unsatisfactory, unethical, unprofessional, or illegal performance (see syllabus for further explanation).
 - A midterm or final evaluation score that falls below what is typically expected at each level (i.e., practicum, internship I, internship II) may not earn a student full credit, even if submitted on time. Expectations for evaluation scores are as follows:
 - For practicum, evaluations consisting of mostly "2"s ("Developing") with some "1"s ("Emerging") and "3"s ("Proficient").

- For internship I, evaluations consisting of mostly “3”s (“Proficient”) with some “2”s (“Developing”).
- For internship II, evaluations consisting of mostly “3”s (“Proficient”) with some “4”s (“Mastery”).

Student’s written evaluations will include the School Counseling Evaluation Form (Appendix G) and may also include other written statements and documentations.

Students will receive copies of each written evaluation and the evaluating supervisors must discuss the evaluation with them.

Students will be required to provide evaluations of placements sites (see Appendix H), supervisors (see Appendix I), and Log Summary (see Appendix F) at the end of each semester.

6. See Course Syllabus for additional requirements.

Part VI

Evaluation

Evaluation will be based on the student's (a) adherence to the expectations as specified by the policies and procedures described in this manual and in the syllabus, (b) performance within the placement setting, and (c) demonstration of competency in achieving the Counseling Program's learning objectives (described in Part IV). Evaluations will be based on observations of student's work performances, in student's work samples, on student's verbal reports, and on student's behaviors at the placement setting, in supervision, in the clinical course and on the student's interactions with the counseling program faculty and students. Evaluation will be on going and periodic, and will be both verbal and written, formal and informal.

On-going, verbal, informal evaluations occur in regular sessions with supervisors providing feedback on the student's demonstrated counseling skills. Students should seek verbal feedback in each session to develop an understanding of how each supervisor perceives their progress.

Written, formal evaluations involve assessing overall progress and developing plans for improvement. Formal evaluations using the Counseling Evaluation form (Appendix G) will occur:

- At mid term of each semester
- At the end of each semester
- Anytime a student is demonstrating unsatisfactory, unethical, unprofessional or illegal performance

Mid-semester evaluation: The mid-semester evaluation is a formal written evaluation using the Counseling Evaluation form (Appendix G). Supervisors should ensure the report summarizes significant verbal assessments made in supervision sessions. Supervisors should schedule a mid-semester evaluation conference to share and discuss the written formal evaluation with student s. Supervisors should insure the student is receiving appropriate verbal feedback, and if necessary, written evaluative feedback, so the student will be prepared to expect the feedback at the written mid-semester evaluation. The instructor will ask all students to inform their supervisors of the date the mid-semester evaluation is due.

Final evaluation: The final evaluation follows the same format and procedures as the mid-semester evaluation. The final evaluation form and any related documents should be hand delivered to the instructor no later than the last class period before final exam week on the University calendar. The instructor will ask all students to inform their supervisors of the date the final evaluation is due.

Play Therapy Skills Evaluation: The Play Therapy Skills Evaluation is to be used when conducting individual play therapy sessions. Students should discuss this with their doctoral supervisor.

Guide for grade recommendations: The course instructor assigns grades based on demonstrated competencies and professionalism in both the classroom and field placement site according to the following guidelines:

A = demonstration of counseling skills and professionalism at levels satisfactory or above what is expected at this level.

B = demonstration of counseling skills and professionalism at levels adequate or above what is expected at this level.

C = unsatisfactory performance and/or professionalism. The student will be required to repeat the course.

D = evidence of unethical or illegal practices and/or professionalism. The student may be dismissed from the counseling program.

I (Incomplete) A grade of Incomplete (I) will be given only if the student has made satisfactory progress but has too few clock hours of service due to factors the course instructor judges to be beyond the student's control. The student must develop and give to the instructor, the Clinical Coordinator, and if appropriate, the Site Supervisor, a written time plan for completion of the remaining hours. All requirements must be completed no later than five weeks after the beginning of the next offering of the course.

Unsatisfactory, unethical, or illegal performance: Any time a supervisor evaluates an student as not making satisfactory progress, the supervisor should document this in a written summary of performance. The report must be dated and signed by the supervisor and the student. The student's signature indicates awareness of the supervisor's evaluation, it does not indicate agreement or approval. In the case of differences of opinion that cannot be resolved, the student should write an addendum, ask the supervisor to read and sign it, and then attach it to the evaluations. The supervisor must contact the Clinical Coordinator promptly to report unsatisfactory progress so that appropriate remediation or resolution of the situation can occur.

Unsatisfactory performance rarely refers to a singular or isolated event. A supervisor will usually develop an awareness of an observable pattern of sub-par performance over time. Sub-par performance should be brought to the student's attention in writing as soon as it is identified as an observable pattern. The supervisor should notify the Clinical Coordinator as soon as an observable pattern of sub-par performance is identified. The supervisor, the Clinical Coordinator, the instructor, and the student will then confer to discuss the unsatisfactory aspects of performance and jointly develop a plan for improvement. If the student does not sufficiently improve in the timeframe specified for remediation, the student may be removed from the site and a grade commensurate with the performance will be recorded.

Unethical or illegal performance of counseling services may be found by the counseling faculty sufficient grounds for withdrawing a student from the site and to deny the student further enrollment in the counseling program.

The following are some of the reasons for evaluating an student as demonstrating unsatisfactory, unethical or illegal performance:

- The student fails to follow appropriate ethical codes or legal statutes governing the provision of counseling in the State of Arkansas
- The student fails to follow the rules and/or meet the expectations of a counselor working in

the placement setting

- The student fails to demonstrate appropriate application of counseling skills
- The student fails to engage in supervision, is resistant to supervision, or fails to follow supervisory feedback
- The student demonstrates an inability to maintain appropriate boundaries between personal and professional roles and issues
- The student fails to complete hours in a timely way providing the appropriate ratio of direct and indirect counseling services
- The student fails to provide supervisors with appropriate work samples (tapes of interactions with students, preferably video)
- The student fails to demonstrate the professionalism expected at this level
- The student fails to meet the expectations of professional behavior in a classroom environment

Prior to the assignment of a final grade of “C” the following procedures must be followed:

- The course instructor will inform the student that one or more supervisor has evaluated his/her performance as substandard performance in advance of formal evaluation conferences.
- Areas of deficiency will be clearly defined, documented, and discussed.
- A plan for strengthening the areas of deficiency will be formulated. The student will be expected to follow the recommendations specified in the remediation plan.
- The student will be given adequate opportunities to demonstrate satisfactory achievement within a specified timeframe.
- Attempts will be made to help the student improve.

When a student receives a grade of C for internship:

If the “C” is received for the 1st semester of internship...

- The student may repeat the internship course the next semester it is offered.
- Should the student decide to delay repeating the course and not take it the next semester it is offered, the student must provide a written statement to the School Counseling Coordinator specifying the reason for delay.
- The student must receive a grade of B or higher during his/her second enrollment in the internship course to continue in the counseling program
- Students who receive a C or less, or an I, must complete the required hours before moving on to the next course.
- Students who fail to obtain a grade of B or higher after their second enrollment in the course will be subject to faculty determination as to whether they will be allowed to continue in the counseling program.

If the “C” is received for the 2nd semester of internship...

- The student may repeat the internship course the next time it is offered.
- Should the student decide to delay repeating the course and not take it the next semester it is offered, the student must provide a written statement to the Internship Coordinator specifying the reason for delay.
- The student must receive a grade of B or higher during his/her second enrollment in the clinical course.

- Students who fail to obtain a grade of B or higher after their second enrollment in the clinical course will be subject to faculty determination as to whether they will be allowed to continue in the counseling program.

Prior to the assignment of a final grade of “D” or less the following procedures must be followed:

- The student’s Site Manager (Principal), Site Supervisor, or counseling program faculty must have requested the student be removed from the placement site.
- After the student has been provided opportunity for a hearing, the counseling faculty determines unethical or illegal practice on the part of the student did occur.
- The faculty finds the student’s unethical or illegal practices have been such that they are unable to endorse the student as a counseling student appropriate for site placement.

When a student receives a grade of “D” or less for internship:

- The student may not repeat internship.
- The student will be dismissed from the counseling program.

Appendix A
University of Arkansas
Counselor Education Program
SCHOOL COUNSELING PLACEMENT APPLICATION

I. Identifying Information

Name: _____ Date of Application: _____

Complete Local Address: _____

Complete Permanent Address: _____

Local Phone: _____ Permanent Phone: () _____

E-mail: _____

Call in Emergency (name) _____

(address) _____ (phone) _____

Requested for: _____
Semester Year

Date of scheduled or attended Site Orientation _____

II. Academic Preparation

A. Courses taken, other than counseling, which are relevant to placement.

B. Academic projects completed which may be relevant to placement.

III. Relevant Prior Experiences:

IV. Focus

A. Knowledge and skills you want to concentrate on during placement:

B. Two population groups with which you would like to gain experience:

V. Learning and Working Style

A. Type of environment or work setting in which you feel most comfortable for learning new skills. (Examples: highly-structured/formal vs. less structured/informal, fast vs. slow, etc.)

B. Do you work more effectively and productively as a member of a team or in independent tasks?

C. In past experiences, have you felt comfortable with direct supervision of your performance? Elaborate if needed.

- VI. Career Plans after Graduation:
- VII. If you plan to work with children, have you completed Intro to Play and Children and Adolescence to ensure your competence in this area?
- VIII. Do you have professional liability insurance? _____
Provider Name _____ Expiration Date _____
Policy Number _____
- IX. If you have selected a potential site, complete the following:
- A. Name of Site:
- Complete Site Address:
- Site Phone: () _____
- B. Coordinator:
- Dr. Kristi Perryman
- Phone: (479) 575-6521 _____
- E-mail: klperry@uark.edu
- C. Site Supervisor Information
1. Name:
 2. Title:
 3. Phone: () _____
 4. E-mail: _____
 5. Professional specialization:
 6. Graduate degree and major:
University:
 7. Certification/License (include state and document number):
 8. Years of professional work experience (School Counselor must have two years at the level he/she works at).

My signature indicates I have read and will conform to the policies and procedures of the University of Arkansas Counseling Program Manual.

Student Signature

Date

Appendix B
University of Arkansas
Counselor Education Program
MEMORANDUM OF UNDERSTANDING

I. This memorandum of understanding is made this _____ of _____, by and between the University of Arkansas Counselor Education (CNED) Program (hereinafter called the University), and _____ (hereinafter called the Placement Site), on behalf of _____ (student's name).

II. WHEREAS, the University of Arkansas has an established Counselor Education Program; and

WHEREAS, one of the objectives of this program is to train students to work as counselors in community agencies and in schools; and

WHEREAS, it is the desire of the University to utilize resources of the Placement Site for students (hereinafter also referred to as students) enrolled in the Counselor Education clinical school counseling course of the University; and

WHEREAS, the Placement Site has such resources and is willing to cooperate with the University in making them available for educational purposes;

NOW THEREFORE, THE PARTIES MUTUALLY AGREE TO THE FOLLOWING:

A. Joint Responsibilities:

1. Either party may terminate this agreement by giving the other written notice of termination, not less than thirty (30) days prior to the scheduled date for the next class. The agreement may be terminated at any time by mutual consent.
2. Determination of the number of students to be assigned to the placement site shall be negotiated between the Placement Site and the University. The Placement Site has the final decision on the number it can accommodate.
3. The Placement Site and the University will cooperate in the placement of students, each sharing responsibility for the final selection. The Placement Site has no obligation to work with a student it initially considers or later determines to be unsuited to the Placement Site program, and the University has no obligation to place a student at a site it considers unsuitable.
4. Family Educational and Privacy Rights Act, 20 U. S. C. S 1232 G, commonly known as the "Buckley Amendment" will govern access to student records.
5. No party to this agreement shall, in connection with any aspect of its performance, discriminate against any person by reason of such differences as socioeconomic status, race, color, disability, gender, age, religion, sexual orientation, or nation and ethnic origin.
6. Student are not to be considered employees and are not intended to replace paid employees or service contracts, unless in the case of a student completing a deficiency plan for school counseling endorsement.
7. Placement Site acceptance of a student for placement does not obligate the Placement Site to compensate the student or the University. Further, there is no financial obligation on the part of either institution to the other. Any agreements which promise financial compensation to the student are wholly separate and apart from this memorandum.
8. The University and Placement Site agree to prohibit students, faculty or staff from publishing any materials as a direct result of a student's experience, unless such publication is approved in writing for release by the Placement Site and the University, such approval not to be withheld unreasonably.

9. Neither party may use the other's institutional name in advertising media.
10. University and Placement Site supervisors of students will comply with:
 - a. The 2016 American School Counselor Association Ethical Standards for School Counselors; the 2014 American Counseling Association Code of Ethics and the Association for Counselor Education and Supervision Ethical Guidelines. A copy of all will be in the Counseling Program Manual.
 - b. All Arkansas Department of Education Guidelines for School Counseling Internship will also be adhered to.
 - c. The site supervisor will have a Master's degree in counseling and be a licensed school counselor.
 - d. The site supervisor will be on site while the student is there.
 - e. The site supervisor will provide one hour of face to face supervision weekly.
- B. Responsibilities of the University of Arkansas Counselor Education program:
 1. Designate one person to serve as the School Counseling Coordinator. This person will be responsible for the primary coordination and administrative aspects of the student placement program.
 2. Ensure that the Counseling Program Manual contains current policies, guidelines, requirements, objectives and forms, and is available for students.
 3. Provide the Placement Site current information on dates of student assignments, required total hours of work, and the nature of educational assignments necessary for each student.
 4. Designate university supervisors who will review samples of the student's direct service work. These supervisors may be Counseling program faculty or doctoral-level graduate students in the counseling program who have attained necessary experience and training to act as supervisors. University supervisors will periodically confer with the Placement Site manager (Principal) regarding the student's progress.
 5. When circumstances beyond the control of the University or Placement Site indicate the student must be withdrawn, or if the to Placement Site is unable to meet the conditions of the agreement, the University has the responsibility to withdraw the student from the placement. This action will be taken only after consultation with all to Placement Site and counseling faculty involved in the placement.
 6. The University will provide, as needed, group meetings for administrators, staff, and placement site supervisors. These meetings are intended to promote understanding of the curriculum of the University, encourage communication and interaction between counseling practitioners and counselor educators, and to develop competence in training and supervision.
 7. The Counselor Education program will offer workshops or other learning opportunities, which current Site Supervisors may attend by invitation without payment.
 8. The University will permit the Counselor Education faculty to participate as resource persons for Placement Site activities, on invitation from the Placement Site.
 9. The University will assist the Placement Site supervisor in obtaining learning resources for students upon request.

C. Responsibilities of the Placement Site:

1. The Placement Site Manager (Principal) will designate one staff professional, known as the student's Site Supervisor, to instruct, supervise, and evaluate each student and be available for consultation as requested by the University. This professional should: (a) Have a Master's Degree or higher in counseling from an accredited institution, (b) possess appropriate certification or licensing, (c) have a minimum of two years of professional experience as a licensed school counselor at the level he/she is working at, (d) be aware of the program's requirements, as outlined in the Counseling Program Manual, (e) be aware of the requirements for counselor supervision referenced in paragraph II.A.10 above, and (f) be approved by the School Counseling Coordinator. If the professional is not a counselor by degree, she/he must also be familiar with and committed to the values, skills, ethics, and knowledge required for counselor practice. Site Supervisors agree to submit a professional resume or vitae to the University of Arkansas Counseling Program School Counseling Coordinator.
2. The Placement Site Manager (Principal) will provide adequate time for the Site Supervisor to hold individual supervision sessions with the student for at least one-hour face to face per week at an agreed upon time.
3. The Placement Site Supervisor will be present and responsible for the actual supervision of the student's activities at the Placement Site on a daily basis.
4. The Placement Site Manager (Principal) will provide time of the Site Supervisor to attend scheduled meetings for Site Supervisors, to be held at a designated time and place on the University campus.
5. The Placement Site will provide office supplies, telephone facilities and office arrangements it considers will enable the student to function effectively and will make provisions for safeguarding materials the agency considers confidential.
6. The Placement Site Supervisor will provide learning experiences compatible with program's educational objectives, as outlined in the Counseling Program Manual (see pages 12-15) and as delineated in the learning contract jointly developed by the Site Supervisor and the student.
7. The Placement Site Supervisor will provide the course instructor written evaluations of the student at mid-semester and end-of-semester, at any time the student is demonstrating unsatisfactory performance, or placement termination if earlier.
8. The Placement Site Supervisor will promptly communicate to the University Coordinator any concern regarding the student's performance.
9. The Placement Site Supervisor will consult the University Coordinator promptly if circumstances arise which require the Placement Site to withdraw the student from the placement.
10. The Placement Site Supervisor will arrange student work schedules that will not conflict with schedules of the University.
11. The Placement Site Manager (Principal) agrees to permit, upon reasonable request, the inspection of related Placement Site facilities by the University and organizations charged with accreditation of the University's programs.
12. The Placement Site Manager (Principal) agrees to allow the University Coordinator access to Placement Site facilities and records, including audio/video recordings, necessary to evaluate the professional performance of the student. The student's progress in skills development will be the focus of the University supervisor; case conceptualization and management will remain solely within the purview of the placement site supervisors.

13. The Placement Site Supervisor agrees to provide each student all site policies, rules, and regulations pertinent to the student's role in the placement. Particular emphasis will be placed on requirements for safeguarding student rights and confidential professional information.

D. Responsibilities of the Student:

1. The student will follow Placement Site and University policies, schedules, procedures, programs, and operating standards.
2. The student will abide by the 2016 American School Counselor Association Ethical Standards for School Counselors and the 2014 American Counseling Association Code of Ethics and by all applicable statutes of the State of Arkansas which regulate the practice of counseling.
3. Master's level students will complete 300 clock hours of internship during their first semester and 300 clock hours of internship during their second semester of internship. For every 100 hours worked, interns must complete no less than 40 hours of direct counseling services. The remaining 60 hours may be completed in carrying out other duties normally assigned counselors at the site.
4. During participation in practicum or internship activities at the site, the student will be under the supervision of the onsite Site Supervisor. The student will dress and act in a professional manner.
5. The student will promptly complete all required documentation, such as process recording, assessment reports, progress notes, and any other reports required by the Counselor Education Program or the Site Supervisor.
6. The student will prepare for and actively participate in weekly supervision sessions with the Site Supervisor and with University supervisors.
7. The student is responsible for maintaining appropriate professional liability insurance. If the Placement Site has health and safety requirements, the student is expected to meet them.
8. The student is not an employee and is not entitled to remuneration during the placement unless otherwise arranged for with the Placement Site and the University. At its option, the Placement Site may reimburse the student for travel expenses incurred in fulfilling duties.
9. The student will consult with the Site Supervisor and University course instructor to formulate a personal learning contract which will document specific learning objectives, activities, and means of evaluation.
10. The student will advise the Site Supervisor in advance of an anticipated need to be absent from the placement site. In any situation that prohibits advance notification, the student will promptly contact the Site Supervisor and reschedule missed appointments.

APPROVED

School Counseling Coordinator
University of Arkansas

Date

Placement Site Manager (Principal)

Date

Placement Site Supervisor

Date

APPENDIX C
University of Arkansas
Counselor Education Program
SCHOOL COUNSELING SITE PROFILE

Student's name: _____

I. SCHOOL (Descriptive brochures attached? _____)

A. Name: _____ Phone (____) _____

Complete Address: _____

Hours of Operation: _____

Manager: _____

Contact Person: _____

E-mail: _____

B. Mission: _____

C. Supplemental Information:

Stipend: _____ Stipulations: _____

Transportation: Car Required: _____ Agency Car Available: _____ Mileage Reimbursement: _____

D. Primary Fields of Practice:

Education

_____ Elementary

_____ Middle

_____ High

_____ Career

_____ Other:

_____ Private School

_____ Public School

_____ College

_____ Academic Advising

E. Special Populations Served:

F. Learning Experiences Available:

_____ Responsive Services for Student
_____ Crisis Counseling
_____ Classroom Guidance
_____ Classroom Interventions
_____ Psychosocial Studies
_____ Community organization
_____ Community development
_____ Community education
_____ Marketing
_____ Group work
_____ Family Counseling
_____ Individual Counseling
_____ Grant-writing
_____ Policy analysis/development
_____ Administration/planning
_____ Program development
_____ Play Therapy
_____ Individual Planning
_____ Other:

_____ Research
_____ Use of computers
_____ Budget/analysis
_____ Consultation
_____ Staff development
_____ Legislation
_____ Program coordination
_____ Advocacy
_____ In-service training
_____ Seminars
_____ Conference
_____ Team Meetings
_____ Consultation
_____ Program evaluation
_____ Multicultural
_____ Advising/scheduling

II. DESIRED STUDENT CHARACTERISTICS

A. Skills, Knowledge, Experience:

B. Personal Qualities:

C. Other:

III. PROFILE OF STUDENT'S PROPOSED SITE SUPERVISOR

A. Name _____
Agency _____
Complete Work Address _____
Work Phone (____) _____
E-mail: _____

B. Graduate Degree and Field of Study (Counseling degree required):

C. Pertinent Additional Training:

D. Professional Experience (Need minimum two years' experience as a licensed school counselor at the level he/she is working):

E. Supervision Training Received (Date and type)_____

F. Supervisory Experience:

G. License/Certification/Endorsements: _____

Document Number: _____

Degree and Institution: (Masters in Counseling required): _____

Other related certifications _____

H. Primary Expertise:

_____ School Counseling
_____ Alcohol/Drug Addiction
_____ Delinquency
_____ Public Welfare
_____ Family Therapy
_____ Child Welfare Services
_____ Other:

_____ Physical Health Services
_____ Mental Health
_____ School Social Work
_____ Children
_____ Adolescents
_____ Adults

I. Theoretical Orientation:

J. Philosophy of Supervision:

Site Supervisor's Signature

Date

Appendix D
University of Arkansas
Counselor Education Program
PLACEMENT AGREEMENT

This form documents the fact that _____
(name of student)

is approved to work as a counseling student at _____
(name of site)

for the period _____
(semester/year)

Each signature below indicates concurrence with the placement and acknowledges the need to promptly inform the other signers if an early termination seems warranted.

APPROVED

Site Manager (Principal) Signature Date

Student's Site Supervisor Signature Date

Name of Site Supervisor _____

Complete Work Address _____

Work Phone (_____) _____

E-mail: _____

University School Counseling Coordinator Signature Date

Student Signature Date

Appendix E
University of Arkansas CNED 574V
WEEKLY PROGRESS REPORT & SCHOOL COUNSELOR ACTIVITY LOG
Due EVERY week to instructor

Student Name _____ Date _____ School _____

Student Signature _____ Supervisor Signature _____

<i>(FYI: These numbers come from your Time Task)</i>	Elementary	Middle	High	Student Weekly Hours	Student Weekly Total %
School Counseling Core Curriculum	35-45 % 7-9 hours	25-35% 5-7 hours	15-25% 3-5 hours		
Individual Student Planning	5-10% 1-2 hours	15-25% 2-5 hours	25-35% 5-7 hours		
Responsive Services	30-40% 6-8 hours	30-40% 6-8 hours	25-35% 5-7 hours		
Total Direct Hours					
Indirect Student Services	10-15% 2-3 hours	10-15% 2-3 hours	15-20% 3-4 hours		
Total	100% 20 hours	100% 20 hours	100% 20 hours		

	Direct	Indirect	TOTAL THIS WEEK
On Site (including site supervision)			
Off Site (ex. Shadowing, reading books, attending conferences)			
U of A Doc Supervision			
U of A Group Supervision			
U of A Weekly Class Time			
Weekly Total			
Previous Week Grand Total			
GRAND TOTALS (last grand total plus this week's running total direct)			

Appendix F
University of Arkansas
Counselor Education Program
Log Summary

STUDENT'S NAME: _____

PLACEMENT SITE: _____

SITE SUPERVISOR: _____

Instructions: Students are responsible for maintaining the currency and accuracy of this form. It must be turned in to the Course Instructor upon completion of each semester. The log will be kept in the student's files and creates a record that may be requested by accreditation, certification, and licensing organizations.

LOG SUMMARY FOR THE PERIOD: _____

Month	Direct Hours			Indirect Hours		
	Individual	Group	Other (Describe)	Site Individual Supervision	Group Supervision	Doc Supervision
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
TOTALS	_____	_____	_____	_____	_____	_____

Total Direct Hours: _____

Total Indirect Hours: _____

Total Hours this Semester: _____

Student's Signature _____ **Date** _____

Site Supervisor's Signature _____ **Date** _____

Faculty's Signature _____ **Date** _____

Appendix G
University of Arkansas
Counselor Education Program
Supervisor Evaluation of Student School Counselor

Please enter your information in the appropriate fields, check boxes, or item lists. Please indicate your level of agreement with each of the following statements regarding the student counselor's capabilities and performance by circling one of the following numbers:

- 1 – Emerging - student counselor sometimes demonstrates this skill and is able to sometimes execute this skill competently
- 2 – Developing - student counselor usually demonstrates this skill and is able to sometimes execute this skill competently
- 3 – Proficient - student counselor usually demonstrates this skill and is able to usually execute this skill competently
- 4 – Mastery - student counselor always demonstrates this skill and is able to always execute this skill competently
- NA/NO (not applicable or not observed)

Please note: Students will be graded on their performance at each evaluation point (i.e., midterm and final)

STUDENT INFORMATION						
Student Name:				UArk ID:		
Placement Level: Masters <input type="checkbox"/> Doctoral <input type="checkbox"/>			Evaluation Period: Midterm <input type="checkbox"/> Final <input type="checkbox"/>			
SITE INFORMATION						
Site Name:						
Street Address:						
City:		State:		Zip:		
Phone:		Fax:		Specialization:		
Website Address:						
SUPERVISOR INFORMATION						
Supervisor Name:				Doctoral/University <input type="checkbox"/> Site <input type="checkbox"/>		
Phone:						
Email:						
GENERAL SUPERVISION COMMENTS						
Evaluation Statement	Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
1. Demonstrates a personal commitment to developing professional competencies 2.F.1	①	②	③	④	NA	NO
2. Invests time and energy in becoming a counselor 2.F.1	①	②	③	④	NA	NO
3. Accepts and uses constructive criticism to enhance self-development and counseling skills 2.F.1.m	①	②	③	④	NA	NO
4. Engages in open, comfortable, and clear communication with peers and supervisors 2.F.1.c	①	②	③	④	NA	NO
5. Recognizes own competencies and skills and shares these with peers and supervisors 2.F.1.k	①	②	③	④	NA	NO

Evaluation Statement	Emerging		Developing	Proficient	Mastery	Not Applicable/Not Observed	
	①	②				NA	NO
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors 2.F.1.k	①	②	③	④	⑤	NA	NO
7. Completes case reports and records punctually and conscientiously 2.F.5.f	①	②	③	④	⑤	NA	NO
8. Is dependable and efficient in time management 2.F.5.f	①	②	③	④	⑤	NA	NO
THE COUNSELING PROCESS							
9. Reads the referral prior to the first interview 2.F.5.f	①	②	③	④	⑤	NA	NO
10. Keeps appointments on time 2.F.5.f	①	②	③	④	⑤	NA	NO
11. Begins sessions smoothly 2.F.5.f	①	②	③	④	⑤	NA	NO
12. Explains the nature and objectives of counseling when appropriate 2.F.5.a	①	②	③	④	⑤	NA	NO
13. Is relaxed and comfortable in session 2.F.5.f	①	②	③	④	⑤	NA	NO
14. Communicates interest in and acceptance of the student 2.F.5.f	①	②	③	④	⑤	NA	NO
15. Facilitates student's expression of concerns and feelings 2.F.5.g	①	②	③	④	⑤	NA	NO
16. Focuses on the content of the student's problem 2.F.5.g	①	②	③	④	⑤	NA	NO
17. Recognizes and resists manipulation by the student 2.F.5.g	①	②	③	④	⑤	NA	NO
18. Recognizes and addresses the positive affect of the student 2.F.5.g	①	②	③	④	⑤	NA	NO
19. Recognizes and addresses the negative affect of the student 2.F.5.g	①	②	③	④	⑤	NA	NO
20. Is spontaneous and genuine in session 2.F.5.f	①	②	③	④	⑤	NA	NO
21. Uses silence effectively in session 2.F.5.g	①	②	③	④	⑤	NA	NO
22. Is aware of own feelings in the counseling session 2.F.5.f	①	②	③	④	⑤	NA	NO
23. Communicates own feelings to the student when appropriate 2.F.5.g	①	②	③	④	⑤	NA	NO
24. Recognizes and skillfully interprets the student's covert messages 2.F.5.g	①	②	③	④	⑤	NA	NO
25. Facilitates realistic goal setting with the student 2.F.5.i	①	②	③	④	⑤	NA	NO
26. Encourages appropriate action-step training with the student 2.F.5.j	①	②	③	④	⑤	NA	NO
27. Employs judgment in the timing and use of different techniques 2.F.5.j	①	②	③	④	⑤	NA	NO
28. Explains, administers, and interprets assessments correctly 2.F.7.e, 2.F.7.f	①	②	③	④	⑤	NA	NO
29. Closes the session smoothly 2.F.5.g	①	②	③	④	⑤	NA	NO
30. Assists students with personal problems in individual sessions 2.F.5.g	①	②	③	④	⑤	NA	NO
31. Consults with other professionals and makes effective use of referral sources to help students 2.F.5.c, 5.G.2.k	①	②	③	④	⑤	NA	NO
32. Demonstrates knowledge of and sensitivity to multicultural issues 2.F.2.a*	①	②	③	④	⑤	NA	NO

Evaluation Statement	Emerging					
	Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
33. Attends to the effects of power and privilege for counselors and students 2.F.2.e*	①	②	③	④	NA	NO
34. Employs strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination 2.F.2.h*	①	②	③	④	NA	NO
35. Presents in-service training and/or community education activities 2.F.1.b	①	②	③	④	NA	NO
SCHOOL COUNSELING						
36. Demonstrates an understanding of the school community and is an active part of the community 5.G.2.a, TESS 4d	①	②	③	④	NA	NO
37. Demonstrates knowledge of counseling theory and techniques 5.G.3.f, TESS 1A	①	②	③	④	NA	NO
38. Designs appropriate core curriculum and lesson plans and effectively delivers them using differentiated instructional strategies 5.G.3.c, TESS 1a, 1b, 1c	①	②	③	④	NA	NO
39. Communicates with parents as necessary to help ensure student success 5.G.2.b, TESS 4c	①	②	③	④	NA	NO
40. Recognizes connection between student's environment and their academic, career, and social/emotional functioning 5.G.3.h, TESS 1d	①	②	③	④	NA	NO
41. Implements appropriate interventions to promote academic, career, and social/emotional development 5.G.3.d, 5.G.3.e, TESS 1a, 1b, 3b	①	②	③	④	NA	NO
42. Uses data to inform decision making and advocate for programs and students 5.G.3.n, 5.G.3.o, TESS 1e	①	②	③	④	NA	NO
43. Can identify characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders 5.G.2.g, TESS 1b, 1d	①	②	③	④	NA	NO
44. Recognizes signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs 5.G.2.i, TESS 1a, 1b	①	②	③	④	NA	NO
45. Implements strategies to facilitate school transitions, increase promotion and graduation rates, and promote equity in student achievement and college access 5.G.3.g, 5.G.3.i, 5.G.3.k, TESS 1c, 1d	①	②	③	④	NA	NO
46. Understands school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma 5.G.2.e, TESS 1a, 1d	①	②	③	④	NA	NO
THE CONCEPTUALIZATION PROCESS						
47. Focuses on specific behaviors and their consequences 2.F.5.g	①	②	③	④	NA	NO
48. Recognizes and pursues discrepancies and meaning of inconsistent information 2.F.5.g	①	②	③	④	NA	NO

Evaluation Statement		Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
49. Uses relevant case data in planning immediate and long-range goals 2.F.5.h, 2.F.5.i		①	②	③	④	NA	NO
50. Uses relevant case data in considering various strategies and their implications 2.F.5.g, 2.F.5.h, 2.F.5.j		①	②	③	④	NA	NO
51. Bases decisions on theoretically sound, consistent, and developmentally appropriate rationale of human behavior 2.F.3.a*		①	②	③	④	NA	NO
52. Uses theories of learning to understand human behavior and conceptualize students 2.F.3.b*		①	②	③	④	NA	NO
53. Uses theories of normal and abnormal personality development to conceptualize students 2.F.3.c*		①	②	③	④	NA	NO
54. Considers biological, neurological, and physiological factors that affect human development, functioning, and behavior 2.F.3.e*		①	②	③	④	NA	NO
55. Considers systemic and environmental factors that affect human development and behavior 2.F.3.f*		①	②	③	④	NA	NO
56. Is perceptive in evaluating the effects of own counseling techniques 2.F.1.k		①	②	③	④	NA	NO
57. Demonstrates ethical behavior in counseling and case management activities 2.F.1.i		①	②	③	④	NA	NO
Subtotals							
TOTAL							
EVALUATION/INTERPRETATION							
Up to 25% of points possible	Emerging – student counselor sometimes demonstrates necessary clinical skills and is able to sometimes execute these skills competently						
26-50% of points possible	Developing – student counselor usually demonstrates necessary clinical skills and is able to sometimes execute these skills competently						
51-75% of points possible	Proficient – student counselor usually demonstrates necessary clinical skills and is able to usually execute skills competently						
76-100% of points possible	Mastery – student counselor always demonstrates necessary clinical skills and is able to always execute skills competently						
ADDITIONAL COMMENTS/SUGGESTIONS							
SIGNATURES							
Student Counselor Signature					Date		
Supervisor Signature					Date		

APPENDIX H
University of Arkansas
Counselor Education Program
SCHOOL COUNSELING STUDENT'S PLACEMENT EVALUATION

Student's Name _____

Placement Site _____

Name of Site Supervisor _____

Period of Site Placement _____

I. Orientation and Guidance

Has my site supervisor:

- _____ 1. properly prepared the students in my school for the arrival of a school counseling student?
- _____ 2. had an informal get-acquainted visit with me?
- _____ 3. introduced me to the persons with whom she/he will be working?
- _____ 4. acquainted me with the school and classroom routines?
- _____ 5. given me copies of the texts and manuals with which she/he will be working?
- _____ 6. acquainted me with files, records, and other teaching materials?
- _____ 7. provided for me to participate in counselors' meetings and activities?
- _____ 8. provided a place in my office/room for me? (If possible, the school counseling intern should have a desk.)
- _____ 9. familiarized me with any diversity issues in the classroom, building, or community?

II. Directed Observation and Participation

Has my site supervisor:

- _____ 1. allowed me to observe other me and/or other counselors and teachers for the purpose of observing teaching techniques and classroom management strategies?
- _____ 2. directed my observation for definite purposes?
- _____ 3. allowed me to participate in classroom tasks?
- _____ 4. observed me in my initial attempts at teaching guidance lessons?
- _____ 5. observed whether or not students are beginning to turn to me for assistance?
- _____ 6. allowed me to gradually be inducted into actual teaching?

III. Demonstration

Has my site supervisor:

- _____ 1. demonstrated sound teaching methods and classroom management strategies?
- _____ 2. prepared me for observation of demonstration lessons?
- _____ 3. demonstrated a variety of teaching/learning techniques and classroom management strategies?
- _____ 4. demonstrated use of teaching manuals/materials, etc?
- _____ 5. demonstrated the use of technology?
- _____ 6. demonstrated sound planning procedures

IV. Planning

Has my site supervisor:

- ☐ 1. acquainted me with curriculum bulletins, special guides, units of work, and daily plans?
- ☐ 2. acquainted me with the overall objectives and content of the guidance lessons I will be teaching or groups I will be facilitating?
- ☐ 3. briefed me on guidance lessons that students have experienced up to this point?
- ☐ 4. conferenced with me relative to daily, long-term, and unit planning?
- ☐ 5. discussed individual needs and differences with me?
- ☐ 6. explained to me how various school resource materials may be used in planning?
- ☐ 7. conveyed to me that her/his guidance lesson plans should be approved before they are used?
- ☐ 8. set a specified time for me to turn in her/his plans before actual teaching of guidance lessons?

V. Teaching Techniques

Has my site supervisor:

- ☐ 1. encouraged me to use a variety of teaching approaches?
- ☐ 2. encouraged me to relate techniques to intended learning outcomes?
- ☐ 3. encouraged me to experiment with my own teaching approaches?
- ☐ 4. conferred with me about their teaching style?

VI. Conferences

Has my site supervisor:

- ☐ 1. provided a time for formal weekly one-hour conferences?
- ☐ 2. provided for frequent informal conferences?
- ☐ 3. discussed school policies with me?
- ☐ 4. acquainted me with the purpose of the conferences?

VII. Evaluation

Has my site supervisor:

- ☐ 1. helped me develop self-evaluation and self-reflection abilities
- ☐ 2. conferred with me about each point on the weekly progress report and mid-term and final evaluation form?
- ☐ 3. completed evaluations of me?

Please rate your supervisor using the following scale for each item:

- 1 = cannot do, does not demonstrate; substandard and needing remediation
- 2 = can do/demonstrate, with prompting, but lacks effectiveness; fair
- 3 = can do/demonstrate, unprompted, and is effective to some degree; meets expectations
- 4 = can do/demonstrate, appropriate timing, delivery; works above expected level
- 5 = can do/demonstrate, natural part of style, well-timed, delivered, effective; excellent

Standard #1 - Student Development: The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.

1 2 3 4 5

Standard #2 - Program Implementation: The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social, and career development of all students.

1 2 3 4 5

Standard #3 - Professional Relationships: The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

1 2 3 4 5

Standard #4 - Leadership and Advocacy: The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program and the school.

1 2 3 4 5

Standard #5- Ethical and Professional Conduct: The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

1 2 3 4 5

Signature of Student

Date

APPENDIX I
University of Arkansas
Counselor Education Program
SCHOOL COUNSELING STUDENT'S EVALUATION OF DOCTORAL SUPERVISION

Student's Name: _____

Placement Site: _____

Name of Supervisor: _____

Was this Supervisor: ☐ On Site ☐ Assigned by the University ☐ The CNED Course Instructor

Supervision received from this supervisor (check all that apply): ☐ Individual ☐ Triadic ☐ Group

Please use the following scale to respond to the statements below:

Highly Unsatisfactory (unethical or illegal)	Unsatisfactory	Adequate	Satisfactory	Highly Satisfactory (good)
1	2	3	4	5

- ___ This supervisor met with me in a timely manner when I requested it.
- ___ This supervisor kept regular scheduled weekly supervision appointment with me.
- ___ This supervisor helped me identify appropriate learning goals for my internship experience.
- ___ This supervisor provided a supportive atmosphere where I felt I could be open about challenges I faced.
- ___ This supervisor provided helpful information about specific techniques.
- ___ This supervisor was open to my trying differing theoretical approaches.
- ___ I felt confident in this supervisor's level of skills.

Other comments I would like to make about this supervisor include:

Signature of Student

Date

APPENDIX J
University of Arkansas
Counselor Education Program
SAMPLE OF CONSENT FORM FOR TAPING

(print this consent form on letterhead stationary of placement site)

To the student:

Your counselor is a school counseling practicum or internship student who has completed most of the required coursework for a graduate degree in counseling at the University of Arkansas. Your counselor has successfully completed the coursework and training required by national standard to be prepared to provide counseling services. The University of Arkansas graduate program in Counseling is accredited by the Council for Accreditation for Counseling and Related Educational Programs (CACREP) and its faculty and students adhere to the American School Counselor Association (ASCA) Code of Ethics and the American Counseling Association's (ACA) Code of Ethics. CACREP and counseling program standards require graduate students to participate in on-the-job training internships during which experienced licensed counselors supervise them. The ACA Code of Ethics requires that persons receiving services from counseling students are aware that the students are being supervised.

Counseling students receive supervision by more experienced counselors both on-site and at the University of Arkansas graduate counselor training program. In keeping with the ACA Code of Ethics, all records of counselor services provided are considered confidential professional information. Counseling students are required to demonstrate their skill in interactions with students by providing supervisors work samples in the form of recorded tapes of counseling sessions. Counseling students may request permission to record counseling sessions with audio or videotaping equipment. These tapes are intended to enhance their professional training and improve the services you receive. If you agree to be taped, these tapes are also considered to be confidential professional information and will be protected by the counseling student and the supervisors of the counseling student in keeping with the ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

Consent to Participate in Counseling

I, the undersigned hereby acknowledge that I have read and understood the information presented above and that I agree to receive counseling services from this counseling student.

_____ (Signature of Student)	_____ (Date)
_____ (Signature of Student's Parent or Guardian, if applicable)	_____ (Date)
_____ (Signature of Counseling Student)	_____ (Date)

Consent to Tape Counseling Sessions

In addition, I do ____ / do not ____ (Check one) grant permission to allow these counseling sessions to be taped. I understand that only counseling supervisors and counseling students will be allowed to review these tapes and that these tapes will be subject to the same standards of confidentiality as all counseling records as specified by the American Counseling Association's Code of Ethics and the laws of Arkansas. I understand that I may withdraw this permission to tape at any time.

_____ (Signature of Student)	_____ (Date)
_____ (Signature of Student's Parent or Guardian, if applicable)	_____ (Date)

APPENDIX K
University of Arkansas
Counselor Education Program
SAMPLE OF CONSENT FORM FOR TAPING- SPANISH VERSION

La Universidad de Arkansas
El Programa de Consejo Educacional

Al cliente,

Su consejera es una estudiante de asesoramiento que ha completado la mayor parte de los cursos requeridos para obtener un título de postgrado en consejería de Universidad de Arkansas. Su consejera ha completado con éxito los cursos requeridos y el entrenamiento requerido por los estándares nacionales para proveer servicios de consejos. El programa de postgrado de la Universidad de Arkansas en Consejería está acreditado por el Consejo de Acreditación para la Consejería y con los Programas Relacionados Educativos (CACREP). Los profesores y estudiantes adhieren al código de Consejería de América (ACA) de la Asociación de Código de Ética y Normas de Procedimiento.

CACREP y los estándares del programa de Consejería requieren que los posgraduados participen en el entrenamiento mientras están trabajando en las escuelas. Durante su entrenamiento, los estudiantes serán supervisados por personas que ya llevan la licenciatura. En 2005, la ACA Código de Ética requieren que las personas que reciben servicios de consejería sepan que los posgraduados serán supervisados por personas con más experiencia en las escuelas al igual que en la Universidad de Arkansas programa de Consejo Posgraduado. Todos los datos y registros de los servicios de consejería son considerados información profesional y confidencial en acuerdo con el Código de Ética de ACA de 2005. Los estudiantes de posgraduado son requeridos a demostrar sus habilidades como consejeros y son requeridos a proveer sesiones grabadas por video a sus supervisores. La intención de estos videos es para mejorar sus entrenamientos profesionales y los servicios que usted recibe.

Para su información las sesiones grabadas son consideradas confidenciales y serán tratados profesionalmente. Los supervisores y posgraduados protegerán la información dada en cada sesión de acuerdo con el Código de Ética 2005. La única manera en que esta confidencialidad puede ser violada es si usted lo requiere, o si es requerido por la ley.

El consentimiento a las sesiones de consejería de video

Además otorgo ____/ no otorgo ____ (marque uno) el permiso que las sesiones de consejería serán grabadas por video. Entiendo que solamente el posgraduado y sus supervisores son los únicos que verán los videos y que los videos estarán sujetos a las mismas normas de confidencialidad según las especificaciones de la Asociación de Consejería Americana de Ética y Normas de Procedimiento y las leyes de Arkansas.

(Firma de cliente)

(Fecha)

(Firma del padre de cliente o guardián, si aplicable)

(Fecha)

Appendix L
Supervisor Feedback Form

Date: _____ Supervisee: _____

Supervisor: _____

Supervisee had Counselor Supervision Feedback Form completed: YES / NO

N/O = Not Observed E = Excellent OK = OK NI = Needs Improvement

	N/O	E	OK	NI
Established rapport				
Reflected feelings				
Used open-ended questions				
Used silence				
Kept focus/presence				
Explored problem(s)				
Clarified problem(s)				
Paraphrased				
Summarized				
Challenge client				
Reframed problems				
Provided interpretation				
Recognized AND utilized counter transference				
Demonstrated ethical behavior				
Was multiculturally responsive				

What specific questions do you have for your supervisor regarding this and/or future sessions?

Counselor's greatest strength in session:

Counselor's area for improvement:

Additional Comments:

Supervisor's Signature

Date

Supervisor's Printed Name

Appendix M
Play Session Feedback Form
(Students should fill this out and bring to supervision with cued recording along with a blank copy for the supervisor to fill out.)

Date: _____ Supervisee: _____

Supervisor: _____

Supervisee had Counselor Supervision Feedback Form completed: YES / NO

N/O = Not Observed E = Excellent OK = OK NI = Needs Improvement

	N/O	E	OK	NI
Established rapport				
Tracking Behavior				
Reflecting Content				
Reflecting Feelings				
Facilitating Decision Making / Returning Responsibility				
Facilitating Creativity / Spontaneity				
Encouraging / Build Esteem				
Facilitating Relationship				
Reflecting Larger Meaning				
Maintained Presence				
Limit Setting (ACT Model)				
Demonstrated Ethical Behavior				
Was Multiculturally Responsive				
Recognized & Utilized Counter-transference				

What specific questions do you have for your supervisor regarding this and/or future sessions?

Counselor's greatest strength in session:

Counselor's area for improvement:

Additional Comments:

Supervisor's Signature

Date

Supervisor's Printed Name

Appendix N
University of Arkansas
Counselor Education Program
STUDENT'S AGREEMENT TO THE COUNSELING MANUAL

My signature below is to indicate that I have obtained, read, understand, and agree to abide by the School Counseling Manual for the _____ (rev./eff. term) and that I will adhere to the policies and procedures described therein as I enroll in the Counseling clinical course for the following semester: _____.
(academic term)

(Signature of Student)

Date

Appendix O
University of Arkansas Counselor Education Program
**COPY OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION'S ETHICAL STANDARDS FOR
SCHOOL COUNSELORS AND THE AMERICAN COUNSELING ASSOCIATION'S
CODE OF ETHICS**

**2022 AMERICAN SCHOOL COUNSELOR ASSOCIATION ETHICAL
STANDARDS FOR SCHOOL COUNSELORS**

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/ supervisors and school counselor educators. These standards are the ethical responsibility of all school counseling professionals.

School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K–12 students' academic, career and social/ emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one's group identities.
- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce and other postsecondary options can have an impact on their educational choices and future opportunities.
- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors' balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values and beliefs.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/ directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school

district and employees, communities and the school counseling profession.

- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1.Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Foster and affirm all students and their identity and psychosocial development.
- c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.
- d. Provide culturally responsive instruction and appraisal and advisement to students.
- e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/ mental health counseling.
- f. Do not diagnose but recognize how a student's diagnosis and environment can potentially affect the student's access, participation and ability to achieve academic, postsecondary and social/emotional success.
- g. Acknowledge the vital role and rights of parents/guardians, families and tribal communities.
- h. Respect students' and families' values, beliefs and cultural background, as well as students' sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs or values rooted in one's religion, culture or ethnicity.
- i. Are knowledgeable of local, state and federal laws, as well as school and district policies and procedures affecting students and families and strive to protect and inform students and families regarding their rights.
- j. Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining interventions to address student needs.
- k. Involve diverse networks of support, including but not limited to educational teams, community and tribal agencies and partners, wraparound services and vocational rehabilitation services as needed to best serve students.
- l. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students (whether legal or illegal in the state of employment) is a grievous breach of ethics and is prohibited regardless of a student's age or consent. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- b. Inform students of the purposes, goals, techniques, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.
- c. Recognize that informed consent requires competence, voluntariness and knowledge on students' part to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels and special-needs populations. The school counselor should make attempts to gain assent appropriate to the individual student (e.g., in the student's preferred language) prior to disclosure.
- d. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make decisions on students' behalf that promote students' welfare.
- e. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school

counseling department websites, brochures and social media accounts.

- f. Keep information confidential unless legal requirements demand confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student or others. Serious and foreseeable harm is different for each minor in schools and is determined by a student's developmental and chronological age, the setting, parental/guardian rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- g. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- h. Collaborate with and involve students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered and, as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with professional peers and/or supervision is recommended.
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release of personal data in accordance with prescribed federal and state laws and district and school policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and school board policy.
- l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an email. Adhere to federal, state and local laws and school board policy when conveying sensitive information.
- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without the technological capabilities to protect student information based upon legal specifications and currently acceptable security standards.
- p. Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students' communications and records.

A.3. Comprehensive School Counseling Program:

School counselors:

- a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students.
- b. Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.
- c. Use data-collection tools adhering to standards of confidentiality as expressed in A.2.
- d. Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.
- e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.
- f. Collect and analyze participation, ASCA Mindsets & Behaviors and outcome data to determine the progress and effectiveness of the school counseling program.
- g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Planning

School counselors:

- a. Collaborate with a community of stakeholders to create a culture of postsecondary readiness.
- b. Provide and advocate for all students' pre-K–postsecondary career awareness, exploration, and postsecondary planning and decision-making to support students' right to choose from the wide array of career and postsecondary options, including but not limited to college/university, career and technical school, military or workforce.
- c. Identify and examine gaps in college and career access and address both intentional and unintentional biases in postsecondary and career counseling.
- d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills and an understanding that lifelong learning is part of long-term career success.
- e. Address their personal biases related to students' postsecondary choices.
- f. Address any inequitable systemic policies and practices related to students' postsecondary choices.

A.5. Sustaining Healthy Relationships and Managing Boundaries**School counselors:**

- a. Engage in professional roles and relationships with students and stakeholders that foster wellness and student success.
- b. Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations).
- c. Assess potential risks and benefits prior to extending relationships beyond the school building and school hours (e.g., attending students off-site extracurricular activities, celebrations honoring students, hospital visits, funerals).
- d. Document the nature of relationship extensions, including the rationale, potential benefit and possible consequences for the student and school counselor.
- e. Act to eliminate and/or reduce the potential for harm to students and stakeholders in any relationships or interactions by using safeguards, such as informed consent, consultation, supervision and documentation.
- f. Prevent potential harm to students and stakeholders with whom the school counselor's judgment may be compromised (e.g., family members, children of close friends) by helping facilitate the provision of alternative services or resources when available.
- g. Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders.
- h. Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders.
- i. Avoid inappropriate roles and relationships such as providing direct discipline, teaching courses that involve grading students and accepting administrative duties in the absence of an administrator.
- j. Strive to avoid a conflict of interest through self-promotion that would benefit the school counselor personally and/or financially (e.g., advertising their products and/or services).

A.6. Appropriate Collaboration, Advocacy and Referrals for Counseling**School counselors:**

- a. Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified.
- b. Provide a list of outside agencies and resources in their community, or the closest available, to students and parents/ guardians when students need or request additional support. School counselors provide multiple referral options or the district-vetted list of referrals options and are careful not to indicate an endorsement or preference for one individual or practice. School counselors encourage parents/guardians to research outside professionals' skills/experience to inform their personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and

remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.

- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be conducted in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include participation in other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student cultural identities and worldviews. School counselors pursue additional training and supervision when their values are discriminatory in nature (e.g., sexual orientation, gender identity, gender expression, reproductive rights, race, religion, ability status). School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.
- f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- g. Provide internal and external service providers with accurate and meaningful data necessary to adequately assess, counsel and assist students.
- h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel students from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- a. Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data.
- b. Provide equitable access to participation in groups, including alleviating physical, language and other obstacles.
- c. Assess student needs to determine if participating in the group is appropriate for the student.
- d. Inform parents/guardians of student participation in and the purpose of the small group.
- e. Facilitate short-term groups to address students' academic achievement, postsecondary and career exploration, and social/emotional well-being.
- f. Use data to inform group topics, establish well-defined expectations and measure the outcomes of group participation.
- g. Reflect on group outcomes and determine adjustments that may improve future group interventions.
- h. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for students in small groups cannot be guaranteed.
- i. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools (e.g., incest survivorship, eating disorders, dating violence) and accordingly take precautions to protect members from harm as a result of interactions with the group.
- j. Facilitate culturally sustaining groups from the framework of evidence-based or research-based practices.
- k. Practice within their competence level and develop professional competence through training and supervision.
- l. Provide necessary follow-up and/or referrals to additional resources for group members.

A.8. Student Peer-Support Program

School counselors:

- a. Share the student peer-support program's goal and purpose with stakeholders.
- b. Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- c. Strive to protect the confidentiality of students receiving peer support services by not sharing or disclosing personal information (e.g., special education services, academic information).
- d. Work to select peer helpers who reflect the diversity of the population to be served.
- e. Facilitate equitable access, representation and cultural sustainability in peer-support programs.
- f. Develop, train and supervise students in school counseling peer-support programs, using culturally relevant frameworks that promote inclusion and belonging.
- g. Inform peer-support students about when students need to report information to a responsible adult at school.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

- a. Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.
- b. Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify. If required to use a risk assessment, it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. When reporting risk-assessment results to parents/guardians, school counselors do not negate the risk of students' potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk.
- c. Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services.
- d. Provide culturally responsive mental health resources to parents/guardians.
- e. Report to administration and/or appropriate authorities (e.g., law enforcement) when a student discloses a perpetrated or a perceived threat to another person's physical or mental wellbeing. This threat may include but is not limited to verbal abuse, physical abuse, sexual abuse, dating violence, bullying or harassment. The school counselor follows applicable federal and state laws and school and district policy

A.10. Marginalized Populations

School counselors:

- a. Advocate with and on behalf of students to ensure they remain safe at home, in their communities and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.
- b. Actively work to establish a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion and acceptance.
- c. Identify and advocate for resources needed to optimize and support academic, career and social/emotional development opportunities.
- d. Collaborate with parents/guardians when appropriate and strive to establish consistent, constructive two-way communication in their preferred language to ensure students' needs are met.
- e. Understand and advocate for all students' right to be treated in a manner that honors and respects their identity and expression, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status, and to be free from any form of discipline, harassment or discrimination based on their identity or expression.
- f. Advocate for the equitable right and access to free, appropriate public education for all youth in which students are not stigmatized or isolated based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.
- g. Advocate for access to and inclusion in opportunities (e.g., Advanced Placement, International Baccalaureate, gifted and talented, honors, dual enrollment) in which students are not stigmatized, isolated or excluded based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.
- h. Actively advocate for systemic and other changes needed for equitable participation and outcomes in educational programs when disproportionality exists regarding enrollment in such programs by race, gender

identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

- i. Recognize the strengths of students with disabilities as well as their challenges and provide best practices in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment, Discrimination, Bias and Hate Incidents

School counselors:

- a. Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies.
- b. Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice.
- c. Advocate for accessible, effective tools for students or community to report incidents of bullying, hate or bias.
- d. Report all incidents of bullying, dating violence or harassment to the administration, recognizing these behaviors may fall under Title IX of the Education Amendments of 1972 or other federal and state laws as illegal and require administrator intervention.
- e. Recognize that bias incidents are not only potentially traumatizing for students but can lead to significant damage and disruption of the school environment. Facilitate and monitor schoolwide prevention of bullying, harassment, discrimination, hate and bias through active practices that support a positive school climate, culture and belonging.
- f. In response to a hate or bias incident (e.g. discrimination, explicit bias, hate speech), collaborate with administrative teams to ensure safety, provide support for targeted students, facilitate effective communication, provide education, connect students to resources and promote healing and recovery within the school community.
- g. In developmentally appropriate ways and in the context of the incident, support victims, and encourage growth and provide tools for accountability and change (e.g. restorative practices) in perpetrators, and promote healing in the school community while deferring to administration for all discipline issues or any other violation of federal and state laws or district and school policies.
- h. Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community.

A.12. Child Abuse

School counselors:

- a. Report to the proper authorities, as mandated by the state, all suspected cases of child abuse and neglect, recognizing that certainty is not required, only reasonable suspicion. School counselors are held to a higher standard regarding their absolute duty as a mandated reporter to report suspected child abuse and neglect.
- b. Develop and maintain the expertise to recognize the signs of child abuse and neglect. Advocate for training to enable students and staff to have the knowledge and skills needed to recognize the signs and to whom they should report suspected child abuse and neglect.
- c. Take reasonable precautions to protect the privacy of students for whom abuse or neglect is suspected from those who do not have a legitimate need to know.
- d. Know current state laws and the school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- e. Connect students who have experienced abuse and neglect with services provided through the local school district and community agencies.

A.13. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents/guardians the right to review the records and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in adhering to FERPA's definition of sole-possession records.
- d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.14. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable research-based tests and assessments that are culturally sensitive, in the student's preferred language and free of bias.
- b. Adhere to all professional standards and regulations when selecting, administering and interpreting standardized assessment tools, and only use assessment instruments that are within the scope of practice for school counselors and for which they are licensed, certified, competent and trained to use.
- c. Follow confidentiality guidelines when using paper or electronic assessment instruments and programs.
- d. Consider the student's developmental age, language skills, home language and competence level when determining an assessment's appropriateness.
- e. Use multiple data points, both quantitative and qualitative whenever possible, to provide students and families with complete and accurate information to promote students' well-being.
- f. Provide interpretation, in the student's preferred language, of the nature, purpose, results and potential impact of assessment/evaluation measures in terms students and parents/ guardians can understand.
- g. Monitor the use of assessment results and interpretation, and take reasonable steps to prevent others from misusing the information.
- h. Use caution when selecting or using assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct and disseminate the results of school counseling program assessments to determine the effectiveness of activities supporting students' academic, college/career and social/ emotional development through accountability measures, especially examining efforts to close opportunity gaps.

A.15. Technical and Digital Citizenship

School counselors:

- a. Advocate for equitable access to technology for all students.
- b. Demonstrate appropriate selection and equitable use of culturally sustaining technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the legal and ethical considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits, and communication practices in electronic media.
- c. Take appropriate and reasonable measures to maintain the confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- d. Promote the safe and responsible use of technology in collaboration with educators and families.
- e. Promote the benefits and clarify the limitations of various appropriate technological applications.

- f. Use established and approved means of communication with students, maintaining appropriate boundaries, and help educate students about appropriate communication and boundaries.
- g. Understand challenges with confidentiality when using email and establish protocols and boundaries for responding to emails.
- h. Advocate for the use of virtual learning tools that include safeguards and protocols protecting highly sensitive student information.
- i. Advocate against alert tools or apps requiring constant monitoring by school personnel. These tools are not aligned with the nature and function of school counseling.

A.16. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same legal and ethical standards in a virtual/ distance/hybrid setting as in face-to-face settings.
- b. Recognize, acknowledge and problem-solve the unique challenges and limitations of virtual/distance/hybrid school counseling.
- c. Establish procedures, in collaboration with school administrators and other support staff, for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and address the limitation of virtual/distance/ hybrid school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both students and parents/guardians of the benefits and limitations of virtual/distance/hybrid school counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and relationship.
- g. Recognize the challenges in virtual/distance/hybrid settings of assisting students considering suicide, including but not limited to identifying their physical location, keeping them engaged on the call or device, contacting their parents/ guardians and getting help to their location.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize, honor and respect the importance of parents/ guardians when providing services to students in a school setting and collaborate with students' parents/guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship to facilitate and advocate for students' maximum growth in the areas of academic, career and social/emotional development.
- c. Promote equity and inclusion through culturally affirming and sustaining practices honoring the diversity of families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the school counseling program's mission and standards in academic, career and social/emotional domains that promote and enhance the learning process and outcomes for all students.
- e. Adhere to the Protection of Pupil Rights Amendment when using universal screeners, surveys or needs assessments by informing parents/guardians prior to their use in accordance with school district policies and local, state and federal law.
- f. Engage a diverse sample of parents/guardians and caregivers to provide opportunities for meaningful contributions to the school counseling program.
- g. Adhere to federal, state and local laws; district policy; and ethical practice when assisting parents/guardians experiencing family difficulties interfering with their student's welfare.
- h. Inform parents/guardians of the confidential nature of the school counseling relationship between the

school counselor and student, while recognizing parents/guardians have inherent legal rights to student information.

- i. Respect the privacy of parents/guardians in accordance with the student's best interests.
- j. Provide parents/guardians with accurate, comprehensive and relevant information in a caring manner as appropriate and consistent with legal and ethical responsibilities to the students and parents/guardians. Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students' safety and welfare.
- k. Follow the directions and stipulations of the legal documentation in divorce, separation or custody cases, maintaining focus on the student. Adhere to clear boundaries and a position of neutrality when working with parents/ guardians.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission, informed by analysis of student data, based on the ASCA National Model.
- c. Advocate for a school counseling program free of nonschool-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs."
- d. Exercise leadership to create systemic change to create a safe and supportive environment and equitable outcomes for all students.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school and/or the school counseling program in promoting equitable student outcomes.
- f. Provide support, consultation and mentoring to professionals in need of assistance when appropriate to enhance school climate and student outcomes.
- g. Inform appropriate officials, in accordance with federal and state law and school and district policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the confidentiality between students and school counselors to the extent possible.
- h. Advocate for administrators to place licensed/certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited institution.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Advocate for the use of vetted, bilingual/multilingual translators to represent languages used by families in the school community and support broader cultural communication and engagement.
- k. Affirm the abilities of all students and advocate for their learning needs, supporting the provision of appropriate accommodations and accessibility.
- l. Provide culturally responsive information to families to increase understanding, improve communication, promote engagement and improve student outcomes.
- m. Promote culturally sustaining practices to help create a safe and inclusive school environment with equitable outcomes for all students.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Use school and community resources to promote equity and access for all students.
- p. Use inclusive language in all forms of communication and ensure students and stakeholders have access to materials in their preferred languages when possible.
- q. Collaborate as needed to provide optimum services with other school and community professionals with legitimate educational interests (e.g., school nurse, school psychologist, school social worker, speech-language pathologist), following all local, state and federal laws.
- r. Strive to address and remedy the work environment and conditions that do not reflect the school counseling profession's ethics, using advocacy and problem-solving skills.

B.3. Responsibilities to Self

School counselors:

- a. Have earned a master's degree or higher in school counseling or the substantial equivalent from an accredited institution.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics.
- c. Accept employment only for positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to the profession's ethical standards and other official policy statements such as ASCA position statements and role statements, school board policies and relevant laws. When laws and ethical codes are in conflict, school counselors work to adhere to both as much as possible.
- e. Engage in routine, content-applicable professional development to stay up to date on trends and needs of students and other stakeholders, and regularly attend training on current legal and ethical responsibilities.
- f. Explore and examine implicit biases and the impact on practice and interaction with students; apply learning to program practice and development.
- g. Develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.
- h. Recognize the potential for stress and secondary trauma. Practice wellness and self-care through monitoring mental, emotional and physical health, while seeking consultation from an experienced school counseling practitioner and/or others when needed.
- i. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- j. Apply an ethical decision-making model and seek consultation and supervision from colleagues and other professionals who are knowledgeable of the profession's practices when ethical questions arise.
- k. Honor the diversity and identities of students and seek training/supervision when prejudice or biases interfere with providing comprehensive school counseling services to all pre-K–12 students. School counselors will not refuse services to students based solely on personally held beliefs/values rooted in one's religion, culture or ethnicity. School counselors work toward a school climate that embraces diverse identities and promotes equitable outcomes in academic, career and social/ emotional development for all students.
- l. Have an awareness of and make clear distinctions between actions and statements (verbal or written) made as a private individual versus those made as a representative of the school counseling profession and of the school district/school entity.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor directors/administrators/supervisors support school counselors in their charge by:

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a school counseling program and meet students' needs and the school community's needs.
- b. Advocating for fair and open distribution of resources among programs supervised, using an allocation procedure that is nondiscriminatory, equitable, informed by comprehensive data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practices, competencies and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the laws and ethics related to the school counseling profession or equitable outcomes for students.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.
- g. Using and/or advocating for a performance appraisal instrument aligned with the ASCA School Counselor Professional Standards & Competencies that assesses school counselors' knowledge, skills and attitudes.
- h. Understanding the ASCA Ethical Standards for School Counselors, the ASCA National Model and the

ASCA School Counselor Professional Standards & Competencies.

- i. Providing staff with opportunities and support to develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.
- j. Collaborating and consulting with school counseling graduate programs to support appropriate site placement for supervisees and ensure high-quality training that is essential for school counselor preparation.

D. SCHOOL COUNSELING PRACTICUM/INTERNSHIP SITE SUPERVISORS

Practicum/internship site supervisors:

- a. Are licensed or certified school counselors with an understanding of school counseling programs and school counselors' ethical practices.
- b. Have the education and training to provide school counseling supervision and regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a model of supervision that is developmental, ongoing and includes but is not limited to promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Engage in culturally affirming supervision, maintain cultural competence and consider cultural and historic factors and power dynamics that may have an impact on the supervisory relationship.
- e. Avoid supervisory relationships with individuals with whom they have the inability to remain objective (e.g., family members or close friends).
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems and negative outcomes.
- h. Provide information about how and when virtual supervisory services will be utilized, and provide school counselors with reasonable access to pertinent applications.
- i. Ensure performance evaluations are completed in a timely, fair and considerate manner; base evaluations on clearly stated criteria; and use data when available.
- j. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due process procedures if supervisees appeal their evaluations.
- k. Understand supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- l. Help supervisees select appropriate professional development based on identified needs.
- m. Contact university/college supervisors and consult with school administrators to recommend assistance or dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies. Document recommendations and ensure supervisees are aware of such decisions and the resources available to them.
- n. Recognize and acknowledge the specific roles of school counselor educators, site supervisors and the practicum/ internship student. Supervisors ensure that supervisees are able to participate in a variety of academic, college/career and social/emotional activities through individual, group and classroom interventions.

E. MAINTENANCE OF STANDARDS

When the absence of a settled opinion or conviction exists as to the ethical behavior of a colleague(s), the following procedures may serve as a guide:

- a. School counselors confidentially consult with professional colleagues to discuss the potentially unethical behavior and determine if the situation is an ethical violation.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question

unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.

- c. School counselors understand mandatory reporting responsibilities in their respective districts and states.
- d. School counselors take appropriate action in the following sequence if the matter remains unresolved at the school, school district, state department of education and/or professional practice/standards commission level:
 1. Contact the state school counselor association's ethics committee if applicable.
 - i. If no such committee exists, contact the state school counselor association leadership.
 - ii. If the issue remains unresolved, proceed to step 2.
 2. Contact the American School Counselor Association. Formal documentation of the steps taken and the response of the complainant and respondent should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.

F. ETHICAL DECISION MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model.

- a. Define the ethical dilemma.
- b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.
- c. Apply the ASCA Ethical Standards for School Counselors and the relevant district policies and procedures.
- d. Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).
- e. Consider the student's chronological age and developmental level.
- f. Consider parental/guardian and student rights
- g. Apply the ethical principles of:
 - Beneficence: working for the good of the individual and society by promoting mental health and well-being
 - Autonomy: fostering the right to control the direction of one's life
 - Nonmaleficence: avoiding actions that cause harm
 - Justice: treating individuals equitably and fostering fairness and equality
 - Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships
 - Veracity: dealing truthfully with individuals with whom school counselors come into professional contact
- h. Determine potential courses of action and their consequences.
- i. Evaluate the selected action.
- j. Implement the course of action and analyze the outcome.
- k. Identify any inconsistencies in school/district policy for potential revision.
- l. See other ethical decision-making models:
 - Intercultural Model of Ethical Decision Making, Luke et al., (2013)
 - Solutions to Ethical Problems in Schools (STEPS), Stone (2003)
 - Ethical Justification Model, Kitchener (1984)

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians, school and community stakeholders, and the school counseling profession. School counselors advocate to create and maintain equitable systems, policies and practices.

Anti-Racist

one who expresses the idea that race is a social construct and does not biologically exist while supporting policy that eliminates racial inequity and fighting against racism.

Assent

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment

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

Bias Incident

use of hateful imagery, language or acts that are often noncriminal in nature motivated by bigotry, prejudice or hate toward individuals because of the targets' perceived disability, ethnicity, gender, gender identity, nationality, race, sex or sexual orientation.

Boundaries

something that indicates or affixes an extent or limits.

Breach

disclosure of information given in private or confidential communication such as information given during counseling.

Bullying

intentional, repeated harmful acts, words or other behavior such as name calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim. Bullying may be physical, verbal, emotional or sexual in nature.

Competence

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest

a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent

permission, approval or agreement; compliance.

Consultation

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters

general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity

a set of skills enabling you to know, understand and value the similarities and differences in people; modify your behavior to be most effective and respectful of students and families; and deliver programs that fit diverse learners' needs.

Culturally Sustaining School Counseling

policies and practices that affirm and embrace cultural pluralism, promote cultural dexterity and actively advocate for equitable systems and outcomes.

Custodial and Noncustodial

physical custody: a phrase used to determine which parent a minor student lives with as a result of a court order. A custodial parent has physical custody of the minor child while a noncustodial parent does not have physical custody of the minor child, as the result of a court order. Legal custody: both custodial and noncustodial parents have educational rights to their child's records unless noted by court documentation.

Data Dialogues

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed

accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure

the act or an instance of exposure or revelation.

Diversity

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socioeconomic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption

process of putting information into a coded form to control and limit access to authorized users. Ethics the norms and principles of conduct and philosophy governing the profession.

Equity

treated fairly; educational equity occurs when educators provide all students with the high-quality instruction and support they need to reach and exceed a common standard.

Ethics

the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

a standard or set of standards defining the course of action for the profession.

Ethical Rights

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible

capable of being done, affected or accomplished easily or conveniently.

Gender Expression

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transgender.

Guardian Ad Litem

a guardian appointed by a court to watch after someone during a case.

Harassment

the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights

those rights bestowed onto a person by a given legal system.

Mandatory Reporting

the legal requirement to report to authorities.

Minors

persons under the age of 18 years unless otherwise designated by statute or regulation.

Oppression

unjust or cruel exercise of authority or power

Perception

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy

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

Privileged Communication

conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development

the process of improving and increasing capabilities through access to education and training opportunities.

Racial Bias

a personal and unreasoned judgment made solely on an individual's race.

Racism

when individuals, systems or institutions show more favorable evaluation or treatment of an individual or group based on race or ethnicity.

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks

School Counseling Supervisor

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable

when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder

a person or group that shares an investment or interest in an endeavor.

Supervision

a collaborative relationship in which one person promotes and/ or evaluates the development of another.

Systemic Change

change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focused upon the dynamic of the environment, not the individual.

Title IX of the Education Amendments of 1972

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Universal Screener

gathers information regarding behavioral and mental health issues by either reviewing existing data/input from educators or by asking questions directly of students. Schools receiving federal funding that use a universal screener asking even one question from one of the eight protected areas under the Protection of Pupil Rights Amendment (PPRA) must obtain active consent from parents/guardians if a student is required to complete the screening and passive consent if the screening is voluntary (U.S. Department of Education, PPRA, 2022).

Virtual/Distance Counseling

counseling by electronic means.

Appendix P

Student Name: _____ Site: _____

Site Supervisor Weekly Review Form

1. Check the activities the student has been involved with this week.

_____ Contact with students in the classroom

_____ # of students

_____ Contact with students in a small group

_____ # of students/topic _____

_____ Contact with individual counseling of students

_____ # of students

2. Rapport with students and colleagues

_____ Satisfactory

_____ Needs improvement

_____ Not applicable this week

3. How is progression towards independence as a counselor proceeding?

_____ Satisfactory

_____ Needs improvement

_____ Not applicable this week

4. What are some areas for growth for this student?

5. What were some areas that were mastered?

6. Issues/Concerns covered in supervision this week

____ School Model Program

____ Classroom guidance lessons

____ Classroom Management

____ Rapport with students

____ Rapport with staff

____ Non-guidance

____ Confidentiality

____ Hotline calls

____ Special Education meetings/concerns

____ Parent conferences

____ Other

Comments _____

Date and time of 1 Hour Site Supervision Session: ____/____/____ at ____:____ am/pm

Student Printed Name

Student Signature and Date

Supervisor Printed Name

Supervisor Signature and Date

*Email David Christian, PhD, Practicum/Internship Professor, if needed: ddchrist@uark.edu

Appendix Q
University of Arkansas
Counselor Education Program
Play Therapy Skills Checklist (PTSC)

Student Information							
Student Therapist:					UArk ID:		
Session Information							
Session Date:							
Session Observer:							
Child/Age/Code:							
Date of Next Session:							
Skills Evaluation							
1 – Too Much		2 – Appropriate		3 – Need More		4 – None	
Therapist Non-Verbal Communication	1	2	3	4	Therapist Responses/ Examples	Supervision Comments	
Lean Forward/Open							
Appeared Interested							
Relaxed/Comfortable							
Tone/Expression Congruent with Child's Affect							
Tone/Expression Congruent with Therapist's Responses							
Succinct/Interactive							
Rate of Responses							
Therapist Responses	# of Responses	1	2	3	4	Therapist Responses/ Examples	Other Possible Responses
Tracking Behavior							
Reflecting Content							
Reflecting Feelings							
Facilitating Decision Making/ Responsibility							

Facilitating Creativity/ Spontaneity							
Esteem Building/ Encouraging							
Facilitating Relationship							
Limit Setting							
Non-CCPT Response							

Child Made Contact/Connectedness:

Identified Themes:

Therapist's Strengths:

Areas for Growth: