



University of Arkansas
Counselor Education Program
School Counseling Clinical Manual
For Master's Level Students

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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 an 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.

1. **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 area. 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 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.

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).

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:

- | | |
|--|---|
| <input type="checkbox"/> Responsive Services for Student | <input type="checkbox"/> Research |
| <input type="checkbox"/> Crisis Counseling | <input type="checkbox"/> Use of computers |
| <input type="checkbox"/> Classroom Guidance | <input type="checkbox"/> Budget/analysis |
| <input type="checkbox"/> Classroom Interventions | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Psychosocial Studies | <input type="checkbox"/> Staff development |
| <input type="checkbox"/> Community organization | <input type="checkbox"/> Legislation |
| <input type="checkbox"/> Community development | <input type="checkbox"/> Program coordination |
| <input type="checkbox"/> Community education | <input type="checkbox"/> Advocacy |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> In-service training |
| <input type="checkbox"/> Group work | <input type="checkbox"/> Seminars |
| <input type="checkbox"/> Family Counseling | <input type="checkbox"/> Conference |
| <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Team Meetings |
| <input type="checkbox"/> Grant-writing | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Policy analysis/development | <input type="checkbox"/> Program evaluation |
| <input type="checkbox"/> Administration/planning | <input type="checkbox"/> Multicultural |
| <input type="checkbox"/> Program development | <input type="checkbox"/> Advising/scheduling |
| <input type="checkbox"/> Play Therapy | |
| <input type="checkbox"/> Individual Planning | |
| <input type="checkbox"/> Other: | |

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 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 Supervision	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	
					NA	NO
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors 2.F.1.k	①	②	③	④	NA	NO
7. Completes case reports and records punctually and conscientiously 2.F.5.f	①	②	③	④	NA	NO
8. Is dependable and efficient in time management 2.F.5.f	①	②	③	④	NA	NO
THE COUNSELING PROCESS						
9. Reads the referral prior to the first interview 2.F.5.f	①	②	③	④	NA	NO
10. Keeps appointments on time 2.F.5.f	①	②	③	④	NA	NO
11. Begins sessions smoothly 2.F.5.f	①	②	③	④	NA	NO
12. Explains the nature and objectives of counseling when appropriate 2.F.5.a	①	②	③	④	NA	NO
13. Is relaxed and comfortable in session 2.F.5.f	①	②	③	④	NA	NO
14. Communicates interest in and acceptance of the student 2.F.5.f	①	②	③	④	NA	NO
15. Facilitates student's expression of concerns and feelings 2.F.5.g	①	②	③	④	NA	NO
16. Focuses on the content of the student's problem 2.F.5.g	①	②	③	④	NA	NO
17. Recognizes and resists manipulation by the student 2.F.5.g	①	②	③	④	NA	NO
18. Recognizes and addresses the positive affect of the student 2.F.5.g	①	②	③	④	NA	NO
19. Recognizes and addresses the negative affect of the student 2.F.5.g	①	②	③	④	NA	NO
20. Is spontaneous and genuine in session 2.F.5.f	①	②	③	④	NA	NO
21. Uses silence effectively in session 2.F.5.g	①	②	③	④	NA	NO
22. Is aware of own feelings in the counseling session 2.F.5.f	①	②	③	④	NA	NO
23. Communicates own feelings to the student when appropriate 2.F.5.g	①	②	③	④	NA	NO
24. Recognizes and skillfully interprets the student's covert messages 2.F.5.g	①	②	③	④	NA	NO
25. Facilitates realistic goal setting with the student 2.F.5.i	①	②	③	④	NA	NO
26. Encourages appropriate action-step training with the student 2.F.5.j	①	②	③	④	NA	NO
27. Employs judgment in the timing and use of different techniques 2.F.5.j	①	②	③	④	NA	NO
28. Explains, administers, and interprets assessments correctly 2.F.7.e, 2.F.7.f	①	②	③	④	NA	NO
29. Closes the session smoothly 2.F.5.g	①	②	③	④	NA	NO
30. Assists students with personal problems in individual sessions 2.F.5.g	①	②	③	④	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	NA	NO
32. Demonstrates knowledge of and sensitivity to multicultural issues 2.F.2.a*	①	②	③	④	NA	NO

Evaluation Statement	Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
					NA	NO
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	
					NA	NO
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 stationery 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)				
Maintained Presence				
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 ASSOCIATIONS ETHICAL STANDARDS FOR
SCHOOL COUNSELORS AND THE AMERICAN COUNSELING ASSOCIATION’S
CODE OF ETHICS**

**2016 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. School counselors have unique qualifications and skills to address preK–12 students’ academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district’s mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one’s group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

PURPOSE

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

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.

- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- Acknowledge the vital role of parents/guardians and families.
- Are concerned with students' academic, career and social/ emotional needs and encourage each student's maximum development.
- Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- Provide effective, responsive interventions to address student needs.
- Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- 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.
- Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.
- Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and

- chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- f. 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.
 - g. Promote the autonomy of 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 peers and/or supervision is recommended.
 - h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - 1) Student identifies partner, or the partner is highly identifiable
 - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
 - 3) Student refuses
 - 4) School counselor informs the student of the intent to notify the partner
 - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
 - 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. j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board 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 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 e-mail. Adhere to state, federal 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 currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.

- e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program's goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

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

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness
- b. Provide and advocate for individual students' preK– postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.
- c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/ or accepting administrative duties in the absence of an administrator.
- d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference

- for one counselor or practice. School counselors encourage parents to interview outside professionals to make a 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 done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing 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 diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. 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, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.
 - h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- b. Obtain parent/guardian(s) signed consent for student participation in a small group.
- c. Screen students for group membership.
- d. Use data to measure member needs to establish well-defined expectations of group members.
- e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- g. Facilitate groups from the framework of evidence-based or research-based practices.
- h. Practice within their competence level and develop professional competence through training and supervision.
- i. Measure the outcomes of group participation (process, perception and outcome data).
- j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

- a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

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

School counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation

with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

- b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.
- c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents 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. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

- a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- b. Advocate for and collaborate with students to ensure students remain safe at home 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.
- c. Identify resources needed to optimize education.
- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.
- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.

- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. 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 the right to review 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 meeting the criteria 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.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.

- b. Take appropriate and reasonable measures for maintaining 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.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance 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 school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to 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 with parents/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among 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.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

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; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by “The ASCA National Model: A Framework for School Counseling Programs” as inappropriate to the school counselor’s role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor’s role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.
- h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master’s degree or higher in school counseling from an accredited program.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.
- k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
- l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
- m. Promote cultural competence to help create a safer more inclusive school environment.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Promote equity and access for all students through the use of community resources.
- p. Use culturally inclusive language in all forms of communication.
- q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.
- r. Work responsibly to remedy work environments that do not reflect the profession’s ethics.
- s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

- a. Have completed a counselor education program at an accredited institution and earned a master’s degree in school counseling.
- 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. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession 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 professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors’ current legal and ethical responsibilities.

- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- g. 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.
- h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
- i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- 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 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 comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice 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 ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed school counselors and have a counseling degree and have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: 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. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.

- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and 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.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- 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. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints 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, such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law using the STEPS model.
- c. Consider the students' chronological and developmental levels.
- d. Consider the setting, parental rights and minors' rights.
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult Implement the course of action

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

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.

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.

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 and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

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, socio-economic 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.

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, effected or accomplished.

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 transsexual or transgender.

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.

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.

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.

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.

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