



Master of Arts in Psychology

**School Guidance Counseling - Initial
School Adjustment Counseling - Non-Licensure**

Student Manual
(August 2016)

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Master of Arts in Psychology Concentrations **School Guidance Counseling – Initial Licensure** **School Adjustment Counseling – Non-licensure**

The Department of Psychology offers a 60-credit graduate program in psychology designed to serve the student who plans to enter the applied fields of psychology after receiving the M.A. The program offers four specialized tracks, in school guidance counseling, school adjustment counseling (non-licensure), mental health counseling, and forensic mental health counseling.

School Guidance Counseling Track

Completion of the course of study for **school guidance counselors** offers students the opportunity to apply for Massachusetts initial licensure as a school guidance counselor. The program of study for school guidance counselors consists of forty credits (40) of required courses, twelve credits (12) of elective courses, and eight credits (8) of practicum (450 hours). Pre-practicum requirements (60 hours) for licensure are included in several core courses.

School Adjustment Counseling Track (non-licensure)

Completion of the course of study for **school adjustment counselors** offers students the opportunity to apply directly to the Massachusetts Department of Elementary and Secondary Education for licensure as a school adjustment counselor through the process of panel review. The program of study for school adjustment counselors consists of forty-eight (48) credits of required courses and twelve (12) credits of practicum (900 hours). Pre-practicum requirements (60 hours) for licensure are included in several core courses.

General Program and Policy Summary

The M.A. program must be completed within seven years of the first course counted toward the degree. Since courses are offered in a cohort model, that is, in a fixed sequence, planning with advisors is imperative. Upon acceptance into the program, the student is scheduled for orientation where their cohort options are determined. There will be continual evaluation during the course of study with students apprised of their progress. A favorable evaluation is necessary for continuation in the program. The granting of the degree is based on professional competence, completion of the program of study, and satisfactory passing of the Professional Portfolio.

To accommodate students who work and/or have other substantial demands placed upon their time, courses are offered during the evenings, late afternoons, or on Saturdays. Important exceptions to this schedule are the Pre-practicum and Practicum experiences. While some placements permit flexible scheduling, many place restrictions on scheduling. Typical placements will fall within public school hours. Since these experiences are an essential component of counselor training, students must plan for the flexibility that will allow them to complete these requirements.

SCHOOL GUIDANCE COUNSELING - 60 credits **Initial Licensure: School Guidance Counselor (PreK-8, 5-12)**

Required Courses (40 credits)

PSYC 0591/0592 Pre-Practicum (Guidance PreK-8 or 5-12)	1 s.h.
PSYC 0522 Theories of Counseling**	3 s.h.
PSYC 0523 Counseling Basics	3 s.h.
PSYC 0601 Psychological Theories and Practices in Career Development**	3 s.h.
PSYC 0605 Psychopathology: Diagnosis and Treatment of Children and Adolescents	3 s.h.
PSYC 0610 Principles and Practices of Psychological Testing**	3 s.h.
PSYC 0613 Principles and Practices of School Guidance**	3 s.h.
PSYC 0621 Basic and Applied Research	3 s.h.
PSYC 0620 Dynamics of Group Counseling	3 s.h.
PSYC 0623 Advanced Counseling	3 s.h.
PSYC 0630 Advanced Developmental Psychology	3 s.h.
PSYC 0635 Crisis Intervention in the School and Community	3 s.h.

PSYC 0645	Counseling Diverse Populations	3 s.h.
PSYC 0555	Special Topics in School Guidance Counseling	3 s.h.

Electives – Determined through consultation with program advisor (total of 12 credits)

Practicum Requirements (total of 8 credits and 450 hours)

PSYC 0691	Practicum in School Counseling (Guidance PreK-8)	OR	4 s.h. per semester Fall/Spring
PSYC 0692	Practicum in School Counseling (Guidance 5-12)		4 s.h. per semester Fall/Spring

SCHOOL ADJUSTMENT COUNSELING - 60 credits
Non Licensure: School Adjustment Counselor (All Levels)

Required Courses (48 credits)

PSYC 0593	Pre-Internship (Adjustment)	1 s.h.
PSYC 0522	Theories of Counseling**	3 s.h.
PSYC 0524	Counseling Basics w/Supervision	4 s.h.
PSYC 0555	Special Topics in School Counseling	3 s.h.
PSYC 0605	Psychopathology: Diagnosis and Treatment of Children and Adolescents	3 s.h.
PSYC 0610	Principles and Practices of Psychological Testing**	3 s.h.
PSYC 0613	Principles and Practices of School Guidance**	3 s.h.
PSYC 0615	Psychopathology: Diagnosis and Treatment of Adults	3 s.h.
PSYC 0620	Dynamics of Group Counseling	3 s.h.
PSYC 0621	Basic and Applied Research	3 s.h.
PSYC 0624	Advanced Counseling w/Supervision	4 s.h.
PSYC 0630	Advanced Developmental Psychology	3 s.h.
PSYC 0635	Crisis Intervention in the School and Community**	3 s.h.
PSYC 0641	Ethics and Standards	3 s.h.
PSYC 0645	Counseling Diverse Populations	3 s.h.
CRJU 0601	Juvenile Justice	3 s.h.

Practicum Requirements (total of 12 credits and 900 hours)

PSYC 0689	Internship in School Adjustment Counseling	6 s.h. per semester Fall/Spring
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****Pre-practicum requirements:** A total of 60 of pre-practicum hours are a component of the below listed classes. More specifically, 15 hours of field-site pre-practicum hours will be completed during each of the following classes for a total of 60 pre-practicum hours. Minimally, 5 of the 15 hours in each pre-practicum must be completed in a diverse school setting (see Appendix E). Pre-practicum hours are typically completed in a public school or similarly relevant setting and must be under the supervision of a licensed School Guidance Counselor for students in the School Guidance Concentration or a licensed School Adjustment Counselor for students in the School Adjustment Concentration.

PSYC 0522	Theories of Counseling (SG/SAC)
PSYC 0610	Principles and Practices of Psychological Testing (SG/SAC)
PSYC 0613	Principles and Practices of School Counseling (SG/SAC)
PSYC 0601	Psychological Theories and Practices in Career Development (SG)
PSYC 0635	Crisis Interventions in Schools and Communities (SAC)

ACADEMIC & STUDENT SUPPORT SERVICES

Academic Advising

The staff and faculty of Westfield State University Graduate Studies Office understand and respect the concerns and needs that many adults have about pursuing a graduate degree. We emphasize the importance of *regular* advising to both new students and students who are at various stages of completing their Master's degree.

Upon admission into an academic graduate program, you are assigned a major advisor. You will also be scheduled for orientation and advising. Your advisor will assist you in planning your program with the cohort choices

available. **You assume responsibility for knowing and meeting the curriculum requirements of your program.** You will have follow-up group advising throughout your program of study, as well as individual access to your advisor.

Because we are strongly committed to counseling support as an integral component of our educational programs, we encourage you to contact your advisor if you feel your cohort plan is no longer feasible due to changing circumstances. We will assist you in outlining your options should a change in cohort be necessary.

Graduate Catalog

The University Graduate Catalog is directly available at <http://catalog.westfield.ma.edu>. The drop-down menu at the top of the page allows you to toggle back and forth between the undergraduate and graduate content as well as previous archived versions.

Additionally, for those with portable devices (phones and tablets) running iOS, Android or Microsoft operating systems, a mobile version of the application is available at <http://m.catalog.westfield.ma.edu> which can then be saved to your “desktop” or home screens similar to mobile applications.

The Graduate Catalog contains important information for your academic experience at the University. Among other information, the Catalog details specific rules, regulations, policies, fees, courses of study, academic requirements, and course descriptions.

Library

The Governor Joseph B. Ely Library’s collections include over 152,300 volumes, 1,504 current periodicals, 16,565 bound periodicals, 529,000 microforms, 16,078 media items, abstracts, indexes, and 180+ electronic databases containing more than 25,000+ full text periodicals available online. Online databases and online catalog are available from the Library’s homepage <http://lib.westfield.ma.edu>. Reference, instruction, interlibrary loan, and copiers are available. Mobile Access is provided for 54 databases at <http://lib.westfield.ma.edu/mobile>. A student ID is required to borrow materials. Help and information can be obtained through Ask a Librarian by phone at 413-572-5234 or e-mail at askus@westfield.ma.edu.

Library Hours (Fall and Spring)

Monday-Thursday.....8:00 a.m. - Midnight.

Friday.....8:00 a.m. - 5:00 p.m.

Saturday.....10:00 a.m. - 6:00 p.m.

Sunday.....1:00 p.m. - Midnight.

Hours are posted online for Final Exam period, holidays, Intersession, and Summer.

Students should also be aware that subject librarians are available to help with specific library collections and research assistance. The Subject Librarian for Psychology is Ed Hill. He can be reached at 413-572-5464 or chill@westfield.ma.edu. The Subject Librarian for Education/ERC is Corinne Ebbs. She can be reached at 413-572-5233 or cebbs@westfield.ma.edu. A current list of Subject Librarians can be found on the WSU library’s main webpage under Library Info.

The Reading and Writing Center

The Reading and Writing Center (RWC) is dedicated to supporting and encouraging all students as they write to communicate their ideas and to discover new ones. The RWC staff assists writers on any type of project, in any major, at any stage of the writing process. The RWC offers sessions during the day in Parenzo Hall, Room 218 and in the evening in Ely Library. You may use the RWC at any stage in your writing process, from first thoughts to final drafts.

To make a FREE online appointment and to learn more about the RWC’s services, including drop-in hours at Ely Library and workshops on a variety of topics, visit the website: <http://www.westfield.ma.edu/academics/reading-and-writing-center/writing-services-for-students>, stop by Parenzo Hall, Room 218, or call 413-572-5569.

Additionally, the peer writing tutors will offer drop-in hours in Ely Library on Mondays and Tuesdays, 6-9 p.m. and our “text-a-tutor” (text: 413-459-1151) will be available to meet students at a mutually convenient time and place.

Three tips to ensure you get the most out of your RWC session: 1. Make an appointment sufficiently in advance of the due date to allow adequate time for making revisions. Keeping in mind that some time periods in the academic year are very busy, such as midterm or prior to finals. Plan appropriately; 2. Bring anything associated with the assignment: a copy of the assignment, the course syllabus, earlier drafts, relevant research and reading material, and your most recent draft; 3. Prior to your session, reread your assignment or your draft and identify a particular question or concern for the session.

The Reading and Writing Center Hours (Fall and Spring)

Monday-Wednesday.....10:00 a.m. – 9:00 p.m.
Thursday.....10:00 a.m. – 7:00 p.m.
Friday.....10:00 a.m. – 3:00 p.m.

Information Technology Services

The Student Technology Support Desk is located in Ely Library. Technology questions, support requests, and troubleshooting requests should be directed to the Technology Support Desk. The Student Support Desk can be reached at 413-572-5528. The Information Technology Center also maintains a webpage that provides many DIY solutions for common requests such as how to set up your university e-mail on a device. This webpage can be found at <http://www.westfield.ma.edu/offices/academic-information-services/technology-support/diy-instructions>.

Wireless Internet Access: To access the campus wireless network, simply follow the instructions on how to connect to a wireless network that came with your laptop or other portable electronic device. The name of our wireless network is ‘wsc’. Once connected, open your web browser and you will be automatically redirected to our login page. Here you enter your user name and password. In addition, computer labs are located in Wilson Hall, Room 104 and the first floor of the Ely Library

Emergency Notification System: In case of an emergency, Westfield State University has an Emergency Notification System to rapidly communicate with students, faculty, and staff by sending voice messages to all on-campus phone, emails to all Westfield State University e-mail addresses, and text/voice messages to cell phones. It is highly recommended that students sign up for Emergency Alerts. More information can be found at <http://www.westfield.ma.edu/offices/information-technology-it/emergency-notification-system>.

eAcademy: The Department of Information Technology has made arrangements with Microsoft, Adobe and various other vendors for our faculty, staff, and students to obtain their products at a substantial discount. Students can visit the e-Academy website and register for an account using your school e-mail address. Once you have created your account you will be able to purchase Microsoft Office, Microsoft Windows, Adobe Creative Suite and various other software titles at a substantial discount. The eAcademy site can be found at <https://westfield.onthehub.com>.

Get essential Westfield State information anytime, anywhere, on your mobile device at m.westfield.ma.edu. The Westfield State University Mobile Web offers up-to-date information, optimized for different types of mobile devices. Read news, events, announcements, class cancellations, directory, shuttle schedules, and more.

Career Services

Graduate students are encouraged to take advantage of the services provided by the University's Career Center not only while a student but in the future as alumni as well. The office is open weekdays from 8:30 a.m. to 5:00 p.m., and by appointment, during the school year. Services include career counseling, a variety of workshops on preparing for employment (resumes, job search and interview skills) credentials file service, computerized job matching, weekly newsletters on career opportunities, and a career resource library. On-campus employment recruiting and special programs are also featured. Graduate school catalogs, testing information and research guides are available. A computerized interactive guidance program, SIGI+, is also available to assist students in self-assessment and career exploration. For additional information, drop by the Office of Career Services in the Lammers Hall Annex, call 413-572-5206, or e-mail careers@westfield.ma.edu.

Counseling Center

The Counseling Center is located in Lammers Hall Annex. Hours of operation are 8:30 a.m. to 5:00 p.m. Monday – Friday during the academic year. Appointments may be made by calling 413-572-5790. The Westfield State University Counseling Center exists to provide counseling and preventive psychological services for WSU students. Their mission is to facilitate self-discovery, personal growth and healing for students in their journey toward whole-person development. The Counseling Center staff seeks to understand and value the individual within the context of community living, offering services through a multitude of pathways: individual counseling, couples counseling, family counseling, group counseling, assessment of needs, referrals to community and other WSU resources, workshops and presentations.

The Office of Substance Abuse Prevention (OSAP) offers both substance abuse counseling and a variety of educational and creative social programming designed to enhance development of responsible decision-making skills on the part of students regarding substance (ab)use and healthy living. Further information about OSAP may be obtained by contacting the Counseling Center.

Veteran Services

The Office of Veteran and Military Services is located in the Horace Mann Center, Garden Level, Room 10. Veteran Services provides support and assistance for veterans, active duty military, Guard/Reserves, and their dependents. The office provides services for understanding and applying for VA benefits, as well as federal and state programs and benefits. Students are encouraged to visit the office for assistance with any student or military-related questions.

ACADEMIC EXPECTATIONS

Program of Study

Upon initial acceptance into a degree program, you will be assigned an advisor skilled in your area of specialization. Your program of study (**School Guidance see Appendix A and School Adjustment see Appendix B**) is worked out in consultation with your advisor and in accordance with the requirements for a degree in your major program. It is based on *cohort movement*, meaning you will be required to enroll in courses on the program of study when they are offered. You will have some choice in determining whether an assertive vs. relaxed cohort works best for you.

The planned degree program will include:

1. Required courses (as indicated on pages 5 and 6 of this handbook)
2. A planned program of courses necessary for competency in the field of concentration,
3. In some cases, elective courses.
4. Identification of courses where pre-practicum and practicum hours are required

The program of study must have your signature and the signed approval of your advisor(s). The Coordinator of Graduate Records will circulate the program of study for the signature of the department chair and graduate Dean. The original will then be placed in your file, a copy sent to your advisor and a third copy sent to you.

The signed Program of Study form must be on file within your first semester of study after acceptance. Any changes to the Program of Study must have advance written approval. These approved changes must be filed with the Graduate Office. The advisor is not responsible for his/her advisee's meeting Graduate School regulations and deadlines. You are personally responsible for knowing all University rules and regulations, as well as your program requirements.

Retention in Degree Program

The Division is authorized to award a Master's degree for a program of study that includes coursework with grades of B average or better (3.0). You may earn one C that will count as credit toward your degree (providing that your overall average is at least 3.0). A grade of F or a second C in a course requires that the course be repeated: if in a required course, that course must be repeated with a B or better; if in an elective course, that course or another elective must be repeated with a B or better. A grade of B- is not a B and, therefore, is unacceptable as a

replacement grade. If you earn three (3) C's or two (2) F's, you will be dismissed from the program. If you earn two (2) C's, then a B- in a repeated course, you will be placed on academic probation, but may be allowed one opportunity to repeat, earning a B or better. A GPA of 3.0 must be maintained to remain in good academic standing.

All grades will remain on the transcript; however, when you repeat a course with a grade of B or better, the original grade will not be used in computing the cumulative average. Grades of F earned as the result of proven plagiarism will be treated in accordance with the university's policy on Academic Integrity. Earning an F grade for plagiarism at any stage of program completion may provide grounds for administrative removal from your academic program.

Student Responsibilities

It is your responsibility to become familiar with all regulations and procedures required by the graduate program. In no case should you expect a waiver or exception to published program requirements by pleading ignorance of the regulation or by asserting that an advisor or other authority did not directly present the information. All students should become familiar with all academic policies and specific university/departmental program requirements. Only the Dean of Graduate and Continuing Education, supported by the Graduate Council, has the authority to waive the basic requirements stated in this catalog. No statements made by any person regarding waiver of admission or program requirement shall in any way bind the Graduate Dean or Graduate Council.

Professional Liability Insurance

Students are required to purchase and maintain professional liability insurance while enrolled as a matriculated student. Evidence of insurance coverage must be submitted each semester to the Director of the School Counseling program. School Counseling students who opt to join either the American Counseling Association (ACA) or the American School Counselor Association (ASCA) or receive professional liability insurance at no additional cost as part of their yearly membership dues. For additional information on these professional organizations and this benefit, please visit the ACA website at www.counseling.org or the ASCA website at www.schoolcounselor.org.

Time Limit

You are expected to complete your degree requirements **within seven (7) years** from the date of the first course credited toward your degree, including transfer credits from other accredited institutions. No credit will be given for a course older than seven years at the time of graduation. If you fail to meet this time requirement, you must apply in writing for an extension, stating in detail the reasons for the request. The university does not guarantee that the extension will be granted, and the Dean of Graduate and Continuing Education may impose additional requirements before the degree will be granted.

Academic Integrity

“Academic Honesty, a necessary foundation of a learning community is expected of all members of the university community. Violations of the Academic Honesty Policy are unacceptable and are subject to academic penalties including reduced grade, failure of the course, and suspension or dismissal from the university. Violations of academic honesty include, but are not limited to, cheating on examinations, plagiarism, submission of papers for credit in two or more courses, interference with the ability of other students to make use of permitted course materials, facilitating academic dishonesty, engaging in research on human or animal subjects without permission from the appropriate campus committee, and failure to report academic dishonesty.” Academic Honesty, (<http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy>)

Students in the graduate program are expected to have high standards of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication. The Academic Dishonesty Policy is included as **Appendix C**.

Appeals Process

Questions or concerns relating directly to a university course should first be raised with the course instructor. Program directors and department chairs are available to consult on appeals at the program level. If you have questions or concerns about the academic policies and regulations of the Graduate School, you should direct them in writing to the Dean.

QUESTIONS & ANSWERS

Can I transfer credit from another institution?

Up to six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master's degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree. After matriculation, students may not take courses at other institutions for the purpose of transfer. Transfer courses must carry a grade of B (3.0) or better and must be both relevant to your program of study and taken within the program's seven-year time frame. Courses graded Pass/Fail are not acceptable for program credit. Official transcripts for transfer consideration must be sent directly from the transfer institution to the DGCE Office.

Can I do independent/directed study?

Opportunities for independent study are provided in each department on an advanced graduate level for one to six semester hours' credit. Course admission requires the permission of the faculty member and approval of the Program advisor, Department Chair, and Dean. Written plans for independent study projects must be **approved in advance** before registering for the independent study course. A maximum of six (6) credits of Independent/Directed Study is allowed within a degree program.

Can I audit courses?

It is possible to audit any course offered by the Division. If you elect to audit courses, you have the privilege of attending classes, but are not required to take any test or examination or turn in any written assignments. Faculty does not evaluate your work. **When you take a course as audit, you do not receive a grade or academic credit. Therefore, audited courses do not contribute to the completion of a graduate program of study.** Should you want to change a course from audit to credit, you must change this status in the Division's Office **prior to the third class meeting** by completing the appropriate form. Audited courses may not be re-taken for credit toward a graduate program.

How do I withdraw from a course?

Enrollment in a course implies a serious intention to complete the work of that course. You may drop a course by withdrawing before the first scheduled class meeting without notation on your permanent record. After the second class meeting, you will receive a grade of "W", *if you properly withdraw in writing before the deadline*. The withdrawal form (available in the graduate office) requires both the student's and the faculty member's signatures. The deadline date is published in each semester's schedule of courses and is set close to mid-term. Verbal messages of intent to the instructor or staff do not constitute withdrawal. Unless a withdrawal form has been completed, signed by you and the instructor, and submitted to the Graduate and Continuing Education Office, you have not officially withdrawn.

Students who can document an "extenuating circumstance" may be allowed to drop a course with a "W" notation on their transcript prior to the final exam. They should contact the Dean of Graduate and Continuing Education to discuss their situation. Students who enroll for a course and fail to attend the first two classes may be withdrawn at the discretion of the professor. Professors are asked to justify such a decision at the time of the recommended withdrawal. Beginning with the third week of classes (or with the third class meeting in summer sessions), faculty may not submit a "W."

Refunds of tuition and appropriate fees, if any, are made on the basis of the date and time of receipt of a student's withdrawal notification in the DGCE Office, and in accordance with the published refund schedule in force during the session within which the refund is requested.

Can I change concentrations?

Students in Graduate Programs may change their concentration within a specific department with approval from the DGCE Chair and Graduate Dean. You must complete a Graduate Degree Program Change of Major form, available in the office of Graduate and Continuing Education, to begin the process. Upon acceptance into your new concentration, you must complete a new Program of Study. Students who wish to enter programs sponsored by another department (e.g., Education to English) must re-apply. In either case, a new Program of Study must be completed with your advisor's approval and the signatures of your DGCE Chair and Graduate Dean. Changing concentrations may delay your intended graduation date, as seats are not guaranteed until a cohort position in the chosen concentration is confirmed.

How much will my education cost?

Course costs are based on the number of credits per course. All payments must be made by bank money order, postal money order, cashier's check, personal check, Discover, MasterCard or VISA. **No cash is accepted unless it is \$10 or under for official transcripts, course descriptions, etc.** Costs below are current as of the publication date of this manual and are subject to change.

Tuition – per credit	Rate
Graduate (0400-0600 level courses)	\$318/credit*
Audit	\$50/credit*(graduate)
Fees	
Graduate Psychology School Guidance and School Adjustment Practicum Fee	\$100 per placement
Transcript and Official Letter Request Fees	
Official Letter	No cost
Transcript fee - normal processing	\$2/each
Transcript fee - 24 hour processing	\$5/each
Other Fees	
New Student I.D. Card (validated each semester)	\$10
Replacement I.D. Card	\$30
Late Registration (see registration calendar in semester catalog)	\$50
Monthly Service Charge for past-due balances	\$10
Health Insurance (Fall coverage from Aug 1, 2016 to July 31, 2017)	\$2,511
<small>*Price subject to change each academic year</small>	
Delayed Payment Application Fee	\$100
Returned Check Fee	\$25
Commencement Fee (assessed semester of graduation)	\$75

*Includes \$105 per credit (GR) tuition, \$75 Registration Fee, \$75 Educational Service Fee (non-refundable after semester start), and other instructional fees.

Can I make payments?

The Division of Graduate and Continuing Education offers a “delayed payment” program for matriculated students that allows for payment of tuition over a period of time during the semester. Students must meet the following requirements to participate in the program:

1. Matriculation in a degree program through the Division of Graduate and Continuing Education;
2. application to Delayed Payment Program and payment of \$100.00 processing fee (non-refundable);
3. ability to pay within 60 days of registering into a regular semester and within three weeks into any summer semester.
4. Students must follow all regulations regarding withdrawals as stated in the Division's refund and withdrawal policy, and are responsible for total payment even if students withdraw before the end of the semester and regardless of grades achieved.

5. No student may apply for delayed payment who has been sent to a Collection Agent or placed in Administrative Withdrawal.
6. Consequences of non-payment:
 - \$10 per month penalty charge.
 - Placement in Administrative Withdrawal (no grades, transcripts or diplomas will be released and students may not register for further classes at the university until their obligation has been satisfied.)
 - Student accounts turned over to a Collection Agent will be charged an additional 40% of their unpaid balance.

Is financial aid available?

Information regarding all forms of financial aid for Westfield State University students and the Free Application for Federal Student Aid (FAFSA) are available at the Student Administrative Services Center, 333 Western Avenue (first floor west). For further information, please call (413) 572-5218. Please note that Financial Aid administered by the university, regardless of the funding source, requires that students are matriculated into a program and are in good academic standing.

Federal Unsubsidized Loan Program

- FAFSA must be filed to determine eligibility,
- program allows all students regardless of income to obtain a student loan,
- student pays the interest only during in-school and deferment periods,
- student also pays an origination and guarantee fee of 4%,
- fixed interest rate.

Full-time graduate students carry programs consisting of at least 9 semester hours per term. During the summer sessions, nine semester hours of credit across both summer sessions is equivalent to full-time study. For the purposes of receiving financial aid, 6 semester hours per term is considered full-time status. Students who wish to exceed the number of courses in their cohort model may do so, but only with permission. Students who will be receiving benefits from the Veterans Administration or other sources should check with the funding source to be sure a sufficient number of credit hours are taken. Students needing assistance in determining appropriate course loads should consult their academic advisor.

What is the duration of the degree program?

Students complete the degree program and field experience requirements in a minimum of 3 years under an assertive cohort completion model, but may take longer if they choose a relaxed cohort completion model.

Does Westfield State offer Graduate Assistantships?

Yes. Graduate Assistantships are awarded through the Division of Graduate and Continuing Education to students who have superior academic records, who are matriculated in a graduate degree program, and are registered for a minimum of six semester hours with preference to full-time study (9-12 semester hours).

The assistantships are designed to serve the needs of the university's graduate programs and to assist in the development of the student. The duties of the graduate student may be to assist in instruction, research or administrative duties and will vary according to the department's individual needs. Graduate Assistants contribute to specific programs and serve the Graduate Division, as well. Applications are available in the Graduate Office (333 Western Ave, first floor east) and online at <http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/>. The application deadline is June 1st for Fall semester and/or full-year assistantships and October 15th for Spring semester assistantships.

Appointments to assistantships are made during the Fall and Spring semesters. Half-time assistantships carry a \$1,000 stipend and up to 6 credits of free tuition; full-time assistantships provide a stipend of \$2,000 and up to 12 credits of free tuition. In the first case, the student works 7.5 hours per week and must register for six (6) credits per semester. In the second case, the graduate student contributes 15 hours per week to the department concerned and must take a minimum of nine (9) credits per semester. Graduate Assistants pay all fees, including instructional fees, associated with registration.

When are degrees conferred?

Master's degrees are conferred during the months of May, August, and January. The Commencement ceremony is held in May.

If you are nearing the completion of your graduate program requirements and plan to receive a Master's degree, you should request the *Application for Graduation* in the Graduate Office or you may retrieve it online at <http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/>. You should complete this form and submit it to the office no later than the deadline indicated in the university calendar. A commencement fee is required at the time of filing the application for graduation, whether or not you wish to participate in the formal ceremony. No degree or certificate will be conferred and no graduate transcripts will be issued unless all tuition and fees have been paid in full. Information regarding Graduate Commencement ceremony is sent directly to all students who have applied for graduation. Note: You cannot graduate until all degree requirements, including passing of the Professional Portfolio and field experience components, are completed.

How do I request a transcript?

Official transcripts may be obtained from the Office of Graduate and Continuing Education by mailing in a written request or filling out a transcript request form, available in the office and on the university web site. The signature of the student is required on the form before a transcript can be released or sent and a fee of \$2.00 per transcript must be submitted with the transcript request form. Please allow five working days for our office to process the request. There will be an additional charge for processing of transcript requests within one business day (\$5.00). Transcripts that include the final grades of the present semester will be available approximately three weeks after the close of the term.

How do I become a Licensed School Guidance Counselor in Massachusetts?

The granting of the School Guidance Counselor license is under the purview of the Commonwealth of Massachusetts, assuring candidates have the necessary education, experience, supervision, and demonstrated competence for the School Guidance Counselor credential. The licensure route is governed by the Massachusetts Department of Elementary and Secondary Education and directed by regulations (603 CMR 7.11). The 60-credit M.A. Psychology degree at Westfield State University is a significant step toward this School Guidance Counselor goal. The successful graduate of WSU will have the required degree, which includes the required subject content, Pre-practicum, Practicum, and supervision dictated by 603 CMR 7.00.

How do I become a Licensed School Adjustment Counselor in Massachusetts?

Westfield State University is currently in the process of obtaining approval from the Massachusetts Department of Elementary and Secondary (ESE) to offer an M.A. program in School Adjustment Counseling ending in eligibility for initial licensure. Until program approval is conferred, students seeking licensure as School Adjustment Counselors are able to apply directly with ESE through the process of Panel Review. The Panel Review is intended for those candidates who have substantial experience and/or formal education relevant to the license sought but has not completed a state-approved preparation program for the license sought. For more information on panel review, you should visit the ESE website directly at <http://www.mass.gov/edu/docs/ease/educator-effectiveness/licensing/panel-review-social-worker-and-adjustment-counselor-internship.pdf>.

Both School Guidance and School Adjustment candidates are encouraged to read the licensure regulations early in your program of study to acquaint yourself with the requirements. A summary of the Massachusetts Department of Education requirements is included as **Appendix S**. For the most current information, you should visit the Department of Education website directly at <http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11>

STUDENT ASSESSMENT

Graduate Grading System

A	(4.0) High Distinction
A-	(3.7) Superior
B+	(3.3) Excellent
B	(3.0) Good
B-	(2.7) Marginal Pass. Not acceptable as transfer credit.
C	(2.0) Acceptable as credit for <u>only one</u> 3-credit course in a student's program. "C" is not acceptable as transfer credit.
P*	Pass - No grade point equivalent
F	Failure
I	Incomplete
W	Withdrawal
AU*	Audit

Graduate students must maintain a minimum overall average of 3.0 and meet all other degree requirements in order to be eligible for graduation. Graduate students in good academic standing are by definition honors students. The designation of Latin honors (*Summa cum Laude*, *Magna cum Laude*, *Cum Laude*) is for undergraduate students only.

*Because these designations have no grade point equivalent, they may not be used within the graduate program. They are acceptable for Professional Development verification, however.

Graduate Level Courses

All graduate courses are numbered above 400, generally at the 500 or 600 level. All courses with 600 level numbers carry graduate credit and are only open to graduate students. Courses at the 500 level may have a 300 matching number, which allows for the enrollment of upper-level undergraduate students. Professional development courses assigned 0499 numbers will not be included in Westfield's graduate degree programs unless the program coordinator and Dean grant an exception.

Incomplete Grades

A grade of Incomplete (I) is assigned by the instructor only if you have completed 80% of the course work and have offered a valid reason for your inability to complete the course work within the prescribed semester. You must request a grade of Incomplete before the end of the semester and arrangements for the completion of the work must be made in writing with the instructor. Once you have been granted the incomplete grade, you must complete the work within the first 30 days of the next scheduled semester. If the work is not completed within that time, or if an extension is not granted, the incomplete grade automatically becomes an "F". In certain extraordinary circumstances, faculty may complete an Extension Form (available in the Graduate Office) and submit it to the Office of Graduate Studies to permit a student additional time to satisfy the course requirements.

Dispositional Assessment

Candidates will be subject to an ongoing dispositional assessment (**Appendix D**) coordinated by the faculty advisor in collaboration with cooperating course instructors, faculty supervisors, and site supervisors. The dispositional assessment process is designed to identify opportunities to provide feedback to students on exhibited character, attitudes, attributes, and behavior as they advance through their academic journey of growth and development toward becoming a competent counselor. In order to ensure this, students are continually assessed in the program through the dispositional assessment process. This process is a means to identify opportunities of providing student feedback in order for students to develop the essential skills of taking in feedback, self-reflecting and continuously evaluating and positively modifying their own behavior. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement or graduate with an M.A. Psychology degree, they must hold no unresolved "0" or "-1" scores in their dispositional record.

Any candidate who fails to achieve and maintain a satisfactory level on the Dispositional Assessment will be subject to review by the Graduate Committee in Psychology who may determine that the candidate can proceed without intervention or may work with the candidate (or provide a designated faculty member to work with the candidate) on a remedial plan. The Graduate Committee in Psychology may also decide the candidate is not eligible to proceed academically or proceed to Field Placement. If a candidate's assessment displays "0" or "-1" scores, the Graduate Committee in Psychology may remove them from a Field Placement.

PROFESSIONAL PORTFOLIO ASSESSMENT

What is the Professional Portfolio?

Recommended by the American School Counseling Association (ASCA), the portfolio is a collection of artifacts and documents which assess knowledge, skills, dispositions (attitudes) and performance of a candidate. Portfolios will include reflective narratives, course-related products, and integrative experiences. The portfolio is based on 5 Program Outcomes and state determined Subject Matter Knowledge requirements (see below) and is designed to lead the candidate from the beginning level of attainment to an emerging level of attainment by the time s/he reaches graduation. Each course and experience in the program of study allows the candidate the opportunity to create a portfolio entry. The portfolio is submitted for approval prior to graduation.

The portfolio serves as a developmental capstone project for the M.A. Psychology, School Counseling Programs. The portfolio focuses on the integration of graduate learning to professional development throughout the program and provides evidence of a candidate's competence. The portfolio is begun upon entry into the degree program, is monitored throughout the program of study, and is submitted for final scoring near the conclusion of the practicum experience. An approved Professional Portfolio is a prerequisite to graduation.

What are the benefits of the professional portfolio?

- It becomes a documentary of a candidate's accomplishments during the program of study.
- It provides a personally meaningful account of knowledge and skills.
- It serves as a professional resource throughout the program and in post-program job acquisition.
- It encourages reflection and clarity on professional and personal development.
- It serves as a final assessment of a candidate's readiness for graduation.

LiveText e-Portfolio

LiveText is an intuitive web-based interface utilized by the University to aid students in staying organized while developing their professional portfolio. LiveText allows students to track the growth and development of specific skill sets, regularly upload, store, and attach components of their portfolio including a variety of file types (audio, video, images, etc.). LiveText also allows students to document all service learning, pre-practicum and practicum field experiences outside of the classroom. LiveText is also a means for students to receive regular feedback on the development of their professional portfolio. LiveText membership remains active for five years. After graduation, LiveText affords graduates the opportunity to use e-Portfolios and documents as work samples during the interviewing process. LiveText membership is available for purchase through the University bookstore and is a required component of the School Counseling programs.

Portfolio - Subject Matter Requirements & Outcomes

14 Subject Matter Knowledge Requirements for School Guidance Counselors: Candidate demonstrates knowledge and competency of each subject area.

a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the school guidance counselor.
b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.
c. Psychology of learning.
d. Understanding of the diagnosis and treatment of learning and behavior disorders.
e. Theories of normal and abnormal intellectual, social, and emotional development.
f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illness, and violence in PreK-12 students.
g. Philosophy, principles and practices in school guidance counseling.
h. Federal, state, municipal, and school laws and regulations.
i. Career Counseling.
j. Resources within the school system or the community for referral.
k. Knowledge of statistics, research design, and research in guidance counseling.
l. Group Counseling and group leadership.
m. Development of skills for consultation with parents, teachers, and administrators.
n. College counseling and use of college and other post-secondary resource materials (grades 5-12).

9 Subject Matter Knowledge Requirements for School Adjustment Counselors: Candidate demonstrates knowledge and competency of each subject area.

a. Principles of therapeutic relationships.
b. Theories of normal and abnormal intellectual, social, and emotional development.
c. Learning disorders, including emotional issues affecting student achievement, and their treatment.
d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.
e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.
f. Techniques for communicating and working with families and school and community personnel.
g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations.
h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders.
i. Federal and state laws and regulations addressing the legal rights of students and families.

Program Outcomes

In addition to the Subject Matter Knowledge requirements necessary for the state licensure purposes of your respective school counseling concentration, there are five (5) program outcomes which are assessed in the M.A. Psychology School Counseling programs. All five must be assessed during practicum.

5 Program Outcomes: Candidates of all school counseling concentrations demonstrates competency in each of the following

Outcome I: The candidate understands and acts in accordance with the professional role of school counselor.
Outcome II: The candidate can describe and discuss how children learn and develop, and can provide counseling opportunities that support their intellectual, social, and emotional involvement.
Outcome III: The candidate demonstrates effective relationship/communication skills in his/her role as school counselor.
Outcome IV: The candidate can describe/explain how students differ in their approaches to learning and social and emotional development. Candidates create counseling and consultative strategies that are adapted to diverse needs and styles.
Outcome V: The candidate demonstrates formal and informal assessment strategies to evaluate and facilitate the development of intellectual, social, and emotional development of the student.

As a part of the Subject Matter Knowledge and Program Outcomes, you will be participating in the Graduate Education Council's program assessment system. This assessment system has been developed to gather the information needed to improve individual degree programs and the overall effectiveness of graduate education at Westfield State University. Each graduate program has defined learning outcomes appropriate to the license sought by its candidates. Within the relevant courses, candidates' mastery of the objectives is assessed. This information is collected by *LiveText Campus Tools* and used by the graduate faculty for program evaluation.

Your current participation in this assessment effort will require little or no extra effort. Within the context of your courses, your mastery of one or more program learning outcomes will be assessed. Your instructor will base this assessment on activities or assignments that are already part of the course. While you will be informed of the assignment or assignments chosen for this assessment, the outcome score that results from these assignments will be reported separately from your grade for the course. You may obtain the score from your instructor or advisor, if you wish.

How will the portfolio be organized?

The value of portfolios is that they can reflect individuality. However, it is required that a Table of Contents be used. Candidates must also include updated biographical information (e.g., name, address, phone number(s) and a resume at the beginning of the portfolio. Portfolios must include the necessary components (below).

Portfolio Components

1. **Title Page** - Include your name, expected month/year of graduation, and date of portfolio submission.
2. **Table of Contents**
3. **Vita**
4. **WSU Transcript** (most current, non-official is okay)
5. **Copies of the following pre-practicum and practicum forms:** (a) Pre-practicum Contracts; (b) Pre-practicum Site Evaluation Forms; (c) Practicum Eligibility Form(s); (d) Guidance and Mental Health Practicum & Internship Form(s); (e) Practicum Agreement Form(s); (f) Guidance Practicum Contract(s); (g) Mid-practicum Performance Evaluation(s); (h) End-Practicum Performance Evaluation(s); (i) Assessment of Field Experience(s); (j) MA Dept. of Education Pre-service Performance Assessment(s) (PPA)
6. **Analysis of Subject Matter Knowledge Requirements**
 - a. Create a comprehensive list of courses you completed in the degree program, including any courses for which you are currently enrolled.
 - b. For each of the Subject Matter Requirements, write a 2-3 page paper describing how you are professionally prepared for initial licensure through coursework and experiences, keeping a focus on the specific Subject Matter area. It may be beneficial to describe the course(s) which contributed to attainment of the requirement as well as how the course(s) contributed to your knowledge base and professional skills. When applicable, give examples of how you have applied the subject matter knowledge and skills in your professional field work. You may also refer to artifacts which demonstrate your competency. Artifacts are things such as class projects, papers, exams, or case studies – any product you created for one of your classes in the program.
7. **Analysis of Program Outcomes**

For each of the 5 Program Outcomes, write a 5-8 page paper (reflection paper) describing how you are professionally prepared for initial licensure through practicum and field experiences, keeping a focus on the specific Program Outcome area. It may be beneficial to also include references to specific courses as well as to specific artifacts. You are aiming to integrate your academic attainment and professional field experiences into a cohesive whole that explains your successful attainment of the outcome.
8. **Final paper** - “Reflections on Myself, My Portfolio, and My Professional Growth in the School Counseling Program”

The paper should include reflections regarding your personal and professional growth during the program, discussion of what the portfolio demonstrates about you and how it gives evidence of the growth you noted. It is beneficial to highlight areas of significant growth and development as a counselor and can include reference to aspects of the school counseling program that fostered the development. This paper should be submitted to your WSU practicum supervisor during your final term. Following a discussion of the paper and any revision, the paper will become part of your finished professional portfolio (minimum length 8-10 pages).
9. **Appendix** - Include a copy of each artifact discussed in #6 and #7 above. The artifact should begin with a cover sheet that clearly states the title of the artifact, the course for which the artifact was created, the date the artifact was originally created, and a brief abstract (summary) of the artifact.

Notes:

- **All paper entries must be APA style.**
- Each component should be typed using Times New Roman, 12-pt font, 1-inch margins, and double-spacing.
- Because of the importance of individuality in portfolio preparation, and respecting a professor’s academic freedom to assign specific projects, specific types of entries for each standard are not mandated.
- Artifact entries cannot overlap; i.e., an artifact cannot be counted for more than one Subject Matter requirement and/or Program Outcome.

How will the portfolio be reviewed?

All graduate students maintain full responsibility for maintaining their portfolios. It is the candidate’s responsibility to make arrangements to meet with their advisor to review the portfolio progress minimally at the primary review periods. Minimally, portfolios will be reviewed and feedback provided at two points in the student’s program.

First Review: At the end of the second semester of study, Spring Semester Year One.

Second Review: Mid-way in the student’s program of study, typically at the end of Spring Semester Year Two.

Final Submission: During the last 100 hours of Practicum.

Scoring Rubric

Level 5 Performance. There is clear, compelling, and consistent evidence of the candidate's work to demonstrate attainment of a subject matter and outcomes. There is clear and convincing evidence of the candidate's professional growth as demonstrated through the description of the entry, the analysis of its importance, and the candidate's reflection on the activity. All components are tied together and show that the impact of the activity is relevant and worthwhile, and part of a significant and meaningful plan for promoting the professional growth of the candidate and the improvement of the school and/or knowledge and practice of the education professionals within the school.

Level 4 Performance. There is clear and consistent evidence of the candidate's work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. There is clear and convincing evidence of the candidate's professional growth as demonstrated through the description of the artifact, the analysis of the artifact's import, and the candidate's reflection on the impact of the activity as well as future implications. In any or all of these areas, a Level 4 performance may show imbalance or unevenness, but viewed as a whole, the piece provides clear evidence of the candidate's professional growth and understanding of the standard.

Level 3 Performance. There is some evidence of the candidate's work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. Evidence is present of the candidate's professional growth as demonstrated through the description of the artifact, the analysis of its import, and the candidate's reflection on the impact of the activity as well as its import for the future; however, such evidence may be less convincing, substantial, or significant. Analysis and/or reflection may be superficial and lack depth.

Level 2 Performance. There is limited evidence of the candidate's work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. Evidence of professional growth is limited. Evidence sited through description and analysis may be weak or skeletal and/or reflection may be missing or unrelated to description and analysis.

Level 1 Performance. There is little or no evidence of the candidate's work toward the attainment of the subject matter and outcomes, to improve schools and advance knowledge and practice of education professionals. There is little or no evidence of the candidate's professional growth. Description, analysis, and reflection may be unrelated to one another; may be so vague that they lack meaning; or one or more of these may be missing.

Failure to pass all parts of the portfolio at the time of the final submission will prevent you from graduating in the current semester, and may require that you be required to appear for a formal defense of your portfolio or to enroll in Independent Study hours and follow a timeline for portfolio submission in the following semester. Candidates will be recommended for graduation *only* after they have successfully submitted an acceptable portfolio and/or successfully defended their portfolio, as necessary.

Academic Dishonesty

Students will work independently on their portfolios. In the event that a portfolio is identical or highly similar to another student's portfolio, a full investigation will be conducted and the Program Administrator and Graduate Dean notified. The consequence for committing plagiarism of another student's work on the portfolio is removal from the program. In the event of candidates working together, rather than independently, and therefore submitting similar components, both candidates will be removed from the program.

FIELD EXPERIENCES

Criminal History Checks and Fingerprinting Information

Under 603 CMR 51.00 Criminal History Checks for School Employees Regulations, all school-related personnel with the potential for unsupervised contact with children, including all public and private PreK-12 school employees will be subject to fingerprint-based state and national background checks. The definition of an employee shall include an apprentice, intern, or student teacher or individuals in similar positions. As a result, students in the School Counseling Program are required to submit their fingerprints. Because pre-practicum students may not necessarily have unmonitored contact with children, they may not need to be fingerprinted in each district placed.

This is at the district's decision. It is the pre-practicum students' responsibility to understand and comply with a school district's pre-practicum student fingerprinting requirement in order to complete pre-practicum hours.

Without exception, all students must complete fingerprinting requirements prior to being approved to enter practicum. It is recommended that students complete the fingerprinting requirement before the conclusion of the Spring Semester, prior to entering practicum in the following Fall Semester. Detailed instructions for Fingerprinting can be found in Appendix T. Once completed, students should provide a copy of their fingerprinting receipt to the Director of School Counseling.

Complete information on 603 CMR 51.00 Criminal History Checks for School Employees Regulations can be found at: <http://www.doe.mass.edu/lawsregs/603cmr51.html?section=all>

Pre-Practicum Field Experiences

The pre-practicum experiences represent a progressive set of requirements, connected with four (4) required courses that allow candidate's the opportunity to:

- Observe the work of a school counselor.
- Obtain a comprehensive understanding of the role of a school counselor.
- Observe clinical services provided within the context of a school counseling system.
- Shadow the role of professional school counselor.
- Apply the theories, techniques, and procedures you are learning to students under close supervision.
- Actively explore issues related to diversity and multiculturalism as experienced by ethnically and racial diverse students.
- Explore personal interests and develop career aspirations and goals.

Designated Courses for Pre-Practicum

Each designated pre-practicum course shall require a minimum 15-hour requirement within a school counseling system. At least five (5) of each 15 hours must be completed in a diverse school setting (see Appendix E). A total of 60 hours must be completed before the student enrolls in Practicum (including 20 hours in diverse settings).

Courses

PSYC 0522	Theories of Counseling (SG/SAC)
PSYC 0610	Principles and Practices of Psychological Testing (SG/SAC)
PSYC 0613	Principles and Practices of School Counseling (SG/SAC)
PSYC 0601	Psychological Theories and Practices in Career Development (SG)
PSYC 0635	Crisis Interventions in Schools and Communities (SAC)

Tips for Selecting a Pre-Practicum or Practicum Site in School Counseling

Many factors will influence your selection of a site. Some student use their pre-practicum sites to gain experience in an elementary school, but then plan to do their practicum in a high school, or vice-versa. Others hope to have a highly positive experience during their pre-practicum, and continue at the same level for their practicum. The following guidelines may help you find the right site for you:

1. Consider the type of exposure and experience you would like to gain from your practicum (e.g., level of school, population, size of school, rural vs. urban vs. suburban, etc.).
2. Westfield State has experience placing students throughout the area. Ask your advisor for suggestions.
3. Type a resume detailing your relevant professional and academic experience. The WSU Career center can help you with this. You will need to prepare for this eventually anyway, so it doesn't hurt to start early.
4. Call a School Counselor or the Director of School Counseling in a school that has been recommended to you. Schedule an appointment "to talk briefly about school counseling in their school and the possibility of placement."

5. Make sure you bring the following to the interview: copy of your resume, the pre-practicum contract (**Appendix F**), the description of Westfield State University School Counseling Program, and a self-addressed, stamped envelope. If the interview leads you to believe that this would **not** be a good site for you, do not bring out these forms for signing. Thank the person for his/her time and let him/her know you are looking at several sites.
6. If the interview leads you to believe the site **would** be a good fit for you, give the potential supervisor the description of the requirements and the contract. Complete the contract together and then, if possible, bring it together to the principal's office. If the principal is not in or is busy, ask the potential supervisor to have the principal sign it. Make sure you arrange for a follow up, if the principal is unavailable.
7. **AS SOON AS YOU HAVE A SIGNED COPY OF YOUR CONTRACT** (with all required signatures), give a copy to the Westfield State University School Counseling Advisor, and mail a copy to the School Counselor at the school.

Remember: Your interactions with school personnel have the potential to influence not only your professional future, but may also influence Westfield State's future relationship with the school. Please, be prompt, dress and act professionally and be sure to thank everyone for his/her time.

Pre-Practicum Evaluations

Each cooperating practitioner, i.e. on-site supervisor, must complete a brief evaluation of the pre-practicum experience using the form provided in **Appendix G**. Return this form (one for each pre-practicum experience) to the Westfield State University School Counseling Advisor. Also place a copy in your Professional Portfolio.

PRACTICUM FIELD EXPERIENCE

Purpose of Practicum

The practicum experience represents the culmination of your school counseling training. During your practicum you will assume the role of professional school counselor in-training and will provide clinical services at an approved school. You will have the opportunity to test the academic course work and formal training received thus far and apply the theories, techniques, and procedures you have learned with students under close supervision.

Practicum Planning Process

It is important that students are matched to a practicum setting that is a good fit. In order to accomplish this, considerable planning must be completed by the student before the student begins their practicum.

The practicum experience must provide the student with opportunities to engage in school counseling services, roles, and functions. In addition, students are expected to fulfill this requirement in a variety of settings.

Once the practicum site has been located by the student, a Westfield State University representative will evaluate the appropriateness of the school and supervision prior to the student beginning the practicum experience.

School Support Statement: There are instances when a student is employed by a school district and requests to complete his or her practicum at his or her place of employment. It is imperative that students in the School Counseling Program at Westfield State University have the approval and support of their school colleagues and supervisors when completing the required hours of practicum field experience in the school or district that is also their current place of employment. The University acknowledges the wonderful opportunity the school or district is providing by allowing our student to complete their practicum at the school-site but recognizes the potential for a conflict of interest situation for the student. In order to reduce this possibility, this support is vital to the successful completion of the student's program.

It is the responsibility of the student in the School Counseling Program to obtain approval and support from the appropriate direct supervisor *and* their building Principal by completing the School Support Statement Form (**A (School Guidance see Appendix M and School Adjustment see Appendix N)**). Part of this responsibility is to discuss the scope of the practicum requirements and responsibilities and to resolve any and all barriers that may possibly impact the successful completion of the required 450 School-Guidance-Counseling-specific practicum

hours or the required 900 School-Adjustment-Counseling-specific practicum hours, as well as the impact on their professional obligations to the school. This approval must be obtained *prior* to the start of the practicum. The student will not be allowed to begin their practicum without the return of this completed statement.

While the student is at the school satisfying their required practicum experience he or she is restricted to fulfilling the duties and responsibilities that are directly that of a Professional School Counselor. The student is barred from engaging in duties and responsibilities related to their position of employment.

The Westfield State University practicum supervisor will meet with the site supervisor and/or the building Principal after the student has formally obtained approval and support prior to endorsing the site for practicum completion.

What follows is a step-by-step process for students to follow in identifying and securing a practicum.

1. Complete *Practicum Eligibility Form (Appendix H)*. Your completion of this form will assist in clarifying your needs and goals for the practicum. The accompanying materials to go with this form are: current academic transcript (non-official) and proof of an active Professional Liability Insurance Policy.
2. Meet with your faculty advisor: Schedule a meeting with your faculty advisor to turn in your practicum eligibility form and discuss possible practicum sites. This meeting should occur one semester before you start your practicum.
3. Complete the *School Counseling & Mental Health Practicum & Internship Form (Appendix I)* and return to DGCE office.
4. Research and develop a list of potential practicum sites. It is the student's responsibility to contact and secure a school practicum site. All sites must allow for either video or audio taping your work with students, or alternative arrangements to secure such evidence must be made.
5. Contact potential practicum sites. Once you have identified several practicum sites, it is recommended that you begin scheduling on-site appointments in the semester prior to your practicum.
6. Interview guidelines. Once an interview has been scheduled, a copy of necessary paperwork (#7) and a resume should be brought to your interview. Clarify that supervision will need to be provided by a licensed school guidance counselor (for those seeking SG licensure) or a licensed school adjustment counselor (for those seeking SAC licensure) with Professional License status or a minimum of three years of service in this role.
7. Securing the practicum setting and experience. In order to secure your practicum site, please return the following information to your advisor: a) *Practicum Agreement Form (Appendix J)*; b) *Licensure and Voucher Information Form (Appendix L)*; c) *School Guidance Counseling Contract (Appendix K for SG only)*.

Practicum

Important: All students are required to register for PSYC 0691, PSYC 0692, or PSYC 0689 during their practicum. Class will convene at Westfield State University one evening per week during your experience.

For School Guidance candidates, a total of 8 semester hours is devoted to this degree requirement. The school placement will allow you to work as a school guidance counselor across two semesters in order to get a full school year's experience. In this arrangement, students register for 4 credit hours in the fall and 4 credit hours in the spring.

For School Adjustment candidates, a total of 12 semester hours is devoted to this degree requirement. The school placement will allow you to work as a school adjustment counselor across two semesters in order to get a full school year's experience. In this arrangement, students register for 6 credit hours in the fall and 6 credit hours in the spring.

Candidates must complete practicum across two semesters in the School Counseling programs. The Massachusetts Department of Elementary and Secondary Education (ESE) requires that field-based experiences cover a range of time periods within the school year (603 CMR 7.02 Definitions). It is the ESE's intent for candidates to have field-based experiences that span the full school year, to better prepare individuals to be effective beginning in their first year of employment. This will enable educators to demonstrate acquisition of the Professional Standards for Teachers, and give them the opportunity to participate in the opening and closing of the school and all events that occur during a school year. Experiences should include working with diverse student learners, including English language learners, in a variety of settings.

You are responsible for the following during your practicum experience.

1. You will follow the ACA Code of Ethics (**Appendix M**) and the ASCA Code of Ethics (**Appendix N**)
2. You will complete a weekly log (**Appendix O**).
3. You will participate in a Mid-Semester performance Evaluation (**Appendix P** for School Guidance and **Appendix Q** for School Adjustment).
4. You will complete an assessment of your experience at the conclusion of your practicum (**Appendix R**).
5. A final evaluation of your field experience will be completed by your site supervisor and discussed with you (**Appendix P** for School Guidance and **Appendix Q** for School Adjustment).
6. The University supervisor should be present for this meeting. Be prepared to finish **Appendix P-3** at this meeting.

Any questions regarding credentialing can be directed to your program advisor or Barbara Lucas, the Westfield State University Credentialing and Placement Officer, in Parenzo Hall, Room 226. She can be contacted at 413-572-8036 or by e-mail at blucas@westfield.ma.edu.

POLICIES

Absence Due To Religious Beliefs (Chapter 151C, 2B)

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing him/herself to the provisions of this section of the Massachusetts General Laws.

Registration for Courses

Current and accurate information about courses and enrollment are available on the university web site: <http://www.westfield.ma.edu/offices-services/graduate-continuing-education/>. The schedule of courses is available in catalog form several weeks prior to the start of a semester. Special registration time is set aside for matriculated students. The catalog is mailed to students who have taken classes within the last three semesters. Once you begin to take classes, the catalog will arrive directly at your home address during the academic year.

The registration form is included in each semester's course catalog book and is also available in the office and on our website. Payment is expected at time of registration. The office accepts MasterCard, VISA, Discover, personal check, money order, or traveler's checks. Students are offered the opportunity to register through the mail within specified dates (paying with check or MasterCard, VISA, Discover). Accompanied by credit card information, and subject to availability of seats, faxed registrations will be honored, as well. Our fax number is 413-572-5227. You may also register by telephone during a specified time period with MasterCard/VISA only (see semester catalog for the telephone registration number and hours for this service). The dates for registration are available in each semester's catalog.

IT IS IMPERATIVE THAT STUDENTS REGISTER FOR EACH COURSE LISTED ON THEIR COHORT PLAN. ANY CHANGES MUST BE DISCUSSED WITH THE PROGRAM DIRECTOR.

Course Cancellations

Graduate courses are funded solely by student fees and tuition. Unfortunately, each semester there are courses in which enrollments are not sufficient to compensate faculty. These courses are canceled at the discretion of the Dean. To allow students time to enroll in other courses, decisions to cancel are made on the basis of the number of enrollments prior to the start of classes. Therefore, students are urged to **register early** in order to give an accurate assessment of the number of students who want to enroll in each course. Students affected by course cancellations will be notified by phone or mail. Students not wishing to enroll in an alternative course will receive a full refund as

soon as it can be processed. Please note that matriculated students are given the opportunity to register early, prior to the registration of all other students. It is to your benefit, therefore, to be matriculated (formally accepted into a degree program) as soon as possible. The cohort program is designed to minimize or negate course cancellations. However, should your course be cancelled you should consult with the Program Director about adjustments which can keep you on schedule for graduation.

Course Descriptions

Course descriptions can be found in the WSU Graduate Catalog. The most current Graduate Catalog is available online at <http://catalog.westfield.ma.edu>. Should you need copies of course descriptions not found in the Graduate Catalog, you may send a written request or complete the transcript/course description request form, noting the specific course descriptions needed and dates the courses were taken, if applicable. Please allow five working days for processing.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal statute which gives you permission to review your records and offers you the possibility of correcting errors which you may discover. Matriculated students who wish to view their files must complete a written request and allow two working days' notice.

The university, according to the Act, may make public "Directory Information" about you, (e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and the most previous educational agency or institution) *unless you specifically request in writing that your prior consent be obtained*. A request made by students to suppress from public distribution the above mentioned information is to be made in writing annually to the Office of Graduate & Continuing Education not later than October 1 of each academic year.

Health Insurance Requirements

Chapter 15A of the Massachusetts General Laws mandates that every full or three-quarter time student in a public or private institution of higher education shall participate in a qualifying student health insurance program. **You may waive this insurance coverage if you certify on the waiver form that you have comparable coverage.**

Please be aware that effective with the Fall 2009 semester, all students enrolled in three-quarter time coursework (6.75 or more credits for Post-bac. and graduate) and who do not wish to purchase a health plan through the university, must provide proof of medical insurance coverage by posting this information via the web. We no longer accept this information on paper. In order to avoid being assessed a state-mandated insurance charge you must waive the fee by entering your medical insurance information online at <http://www.universityhealthplans.com> through the electronic waiver form.

From the main screen, please do the following:

- Select Westfield State University
- Then click on the "Waiver Form" link (on the left) to continue the waiver process

Immunization Requirement

Massachusetts Law (Chapter 76-Section 15 C) requires that all full-time university students (12 credits undergraduate and 9 credits post-baccalaureate and graduate students, per semester) present evidence that they are immunized against measles, mumps, rubella, diphtheria, and tetanus in order to register for classes. Tetanus/Diphtheria must be within 10 years; Measles, Mumps, Rubella, initial immunization at the age of 12 months or older and after 1968, and date must include month, day, and year to be valid. If there is a question of immunization status according to the above information, please update your immunizations.

Three doses of Hepatitis B vaccine are required for all full-time freshmen and all Health Science students, undergraduate and graduate. Westfield State University considers students matriculated in Movement Science and Criminal Justice programs, as well as students in teacher training programs, to be in the at-risk population, and requires the same immunizations as Health Science students. Please have the Immunization Form (available in the office or on the back of the Fall and Spring registration forms) completed by your physician and submitted to the Division of Graduate and Continuing Education before registering. In lieu of the immunization verification form, copies of medical records with

dates may be submitted, documenting vaccination and/or immunity. If the immunization paperwork is not received within thirty (30) days of the start of classes, you will be dropped from all classes.

Student ID Card

All Westfield State University students should have a bar-coded Student ID card. Your student ID is required to borrow materials from the library and print on campus. Taken during registration periods and the first three weeks of classes, the picture ID will be taken in the Wilson Hall Lounge area. The picture ID will cost \$10.00 and will be used throughout your academic career at Westfield. Replacement cards cost \$30.00. For more information, please see the policies section at <http://www.westfield.ma.edu/academics/continuing-education-massachusetts/policies-for-graduate-continuing-education> .

Parking Privileges

Parking decals are required and are only sold online at <http://buymypermit.com/wsu/>. Use your student ID as your account number. You must purchase your decal with either a credit or debit card. Your decal will be mailed to your home address. No decals will be sold on campus. Vehicles without parking decals will be ticketed. For more information regarding campus parking, please visit the Parking Clerk's webpage at <http://www.westfield.ma.edu/offices/parking-clerk>. If you have difficulty logging into the permit website, please send an e-mail with your name and student ID number to kmorgan@westfield.ma.edu.

PVTA / Ridership Pass

As a member of the WSU community, all faculty, staff, and students can access the R-10 shuttle (R-10s), and R-10 and B-23 routes on the Pioneer Valley Transit Authority (PVTA) for free by showing a current ID card. To access this privilege, students must have an active sticker on their ID card. Stickers are available at the Campus Card Office in Wilson Hall.

The R-10 route rides back and forth between Springfield to Westfield Center making stops along Route 20. The new R-10s runs between Westfield Center and the University. The B-23 route runs between Holyoke and Westfield along Routes 10 and 202. Schedules are subject to change so make sure to check the new times and routes by looking at the most up-to-date information. Schedules for these routes including times and stop locations can be found on the PVTA website at www.pvta.com.

In addition to the free routes above, students and staff may purchase a full-ridership pass which will allow you to take any route that PVTA offers, throughout the Pioneer Valley, by using the pass and your valid University ID card. The regular rate for a monthly pass (31-days) would cost \$45 through PVTA but PVTA offers passes for \$40 through our Campus Center Service Window (\$5 discount). Students also get help from the Student Government Association (\$15 subsidy) so that you can buy a 31-day pass for just \$25. Full-ridership passes are on sale at the Ely Campus Center Service Window.

Physically Challenged and Mobility Challenged Students

Physically and mobility challenged students should contact the Division of Graduate and Continuing Education in advance of the term in order to receive assistance in avoiding or solving any problems they may have with regard to parking, entering buildings, reaching classrooms, or seating arrangements within classrooms. At the time of publication of this catalog, elevators and access renovations have not yet been completed for the floors above the first in Ely Hall. The first floor of Ely and the library stacks are accessible to wheelchair users.

Non-Discrimination & Affirmative Action Policy

Westfield State University, both as an employer and as an educational system, is committed to providing a learning, working and living environment for all its students, employees and other members of the University Community which values the diverse backgrounds of all people. The University is committed to assuring that the Westfield State experience is one which challenges, empowers, supports and prepares people to live in, work in, and value our increasingly global and diverse world. Westfield State is committed to a policy of affirmative action in its educational programs, activities and employment practices. These commitments are actively pursued in all aspects of both campus and community relationships.

The University maintains and promotes a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status or national origin. This policy incorporates by reference and where applicable, the requirements of Federal Executive Orders 11246 and 11375 as amended; and the Civil Rights Act of 1988; the Civil Rights Act of 1991; Title IX of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Higher Education Coordinating Council, the Board of Trustees of Westfield State College, and other applicable local, state and federal statutes.

Policy against Racism

The Massachusetts State Universities have established a policy of unequivocal prohibition of all forms of racism within the nine University communities. This policy prohibits racism, anti-Semitism and ethnic or cultural intolerance. The policy prescribes all conditions and all actions or omissions including all acts of verbal harassment or abuse, which deny or have the effect of denying to anyone his/her rights to equality, dignity and security on the basis of his/her race, color, ethnicity, culture or religion. The policy reaffirms the doctrine of civility, appreciation for cultural/racial pluralism and the pre-eminence of individual human dignity as preconditions to the achievement of an academic community which recognizes and utilizes the resources of all persons.

Whenever it has been properly determined that a racial incident has occurred, the University will take prompt and corrective action including appropriate disciplinary action. In determining whether the alleged conduct constitutes racism, the University will look at the entire record and the circumstances, such as the nature of the conduct and the context in which the alleged incident occurred and will make a decision on a case-by-case basis. The University is committed to promoting, to the greatest degree possible, an environment free from racism. Any member of the University community who believes that she/he has been a victim of racism may initiate the informal claim or formal complaint procedures as outlined in the University's Discrimination Complaint Procedures.

Sexual Harassment Policy

Westfield State University does not tolerate sexual harassment. Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature that has the effect of interfering with student employment, academic or other status, of creating an intimidating, hostile or offensive environment. It is a form of sex discrimination that was made illegal by Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 as amended, and under Chapters 151B and 151C of the Massachusetts General Laws.

Any member of the University community who believes she/he has been a victim of sexual harassment may initiate informal or formal complaint procedures as outlined in the University's Discrimination Complaint Procedures. Full text of the current Sexual Harassment Policy is available in the Graduate and Continuing Education Office, the Equal Employment Office, within the Student Handbook and on the University's website <http://www.westfield.ma.edu/sexual-violence>. Further information or advice may be obtained by contacting the Dean of the Division of Graduate and Continuing Education at 413-572-8035.

Smoking Law

Westfield State University is a Smoke/Tobacco Free Campus. State law prohibits smoking on any University property including buildings, grounds, walkways, parking lots, wooded areas and all other property owned or operated by the University. The only exception to this prohibition is that the smoking of cigarettes only may be allowed in designated areas approved by the University President and marked by appropriate signage.

Appendix A

**Westfield State University
GRADUATE PROGRAM OF STUDY
SCHOOL GUIDANCE COUNSELING
Master of Arts Psychology**

The following procedures and policies must be followed before the Program of Study is considered acceptable toward the Master's Degree. This form must be typed or printed clearly.

1. The Program of Study form is designed with the assistance of an advisor after you are accepted into the Graduate Program. After the study plan is completed it must be signed by a) the advisor, b) the Department Chairperson, c) the Dean of Graduate Studies, and d) the student.
2. Any changes in the original program must have the approval of the advisor and confirmation of the action by the Department Chairperson and by the Dean of Graduate Studies.
3. The Program of Study is developed in adherence to the following policies:
 - a. Students are expected to complete their degree requirements within seven (7) years from the date of the first course credited toward their degree, including transfer credits from other regionally accredited institutions. No credit will be given for a course older than 7 years at time of graduation.
 - b. No more than six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master's Degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree.
 - c. No more than nine (9) semester-hours credit taken at Westfield State University prior to matriculation may be applied toward the degree. Once (6) semester hours have been earned, a Pending Application Waiver must be submitted and approved prior to registering for (3) additional credits. All such credits must be appropriate to your Program of Study and must be approved by your advisor.
 - d. A Program of Study is designed in consultation with an advisor in accordance with the requirements for a degree in a specific concentration. The advisor is not responsible for his/her advisee's meeting Graduate Division regulations and deadlines. You are personally responsible for knowing and following all University rules and regulations.
4. Academic Integrity - Students in the graduate program are expected to have a high standard of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication (see Graduate Catalog).
5. Dispositional Assessment - Candidates will be subject to an ongoing dispositional assessment as described in the Graduate Catalog.

NAME: _____ DATE: _____
ADDRESS: _____ HOME PHONE: _____
_____ CELL/WORK PHONE: _____
TITLE OF DEGREE: M.A. Psychology
AREA OF CONCENTRATION: School Guidance Counseling
DEPARTMENT: Graduate Psychology ADVISOR: Maria C. Letasz

I understand that I must complete all program requirements within seven years.

Student's Signature _____ Date _____
Advisor's Signature _____ Date _____
Department Chairperson's Signature _____ Date _____
Graduate Dean.'s Signature _____ Date _____

Required Courses (40 credits)

		Semester/Year	Grade
PSYC 0591/2	Pre-Practicum in School Guidance PreK-8 <u>or</u> 5-12 (1)		
PSYC 0522	Theories of Counseling (3) **		
PSYC 0523	Counseling Basics (3)		
PSYC 0555	Special Topics in School Counseling (3)		
PSYC 0601	Psychological Theories & Practice in Career Development (3) **		
PSYC 0605	Psychopathology: Diag. & Treatment of Children & Adolescents (3)		
PSYC 0610	Principles and Practice of Psychology Testing (3) **		
PSYC 0613	Principles and Practice of School Counseling (3) **		
PSYC 0620	Dynamics of Group Counseling (3)		
PSYC 0621	Basic and Applied Research (3)		
PSYC 0623	Advanced Counseling (3)		
PSYC 0630	Advanced Developmental Psychology (3)		
PSYC 0635	Crisis Intervention in Schools & Communities (3)		
PSYC 0645	Counseling Diverse Populations (3)		

Practicum Requirements (8 credits – 450 hours)

PSYC 0691	Practicum in School Guidance Counseling, PreK-8 (4-8 credits)	OR	Fall	
PSYC 0692	Practicum in School Guidance Counseling, 5-12 (4-8 credits)		Spring	

ELECTIVES (12 Credits chosen under advisement)

Course #, Title, and # of Credits	Semester Taken	Approved by	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Pre-Practicum Hours for Licensure are included in the following courses: **(60 total hours)

- PSYC 0522 Theories of Counseling **(15 hours, including 5hs in diverse settings)**
- PSCY 0601 Psychological Theories and Practices in Career Development **(15 hours, including 5hs in diverse settings)**
- PSYC 0610 Principles and Practices of Psychological Testing **(15 hours, including 5hs in diverse settings)**
- PSYC 0613 Principles and Practices of School Guidance **(15 hours, including 5hs in diverse settings)**

A Professional Portfolio is passed.

Courses Accepted in Transfer must be taken before matriculation with a grade of B or better (official transcripts & course descriptions required)

1.

Title and Course #	Institution	# of Sem. Hrs.	Year	Grade
_____	_____	_____	_____	_____
2.

Title and Course #	Institution	# of Sem. Hrs.	Year	Grade
_____	_____	_____	_____	_____

CHANGE IN PROGRAM

ORIGINAL Course # and Title	New Course # and Title	Approved by	Date
_____	_____	_____	_____
_____	_____	_____	_____

Appendix B

**Westfield State University
GRADUATE PROGRAM OF STUDY
SCHOOL ADJUSTMENT COUNSELING
Master of Arts Psychology**

The following procedures and policies must be followed before the Program of Study is considered acceptable toward the Master's Degree. This form must be typed or printed clearly.

1. The Program of Study form is designed with the assistance of an advisor after you are accepted into the Graduate Program. After the study plan is completed it must be signed by a) the advisor, b) the Department Chairperson, c) the Dean of Graduate Studies, and d) the student.
2. Any changes in the original program must have the approval of the advisor and confirmation of the action by the Department Chairperson and by the Dean of Graduate Studies.
3. The Program of Study is developed in adherence to the following policies:
 - a. Students are expected to complete their degree requirements within seven (7) years from the date of the first course credited toward their degree, including transfer credits from other regionally accredited institutions. No credit will be given for a course older than 7 years at time of graduation.
 - b. No more than six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master's Degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree.
 - c. No more than nine (9) semester-hours credit taken at Westfield State University prior to matriculation may be applied toward the degree. Once (6) semester hours have been earned, a Pending Application Waiver must be submitted and approved prior to registering for (3) additional credits. All such credits must be appropriate to your Program of Study and must be approved by your advisor.
 - d. A Program of Study is designed in consultation with an advisor in accordance with the requirements for a degree in a specific concentration. The advisor is not responsible for his/her advisee's meeting Graduate Division regulations and deadlines. You are personally responsible for knowing and following all University rules and regulations.
6. Academic Integrity - Students in the graduate program are expected to have a high standard of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication. (see Graduate Catalog).
7. Dispositional Assessment - Candidates will be subject to an ongoing dispositional assessment as described in the Graduate Catalog.

NAME: _____ DATE: _____
ADDRESS: _____ HOME PHONE: _____
_____ CELL/WORK PHONE: _____
TITLE OF DEGREE: M.A. Psychology
AREA OF CONCENTRATION: School Adjustment Counseling
DEPARTMENT: Graduate Psychology ADVISOR: Maria C. Letasz

I understand that I must complete all program requirements within seven years.

Student's Signature _____ Date _____
Advisor's Signature _____ Date _____
Department Chairperson's Signature _____ Date _____
Graduate Dean's Signature _____ Date _____

Required Courses (48 credits)

		Semester/Year	Grade
PSYC 0593	Pre-Internship in School Guidance (1)		
PSYC 0522	Theories of Counseling (3) **		
PSYC 0524	Counseling Basics w/Supervision (4)		
PSYC 0555	Special Topics in School Counseling (3)		
PSYC 0605	Psychopathology: Diag. & Treatment of Children & Adolescents (3)		
PSYC 0610	Principles and Practice of Psychology Testing (3) **		
PSYC 0613	Principles and Practice of School Counseling (3) **		
PSYC 0615	Psychopathology: Diag. & Treatment of Adults (3)		
PSYC 0620	Dynamics of Group Counseling (3)		
PSYC 0621	Basic and Applied Research (3)		
PSYC 0624	Advanced Counseling w/Supervision (4)		
PSYC 0630	Advanced Developmental Psychology (3)		
PSYC 0635	Crisis Intervention In Schools & Communities (3) **		
PSYC 0641	Ethics & Standards in the Mental Health Profession (3)		
PSYC 0645	Counseling Diverse Populations (3)		
CRJU 0601	Juvenile Justice (3)		

Practicum Requirements (12 credits – 900 hours)

PSYC 0689	Internship in School Adjustment Counseling I	Fall	
PSYC 0689	Internship in School Adjustment Counseling II	Spring	

**Pre-Practicum Hours for Licensure are included in the following courses: (60 total hours)

- PSYC 0522 Theories of Counseling (15 hours, including 5hs in diverse settings)
- PSYC 0610 Principles and Practices of Psychological Testing (15 hours, including 5hs in diverse settings)
- PSYC 0613 Principles and Practices of School Guidance (15 hours, including 5hs in diverse settings)
- PSYC 0635 Crisis Intervention in Schools & Communities (15 hours, including 5hs in diverse settings)

A Professional Portfolio is passed.

Courses Accepted in Transfer must be taken before matriculation with a grade of B or better (official transcripts & course descriptions required)

1.

Title and Course # Grade	Institution	# of Sem. Hrs.	Year

2.

Title and Course # Grade	Institution	# of Sem. Hrs.	Year

CHANGE IN PROGRAM

ORIGINAL Course # and Title Date	New Course # and Title	Approved by

Appendix C

Academic Honesty Policy

PURPOSE

The purpose of the Academic Honesty Policy is to provide a clear statement of expectations on academic integrity and a fair process to handle alleged violations.

POLICY

1. Underlying Principles

A. Academic honesty, a necessary foundation of a learning community, is expected of all members of the university community. Academic freedom depends on honesty and integrity. The university makes academic integrity a priority and the administration must provide support services to address issues of academic honesty.

B. Maintaining the standards of academic honesty requires the mutual cooperation of all members of the campus community. Both students and faculty/librarians are called upon to promote the pursuit of truth and learning, and respect for the intellectual accomplishment of others. Students are responsible for understanding the principles of academic integrity and for the academic integrity of all work submitted for credit. All members of the academic community also are expected to report incidents of academic dishonesty to the faculty member teaching the course or the department chair. In addition to the entire community's responsibility, faculty will promote academic integrity through clear expectations on syllabi for homework, collaborative assignments, research papers, exams, use of the internet, and so on. If any member of the academic community finds evidence of academic dishonesty, she/he is expected to report it promptly (see process and deadlines below).

C. Violations of the Academic Honesty Policy are unacceptable and are subject to academic penalties, including reduced grade, failure of the course, and suspension or dismissal from the university.

D. Violations of academic honesty include, but are not limited to, cheating on examinations, plagiarism, submission of papers for credit in two or more courses, interference with the ability of other students to make use of permitted course materials, facilitating academic dishonesty, engaging in research on human or animal subjects without permission from the appropriate campus committee, and failure to report academic dishonesty.

E. Once a student has been charged with a violation of this policy, the student's status will continue until the conclusion of Academic Honesty proceedings, but no degree will be awarded until the matter is resolved. Withdrawal from the course may not be used to avoid a formal charge of academic dishonesty.

F. Parties involved in this process, including the student, faculty member, department chair, appropriate dean, vice president for academic affairs, and the academic honesty committee shall maintain strict confidentiality during and after this process.

2. Violations

A. Cheating on Examinations

- Violations of academic honesty with regard to examinations consist of the following:
- Receiving assistance or assisting others while the examination is in progress.
- Obtaining or attempting to obtain prior to an examination, copies of the examination or the questions to appear on the examination.
- Disseminating any written or verbal information regarding the contents of an examination to students who have not yet completed or taken the examination.
- Using or consulting any unauthorized information, such as notes or books, during an examination.

B. Plagiarism

Plagiarism is the act of presenting the intellectual work of others (works, ideas, artwork, computer programming code, etc.) as if it were one's own work. Some common forms of plagiarism are submitting someone else's paper as one's own, copying a passage from another source without citing the source, and expressing a published idea of theory in different words without crediting the source of the idea. Plagiarism constitutes intellectual dishonesty and a theft of intellectual property. Plagiarism is the most serious charge in academia, for it undermines the integrity of academic inquiry and scholarship. All scholars — faculty, librarians, and students alike — are to be held to the same standards. Issues of plagiarism may be subtle; therefore, students are encouraged to discuss any questions they have with the faculty member teaching the course and other support services on campus.

C. Fabrication

A student may not fabricate – that is, falsify or invent – information or citation in an academic assignment. This includes information used in laboratory experiments or reports, and reproduction of a quote from a book review or other secondary source while indicating that the quotation was obtained from the book itself.

D. Multiple Submissions of a Single Paper

A student may not submit the same paper, presentation, or other work for credit in more than one course without prior written consent from the instructors of the courses involved.

E. Interference with Use of Materials

A student may not interfere with the ability of other students to make use of permitted course materials. This includes denying others access to scholarly resources or deliberately interfering with the progress of another student or scholar such as by giving false or misleading information, making library materials unavailable by stealing or defacing books or journals, deliberately misplacing or destroying reserve materials, or altering computer files that belong to another.

F. Facilitating Academic Dishonesty

A student may not knowingly or negligently allow their work to be used by another student or otherwise help others violate any aspect of the Academic Honesty Policy. Students who help others in this way are guilty of academic dishonesty even if they do not personally benefit from the dishonest act.

G. Improper use of Human and Animal Subjects

Research involving human beings requires review and approval of the Institutional Review Board (IRB) for the Protection of Human Subjects. Such research requires informed written consent. Students and faculty engaged in research involving animals requires review and approval by the Institutional Animal Care and Use Committee (IACUC).

H. Failure to Report Academic Dishonesty

Failing to report incidents of academic dishonesty to the faculty member teaching the course or the department chair is an example of academic dishonesty and is liable to the same sanctions.

3. Recommended Syllabus Text

It is recommended that instructors discuss academic honesty on the first day of class, and that they include the following text in their syllabus:

Academic honesty is expected of all members of the academic community. Academic dishonesty includes cheating on examinations, plagiarism, fabrication, multiple submissions of a single paper, interference with use of materials, facilitating academic dishonesty, improper use of human and animal subjects, and failure to report incidents of academic dishonesty. Violations may result in failure of the assignment, failure of the course, or suspension or dismissal from the university.

4. Establishment and Role of the Academic Honesty Committee

A. The Academic Honesty Committee (AHC) will be comprised of four (4) faculty members/librarians and one (1) student member. Faculty members/librarians shall be selected or appointed by the MSCA. It is recommended that no more than one faculty member/librarian from a department serve on the AHC. The student member will be selected by SGA.

B. The AHC is charged with evaluating evidence, determining responsibility, considering mitigating circumstances, and deciding sanctions. All evidence and deliberations before the AHC are confidential.

5. Process for Charges of Academic Dishonesty

- Faculty members are encouraged to seek an informal resolution of the violation with the student within fifteen (15) business days from the discovery of the violation.
- The faculty member will notify the student of the alleged violation within five (5) business days of the discovery and offer the student a reasonable opportunity to discuss the issue before taking any action. This notification may be by campus mail or email. The notification should include documentation of the date of discovery and set a deadline for the student to meet with the faculty member. This deadline should be no fewer than five (5) and no more than ten (10) business days from the notification. Either the student or the faculty member may invite the department chair to attend the meeting, but neither is required to do so.
- Withdrawal from the course may not be used to avoid a formal charge of academic dishonesty.
- If the faculty member and the student agree during their discussions that the violation does not rise to the level of a formal charge of Academic Dishonesty, the matter is ended in an informal resolution. Such a resolution could include repeating the assignment, completing additional work, a grade penalty for the assignment or the course, or some other settlement.
- If the faculty member and the student agree that academic dishonesty did occur, the student will sign the form included at the end of this policy that admits the violation of the policy. The form will be filed with the Dean who will maintain all such records.
- If the student and faculty member cannot agree, the faculty member must file a formal charge of academic dishonesty with the Dean within fifteen (15) business days from the date the student and faculty member reached an impasse, which sets in motion the hearing process. The faculty member may not issue sanctions (see Sanctions below) without admission of a violation by the student or the resolution of formal charges. Included in the charges will be a letter of explanation and all case materials that document or led to the charges.
- The Dean will schedule a hearing to take place within fifteen (15) business days of the formal filing of the charge. If the charge occurs with fewer than twenty-one (21) calendar days remaining before the final day of classes in the academic semester, the case may be carried over to the next semester. No hearings will be held between June 1 and August 31, or between the Fall and Spring semesters. At any point in the process the student may admit the violation as charged, or the faculty member may withdraw the charges.
- The student charged will receive notification from the Dean of the date, time and place of the hearing; the source and nature of the charge; a list of the Academic Honesty Committee members; and the possible sanctions. Evidence to be submitted at the hearing by the faculty member bringing the charge must be available at least five (5) business days prior to the hearing for review by the student in the Office of Academic Affairs.
- At the hearing, at least four (4) members of the committee, including the student member, must be present to establish a quorum. The hearing will be a closed meeting, and may be attended by the hearing committee, the faculty member, the student charged, and the Dean. The student and faculty member may each be accompanied by one (1) person; said person(s) may not be present as formal legal representation or participate in the process in any way. If the student charged or the faculty member making the charge chooses not to participate, the hearing will proceed as scheduled.

- The Dean will convene the hearing. The charge will be presented, along with relevant evidence and witnesses. The student has an opportunity to respond to the charge and present evidence, in which case, the faculty member making the charge and the hearing committee may question the student at the conclusion of his or her presentation. The hearing will conclude with closing statements by the faculty member bringing the charge and then by the student charged.
- Immediately following the hearing, the AHC will meet privately to deliberate and to determine the outcome by a majority vote through secret ballot. Committee members may not abstain from voting. Once the finding is reached, the AHC will then decide the sanction appropriate to the case. The Dean will mail written notification of the decision and any sanction within five (5) business days to the student and the faculty member involved. The finding of the Committee with regard to the question of academic honesty is final.
- Appeals may be based only on procedural error or sanction imposed, and they must be filed within five (5) business days of the notification of the decision. The appeal must be in writing and submitted to the Vice President for Academic Affairs for adjudication.

6. Sanctions

Recommended minimum sanctions after an admission or finding of academic dishonesty follow. Committee members are urged to take into account the seriousness of the offense and to seek the recommendation of the faculty member making the charge.

1. First Offense: failure of the course or suspension from the university.
2. Second Offense: suspension or dismissal from the university.

If a student receives a grade sanction for the course because of an admission or finding of academic dishonesty, he or she may repeat that course but the grade substitution policy will not apply. The grade submitted for the course in question will continue to be counted in the student's cumulative grade point average.

No sanctions will be imposed until all aspects of the case are concluded.

7. Official Records

The Office of Academic Affairs will maintain official records of disciplinary action. Records will not be released to individuals outside the university except by the written authorization of the student involved or under the conditions specified in the Family Educational Rights and Privacy Act (FERPA). Access to the official records of disciplinary action must be authorized by the Vice President of Academic Affairs, or the Dean of Undergraduate Studies or Graduate and Continuing Education.

REVIEW

This policy will be reviewed bi-annually by the Vice President of Academic Affairs.

Appendix D

Counselor Trainee Dispositional Assessment and Behavior Policy

The M. A. Psychology candidate is expected to exhibit integrity, honesty, responsibility, and appropriate professional boundaries. It is expected that the candidate will adhere to professional and ethical guidelines. Development of professionalism is the candidate's responsibility. It is the responsibility of the Graduate Committee in Psychology to monitor and assess this development.

Each academic semester (Fall / Spring) course instructors and supervisors will be asked to complete a Dispositional Assessment (**Appendix D-2**) of all counselor trainees. Dispositional Assessments are forwarded to the student's faculty advisor for review and placement in the student's permanent file.

Dispositional Assessment

Candidates will be subject to an ongoing dispositional assessment coordinated by the faculty advisor in collaboration with cooperating course instructors, faculty supervisors, and site supervisors. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement, or graduate with an M.A. Psychology degree, they must hold no unresolved "0" or "-1" scores in their dispositional record.

If a faculty member / site supervisor observes that Guideline(s) (**Appendix D-1**) are being violated, **it is the responsibility of the faculty member / site supervisor to informally offer feedback to the candidate that allows the candidate opportunity to resolve the matter without the involvement** of the program coordinator and Graduate Committee in Psychology.

Any candidate who fails to achieve and maintain a satisfactory level on the Dispositional Assessment will be subject to review by the Graduate Committee in Psychology who may determine that the candidate can proceed without intervention or may work with the candidate (or provide a designated faculty member to work with the candidate) on a remedial plan. The Graduate Committee in Psychology may also decide the candidate is not eligible to proceed academically or proceed to Field Placement. If a candidate's assessment displays "0" or "-1" scores, the Graduate Committee in Psychology may remove them from a Field Placement.

Candidate Exhibits Extreme Dispositional Behaviors

Whenever a candidate scores a negative one (-1) in any assessment category or where a candidate exhibits extreme behavior that has the potential to negatively impact or jeopardize the classroom, client, or field site, the candidate will be subject to immediate review and removal from the classroom, counseling task, or Field Placement in addition to other action. Such behaviors include, but are not limited to the following:

- Disruption in the classroom through negative or demeaning remarks or gestures, profanity, hostility, or insensitive remarks based on race, gender, or other group classifications.
- Unethical, immoral, or illegal behavior.
- Inappropriate deportment such as inebriation, substance use, sexual harassment, verbal, written or physical threats or abuse of colleagues, supervisors or students.
- Hostile, out-of-control, or emotionally erratic behavior.
- Antagonism toward others or blatant disregard for either program administration/supervision or field placement administration/supervision.

If a candidate fails to maintain a satisfactory assessment or exhibits behavior which is observed by or reported to a faculty advisor or faculty supervisor, the candidate will be afforded the opportunity to meet with the faculty advisor and/or supervisor for the purpose of reviewing the behavioral/dispositional assessment concerns. A remedial plan may be put in place by the faculty supervisor and cooperating practitioner with specific timetables for improvements in the behavior.

If the faculty advisor or supervisor determines that the behavior needs further review, the faculty advisor or supervisor may forward the complaint to the Graduate Committee in Psychology who will meet to review the matter

with the candidate and make decisions relative to the candidate's continued matriculation in the M.A. psychology program.

Process for Handling Concerns

Stage 1

A. If / when a faculty member or site supervisor determines that there is a concern about a particular student's professional behavior, she / he will first determine specifically which of the Guidelines for Professional Behavior (Appendix A) are in question.

B. This observation / feedback will be offered to the student informally (e.g., as comments on a paper being returned, in a phone call to the student, or in a face-to-face discussion with the student) with particular focus on suggestions for resolving the situation and a time frame in which to do this. The faculty member will also advise the student whether academic credit may be withheld for that semester (based on whether the requirements for the course can be or have been completed).

C. The faculty member must "log" this interaction (**Appendix D-3**), in detail, and should keep this information in his / her possession. The observation and feedback of the faculty member or site supervisor **remains a private matter between the student and faculty member / site supervisor unless it remains unresolved.**

Stage 2

A. If the situation is not resolved to the satisfaction of both the instructor / supervisor and student the faculty member will provide written notice (Appendix D) to the student that will include the following information:

- summary of the situation that raised the issue
- specific mention of the Guideline(s) at issue
- specific actions needed to remediate / resolve the issue
- a time frame for completing these actions

B. The faculty member is urged to present the student with this written notice (and offer the student the opportunity, again, to resolve the situation described above) prior to notifying the Dean or other relevant people involved with the student.

C. If, however, the student does not resolve the situation satisfactorily, the faculty member should then send a copy of this notice to the student, the student's Advisor, the Coordinator of the specific program reflected, the Dean, and the Graduate Committee in Psychology.

D. If the situation is not resolved after this step has been taken, the faculty member will submit a written request for a hearing (**Appendix D-4**) by the Graduate Committee in Psychology.

Stage 3 - Hearing

The situation is referred to the Graduate Committee in Psychology for further action when the faculty member submits a written request for a hearing.

NOTE: Certain behaviors may bring the immediate attention of the Graduate Committee in Psychology as well as possible immediate disenrollment, suspension, or other disciplinary action. Such actions of misconduct may include (but are not limited to):

- sexual misconduct
- violation of confidentiality
- threats or assault of any kind against a client, co-worker, classmate, instructor, supervisor, or supervisee
- claims of qualifications / expertise exceeding those possessed
- providing services beyond actual training / experience
- meeting the counselor's needs at the expense of the client
- engaging in actions construed as sexual harassment
- violation of the individual's rights and personal dignity

The Graduate Committee in Psychology will hear a case once the faculty member has submitted written documentation that describes the situation. A minimum of three (3) disinterested members on the Graduate Committee in Psychology and the Department Chair must be present for a hearing and decision process to take place.

Once a situation has been brought to the attention of the Graduate Committee in Psychology, no more than 2 weeks will lapse before the Graduate Committee in Psychology hears the case and offers its recommendations for further action to be taken.

Those present at the hearing, itself, will include:

- the Graduate Committee in Psychology members
- the faculty members, staff, or supervisors raising the concern / situation
- the student
- the student's advocate (at student's discretion)
- the Department Chair

Written minutes of the hearing will be taken by an appointed secretary and will be reviewed / edited by the Graduate Committee in Psychology.

Once the written documentation already submitted has been reviewed by the Graduate Committee in Psychology, both the student and the faculty raising the concern will be invited to verbally offer their points of view (length of time to be determined). The Graduate Committee in Psychology will ask for clarification of any points needed while everyone is present. The Graduate Committee in Psychology will then meet in executive session to discuss the case. The findings of the hearing will be documented (**Appendix D-5**).

The Graduate Committee in Psychology will make specific recommendations to the parties involved and the Dean for approval and action. In the event the Dean does not agree to follow the recommendations of the Graduate Committee in Psychology, she/he will document this in writing.

Findings of the Graduate Committee in Psychology

The decisions and recommendations made by the Graduate Committee in Psychology will reflect the values of Westfield State College, as well as the ethical practice standards of the counseling professions represented in the Department. As a result, the Graduate Committee in Psychology may recommend that a student or College take any of the following steps to resolve a situation:

- be expelled from the program
- be suspended from the program with an opportunity to reapply
- take a Leave of absence from the program to take corrective action
- be put on probation while the situation is being addressed
- be removed from a class
- be removed from the Field Placement
- adapt her/his program by adding or repeating a particular course or practicum
- increase or change the supervision required
- engage in personal counseling

Student Rights

The student may invite a guest to the hearing to function as a support person. If the student chooses to have this person attend the hearing in the role of advocate, the person should be familiar with the codes of ethics in the profession represented. The student, might, for example, invite an attorney, another instructor in the field of counseling, his/her personal counselor or therapist, or a site supervisor. Appropriate administrators of the University are invited to attend all Graduate Committee in Psychology hearings as an advocate for due process.

The student has the right to appeal.

Appeal

The candidate may appeal any hearing decision to the Dean of Graduate and Continuing Education via a written statement (**Appendix D-6**). This statement shall be submitted within two (2) weeks of the hearing date. The Dean of Graduate and Continuing Education will act as the final appeal in all matters.

Policy Review and Interpretation

This policy will be reviewed annually by the Dean of Graduate and Continuing Education. Any questions regarding the interpretation of this policy shall be directed to the Dean of Graduate and Continuing Education for final interpretation and determination.

Appendix D-1: Guidelines for Students' Professional Behavior

The following guidelines apply to each student's academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Westfield State University and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The Psychology Department recognizes that "professional behavior" is an evolving process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

1. A demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.
2. A sustained awareness of one's effectiveness and functioning in clinical and academic settings, as well as an awareness of the use-of-self and one's personal and professional impact on others.
3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors and staff.
4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one's self and others.
5. A demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).
6. A demonstration and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
7. A receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.
8. Demonstration of the capacity and willingness to evaluate one's self and others honestly, fairly, sensitively (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).
9. An ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other settings).
10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling.
11. An overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of mental health counseling and/or guidance counseling.
12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.
13. Not repeating any behavior perceived as "misconduct" after being informed of this perception.
14. Full cooperation and compliance with the Graduate Committee in Psychology and its process.

Appendix D-2

WSU Assessment of Professional Skills & Disposition for Counselor Trainees

Student _____
Faculty _____

Semester/Year _____
Course Number _____

Part I:

- 1. No significant issues were observed this semester _____ (faculty signature). When no significant issues were noted, no further information is required (stop here and turn into program advisor)
- 2. Problematic issues were noted this semester _____ (faculty signature).

When problematic issues are noted, place complete all of the following items in Part II and submit to program advisor)

Part II.

Rating Scale

- 3 - Student meets criteria consistently.
- 2 - Student attempts implementation but still needs support and direction.
- 1 - Student understands disposition but still has not had the opportunity to apply it
- 0 - Student does not understand disposition or does not meet criteria for program level
- 1 - Student behavior and attitude are contrary to the disposition
- N - No Opportunity to observe.

ATTENDANCE, MAINTENANCE OF CLINICAL RECORDS, APPEARANCE

- _____ Demonstrates responsibility and reliability in keeping appointments
- _____ Personal appearance is professional. The student presents self in a professional manner.
- _____ Demonstrates appropriate professional record-keeping

PARTICIPATION IN ACADEMIC/CLASSROOM INSTRUCTION (includes courses, practicum and field experience)

- _____ Demonstrates an understanding of counseling theory
- _____ Can apply counseling theory to a case
- _____ Brings specific questions and concerns directly to the appropriate individual, supervisor, advisor, or classroom instructor.
- _____ Shows commitment to the classroom environment
- _____ Written work is original work of the student
- _____ Student appropriately gives credit for ideas which are not original
- _____ Student demonstrates respect for other students and the classroom instructor.

PERSONAL GROWTH AND SUPERVISION

_____ Is open to receiving feedback in supervision

_____ Strives to implement feedback in personal growth as a counselor

_____ Is prepared for supervision (e.g., has thought through the case, has general idea of where she/he is “stuck”, has engaged in self-examination)

_____ Is resourceful, shows initiative, asks questions, and solicits suggestions/feedback from colleagues and supervisors and adjusts performance accordingly

_____ Develops a focused, clear, and professional development plan that incorporates a commitment to continuing scholarship

CLINICAL SKILLS

_____ Demonstrates skill in establishing a therapist-client relationship

_____ Can develop a treatment plan

_____ Is able to responsibly manage a case load

_____ Demonstrates appropriate listening skills

ETHICAL CONDUCT AND PROFESSIONALISM

_____ Protects client confidentiality

_____ Behavior is in accord with the ASCA Code of Ethics; Ethical dilemmas are resolved with careful, rational problem-solving approach and the use of consultation

_____ Offers feedback to others in a way that is supportive and constructive

KNOWLEDGE OF AND APPLICATION OF COUNSELING FOR DIVERSE POPULATIONS

_____ Respects diversity among colleagues and clients

_____ Respects alternative styles and opinions

Any reservation about this candidate?

Appendix D-3

Faculty "Log" Entry of Student's Behavior

Student: _____

Program: F/MHC GUID SAC ABA

Advisor: _____

Context in Which Observations Were Made (where, when, and in what role?):

Observations / Description of Relevant Behaviors:

Specific Professional Behavior(s) Involved (See Guidelines for Professional Conduct):

Steps Taken to Address this Issue with the Student:

Student's Progress in Resolving this Situation:

Recommendations:

Time Frame for Resolution:

Faculty Signature Date

Copy to Student: _____ by mail
Date _____ in person

CC: ___ Program Coordinator/Advisor
___ Dean
___ Other (specify) _____

[Note: ONLY forward when informal feedback has not resulted in resolve of the faculty member's concern]

Appendix D-4

Faculty Request for Hearing by Graduate Committee in Psychology

Student: _____

Date submitted: _____

Advisor: _____

Program: F/MHC GUID SAC ABA

Faculty Member Initiating Request: _____

Date When Situation was First Observed: _____

Specific Professional Behavior(s) Involved (See Guidelines for Professional Conduct):

Date and Format When Student was First Contacted about this Situation (please attach copies of any written communication with student about this situation):

Steps Taken to remediate the Situation:

Other Relevant Information:

Faculty Signature

Date

Copy to Student: _____

Date

by mail

in person

CC: _____

Program Coordinator/Advisor

Dean

Other (specify) _____

Appendix D-5

Documentation of the Hearing by the Graduate Committee in Psychology

Student: _____

Date of Hearing: _____

Advisor: _____

Program: F/MHC GUID SAC ABA

Faculty Member Initiating Hearing: _____

Date Student Started Program: _____

Number of Hours Completed: _____

Present at Hearing:	
Graduate Committee in Psychology Members:	Student: _____
_____	Student's Guests: _____
_____	_____
_____	_____
_____	Faculty/Supervisor: _____
_____	_____

Summary of Situation:

Major Points of Discussion at Hearing:

Recommendations of the Graduate Committee in Psychology:

Basis for Recommendations:

Date submitted to Dean: _____

Copies sent to: _____ Student
 _____ Program Director/Advisor
 _____ Faculty Member
 _____ Other (specify) _____

Appendix D-6

Student's Appeal to the Recommendation Made by the Graduate Committee in Psychology

Student: _____

Date of Hearing: _____

Date of Appeal: _____

Recommendations Made by the Graduate Committee in Psychology:

Student's Reason for Appeal:

Student's Proposed Resolution to Situation:

Student's Rationale for Proposal:

Student Signature

Date

Submit copies of this appeal to the Dean of Graduate and Continuing Education and the Program Director/Advisor of your graduate program

Date submitted to Dean: _____

Date submitted to Program Director/Advisor: _____

Appendix E

Diverse School Setting Policy for Pre-Practicum Hours

Definition of a Diverse Experience

A diverse experience is defined as a school whose demographic profile includes a range of income levels and a mix of gender. In addition to this profile base, a diverse school setting *also includes at least one of the following criteria* (with specified categories detailed below): a specified percentage of students of color (African American, Asian, Latino, Native American, Native Hawaiian, Pacific Islander, Biracial/Multiracial); a specified percentage of first language not English or limited English proficient learners; or a specified percentage of low-income students. The categories selected are used by the Massachusetts Department of Education for its demographics.

Note: Westfield State University's definition was determined by close examination of Massachusetts state demographics of diversity across schools, districts, and the surrounding communities.

Categories

Schools or classrooms identified as meeting the diversity experience were selected based on the following criteria:

- Category I: Schools with 40% or more students of color
- Category II: Schools which meet at least two of the three following descriptors: minimum of 30% students of color, minimum of 30% first language not English, minimum of 25% students with limited English proficiency, minimum of 40% low income
- Category III: Special Arrangement: Approval may be granted for schools or classrooms that represent diversity differently from Categories I-II. In such instances, students may be expected to provide either a letter from the school documenting the diversity of particular classrooms or changing circumstances in the school, or a printed copy of the school profile from the Massachusetts Department of Education site.

Local Schools that meet the requirements of a diverse experience for middle and secondary placements (this is not an all-encompassing list of area schools meeting the diversity requirement):

Springfield: Chestnut Middle School, Forest Park Middle School, John Duggan Middle School, John Kennedy Middle School, Marcus Kiley Middle, STEM Middle Academy, Van Sickle Middle School; Central High School, High School of Commerce, High School of Science and Technology, Putnam Vocational High School, The Springfield Renaissance School, Springfield Academy of Excellence

Holyoke: Clayre P. Sullivan, Peck, E.N. White, Maurice Donahue, Morgan, Kelly, Elmer J. McMahon; Holyoke High School, William Dean Technical and Vocational High School

Chicopee: Bellamy Middle School; Chicopee Academy, Chicopee High School

Appendix F

Westfield State University
School Counseling Pre-Practicum Contract

The pre-practicum offers students enrolled in the School Counseling program at Westfield State University an opportunity to gain first-hand knowledge of (check appropriate concentration):

School Guidance Counseling School Adjustment Counseling

Ideally, students will be exposed to a variety of school counseling activities and will be able to assist the School Counseling Department in a meaningful way, as appropriate. The pre-practicum requirements for this course consist of 15 on-site hours working with a school guidance counselor / school adjustment counselor in a school environment, including 5 hours within a diverse school setting. Pre-practicum hours must be under the supervision of a licensed School Guidance Counselor for candidates in the School Guidance Concentration or a licensed School Adjustment Counselor for candidates in the School Adjustment Concentration. In addition, attendance is also required in an identified pre-practicum course at Westfield State University. Students are encouraged to work in their pre-practicum sites to begin making connections between classroom learning and school practice.

I, _____, understand that _____ will allow
(Student Name) (Cooperating School)
me to participate in a pre-practicum experience beginning on _____ and ending on
_____, for a minimum of 15 hours.

I will do my best to be helpful to my site supervisor and the school in which I am performing the pre-practicum. I know I will be evaluated at the end of the pre-practicum by the site supervisor. I am aware that the site supervisor and the Westfield State University supervisor may communicate with each other, if needed.

(Pre-Practicum Student Signature and Date)

WSU Course and Semester

In signing this contract, we are agreeing to the above conditions, and expressing our expectation that this experience will be productive and positive for all.

(Site Supervisor Signature and Date)

(School Principal Signature and Date)

This completed form should be returned to the university pre-practicum supervisor who will acknowledge receipt by signing below. After all signatures have been secured the university pre-practicum supervisor will return this form to the student who is responsible for forwarding a copy to the Program Director. The original should be maintained in the student's professional portfolio.

WSU Pre-practicum Supervisor Signature

Date

Appendix G

School Counseling Pre-Practicum Site Evaluation Form

School Guidance Counseling
School Adjustment Counseling

Student's Name

Date of Completion

Hours Completed

Participating School & Grade Level

Cooperating Practitioner's Signature

This form is to be filled out by the Cooperating Practitioner and sent to the pre-Practicum Instructor. It is designed to allow the onsite practitioner an evaluation of the abilities of the student as a school counselor, for the purpose of support and follow-up.

Please rate the student with the following indicators:

1 = Seldom 2 = Sometimes 3 = Often 4 = Always NA = Not Applicable

- *Student was eager to learn _____
- *Student explored many aspects of the school counseling department _____
- *Student arrived on time and prepared to work _____
- *Student asked appropriate questions _____
- *Student observed rules of confidentiality _____
- *Student was professional at all times _____
- *Student sought to understand the roles of other school support staff _____
- *Student met with other school counselors in the department _____
- *Student sought to meet with administrators _____
- *Student made an effort to grasp the concepts presented _____
- *Student accessed personnel appropriately _____
- *Student sought information about computer guidance programs _____
- *Student explored career information _____
- *Student sought information on personal/social issues in counseling _____
- *Student showed appropriate initiative _____
- *Student demonstrated an ability to work with diverse students _____
- *Student demonstrated appropriate interpersonal skills _____
- *Student came to work looking professional _____
- *Student is welcome here in another capacity at any time _____

We welcome any additional comments (Please feel free to use the other side or attach).

This completed form should be returned to the university pre-practicum supervisor who will acknowledge receipt by signing below. After all signatures have been secured the university pre-practicum supervisor will return this form to the student who is responsible for forwarding a copy to the Program Director. The original should be maintained in the student's professional portfolio.

WSU Pre-practicum Supervisor Signature

Date

Appendix H

School Counseling Practicum Eligibility Form

Name: _____
Address: _____
Phone: _____
Email: _____

Semester(s) when practicum will take place: _____

Date of expected graduation: _____

List all of the courses in which you are currently enrolled:

[Please **ATTACH** a non-official transcript of previous courses completed and proof of Professional Liability Insurance coverage]

Practicum setting preference: Rate your preference (1st, 2nd, 3rd)
_____ Elementary school _____ Middle school _____ High school

Explanation of preferred practicum settings. Please include a discussion of how your proposed practicum experience will allow you to apply counseling skills.

Student Signature _____ Date _____

With the completion of courses listed above, the student is eligible for Practicum.

Advisor Signature _____ Date _____

Appendix I

Psychology: School Counseling Practicum & Mental Health Internship Form

NAME (Last) Please Print (First) SSN or CWID
ADDRESS
TELEPHONE NUMBERS: Business Home

- 1) Pre-Practicum requirements completed? (School Counseling Only) Yes: No:
2) Field Placement: Placement Supervisor (print):
3) ATTACH copy of Practicum Eligibility Form you completed with your advisor.
4) Year: Semester:
5) Course Number, Circle one number and enter credit total:

Table with 2 columns: Course Name and Number of credits. Rows include PSYC 0690, PSYC 0691, PSYC 0692, and PSYC 0689.

*The practicum fee does not apply to PSYC 0690 Mental Health. The practicum fee does apply to PSYC 0691/0692/0689 School Counseling Practicums. The practicum fee is due only once for each placement. At the discretion of the student's supervisor, the student will register for all credits in the same semester, paying the \$100 at that time OR the student will register twice, once each semester, for half the total credits paying the \$100 when registering for the 2nd half in the following semester. Student does not pay the fee twice.

AUTHORIZED SIGNATURES

WSU Supervisor: Signature Print Name Date

DGCE Chair: Signature Print Name Date

DGCE Dean: Date:

Student Signature: Date:

I understand that if registration for this coursework brings my total credits to 3/4 time or more, I am responsible to either pay for medical insurance, or waive it by providing proof of medical insurance via the waiver on the other side of this form.

Attention Student: Tuition waivers and teacher vouchers may not be used for non-education practica or internships. However, matriculated students may use tuition waivers and personally-earned teacher vouchers if the non-education practicum or internship is necessary to meet the requirements of the student's degree program.

Instructions for completing this form: 1) Students complete Practicum/Internship Eligibility Form (See your Student Handbook) with their program advisor prior to registration. 2) Students obtain signatures of their WSU Supervisor and DGCE Chair and bring completed form to the Graduate & Continuing Education Office to register and pay. Incomplete forms will not be accepted and late fees apply to late registrations. 3) Continuing Ed. staff will obtain DGCE Dean signature

Appendix J

School Counseling Practicum Agreement Form

This agreement is to verify for the University, the Practicum Site, and the practicum student the expectations of the practicum experience.

This agreement between Westfield State University and _____
(School name) of _____ (City and State) is for identifying responsibilities assumed in the provision of appropriate supervision for school counseling student _____ (Student's name) while he/she is enrolled in the School Guidance Counseling / School Adjustment (underline appropriate concentration) Practicum course for _____ (semester and year of practicum).

General guidelines:

1. Practicum hours will be in accordance with school work hours and will total 450 clock hours for School Guidance students and 900 clock hours for School Adjustment students.
2. The practicum must be representative of the role and function of the respective professional school counselor.
3. Students cannot begin accruing clock hours toward practicum until all forms have been signed and no sooner than the first day of the academic semester in which the student is enrolled in practicum. Permission to begin administrative or observation hours earlier to the first day of the academic semester must be granted in writing by the University.
4. Students are required to attend practicum class sessions for the duration of their practicum experience.

Responsibilities of WSU:

1. Assume responsibility for the approval of practicum site, maintaining on-going and direct communication with site representatives, and ensuring that students are academically ready to begin the practicum experience.
2. Practicum course instructor will be available for consultation with the school supervisor and students for the duration of their practicum. The role of the Practicum Instructor will be that of a consultant alone; the designated school/site supervisor will assume legal responsibility for all students seen by the student practicum student.
3. Instructor will visit each site a minimum of three times over the duration of the experience. More visits may be necessary.
4. Instructor will evaluate the student at each site visit.

Responsibilities of School:

1. Designate one staff person as supervisor with appropriate degree and approved school counseling license (Professional License status or a minimum of 3 years working as a school counselor). School Guidance students must be supervised by a licensed School Guidance Counselor. School Adjustment students must be supervised by a licensed School Adjustment Counselor.

2. Provide opportunities for the practicum student to become familiar with professional activities in addition to direct service.
3. The opportunity for the practicum student to use professional resources such as assessment instruments, research, etc.
4. Ensure that opportunities exist for direct, face-to-face service to students and offer opportunities to access applied counseling skill (e.g., audio/video taping access).
5. Provide opportunities for the practicum student to engage in individual counseling, group counseling, classroom guidance, and consultation with teachers and staff.
6. If a student is to engage in off-site services, proper training and safety messages will be provided by the school.
7. Provide appropriate working conditions such as desk space, access to a telephone, office space to meet with students privately, etc.
8. Provide one hour of face-to-face supervision each week.
9. Complete student evaluation materials.
10. Monitor student performance and report to Practicum Instructor if difficulties in performance, ethics, or other related activity arise.

Student Responsibilities:

1. Student will attend all classes for School Counseling Practicum course.
2. The student will complete a weekly log and activity report, obtain site supervisor's signature on each activity report, and submit to course instructor on a weekly basis.
3. The student will complete duties assigned and at hours scheduled at the practicum site.
4. The student will conduct him/herself in a professional manner expected of all counselor trainees and professional counselors.
5. Student is responsible for seeing that all paperwork related to the practicum is completed in a timely manner.

The signatures below indicate each party's understanding of the practicum requirements for the school counseling practicum at WSU. The signatures also represent each party's agreement to uphold respective responsibilities outlined in this form.

The School Counseling Practicum will begin _____ and conclude _____ for a total of _____ weeks.

School Representative

Signature: _____	School Name, Address, Telephone and Email
Printed: _____	_____
Title: _____	_____
Date: _____	_____

Student

Signature: _____
 Printed: _____
 Date: _____

WSU Practicum Instructor

Signature: _____
 Printed: _____
 Date: _____

Appendix K

Guidance Practicum Contract For Westfield State University Students

It is agreed that at the student's practicum site placement, the site supervisor, the university supervisor, and the student need to agree on the student's activities for the length and duration of the 450 hour placement. The starting date is _____ and the projected end date is _____.

The items that are checked below are the opportunities that each student will be expected to have during the course of his/her practicum.

- | | |
|---|--|
| <input type="checkbox"/> Provide personal counseling | <input type="checkbox"/> Provide academic counseling |
| <input type="checkbox"/> Provide career counseling | <input type="checkbox"/> Provide college counseling |
| <input type="checkbox"/> Participate in scheduling | <input type="checkbox"/> Work with parents |
| <input type="checkbox"/> Work with other guidance counselors | <input type="checkbox"/> Work with teachers |
| <input type="checkbox"/> Interface with administrators | <input type="checkbox"/> Work with special education\ |
| <input type="checkbox"/> Work with adjustment counselors | <input type="checkbox"/> Work with school social worker |
| <input type="checkbox"/> Work with drug/alcohol counselors | <input type="checkbox"/> Work with school nurses |
| <input type="checkbox"/> Work with school psychologist | <input type="checkbox"/> Work with clerical staff |
| <input type="checkbox"/> Attend faculty meetings | <input type="checkbox"/> Attend SAT meetings |
| <input type="checkbox"/> Attend guidance department meetings | <input type="checkbox"/> Attend parent conferences |
| <input type="checkbox"/> Participate in professional development | <input type="checkbox"/> Use counseling related forms |
| <input type="checkbox"/> Help administer PSAT's, AP exams, MCAS, ASVAB, or other standardized tests (circle all that apply) | <input type="checkbox"/> Deliver and explain PSAT's |
| <input type="checkbox"/> With supervision handle selected caseload | <input type="checkbox"/> Administer and interpret interest inventories |
| <input type="checkbox"/> Lead student groups | <input type="checkbox"/> Attend student groups |
| <input type="checkbox"/> Participate in group guidance | <input type="checkbox"/> Participate in 8 th grade course selection |
| <input type="checkbox"/> Participate in orientation activities | <input type="checkbox"/> Participate in Junior Awards |
| <input type="checkbox"/> Participate in end of year activities | <input type="checkbox"/> Participate in crisis counseling, as appropriate |
| <input type="checkbox"/> Become familiar with guidance paperwork | <input type="checkbox"/> Participate in graduation activities |
| <input type="checkbox"/> Participate in IEP meetings | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

Student Signature

Supervising Practitioner

University Supervisor

Date

Date

Date

Appendix L

WESTFIELD STATE UNIVERSITY
PRACTICUM SITE SUPERVISOR LICENSURE AND VOUCHER INFORMATION

_____ was granted licensure _____
Name of Supervising Practitioner License #
by the Commonwealth of Massachusetts as a teacher of _____
Subject/Level
and has completed _____ *full years of successful teaching experience.

Signature of Supervising Practitioner

Social Security #

School Name and Address

Home Address of Supervising Practitioner

_____ Zip _____

_____ Zip _____

_____ Telephone # _____

_____ Telephone # _____

Name of Student

Dates of Practicum

Please Check the Following:

Status: Undergraduate (Day) _____

Continuing Education _____

Course Number Credits

Program Supervisor Signature

I Choose (Check One)

_____ \$100

_____ 3-Credit Course Voucher

(Vouchers that are transferred are
redeemable for tuition only. Tuition is \$85
per credit for undergraduate courses and
\$105 per credit for graduate courses. DGCE will
only accept original vouchers.)

Date

**MISSING OR LOST VOUCHERS WILL NOT BE
REISSUED.**

*A minimum of three full years of successful teaching experience is required.

This form constitutes a substitute W-9 form.

School Support Statement

It is imperative that students in the School Guidance Counseling Program at Westfield State University have the approval and support of their school colleagues and supervisors when completing the required 450 hours of practicum field experience in the school or district that is also their current place of employment. The University acknowledges the wonderful opportunity the school or district is providing by allowing our students to complete their practicum at the school-site but recognizes the potential for a conflict of interest situation for the student. In order to reduce this possibility, this support is vital to the successful completion of the student's program.

It is the responsibility of the student in the School Guidance Counseling Program to obtain approval and support from the appropriate direct supervisor *and* their building Principal. Part of this responsibility is to discuss the scope of the practicum requirements and responsibilities and to resolve any and all barriers that may possibly impact the successful completion of the required 450 School-Guidance-Counseling-specific practicum hours, as well as the impact on their professional obligations to the school. This approval must be obtained *prior* to the start of the practicum. The student will not be allowed to begin their practicum without the return of this completed statement.

While the student is at the school satisfying their required practicum experience he or she is restricted to fulfilling the duties and responsibilities that are directly that of a Professional School Guidance Counselor. The student is barred from engaging in duties and responsibilities related to their position of employment.

The Westfield State University practicum supervisor will meet with the site supervisor and/or the building Principal after the student has formally obtained approval/support and prior to endorsing the site for practicum completion. **Formal support and approval are indicated by signing below.**

WSU Practicum Student Signature

Date

Signature of Student's Direct Supervisor

Title

Date

Signature of Building Principal

Date

Practicum Site Approved:

Signature of University Practicum Supervisor

Date

Signature of School Guidance Counseling Program Director

Date

School Support Statement

It is imperative that students in the School Adjustment Counseling Program at Westfield State University have the approval and support of their school colleagues and supervisors when completing the required 900 hours of practicum field experience in the school or district that is also their current place of employment. The University acknowledges the wonderful opportunity the school or district is providing by allowing our students to complete their practicum at the school-site but recognizes the potential for a conflict of interest situation for the student. In order to reduce this possibility, this support is vital to the successful completion of the student's program.

It is the responsibility of the student in the School Adjustment Counseling Program to obtain approval and support from the appropriate direct supervisor *and* their building Principal. Part of this responsibility is to discuss the scope of the practicum requirements and responsibilities and to resolve any and all barriers that may possibly impact the successful completion of the required 900 School-Adjustment-Counseling-specific practicum hours, as well as the impact on their professional obligations to the school. This approval must be obtained *prior* to the start of the practicum. The student will not be allowed to begin their practicum without the return of this completed statement.

While the student is at the school satisfying their required practicum experience he or she is restricted to fulfilling the duties and responsibilities that are directly that of a Professional School Adjustment Counselor. The student is barred from engaging in duties and responsibilities related to their position of employment.

The Westfield State University practicum supervisor will meet with the site supervisor and/or the building Principal after the student has formally obtained approval and support prior to endorsing the site for practicum completion. **Formal support and approval are indicated by signing below.**

WSU Practicum Student Signature

Date

Signature of Student's Direct Supervisor

Title

Date

Signature of Building Principal

Date

Practicum Site Approved:

Signature of University Practicum Supervisor

Date

Signature of School Adjustment Counseling Program Director

Date

Appendix O

2014 ACA Code of Ethics

As approved by the ACA Governing Council



AMERICAN COUNSELING
ASSOCIATION

counseling.org

Mission

The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

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ACA Code of Ethics Preamble

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

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

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;

4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

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

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

ACA Code of Ethics Purpose

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

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

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

- Section A: The Counseling Relationship
- Section B: Confidentiality and Privacy
- Section C: Professional Responsibility
- Section D: Relationships With Other Professionals
- Section E: Evaluation, Assessment, and Interpretation
- Section F: Supervision, Training, and Teaching
- Section G: Research and Publication
- Section H: Distance Counseling, Technology, and Social Media
- Section I: Resolving Ethical Issues

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

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed. Counselors acknowledge that resolving ethical issues is a process; ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards.

Counselors' actions should be consistent with the spirit as well as the letter of these ethical standards. No specific ethical decision-making model is always most effective, so counselors are expected to use a credible model of decision making that can bear public scrutiny of its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors work collaboratively with clients to make decisions that promote clients' growth and development. A breach of the standards and principles provided herein does not necessarily constitute legal liability or violation of the law; such action is established in legal and judicial proceedings.

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

Section A

The Counseling Relationship

Introduction

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

A.1. Client Welfare

A.1.a. Primary Responsibility The primary responsibility of counselors is to respect the dignity and promote the welfare of clients.

A.1.b. Records and Documentation

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

A.1.c. Counseling Plans

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

A.1.d. Support Network Involvement

Counselors recognize that support networks hold various meanings in the

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

A.2. Informed Consent in the Counseling Relationship

A.2.a. Informed Consent

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

A.2.b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, relevant experience, and approach to counseling; continuation of services upon the incapacitation or death of the counselor; the role of technology; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis and the intended use of tests and reports. Additionally, counselors inform clients about fees and billing arrangements, including procedures for nonpayment of fees. Clients have the right to confidentiality and to be provided with an explanation of its limits (including how supervisors and/or treatment or interdisciplinary team professionals are involved), to obtain clear information about their records, to participate in the ongoing counseling plans, and to refuse any services or modality changes and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty

understanding the language that counselors use, counselors provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent When counseling minors, incapacitated adults, or other persons unable to give voluntary consent, counselors seek the assent of clients to services and include them in decision making as appropriate.

Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.2.e. Mandated Clients Counselors discuss the required limitations to confidentiality when working with clients who have been mandated for counseling services. Counselors also explain what type of information and with whom that information is shared prior to the beginning of counseling. The client may choose to refuse services. In this case, counselors will, to the best of their ability, discuss with the client the potential consequences of refusing counseling services. **A.3. Clients Served by Others** When counselors learn that their clients are in a professional relationship with other mental health professionals, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

A.5. Prohibited

Noncounseling Roles and Relationships

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

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

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

Counselors are prohibited from engaging in counseling relationships with persons with whom they have had a previous sexual and/or romantic relationship.

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

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

A.5.d. Friends or Family Members

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

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

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

A.6. Managing and Maintaining Boundaries and Professional Relationships

A.6.a. Previous Relationships

Counselors consider the risks and benefits of accepting as clients those with whom they have had a previous relationship. These potential clients may include

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

A.6.b. Extending Counseling Boundaries

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

A.6.c. Documenting Boundary Extensions

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

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

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

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

3. changing from a counselor to a mediator role, or vice versa.

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

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

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

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

A.7.a. Advocacy When appropriate, counselors advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.7.b. Confidentiality and Advocacy Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.8. Multiple Clients

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

A.9. Group Work

A.9.a. Screening

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

and whose well-being will not be jeopardized by the group experience.

A.9.b. Protecting Clients In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma. **A.10. Fees and Business Practices**

A.10.a. Self-Referral Counselors working in an organization (e.g., school, agency, institution) that provides counseling services do not refer clients to their private practice unless the policies of a particular organization make explicit provisions for self-referrals. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Unacceptable Business Practices Counselors do not participate in fee splitting, nor do they give or receive commissions, rebates, or any other form of remuneration when referring clients for professional services.

A.10.c. Establishing Fees In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. If a counselor's usual fees create undue hardship for the client, the counselor may adjust fees, when legally permissible, or assist the client in locating comparable, affordable services.

A.10.d. Nonpayment of Fees If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they include such information in their informed consent documents and also inform clients in a timely fashion of intended actions and offer clients the opportunity to make payment.

A.10.e. Bartering Counselors may barter only if the bartering does not result in exploitation or harm, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.f. Receiving Gifts Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and gratitude. When determining whether to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, the client's motivation

for giving the gift, and the counselor's motivation for wanting to accept or decline the gift.

A.11. Termination and Referral

A.11.a. Competence Within Termination and Referral

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

A.11.b. Values Within Termination and Referral

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

A.11.c. Appropriate Termination Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client or by another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services

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

A.12. Abandonment and Client Neglect

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

Section B Confidentiality and Privacy

Introduction

Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner. **B.1. Respecting Client Rights**

B.1.a. Multicultural/Diversity Considerations

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

B.1.b. Respect for Privacy Counselors respect the privacy of prospective and current clients. Counselors request private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality

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

B.1.d. Explanation of Limitations At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify situations in which confidentiality must be breached.

B.2. Exceptions

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

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

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

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

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

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if the parties are known to be at serious and foreseeable risk of contracting the disease. Prior to making a disclosure, counselors assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party. Counselors adhere to relevant state laws concerning disclosure about disease status.

B.2.d. Court-Ordered Disclosure

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

B.2.e. Minimal Disclosure To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others

B.3.a. Subordinates Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers.

B.3.b. Interdisciplinary Teams When services provided to the client involve participation by an interdisciplinary or treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers

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

B.3.e. Transmitting Confidential Information

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

B.3.f. Deceased Clients Counselors protect the confidentiality of deceased clients, consistent with legal requirements and the documented preferences of the client.

B.4. Groups and Families

B.4.a. Group Work In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group.

B.4.b. Couples and Family Counseling

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

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received—in any medium—in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship, consistent with current legal and custodial arrangements. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information

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

B.6. Records and Documentation

B.6.a. Creating and Maintaining Records and Documentation

Counselors create and maintain records and documentation necessary for rendering professional services.

B.6.b. Confidentiality of Records and Documentation Counselors ensure that records and documentation kept in any medium are secure and that only authorized persons have access to them.

B.6.c. Permission to Record

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

B.6.d. Permission to Observe

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

B.6.e. Client Access

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

B.6.f. Assistance With Records

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

B.6.g. Disclosure or Transfer Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to

ensure that receivers of counseling records are sensitive to their confidential nature.

B.6.h. Storage and Disposal After Termination

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

B.6.i. Reasonable Precautions

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

B.7. Case Consultation

B.7.a. Respect for Privacy Information shared in a consulting relationship is discussed for professional purposes only. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.7.b. Disclosure of

Confidential Information

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

Section C

Professional Responsibility



Introduction

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal

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

C.1. Knowledge of and Compliance With Standards

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

C.2. Professional Competence

C.2.a. Boundaries of Competence

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

C.2.b. New Specialty Areas of Practice Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and protect others from possible harm.

C.2.c. Qualified for Employment

Counselors accept employment only for positions for which they are qualified given their education, training, supervised

experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness

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

C.2.e. Consultations on

Ethical Obligations

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

C.2.f. Continuing Education

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

C.2.g. Impairment Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

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

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

C.3. Advertising and

Soliciting Clients

C.3.a. Accurate Advertising

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

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients, former clients, or any other persons who may be vulnerable to undue influence. Counselors discuss with clients the implications of and obtain permission for the use of any testimonial.

C.3.c. Statements by Others When feasible, counselors make reasonable efforts to ensure that statements made by others about them or about the counseling profession are accurate.

C.3.d. Recruiting Through Employment

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

C.3.e. Products and Training Advertisements

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

C.3.f. Promoting to Those Served

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

C.4. Professional Qualifications

C.4.a. Accurate Representation

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

C.4.b. Credentials

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

C.4.c. Educational Degrees Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

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

C.4.e. Accreditation Status

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

C.4.f. Professional Membership

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

C.5. Nondiscrimination

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

C.6. Public Responsibility

C.6.a. Sexual Harassment Counselors do not engage in or condone sexual harassment. Sexual harassment can consist of a single intense or severe act, or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties

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

C.6.c. Media Presentations

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

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

C.6.d. Exploitation of Others

Counselors do not exploit others in their professional relationships.

C.6.e. Contributing to the Public Good

(Pro Bono Publico)

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

C.7. Treatment Modalities

C.7.a. Scientific Basis for Treatment

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

C.7.b. Development and Innovation

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

C.7.c. Harmful Practices Counselors do not use techniques/procedures/modalities when substantial evidence suggests harm, even if such services are requested.

C.8. Responsibility to

Other Professionals

C.8.a. Personal Public Statements

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

Relationships With Other Professionals

Introduction

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

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

D.1.a. Different Approaches

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

D.1.b. Forming Relationships

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

D.1.c. Interdisciplinary Teamwork

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

D.1.d. Establishing Professional and Ethical Obligations

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

D.1.e. Confidentiality When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or

administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues.

D.1.f. Personnel Selection and Assignment

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

D.1.g. Employer Policies

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

D.1.h. Negative Conditions

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

D.1.i. Protection From Punitive Action

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

D.2. Provision of Consultation Services

D.2.a. Consultant Competency

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

D.2.b. Informed Consent in Formal Consultation

When providing formal consultation services, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and

understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality.

Section E

Evaluation, Assessment, and Interpretation

Introduction

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

E.1. General

E.1.a. Assessment The primary purpose of educational, mental health, psychological, and career assessment is to gather information regarding the client for a variety of purposes, including, but not limited to, client decision making, treatment planning, and forensic proceedings. Assessment may include both qualitative and quantitative methodologies.

E.1.b. Client Welfare Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information provided. They respect the client's right to know the results, the interpretations made, and the bases for counselors' conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

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

E.2.b. Appropriate Use

Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the

client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results

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

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in terms and language that the client (or other legally authorized person on behalf of the client) can understand.

E.3.b. Recipients of Results Counselors consider the client's and/or examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results.

E.4. Release of Data to Qualified Personnel

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

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g., locus of treatment, type of treatment, recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity Counselors recognize that culture affects the manner in which clients' problems are defined and experienced. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders.

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

Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and strive to become aware of and address such biases in themselves or others.

E.5.d. Refraining From Diagnosis

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

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

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

E.6.b. Referral Information If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized.

E.7. Conditions of Assessment Administration

E.7.a. Administration Conditions

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

E.7.b. Provision of Favorable Conditions

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

E.7.c. Technological Administration

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

E.7.d. Unsupervised Assessments

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

E.8. Multicultural Issues/ Diversity in Assessment

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

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

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

E.9.b. Instruments With Insufficient Empirical Data

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

E.9.c. Assessment Services

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

E.10. Assessment Security

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

E.11. Obsolete Assessment and Outdated Results

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

E.12. Assessment Construction

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

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not therapeutic in nature, and entities or individuals who will receive the evaluation report are identified. Counselors who perform forensic evaluations obtain written consent from those being evaluated or from their legal representative unless a court orders evaluations to be conducted without the written consent of the individuals being evaluated. When children or adults who lack the capacity to give voluntary consent are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited Counselors do not evaluate current or former clients, clients' romantic partners, or clients' family members for forensic purposes. Counselors do not counsel individuals they are evaluating.

E.13.d. Avoid Potentially Harmful Relationships

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

Supervision, Training, and Teaching

Introduction

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

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.1.b. Counselor Credentials Counseling supervisors work to ensure that supervisees communicate their qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights

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

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

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

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

F.2.c. Online Supervision When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship

F.3.a. Extending Conventional Supervisory Relationships

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

F.3.b. Sexual Relationships Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

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

are to be included in the documentation as necessary.

F.4.b. Emergencies and Absences

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

F.4.c. Standards for Supervisees

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

F.4.d. Termination of the

Supervisory Relationship

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

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

F.5.b. Impairment Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.5.c. Professional Disclosure Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

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

F.6.a. Evaluation Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.6.b. Gatekeeping and Remediation

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

F.6.c. Counseling for Supervisees

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

F.6.d. Endorsements Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.7. Responsibilities of Counselor Educators

F.7.a. Counselor Educators Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training

programs in an ethical manner and serve as role models for professional behavior.

F.7.b. Counselor Educator Competence

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

F.7.c. Infusing Multicultural Issues/Diversity

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

F.7.d. Integration of Study and Practice

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

F.7.e. Teaching Ethics Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.7.f. Use of Case Examples The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

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

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

F.7.h. Innovative Theories and Techniques

Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an

empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities.

F.7.i. Field Placements

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

F.8. Student Welfare

F.8.a. Program Information and Orientation

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

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

F.8.b. Student Career Advising

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

F.8.c. Self-Growth Experiences Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8.d. Addressing Personal Concerns Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students

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

F.9.b. Limitations

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

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

F.9.c. Counseling for Students If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

F.10. Roles and Relationships Between Counselor Educators and Students

F.10.a. Sexual or Romantic Relationships

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

both in-person and electronic interactions or relationships.

F.10.b. Sexual Harassment Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships With Former Students

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

F.10.d. Nonacademic Relationships

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

F.10.e. Counseling Services Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority.

F.10.f. Extending Educator-Student Boundaries

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

context specific and initiated with student consent.

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

F.11.a. Faculty Diversity Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse cultures and types of abilities that students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.

Section G

Research and Publication

Introduction

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

G.1. Research Responsibilities

G.1.a. Conducting Research Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host

institutional regulations, and scientific standards governing research.

G.1.b. Confidentiality in Research

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

G.1.c. Independent Researchers When counselors conduct independent research and do not have access to an institutional review board, they are bound to the same ethical principles and federal and state laws pertaining to the review of their plan, design, conduct, and reporting of research.

G.1.d. Deviation From

Standard Practice

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

G.1.e. Precautions to Avoid

Injury

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

G.1.f. Principal Researcher

Responsibility

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

G.2. Rights of Research Participants

G.2.a. Informed Consent in Research

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

1. accurately explains the purpose and procedures to be followed;
2. identifies any procedures that are experimental or relatively untried;
3. describes any attendant discomforts, risks, and potential power differentials between researchers and participants;
4. describes any benefits or changes in individuals or organizations that might reasonably be expected;
5. discloses appropriate alternative procedures that would be advantageous for participants;
6. offers to answer any inquiries concerning the procedures;
7. describes any limitations on confidentiality;

8. describes the format and potential target audiences for the dissemination of research findings; and

9. instructs participants that they are free to withdraw their consent and discontinue participation in the project at any time, without penalty.

G.2.b. Student/Supervisee Participation

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

G.2.c. Client Participation Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.d. Confidentiality of Information

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

G.2.e. Persons Not

Capable of Giving Informed Consent

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

G.2.f. Commitments to Participants

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

G.2.g. Explanations After Data Collection

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

G.2.h. Informing Sponsors Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors

ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

G.2.i. Research Records Custodian

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

G.3. Managing and Maintaining Boundaries

G.3.a. Extending Researcher–Participant Boundaries

Researchers consider the risks and benefits of extending current research relationships beyond conventional parameters. When a nonresearch interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant, the researcher must show evidence of an attempt to remedy such harm.

G.3.b. Relationships With Research Participants

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

G.3.c. Sexual Harassment and Research Participants

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

G.4. Reporting Results

G.4.a. Accurate Results Counselors plan, conduct, and report research accurately. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results

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

G.4.c. Reporting Errors If counselors discover significant errors in their

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

G.4.d. Identity of Participants

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

G.4.e. Replication Studies

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

G.5. Publications and Presentations

G.5.a. Use of Case Examples

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

G.5.b. Plagiarism Counselors do not plagiarize; that is, they do not present another person's work as their own.

G.5.c. Acknowledging Previous Work

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

G.5.d. Contributors Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first, and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors

Counselors who conduct joint research with colleagues or students/supervisors establish agreements in advance regarding

allocation of tasks, publication credit, and types of acknowledgment that will be received.

G.5.f. Student Research

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

G.5.g. Duplicate Submissions

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

G.5.h. Professional Review

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

[Distance Counseling, Technology, and Social Media](#)

Introduction

Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions.

Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients.

Counselors strive to become knowledgeable about these resources. Counselors understand the additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

H.1. Knowledge and

Legal Considerations

H.1.a. Knowledge and Competency

Counselors who engage in the use of distance counseling, technology, and/ or

social media develop knowledge and skills regarding related technical, ethical, and legal considerations (e.g., special certifications, additional course work).

H.1.b. Laws and Statutes

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

H.2. Informed Consent and Security

H.2.a. Informed Consent and Disclosure

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

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

H.2.b. Confidentiality Maintained by the Counselor

Counselors acknowledge the limitations of maintaining the confidentiality of electronic records and transmissions. They inform clients that individuals might have authorized or unauthorized access to such records or transmissions (e.g., colleagues, supervisors, employees, information technologists). **H.2.c. Acknowledgment of Limitations** Counselors inform clients

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

H.2.d. Security Counselors use current encryption standards within their websites and/or technology-based communications that meet applicable legal requirements. Counselors take reasonable precautions to ensure the confidentiality of information transmitted through any electronic means.

H.3. Client Verification

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

H.4. Distance Counseling Relationship

H.4.a. Benefits and Limitations Counselors inform clients of the benefits and limitations of using technology applications in the provision of counseling services. Such technologies include, but are not limited to, computer hardware and/or software, telephones and applications, social media and Internet-based applications and other audio and/or video communication, or data storage devices or media.

H.4.b. Professional Boundaries in Distance Counseling

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

H.4.c. Technology-Assisted Services

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

misconceptions, discover appropriate use, and assess subsequent steps.

H.4.d. Effectiveness of Services When distance counseling services are deemed ineffective by the counselor or client, counselors consider delivering services face-to-face. If the counselor is not able to provide face-to-face services (e.g., lives in another state), the counselor assists the client in identifying appropriate services.

H.4.e. Access

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

H.4.f. Communication

Differences in Electronic Media

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

H.5. Records and Web Maintenance

H.5.a. Records Counselors maintain electronic records in accordance with relevant laws and statutes. Counselors inform clients on how records are maintained electronically. This includes, but is not limited to, the type of encryption and security assigned to the records, and if/for how long archival storage of transaction records is maintained.

H.5.b. Client Rights Counselors who offer distance counseling services and/or maintain a professional website provide electronic links to relevant licensure and professional certification boards to protect consumer and client rights and address ethical concerns.

H.5.c. Electronic Links Counselors regularly ensure that electronic links are working and are professionally appropriate.

H.5.d. Multicultural and Disability Considerations

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

H.6. Social Media

H.6.a. Virtual Professional Presence

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

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

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

H.6.c. Client Virtual Presence

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

H.6.d. Use of Public Social Media

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

Section I

Resolving Ethical Issues

Introduction

Professional counselors behave in an ethical and legal manner. They are aware that client welfare and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work and engage in ongoing professional development regarding current topics in ethical and legal issues in counseling. Counselors become familiar with the ACA Policy and Procedures for Processing Complaints of Ethical Violations¹ and use it as a reference for assisting in the enforcement of the *ACA Code of Ethics*.

I.1. Standards and the Law

¹ See the American Counseling Association web site at <http://www.counseling.org/knowledge-center/ethics>

I.1.a. Knowledge

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

I.1.b. Ethical Decision Making When counselors are faced with an ethical dilemma, they use and document, as appropriate, an ethical decision-making model that may include, but is not limited to, consultation; consideration of relevant ethical standards, principles, and laws; generation of potential courses of action; deliberation of risks and benefits; and selection of an objective decision based on the circumstances and welfare of all involved. **I.1.c. Conflicts Between Ethics and Laws**

If ethical responsibilities conflict with the law, regulations, and/or other gov-

erning legal authority, counselors make known their commitment to the *ACA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved using this approach, counselors, acting in the best interest of the client, may adhere to the requirements of the law, regulations, and/or other governing legal authority.

I.2. Suspected Violations

I.2.a. Informal Resolution When counselors have reason to believe that another counselor is violating or has violated an ethical standard and substantial harm has not occurred, they attempt to first resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

I.2.b. Reporting Ethical Violations If an apparent violation has substantially harmed or is likely to substantially harm a person or organization and is not

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

I.2.c. Consultation

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

I.2.d. Organizational Conflicts If the demands of an organization with which counselors are affiliated pose a conflict with the *ACA Code of Ethics*, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the *ACA Code of Ethics* and, when possible, work through the appropriate channels to address the situation.

I.2.e. Unwarranted Complaints

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

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

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

I.3. Cooperation With Ethics Committees

Counselors assist in the process of enforcing the *ACA Code of Ethics*. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics

committees of other duly constituted associations or boards having jurisdiction over those charged with a violation.

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Forensic Evaluation – the process of forming professional opinions for court or other legal proceedings, based on professional knowledge and expertise, and supported by appropriate data.

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

Impairment – a significantly diminished capacity to perform professional functions.

Incapacitation – an inability to perform professional functions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendix P

American School Counselor Association: Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004, and 2010)

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenants of professional responsibility:

- Each person has 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: ethnical/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services e.g. students of color, students living at a low socio-economic students, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional 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 self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

- c. Respect students' values, beliefs, and cultural background and do not impose the counselor's personal values on students or their families.
- d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f. Consider the involvement of support networks valued by the individual students.
- g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

- a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.
- b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school website, verbal notice or other methods of student, school and community communication I addition to oral notification to individual students.
- c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or 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 defined 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.
- d. Recognize their primary 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, especially in value-laden issues. 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 protect these students and make decisions on their behalf.
- e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The 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.
- f. In the 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:
 - Student identifies partner or the partner is highly identifiable
 - School counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - School counselor informs the student of the intent to notify the partner
 - School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional School Counselors:

- a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic, and career goals.
- b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
- c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional School Counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to the students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the 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. Maintain appropriate professional distance with students at all times.
- c. Avoid dual relationships with students through communication mediums such as social network sites.
- d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor student relationship.

A.5. Appropriate Referrals

Professional School Counselors:

- a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
- b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.
- c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
- d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional School Counselors:

- a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.
- c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Provide necessary follow up with group members, and document proceedings as appropriate.
- e. Develop professional competencies, and maintain appropriate education, training, and supervision in group facilitation and any topics specific to the group.
- f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional School Counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is done after careful deliberation and consultation with other counseling professionals.
- b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
- c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without prior and necessary support for that student.

A.8. Student Records

Professional School Counselors:

- a. Maintain secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they are shared or are accessible by others in either verbal or written form or when they include information other than professional opinion or personal observations.

- d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
- e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards students' records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional School Counselors:

- a. Adhere to all professional standards regarding 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 trained and competent
- b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
- d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
- e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
- f. Use caution when utilizing assessment techniques, making evaluations and interoperating the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional School Counselors:

- a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional School counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocate for equal access to technology for all students, especially those historically underserved.
- c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
- d. Understand the intent of FERPA and its impact on sharing electronic student records.
- e. Consider the extent to which cyberbullying is interfering with students; educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional School Counselors:

- a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their discretion.
- b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional School Counselors:

- a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the students' maximum development.
- b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.
- c. Are sensitive to adversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the nature of counseling services provided in the school setting.
- e. Adhere to the FERPA act regarding disclosure of student information.
- f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve students.

B.2. Parents/Guardians and Confidentiality

Professional School Counselors:

- a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students’ parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional School Counselors, the school counseling program director/site supervisor and the school counselor educator:

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.
- c. Recognize that teachers, staff and administrators who are high-functioning in personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional School Counselors:

- a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. Secure parent consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
- d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
- e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
- f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

Professional School Counselors, school counseling program supervisor/director and school counselor educator:

- a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.
- b. Broker services internal and external to the schools to help ensure every student received the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

Professional School Counselors:

- a. Support and protect students’ best interest against any infringement of their educational program.
- b. Inform appropriate officials, in accordance with school 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 school counselor.
- c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.

- d. Delineate and promote the school counselor's role and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional counseling positions.
- g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional School Counselors:

- a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.
- b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
- c. Promote equity for all students through community resources.
- d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional School Counselors:

- a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.
- c. Monitor personal responsibilities and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor's career.
- d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
- e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
- f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.
- g. Maintain current membership in professional associates to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional School Counselors:

- a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
- b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguisticism, racism, religionism and sexism, affect self, students and all stakeholders.
- c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and

bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

- e. Use inclusive and culturally responsible language in forms of communication.
- f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.
- g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional School Counselors:

- a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.
- c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of the protection of individual students' identities when using data for research or program planning.
- d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.
- e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.
- f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services

F.2. Contribution to the Profession

Professional School Counselors:

- a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b. Provide support, consultation and mentoring to novice professionals.
- c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3. Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences

Professional School Counselors:

- a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
- c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management, and accountability systems.
- d. Ensure the school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4. Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional School Counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep all documentation of all steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
 - Educating and consulting with the membership regarding ethical standards
 - Periodically reviewing and recommending changes in code
 - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee Chair.
 - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with an ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. *Define the problem emotionally and intellectually*
2. *Apply the ASCA Ethical Standards and the law*
3. *Consider the students' chronological and developmental levels*
4. *Consider the setting, parental rights and minors' rights*
5. *Apply the moral principles*
6. *Determine your potential courses of action and their consequences*
7. *Evaluate the selected action*
8. *Implement the course of action*

Appendix Q

School Counseling Weekly Log & Report

Directions: This 2-page report should be completed weekly and turned into the course instructor as directed.

Name of Student: _____ Date: _____ Week#: _____

Name of School: _____ Site Supervisor: _____

Activity	Mon	Tue	Wed	Thu	Fri	Current Week Total	Previous Total	Cumulative Total
SUPERVISION								
Individual								
Group (include in class meetings 2.5 hours)								
DIRECT SERVICE								
Individual Counseling								
Group Counseling								
Group Guidance								
Parent Consultation								
Admin. Consultation								
Teacher Consultation								
Other								
ADDITIONAL EXPERIENCE								
Staff Meetings								
In-Service Training								
Documentation								
Other								
TOTAL								

Report in quarter hour increments (.25, .50, .75, 1.00 hr)

Student's Signature

Site Supervisor's Signature

Name of Student: _____ Date: _____ Week#: _____

I. Describe your assignment within the school as related to the following:

- I. What specifically am I expected to do?
- II. In what ways is my assignment different than at the time of the last report?
- III. Mention specific learning or practice objectives which you and/or your supervisor have developed for you.
- IV. Delineate new areas of growth and development during this reporting period.
- V. Are there tasks or assignments which you would like to have added to your workload?
- VI. Describe any major practice problems you feel you are having.
- VII. Assess your own performance during this report period. Please provide specific examples.

II. Practicum Concerns

- A. Indicate any practicum-related problems which you are experiencing. What steps have you now taken to resolve the problem(s)? Is your school supervisor aware of this problem?
- B. Please indicate any matter which you feel requires the assistance of your practicum instructor/university supervisor.

Appendix R

Performance Evaluation and Checklist School Guidance Counseling Practicum, PreK-8 and 5-12

Mid-Practicum End-Practicum

This report is completed by the supervisor and cooperating practitioner to serve as a discussion focus for initial, mid-term and final conferences among the school guidance counseling candidate, cooperating practitioner and university supervisor.

Name of Student: _____ Date: _____
 Name of School: _____ Hours completed: _____
 Name of School Site Supervisor: _____

I. Statement related to the specific nature of the assignment and overall Counselor Trainee performance to date.

II. Rating and Assessment. Based upon your observation, please rate this Counselor Trainee in each of the following areas by circling the most applicable option next to each item:

	N/A	Can not Rate	Low		Mod		High
Professionalism toward public and clients	X	?	1	2	3	4	5
Cooperation with colleagues	X	?	1	2	3	4	5
Responsible job behavior	X	?	1	2	3	4	5
Ethical behavior	X	?	1	2	3	4	5
Use of resources, literature and supervision for professional growth purposes	X	?	1	2	3	4	5
General rating of this Counselor Trainee	X	?	1	2	3	4	5

Based upon your observation, please rate this student in each of the following areas:

	N/A	Can not Rate	Low		Mod		High
Human growth and development knowledge	X	?	1	2	3	4	5
Ability to work with culturally diverse groups	X	?	1	2	3	4	5
Large group guidance planning & implementation	X	?	1	2	3	4	5
Individual counseling ability	X	?	1	2	3	4	5
Group counseling ability	X	?	1	2	3	4	5
Career development knowledge	X	?	1	2	3	4	5
Record keeping ability	X	?	1	2	3	4	5
Consultation ability	X	?	1	2	3	4	5
Needs assessment and program development & evaluation	X	?	1	2	3	4	5
Collaboration with other school personnel	X	?	1	2	3	4	5
Student / Client conceptualization skills	X	?	1	2	3	4	5
Other (specify) _____	X	?	1	2	3	4	5

Name of Student: _____

Date: _____

Rating Scale: 1 – Unsatisfactory 2-needs improvement 3-Satisfactory 4-proficient 5-Distinguished

Please be referred to the performance-based student teaching rubric. This scale is not equitable to Westfield State University’s grading system.

Standard: (7.11) Subject Matter Knowledge Requirements for School Guidance Counselors	Mid-Term Meeting Date:	Final Meeting Date:
a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor.	1 2 3 4 5	1 2 3 4 5
b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.	1 2 3 4 5	1 2 3 4 5
c. Psychology of learning.	1 2 3 4 5	1 2 3 4 5
d. Understanding of the diagnosis and treatment of learning and behavior disorders.	1 2 3 4 5	1 2 3 4 5
e. Theories of normal and abnormal intellectual, social, and emotional development.	1 2 3 4 5	1 2 3 4 5
f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illness, and violence in PreK-12 students.	1 2 3 4 5	1 2 3 4 5
g. Philosophy, principles and practices in school guidance counseling.	1 2 3 4 5	1 2 3 4 5
h. Federal, state, municipal, and school laws and regulations.	1 2 3 4 5	1 2 3 4 5
i. Career Counseling.	1 2 3 4 5	1 2 3 4 5
j. Resources within the school system or the community for referral.	1 2 3 4 5	1 2 3 4 5
k. Knowledge of statistics, research design, and research in guidance counseling.	1 2 3 4 5	1 2 3 4 5
l. Group Counseling and group leadership.	1 2 3 4 5	1 2 3 4 5
m. Development of skills for consultation with parents, teachers, and administrators.	1 2 3 4 5	1 2 3 4 5
n. College counseling and use of college and other post-secondary resource materials (grades 5-12).	1 2 3 4 5	1 2 3 4 5

III. Suggested specific objectives related to future professional growth and development:

1. _____
2. _____
3. _____
4. _____

IV. Please indicate here whether you would like a conference with the course instructor.

Yes _____ No _____

Items to review and discuss at conference: _____

Additional comments are welcome (please attach).

The practicum student has been involved in an evaluation process and this instrument has been shared with him/her. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form within seven (7) days from the date below.

Mid-Term Meeting Date:

School Supervisor’s Signature	Candidate’s Signature	University Supervisor’s Signature

Final-Term Meeting Date:

School Supervisor’s Signature	Candidate’s Signature	University Supervisor’s Signature

Mediator’s Signature (only if needed): _____

Appendix S

Performance Evaluation and Checklist School Adjustment Counseling Internship

Mid-Internship **End-Internship**

This report is completed by the supervisor and cooperating practitioner to serve as a discussion focus for initial, mid-term and final conferences among the school adjustment counseling candidate, cooperating practitioner and university supervisor.

Name of Student: _____ Date: _____

Name of School: _____ Hours completed: _____

Name of School Site Supervisor: _____

I. Statement related to the specific nature of the assignment and overall Counselor Trainee performance to date.

II. Rating and Assessment. Based upon your observation, please rate this Counselor Trainee in each of the following areas by circling the most applicable option next to each item:

	N/A	Can not Rate	Low		Mod		High
Professionalism toward public and clients	X	?	1	2	3	4	5
Cooperation with colleagues	X	?	1	2	3	4	5
Responsible job behavior	X	?	1	2	3	4	5
Ethical behavior	X	?	1	2	3	4	5
Use of resources, literature and supervision for professional growth purposes	X	?	1	2	3	4	5
General rating of this Counselor Trainee	X	?	1	2	3	4	5

Based upon your observation, please rate this student in each of the following areas:

	N/A	Can not Rate	Low		Mod		High
Human growth and development knowledge	X	?	1	2	3	4	5
Ability to work with culturally diverse groups	X	?	1	2	3	4	5
Large group counseling planning & implementation	X	?	1	2	3	4	5
Individual counseling ability	X	?	1	2	3	4	5
Group counseling ability	X	?	1	2	3	4	5
Record keeping ability	X	?	1	2	3	4	5
Consultation ability	X	?	1	2	3	4	5
Needs assessment and program development & evaluation	X	?	1	2	3	4	5
Collaboration with other school personnel	X	?	1	2	3	4	5
Student / Client conceptualization skills	X	?	1	2	3	4	5
Other (specify) _____	X	?	1	2	3	4	5

Name of Student: _____

Date: _____

Rating Scale: 1 – Unsatisfactory 2-needs improvement 3-Satisfactory 4-proficient 5-Distinguished

Please be referred to the performance-based student teaching rubric. This scale is not equitable to Westfield State University’s grading system.

<u>Standard: (7.11) Subject Matter Knowledge Requirements for School Adjustment Counselors</u>	Mid-Term Meeting Date:	Final Meeting Date:
a. Principles of therapeutic relationships	1 2 3 4 5	1 2 3 4 5
b. Theories of normal and abnormal intellectual, social, and emotional development	1 2 3 4 5	1 2 3 4 5
c. Learning disorders, including emotional issues affecting student achievement, and their treatment	1 2 3 4 5	1 2 3 4 5
d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students	1 2 3 4 5	1 2 3 4 5
e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results	1 2 3 4 5	1 2 3 4 5
f. Techniques for communicating and working with families and school and community personnel	1 2 3 4 5	1 2 3 4 5
g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations	1 2 3 4 5	1 2 3 4 5
h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders	1 2 3 4 5	1 2 3 4 5
i. Federal and state laws and regulations addressing the legal rights of students and families	1 2 3 4 5	1 2 3 4 5

III. Suggested specific objectives related to future professional growth and development:

1. _____
2. _____
3. _____
4. _____

IV. Please indicate here whether you would like a conference with the course instructor.

Yes _____ No _____

Items to review and discuss at conference: _____

Additional comments are welcome (please attach).

The practicum student has been involved in an evaluation process and this instrument has been shared with him/her. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form within seven (7) days from the date below.

Mid-Term Meeting Date:

School Supervisor’s Signature	Candidate’s Signature	University Supervisor’s Signature

Final-Term Meeting Date:

School Supervisor’s Signature	Candidate’s Signature	University Supervisor’s Signature

Mediator’s Signature (only if needed): _____

Appendix T

Practicum Student's Assessment of the School Counseling Field Experience

Trainee: _____ Date: _____

School: _____ School Supervisor: _____

Grade Levels: _____

Rate 1-5 (1 being lowest and 5 being highest), X = N/A or Cannot Rate

I. The Practicum Process

1.	Was there sufficient information about this field experience prior to actually starting the experience?	X	1	2	3	4	5
	Comment:						

2.	Did you feel the kind of setting provided was appropriate to your needs and interests?	X	1	2	3	4	5
	Comment:						

3.	Was orientation at the school sufficient when the course you are in now (practicum) began?	X	1	2	3	4	5
	Comment:						

4.	Overall, did the faculty instructor meet his/her responsibilities for the practicum experience?	X	1	2	3	4	5
	Comment:						

5.	During this practicum process, did you feel that you were treated as an individual with respect for your own special circumstances?	X	1	2	3	4	5
	Comment:						

6.	Was the school adequately prepared for your arrival?	X	1	2	3	4	5
	Comment:						

II. The School Setting

1.	Was interaction with other counselors and related disciplines sufficient?	X	1	2	3	4	5
	Comment:						

2.	Did the school provide you with agreed upon working conditions?	X	1	2	3	4	5
	Comment:						

3.	Overall, did you feel the school attached sufficient importance to your practicum experience?	X	1	2	3	4	5
	Comment:						

III. Professional Development

1.	Did the experience acquaint you with the operation of a school counseling program?	X	1	2	3	4	5
	Comment:						

2.	Did this clinical experience improve your capacity to work with people in a helping relationship?	X	1	2	3	4	5
	Comment:						

3.	Did this clinical experience acquaint you with resources available in the school?	X	1	2	3	4	5
	Comment:						

4.	Did this clinical experience significantly increase your knowledge of the role and functions of school counselors?	X	1	2	3	4	5
	Comment:						

5.	Did this clinical experience significantly increase your knowledge of the specific problems in the school, e.g., poverty, substance abuse, mental health issues, anger management, child abuse, and so on?	X	1	2	3	4	5
	Comment:						

6.	Rate your general level of satisfaction with the amount and kind of counseling activity you were assigned.	X	1	2	3	4	5
	Comment:						

7.	Was there sufficient diversity of learning activities?	X	1	2	3	4	5
	Comment:						

8.	Were there opportunities to be part of the larger school such as attending staff meetings, in-service training, and so on?	X	1	2	3	4	5
	Comment:						

9.	Did this school experience help you understand and use professional record keeping procedures?	X	1	2	3	4	5
	Comment:						

IV. Direct Supervision

1.	Did your supervisor stimulate professional counseling identity?	X	1	2	3	4	5
	Comment:						

2.	Did your supervisor help you feel accepted and respected as a person?	X	1	2	3	4	5
	Comment:						

Appendix U

MA Dept. of Elementary and Secondary Education School Counselor Licensure Requirements

603 CMR 7.11: Professional Support Personnel Licenses

Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test, through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b).

(1) School Guidance Counselor (Levels: PreK-8; 5-12)

(a) Initial License.

1. Master's degree with a major in counseling.
2. Subject Matter Knowledge:
 - a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor.
 - b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.
 - c. Psychology of learning.
 - d. Understanding of the diagnosis and treatment of learning and behavior disorders.
 - e. Theories of normal and abnormal intellectual, social, and emotional development.
 - f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students.
 - g. Philosophy, principles and practices in school guidance counseling.
 - h. Federal, state, municipal, and school laws and regulations.
 - i. Career counseling.
 - j. Resources within the school system or the community for referral.
 - k. Knowledge of statistics, research design, and research in guidance counseling.
 - l. Group counseling and group leadership.
 - m. Development of skills for consultation with parents, teachers, and administrators.
 - n. College counseling and use of college and other post-secondary resource materials (grades 5-12).
3. A practicum of 450 hours in an educational setting.
4. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license.
2. Three years of employment as a school guidance counselor.
3. Completion of one of the following:
 - a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought, which include but are not limited to school counseling, mental health counseling, school psychology, or clinical psychology.
 - b. Achievement and maintenance of certification or licensure from one of the following:
 - i. National Board of Certified Counselors (NBCC).
 - ii. National Board for School Counseling.

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11>

Attaining a license in different same type

(b) New Level (available only for licenses under 603 CMR 7.04 (3) (a) and (d) 1.):

1. Guidance counselors holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by completing one of the following:

- a. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
- b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=15>

School Social Worker/School Adjustment Counselor (Levels: All)

(a) Initial License.

1. Master's degree in Social Work or Counseling.
2. Course work and clinical experience that demonstrate knowledge of:
 - a. Principles of therapeutic relationships.
 - b. Theories of normal and abnormal intellectual, social, and emotional development.
 - c. Learning disorders, including emotional issues affecting student achievement, and their treatment.
 - d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.
 - e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.
 - f. Techniques for communicating and working with families and school and community personnel.
 - g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations.
 - h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders.
 - i. Federal and state laws and regulations addressing the legal rights of students and families.
3. A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting.
4. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license as a school social worker/school adjustment counselor.
2. Three years of employment as a school social worker or school adjustment counselor.
3. Completion of one of the following:
 - a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought including but not limited to mental health counseling, psychological counseling, school counseling, school social work, or social work.
 - b. Achievement and maintenance of a certificate or license from one of the following:
 - i. The Massachusetts Board of Registration of Social Work, as a Licensed Certified Social Worker (LCSW) or a Licensed Independent Clinical Social Worker (LICSW).
 - ii. The Massachusetts Board of Allied Mental Health Professionals, as a Licensed Mental Health Counselor (LMHC), a Licensed Marriage and Family Therapist (LMFT), or a Licensed Rehabilitation Counselor (LRC).

Appendix V

FINGERPRINTING MEMORANDUM – WSU DEPT. OF EDUCATION

September 9, 2016

A fingerprint check is a requirement for pre-practicum and practicum (student teaching) placements.

In September, 2013, Governor Patrick signed into law Chapter 77 of the Acts of 2013, “an Act Relative to Background Checks”. The new law expands what public schools already do with Criminal Offender Record Information (CORI) checks to include a fingerprint-based state and national criminal record check for all school employees.

If you are registered for any of the following courses which require field hours, you **MUST** have your fingerprint taken **BEFORE** the start of the fall semester. Even if you are not sure where you will be placed for the field hours for these courses, you should still make arrangements to have your fingerprints taken. Please use the WSU Public School Partnership list when you choose the 10 schools to be included. If you anticipate doing any of your hours in your local school district, be sure to include it as one of the 10 schools.

- ALL PRACTICUM
- EDUC0220 Schools in American Culture
- EDUC0221/EDUC0540 Introduction to Students with Exceptional Learning Needs
- EDUC0306/EDUC0506 Elementary Curriculum and Instruction
- EDUC0308/EDUC0508 Early Childhood Curriculum and Instruction
- EDUC0319/EDUC0519 Principles of Teaching and Learning
- EDUC0354/EDUC0554 Educational Planning and Evaluation: Middle and Secondary
- EDUC0363/631 Sheltered English Immersion
- EDUC0381/EDUC0581 Early Intervention for Young Children with Special Needs
- EDUC0371/EDUC0571 Identification, Assessment, Planning and Programming
- ENGL0350/0550 Methods of Teaching English in the Secondary and/or Middle School
- HIST0332/0532 Methods of Teaching History: Middle and Secondary
- MATH0337/MATH0537 Foundations of Secondary and Middle School Mathematics
- GNNSC0371/GNNSC0571 Methods of Science Education for the Middle School
- ART0322 Art Education Curriculum
- ART0323 Introduction to Art Education
- ART0324 Methods/Materials
- MOVP0103 Introduction to Teaching Physical Education
- MOVP0311 Adaptive Physical Education
- MOVP0313/0314 Physical Education Teaching Methodology: Elementary/Secondary
- MUSC0221 Introduction to Music Education
- MUSC0322 Elementary Music Methods
- MUSC0332 or 0333 Instrumental Music Education or Choral Music Education

Partner Districts:

Springfield	Chicopee	East Longmeadow	Pittsfield	Belchertown	Monson
Holyoke	Westfield	Northampton	Amherst	Granby	Southwick
Palmer	Agawam	South Hadley	Easthampton	Ludlow	Lenox
Longmeadow	Hadley	West Springfield	Southampton	Hampden-Wilbraham	

What your next step should be:

- You **MUST** make an appointment to schedule your fingerprint session **before the fall semester begins. This means you must do it before you return to campus.**
- You may select up to 10 districts where you would like to have your criminal history report sent. You will need to have the Provider ID code to those districts prior to registering for an appointment. (List is attached). A list of recommended WSU Partner Districts is at the end of this memo.
- A copy of your receipt that your fingerprints have been taken **MUST** be mailed to the Human Resources office of the District you will be working/observing in **BEFORE** you will be allowed into your placement. **WSU cannot send confirmation of your receipt.** On your receipt please note if you are a practicum or pre-practicum student from Westfield State University. Please list the name of the teacher(s) and school(s) you will be working in if you have placements.
- The fee is **\$35** for pre-practicum and practicum students.

Additional Information:

Please read through the Registration Guide before you register for an appointment to have your fingerprints taken.

- You can pay online with a credit card or when you arrive at the center. (Checks and cash are not accepted)
- Please print the confirmation page and note the identification you will need to bring with you to the center.

The fingerprinting process requires two steps. The first step is to register online for an appointment to have your fingerprints taken. The second step requires you to go to a location to physically have your fingerprints taken. While the following looks daunting, the registration is not difficult and will take you about 15 minutes.

- Please visit <http://www.identogo.com/BookanAppointment.aspx> (MorphoTrust USA IndentoGO enrollment centers) to register for a date, time and location to have your fingerprints taken.
- While the current locations to have your fingerprints are limited, new sites are being added every month. When you go online, you will find all the locations of the fingerprint centers.
- While these sites may not be in town, they offer evening and Saturday appointments as well as day time appointments.
- When asked to provide a “Provider ID,” please refer to the attached list for the District Provider ID.

When you are asked about “Applicant Employer Information” please note that you **DO NOT** need to complete this screen **UNLESS** you are a current employee of a school district.

The screenshot shows a web form titled "Applicant Employer Information". It contains several input fields: "Employer Name" and "Employer Phone" at the top; "Number", "Direction" (a dropdown menu), "Street Name", and "Appt/Unit #" in the second row; "Country" (a dropdown menu), "Employer City", "Employer State" (a dropdown menu), and "Employer Zip" in the third row; "Employer Contact Name" section with "Prefix" (a dropdown menu), "First Name", "Middle Name", "Last Name", and "Suffix" (a dropdown menu) fields; and an "Occupation" field at the bottom. A yellow bar at the bottom of the form contains the text "After You Have Entered All Required Information ---->" followed by a "Send Information" button.

For more information about the national criminal background checks, you may visit the following websites:

<http://www.mass.gov/eopss/>

Massachusetts Executive Office of Public Safety and Security

<http://www.doe.mass.edu/>

Massachusetts Department of Elementary and Secondary Education

Sincerely,

Barbara Lucas

Coordinator, Teacher Preparation

PARTNER DISTRICT ADDRESSES

Springfield Public School

HR Department
1550 Main Street
Springfield, MA, 01103
413-787-7100

East Longmeadow

HR Department
180 Maple Street
East Longmeadow, MA, 01028
413-525-5450

Belchertown

HR Department
PO Box 841
Belchertown, MA, 01007
413-323-0456

Holyoke

HR Department
57 Suffolk Street
Holyoke, MA, 01040
413-534-2005

Northampton

HR Department
212 Main Street
Northampton, MA, 01060
413-587-1315

Granby

HR Department
387 East State Street
Granby, MA, 01033
413-467-7193

West Springfield

HR Department
26 Central Street
West Springfield, MA, 01089
413-263-3300

South Hadley

HR Department
116 Main Street
South Hadley, MA, 01075
413-538-5060

Ludlow

HR Department
63 Chestnut Street
Ludlow, MA, 01056
413-583-8372

Longmeadow

HR Department
535 Bliss Road
Longmeadow, MA, 01106
413-565-4200

Hadley

HR Department
125 Russell Street
Hadley, MA, 01035
413-586-0822

Lenox

HR Department
6 Walker Street
Lenox, MA, 01240
413-637-5550

Chicopee

HR Department
180 Broadway Street
Chicopee, MA, 01020
413-594-3410

Pittsfield

HR Department
269 First Street
Pittsfield, MA, 01201
413-499-9512

Monson

HR Department
P O Box 159
Monson, MA, 01057
413-267-4150

Westfield

HR Department
1029 North Road
c/o 22-23 Hampton Ponds Plaza
Westfield, MA, 01085 9711
413-572-6403

Amherst

HR Department
170 Chestnut Street
Amherst, MA, 01002
413-362-1810

Southwick-Tolland

HR Department
86 Powder Mill Road
Southwick, MA, 01077
413-569-5391

Agawam

HR Department
1305 Springfield St., Suite 1
Feeding Hills, MA, 01030 2198
413-821-0548

Easthampton

HR Department
50 Payson Avenue 2nd Fl.
Easthampton, MA, 01027
413-529-1500

Hampden-Wilbraham

HR Department
621 Main Street
Wilbraham, MA, 01095
413-596-3884

Palmer

HR Department
24 Converse St. c/o Suite 1
Palmer, MA, 01069 1770
413-283-2650

Lee

HR Department
480 Pleasant St., Suite B-200
Lee, MA, 01238
413-243-0276

Southampton

HR Department
19 Stage Rd
Westhampton, MA, 01027
413-527-7200

Abby Kelley Foster Charter Public	04450000		Becket (non-op)	00220000
Abington	00010000		Bedford	00230000
Academy Of the Pacific Rim Charter Public	04120000		Belchertown	00240000
Acton	00020000		Bellingham	00250000
Acton-Boxborough	06000000		Belmont	00260000
Acushnet	00030000		Benjamin Banneker Charter Public	04200000
Adams (non-op)	00040000		Benjamin Franklin Classical Charter Public	04470000
Adams-Cheshire	06030000		Berkley	00270000
Advanced Math and Science Academy Charter	04300000		Berkshire Arts and Technology Charter	04140000
Agawam	00050000		Berkshire Hills	06180000
Alford (non-op)	00060000		Berlin	00280000
Alma del Mar Charter School	04090000		Berlin-Boylston	06200000
Amesbury	00070000		Bernardston (non-op)	00290000
Amesbury Academy Charter Public	04150000		Beverly	00300000
Amherst	00080000		Billerica	00310000
Amherst-Pelham	06050000		Blackstone (non-op)	00320000
Andover	00090000		Blackstone Valley Regional Vocational Technical	08050000
Aquinnah (non-op)	01040000		Blackstone-Millville	06220000
Arlington	00100000		Blandford (non-op)	00330000
Ashburnham (non-op)	00110000		Blue Hills Regional Vocational Technical	08060000
Ashburnham-Westminster	06100000		Bolton (non-op)	00340000
Ashby (non-op)	00120000		Boston	00350000
Ashfield (non-op)	00130000		Boston Collegiate Charter	04490000
Ashland	00140000		Boston Day and Evening Academy Charter	04240000
Assabet Valley Regional Vocational Technical	08010000		Boston Green Academy Horace Mann Charter School	04110000
Athol (non-op)	00150000		Boston Preparatory Charter Public	04160000
Athol-Royalston	06150000		Boston Renaissance Charter Public	04810000
Atlantis Charter	04910000		Bourne	00360000
Attleboro	00160000		Boxborough	00370000
Auburn	00170000		Boxford	00380000
Avon	00180000		Boylston	00390000
Ayer (non-op)	00190000		Braintree	00400000
Ayer Shirley School District	06160000		Brewster	00410000
Barnstable	00200000		Bridge Boston Charter School	04170000
Barnstable Community Horace Mann Charter Public	04270000		Bridgewater (non-op)	00420000
Barre (non-op)	00210000		Bridgewater-Raynham	06250000
Baystate Academy Charter Public School	35020000		Brimfield	00430000
Bristol County Agricultural	09100000		Concord	00670000
Bristol-Plymouth Regional Vocational Technical	08100000		Concord-Carlisle	06400000
Brockton	00440000		Conservatory Lab Charter	04390000
Brooke Charter School East Boston	04570000		Conway	00680000

Brooke Charter School Mattapan	04430000		Cummington (non-op)	00690000
Brooke Charter School Roslindale	04280000		Dalton (non-op)	00700000
Brookfield	00450000		Danvers	00710000
Brookline	00460000		Dartmouth	00720000
Buckland (non-op)	00470000		Dedham	00730000
Burlington	00480000		Deerfield	00740000
Cambridge	00490000		Dennis (non-op)	00750000
Canton	00500000		Dennis-Yarmouth	06450000
Cape Cod Lighthouse Charter	04320000		Devens (non-op)	03520000
Cape Cod Regional Vocational Technical	08150000		Dighton (non-op)	00760000
Carlisle	00510000		Dighton-Rehoboth	06500000
Carver	00520000		Dorchester Collegiate Academy Charter	04750000
Central Berkshire	06350000		Douglas	00770000
Charlemont (non-op)	00530000		Dover	00780000
Charlton (non-op)	00540000		Dover-Sherborn	06550000
Chatham (Non-op)	00550000		Dracut	00790000
Chelmsford	00560000		Dudley (non-op)	00800000
Chelsea	00570000		Dudley Street Neighborhood Charter School	04070000
Cheshire (non-op)	00580000		Dudley-Charlton Reg	06580000
Chester (non-op)	00590000		Dunstable (non-op)	00810000
Chesterfield (non-op)	00600000		Duxbury	00820000
Chesterfield-Goshen	06320000		East Bridgewater	00830000
Chicopee	00610000		East Brookfield (non-op)	00840000
Chilmark (non-op)	00620000		East Longmeadow	00870000
Christa McAuliffe Regional Charter Public	04180000		Eastham	00850000
City On A Hill Charter Public	04370000		Easthampton	00860000
City on a Hill Charter Public School II	35040000		Easton	00880000
Clarksburg	00630000		Edgartown	00890000
Clinton	00640000		Edward M. Kennedy Academy for Health Careers (Horace Mann Charter)	04520000
Codman Academy Charter Public	04380000		Egremont (non-op)	00900000
Cohasset	00650000		Erving	00910000
Colrain (non-op)	00660000		Essex (non-op)	00920000
Community Charter School of Cambridge	04360000		Essex Agricultural Technical	09130000
Community Day Charter Public School - Gateway	04260000		Everett	00930000
Community Day Charter Public School - Prospect	04400000		Excel Academy Charter	04100000
Excel Academy Charter School - Boston II	04590000		Hamilton (non-op)	01190000
Excel Academy Charter School - Chelsea	04610000		Hamilton-Wenham	06750000
Fairhaven	00940000		Hampden (non-op)	01200000
Fall River	00950000		Hampden Charter School of Science	04990000
Falmouth	00960000		Hampden-Wilbraham	06800000
Farmington River Reg	06620000		Hampshire	06830000
Fitchburg	00970000		Hancock	01210000
Florida	00980000		Hanover	01220000

Four Rivers Charter Public	04130000		Hanson (non-op)	01230000
Foxborough	00990000		Hardwick (non-op)	01240000
Foxborough Regional Charter	04460000		Harvard	01250000
Framingham	01000000		Harwich (Non-op)	01260000
Francis W. Parker Charter Essential	04780000		Hatfield	01270000
Franklin	01010000		Haverhill	01280000
Franklin County Regional Voc Tech	08180000		Hawlemont	06850000
Freetown (non-op)	01020000		Hawley (non-op)	01290000
Freetown-Lakeville	06650000		Heath (non-op)	01300000
Frontier	06700000		Hill View Montessori Charter Public	04550000
Gardner	01030000		Hilltown Cooperative Charter Public	04500000
Gateway	06720000		Hingham	01310000
Georgetown	01050000		Hinsdale (non-op)	01320000
Gill (non-op)	01060000		Holbrook	01330000
Gill-Montague	06740000		Holden (non-op)	01340000
Global Learning Charter Public	04960000		Holland	01350000
Gloucester	01070000		Holliston	01360000
Goshen (non-op)	01080000		Holyoke	01370000
Gosnold	01090000		Holyoke Community Charter	04530000
Grafton	01100000		Hopedale	01380000
Granby	01110000		Hopkinton	01390000
Granville (Non-op)	01120000		Hubbardston (non-op)	01400000
Great Barrington (non-op)	01130000		Hudson	01410000
Greater Fall River Regional Voc Tech	08210000		Hull	01420000
Greater Lawrence Regional Voc Tech	08230000		Huntington (non-op)	01430000
Greater Lowell Regional Voc Tech	08280000		Innovation Academy Charter	04350000
Greater New Bedford Regional Voc Tech	08250000		Institutional Schools	03700000
Greenfield	01140000		Ipswich	01440000
Groton (non-op)	01150000		KIPP Academy Boston Charter School	04630000
Groton-Dunstable	06730000		KIPP Academy Lynn Charter	04290000
Groveland (non-op)	01160000		King Philip	06900000
Hadley	01170000		Kingston	01450000
Halifax	01180000		Lakeville (non-op)	01460000
Lancaster (non-op)	01470000		Maynard	01740000
Lanesborough	01480000		Medfield	01750000
Lawrence	01490000		Medford	01760000
Lawrence Family Development Charter	04540000		Medway	01770000
Lee	01500000		Melrose	01780000
Leicester	01510000		Mendon (non-op)	01790000
Lenox	01520000		Mendon-Upton	07100000
Leominster	01530000		Merrimac (non-op)	01800000
Leverett	01540000		Methuen	01810000
Lexington	01550000		Middleborough	01820000
Leyden (non-op)	01560000		Middlefield (non-op)	01830000
Lincoln	01570000		Middleton	01840000

Lincoln-Sudbury	06950000		Milford	01850000
Littleton	01580000		Millbury	01860000
Longmeadow	01590000		Millis	01870000
Lowell	01600000		Millville (non-op)	01880000
Lowell Collegiate Charter School	35030000		Milton	01890000
Lowell Community Charter Public	04560000		Minuteman Regional Vocational Technical	08300000
Lowell Middlesex Academy Charter	04580000		Mohawk Trail	07170000
Ludlow	01610000		Monomoy Regional School District	07120000
Lunenburg	01620000		Monroe (non-op)	01900000
Lynn	01630000		Monson	01910000
Lynnfield	01640000		Montachusett Regional Voc Tech	08320000
MATCH Charter Public School	04690000		Montague (non-op)	01920000
MATCH Community Day Charter Public School	04650000		Monterey (non-op)	01930000
Ma Academy for Math and Science	04680000		Montgomery (non-op)	01940000
Malden	01650000		Mount Greylock	07150000
Manchester (non-op)	01660000		Mount Washington (non-op)	01950000
Manchester Essex Regional	06980000		Mystic Valley Regional Charter	04700000
Mansfield	01670000		Nahant	01960000
Marblehead	01680000		Nantucket	01970000
Marblehead Community Charter Public	04640000		Narragansett	07200000
Marion	01690000		Nashoba	07250000
Marlborough	01700000		Nashoba Valley Regional Vocational Tech	08520000
Marshfield	01710000		Natick	01980000
Martha's Vineyard	07000000		Nauset	06600000
Martha's Vineyard Charter	04660000		Needham	01990000
MLK Jr. Charter School of Excellence	04920000		Neighborhood House Charter	04440000
Masconomet	07050000		New Ashford (non-op)	02000000
Mashpee	01720000		New Bedford	02010000
Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District	39010000		New Braintree (non-op)	02020000
Mattapoisett	01730000		New Marlborough (non-op)	02050000
New Salem (non-op)	02060000		Pepperell (non-op)	02320000
New Salem-Wendell	07280000		Peru (non-op)	02330000
Newbury (non-op)	02030000		Petersham	02340000
Newburyport	02040000		Phillipston (non-op)	02350000
Newton	02070000		Phoenix Charter Academy	04930000
Norfolk	02080000		Pioneer Charter School of Science	04940000
Norfolk County Agricultural	09150000		Pioneer Charter School of Science II (PCSS-II)	35060000
North Adams	02090000		Pioneer Valley	07500000
North Andover	02110000		Pioneer Valley Chinese Immersion Charter	04970000
North Attleborough	02120000		Pioneer Valley Performing Arts Charter Public	04790000
North Brookfield	02150000		Pittsfield	02360000
North Central Charter Essential	04740000		Plainfield (non-op)	02370000

North Middlesex	07350000		Plainville	02380000
North Reading	02170000		Plymouth	02390000
North Shore Regional Vocational Technical	08540000		Plympton	02400000
Northampton	02100000		Princeton (non-op)	02410000
Northampton-Smith Vocational	04060000		Prospect Hill Academy Charter	04870000
Northboro-Southboro	07300000		Provincetown	02420000
Northborough	02130000		Quabbin	07530000
Northbridge	02140000		Quaboag Regional	07780000
Northeast Metropolitan Reg. Voc Tech	08530000		Quincy	02430000
Northern Berkshire Regional Voc Tech	08510000		Ralph C Mahar	07550000
Northfield (non-op)	02160000		Randolph	02440000
Norton	02180000		Raynham (non-op)	02450000
Norwell	02190000		Reading	02460000
Norwood	02200000		Rehoboth (non-op)	02470000
Oak Bluffs	02210000		Revere	02480000
Oakham (non-op)	02220000		Richmond	02490000
Old Colony Regional Voc Tech	08550000		Rising Tide Charter Public	04830000
Old Rochester	07400000		River Valley Charter	04820000
Orange	02230000		Rochester	02500000
Orleans	02240000		Rockland	02510000
Otis (non-op)	02250000		Rockport	02520000
Oxford	02260000		Rowe	02530000
Palmer	02270000		Rowley (non-op)	02540000
Pathfinder Regional Vocational Technical	08600000		Roxbury Preparatory Charter	04840000
Paulo Freire Social Justice Charter School	35010000		Royalston (non-op)	02550000
Paxton (non-op)	02280000		Russell (non-op)	02560000
Peabody	02290000		Rutland (non-op)	02570000
Pelham	02300000		Sabis International Charter	04410000
Pembroke	02310000		Salem	02580000
Pentucket	07450000		Salem Academy Charter	04850000
Salem Community Charter School	04670000		Stoneham	02840000
Salisbury (non-op)	02590000		Stoughton	02850000
Sandisfield (non-op)	02600000		Stow (non-op)	02860000
Sandwich	02610000		Sturbridge	02870000
Saugus	02620000		Sturgis Charter Public	04890000
Savoy	02630000		Sudbury	02880000
Scituate	02640000		Sunderland	02890000
Seekonk	02650000		Sutton	02900000
Seven Hills Charter Public	04860000		Swampscott	02910000
Sharon	02660000		Swansea	02920000
Shawsheen Valley Regional Voc Tech	08710000		Tantasqua	07700000
Sheffield (non-op)	02670000		Taunton	02930000
Shelburne (non-op)	02680000		Templeton (non-op)	02940000
Sherborn	02690000		Tewksbury	02950000

Shirley (non-op)	02700000		Tisbury	02960000
Shrewsbury	02710000		Tolland (non-op)	02970000
Shutesbury	02720000		Topsfield	02980000
Silver Hill Horace Mann Charter	04770000		Townsend (non-op)	02990000
Silver Lake	07600000		Tri County Regional Vocational Technical	08780000
Smith Leadership Academy Charter Public	04190000		Triton	07730000
Somerset	02730000		Truro	03000000
Somerset Berkley Regional School District	07630000		Tyngsborough	03010000
Somerville	02740000		Tyringham (non-op)	03020000
South Hadley	02780000		UP Academy Charter School of Boston	04800000
South Middlesex Regional Voc Tech	08290000		UP Academy Charter School of Dorchester	35050000
South Shore Charter Public	04880000		Up-Island Regional	07740000
South Shore Regional Voc Tech	08730000		Upper Cape Cod Regional Voc Tech	08790000
Southampton	02750000		Upton (non-op)	03030000
Southborough	02760000		Uxbridge	03040000
Southbridge	02770000		Veritas Preparatory Charter School	04980000
Southeastern Regional Vocational Technical	08720000		Wachusett	07750000
Southern Berkshire	07650000		Wakefield	03050000
Southern Worcester County Reg Voc Tech	08760000		Wales	03060000
Southfield (non-op)	03530000		Walpole	03070000
Southwick (non-op)	02790000		Waltham	03080000
Southwick-Tolland-Granville Regional	07660000		Ware	03090000
Spencer (non-op)	02800000		Wareham	03100000
Spencer-E Brookfield	07670000		Warren (non-op)	03110000
Spirit of Knowledge Charter School	04760000		Warwick (non-op)	03120000
Springfield	02810000		Washington (non-op)	03130000
Sterling (non-op)	02820000		Watertown	03140000
Stockbridge (non-op)	02830000		Wayland	03150000
Webster	03160000		Westminster (non-op)	03280000
Wellesley	03170000		Weston	03300000
Wellfleet	03180000		Westport	03310000
Wendell (non-op)	03190000		Westwood	03350000
Wenham (non-op)	03200000		Weymouth	03360000
West Boylston	03220000		Whately	03370000
West Bridgewater	03230000		Whitman (non-op)	03380000
West Brookfield (non-op)	03240000		Whitman-Hanson	07800000
West Newbury (non-op)	03290000		Whittier Regional Vocational Technical	08850000
West Springfield	03320000		Wilbraham (non-op)	03390000
West Stockbridge (non-op)	03330000		Williamsburg	03400000
West Tisbury (non-op)	03340000		Williamstown	03410000
Westborough	03210000		Wilmington	03420000
Westfield	03250000		Winchendon	03430000
Westford	03260000		Winchester	03440000
Westhampton	03270000		Windsor (non-op)	03450000

Winthrop	03460000			
Woburn	03470000			
Worcester	03480000			
Worthington (non-op)	03490000			
Wrentham	03500000			
Yarmouth (non-op)	03510000			

Appendix W-1

TRANSCRIPT REQUEST FORM

**Initial School Guidance Counselor (PreK-8 or 5-12)
Non-licensure School Adjustment Counseling**

Name of Applicant: _____ Student I.D. # A _____

Mailing Address: _____

Telephone Number: _____ Social Security #: _____

Name of Program Supervisor _____ Date of Graduation _____

Date Application for Licensure Was Submitted On-line _____

You should apply **BEFORE** your graduation date or before your program completion date. If you plan to apply after this date, you must indicate your intentions on this form and then contact me when you have applied. The Massachusetts Department of Elementary and Secondary Education does not process any paperwork unless the candidate has applied and it does not connect transcripts to the application if the application is received after the transcripts have been received by the Massachusetts Department of Elementary and Secondary Education.

Please forward a copy of my Westfield State University transcript(s) to the Licensure Officer at Westfield State University. The transcript(s) will be forwarded to the Massachusetts Department of Elementary and Secondary Education once the master's degree is posted on the transcript and I have applied to the Department of Elementary and Secondary Education.

Signature of Applicant

Date

APPLICATION FOR EDUCATOR LICENSURE IN MASSACHUSETTS MUST BE MADE ON-LINE BY THE APPLICANT AT:

www.mass.gov/doe/educators

See step by step directions attached.

If you have not been previously licensed and have a bachelor's degree from another college, you must have a transcript mailed to: the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure, 75 Pleasant Street, Malden, MA 02148.

THE FOLLOWING MUST BE SUBMITTED TO WESTFIELD STATE UNIVERSITY

The following information must be **submitted by the program supervisor** to the Licensure Officer at Westfield State University in order to endorse your licensure application:

- Commonwealth of Massachusetts – Department of Education - Practicum Report
- The Transcript Request Form
(Transcript must show Master's Degree)

It is the student's responsibility to have these forms ready for the program supervisor at the last observation meeting.

**INSTRUCTIONS FOR ON-LINE APPLICATION
FOR TEACHER LICENSURE
Initial School Guidance Counselor**

**APPLY ON-LINE TO THE MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION**

_____ 1. Go to www.mass.gov/doe/educators

Click on the “ELAR” button (Educator Licensure and Renewal)

Login (If you are new to the system, click on the link under the login box, “Create ELAR Profile”)

Access the Application

A School Guidance Counselor candidate is applying for Initial School Guidance Counselor License. The candidate is seeking a Professional Support Personnel License.

_____ 2. **PAYMENT:**

If paying by credit card, submit information with on-line application. MasterCard/Visa and Discover Card are acceptable

If paying by bank check or money order, submit it to:

Office of Educator Licensure
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

The check should be made payable to the “Commonwealth of Massachusetts” (**NO CASH OR PERSONAL CHECKS**). The fees are as follows:

\$100.00 for first field/level
\$ 25.00 for each additional field/level

_____ 3. Proof of Name Change (If Any) – send directly to the Mass. Dept. of Education



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

Professional Support Personnel Practicum/Practicum Equivalent Form

See 603 CMR 7.11

Part 1 – To be completed by the candidate
 Practicum Practicum Equivalent

First Name:		Last Name:	
Street Address:			
City/Town:		State:	Zip:
Sponsoring Organization:			
MEPID: or License #:			
Program & Level:			
Practicum/Equivalent Course Number:			Credit hours:
Practicum Course Title:			
Practicum/Equivalent Site:		Grade Level(s) of Students:	
Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:	
Other Massachusetts licenses held, if any:			
Have any components of the approved program been waived? 603 CMR 7.03(1)(b) <input type="checkbox"/> Yes <input type="checkbox"/> No			

Part 2- To be completed by the Program Supervisor

Name:	
The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:	
Candidate's License Field:	Grade Level:
To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. <input type="checkbox"/> Yes <input type="checkbox"/> No	

Part 3- To be completed by the Supervising Practitioner

Name:	Position:
School District:	
License: <input type="checkbox"/> Initial <input type="checkbox"/> Professional	# of years of experience under license:
MEPID: or License #:	License Field(s):

Part 4 – Initial 1, 2, 3

1. Initial meeting held at which the procedures for evaluation were explained to the candidate.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
2. Meeting held midway through the practicum at which the Candidate's progress was discussed.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:

Part 5

Candidate has successfully completed the Practicum/Practicum Equivalent <input type="checkbox"/> Yes <input type="checkbox"/> No	
Program Supervisor:	Date
Supervising Practitioner:	Date
Mediator (if necessary see: 603 CMR 7.04(4))	Date