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SECTION 1

Introduction

This handbook informs prospective applicants and currently enrolled master’s students about the academic and experiential requirements necessary to earn the Master’s of Education in Professional Counseling at The University of Mississippi.

The handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives, program requirements and procedures, the student review, retention and dismissal policy, the process of planning a program of study, the supervised counseling experiences in our programs, the exit requirements for graduation, and procedures for obtaining licensure and endorsement following graduation.

Program faculty members encourage prospective applicants to review this handbook in order to facilitate their decision about whether to apply to the program. Potential applicants are welcome to contact the Program Coordinator with questions.

Enrolled master’s students will thoroughly familiarize themselves with the content of this handbook. It is distributed at the program orientation for new students and available on the department website. Newly admitted students are required to read it in its entirety and to provide written verification that they have done so and understand their student responsibilities (see Appendix A). Current students are welcome to contact their assigned advisor with questions. In addition, students should review the M Book, which is available at olemiss.edu, and is The University of Mississippi Handbook of Standards and compliments the University Policy Directory and Graduate Catalog. Students are responsible for becoming aware of the policies governing The University of Mississippi.

Be Successful!

The Counseling Education faculty welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through the program. Advisors are available to schedule appointments with you to assist you through this process. However, you are responsible for knowing the content contained within this handbook. Advisors and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Therefore, reviewing this handbook periodically is highly recommended. For specific questions and concerns it is always a good idea to speak directly with your advisor or course faculty. Contact information for each faculty member is listed in this handbook in Section 11. Each of us has scheduled weekly office hours, so please feel free to contact us.
SECTION 2

Mission

The principle mission of the Counselor Education Program is to prepare counselors of excellence. Specifically, we strive to graduate qualified K-12 school counselors and clinical mental health counselors to serve in public and private community settings. Along with the masters’ programs, the Counselor Education Program offers an on-line educational specialist degree in counselor education – play therapy specialization and a doctoral program in counselor education and supervision. Faculty members in Counselor Education strive to instill in students a strong sense of professional identity, to help students develop mastery over the rich knowledge base of the counseling profession, and to mentor the development of excellent counseling skills. As part of professional identity and career development, students are encouraged to obtain licensure and certifications to promote their professional success.

Philosophy

The general philosophy of the Counselor Education Program at The University of Mississippi is based upon the following premises:

- Individuals have a self-actualizing tendency, characterized by positive growth.
- The counseling relationship is one that is best conducted in a setting of equality, cooperation, and mutual respect.
- Clients have the capacity to accept and to take responsibility for their behavior and environment.
- All individuals should be treated with respect, dignity, and worth.
- As a result of the counseling process, clients can better understand their perceptions, attitudes, and behaviors so that they can help themselves in the future.
- The professionally trained counselor should develop a personally congruent and integrated counseling style, characterized by the awareness of individual influences such as cognitive, emotional, behavioral, biological, and environmental factors.
- The counseling process is an effective means for helping clients learn how to interact constructively with themselves, others, and their environments.
- Counselors should also understand the influence of culture and the systematic impact of the clients’ social system including family, work, and community.
Programs in Counseling

The master’s program in Professional Counseling is housed in the Counselor Education Program within the Department of Leadership and Counselor Education in the university’s NCATE/CAEP-accredited School of Education. Currently, there are four professional counseling programs offered at The University of Mississippi:

1. M.Ed. in Professional Counseling - Clinical Mental Health Counseling Track
2. M.Ed. in Professional Counseling - School Counseling Track
3. Ed.S. in Counselor Education – Play Therapy Track
4. Ph.D. in Counselor Education and Supervision

The master’s and doctoral programs are accredited by the Council for Accreditation of Counseling and related Educational Programs (CACREP), a specialized accrediting body that grants accreditation to graduate level programs in professional counseling. CACREP does not offer accreditation for Ed.S. programs.

M.Ed. in Clinical Mental Health Counseling

Professional clinical mental health counselors work with individuals, families, and other groups to address and treat mental and emotional disorders and to promote mental health. Clinical mental health counselors are trained to assist individuals dealing with a variety of concerns including career goals, wellness issues, depression, addiction and substance abuse, suicidal impulses, stress, grief, and problems with self-esteem. The clinical mental health counseling track qualifies graduates to work in a wide variety of mental health settings including inpatient, outpatient, college counseling, and private practice. Graduates may choose to work with a specialized population such as children, adolescents, couples, or families.

The objective of the Master of Education in professional counseling curriculum is to prepare students to be professional counselors. The counselor education faculty believes that the development of a strong professional identity, rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. A priority for the program is to serve the people of Mississippi by providing highly qualified counselors. The professional clinical mental health counseling program is a 60 credit hour program that requires experiential components including a 100 clock-hour practicum and 600 clock-hour internship.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for licensure as a professional counselor (LPC) in the State of Mississippi. In the semester of their graduation, students are eligible to sit for the National Counselor Examination for Licensure and Certification (NCE) and to apply to the State to be a Provisional Licensed Professional Counselor (P-LPC).
M.Ed. in School Counseling

Professional school counselors are licensed professionals who assist students in their academic, social, emotional and career development, and help them define the best pathways to achieve satisfaction and success. Professional school counselors also serve as leaders and effective team members, working with parents/guardians, teachers, administrators, and other school personnel to ensure that each student succeeds. The school counseling track provides students with minimum qualifications to serve as licensed school counselors at the elementary, middle, or high school level.

The objective of the Master of Education in professional counseling curriculum is to prepare students to be professional counselors. The counselor education faculty believes that the development of a strong professional identity, rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. A priority for the program is to serve the people of Mississippi by providing highly qualified school counselors.

The school counseling track requires that all students successfully complete a range of program experiences, which include satisfactory completion of required courses, development of basic counseling skills, performance in a school-based practicum and internship, and demonstration of counseling and track-specific competencies beyond class requirements. The professional school counseling program is currently a 48 credit hour program that requires experiential components including a 100 clock-hour practicum and 600 clock-hour internship.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for licensure as a school counselor in the State of Mississippi. Upon graduation students are eligible to sit for the national PRAXIS examination in school counseling and to apply to the State for licensure as a professional school counselor.

Note:
Students may not dually enroll in both master’s degree programs but must instead select a single specialization track (clinical mental health counseling or school counseling). Students in a master’s degree program may only change from one specialty area to another with permission of the full counselor education faculty. Please speak with the Program Coordinator or your advisor immediately if you are reconsidering your choice of specialty areas.
Additional Programs

Ed.S. in Counselor Education – Play Therapy Track

The University of Mississippi’s Counselor Education Program and its Clinic for Outreach and Personal Enrichment (COPE), an approved center for play therapy education by the Association for Play Therapy, is pleased to offer a post-master’s specialist degree in counselor education for those interested in play therapy and becoming credentialed as a Registered Play Therapist. This program is provided online for national and international students.

This one-year program consists of a fall to summer curriculum with a two-semester clinical practicum experience and an intensive supervision residency. Students will complete 21 credit hours, record at least 335 hours of play therapy sessions, and receive 35 hours of supervision from Registered Play Therapist-Supervisors. An onsite residency is required for three days in the summer semester. The residency is held at The University of Mississippi at the Counselor Education Clinic for Outreach and Personal Enrichment.

Ph.D. in Counselor Education and Supervision

The objective of the doctoral program in counselor education and supervision is to develop counselor educators who are prepared to be skillful teachers, expert supervisors, competent quantitative and qualitative researchers, and outstanding professional faculty members at colleges and universities. Fundamental to the mission statement is the conviction that the master’s degree in counseling is the clinical degree in counselor education and that doctoral study, while it enhances the clinical skills of students, aims to develop effective counselor educators and supervisors.

The doctoral program in counselor education and supervision requires that all students successfully complete a range of program experiences. These experiences include satisfactory completion (grade of B or higher) of required coursework. Clinical and internship experiences include leadership and advocacy, supervision, teaching, development of a research agenda, satisfactory completion of a doctoral portfolio, and the successful completion of the dissertation.

The doctoral program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
SECTION 3
Program Goals and Objectives

The primary objective of the Master's of Education in Professional Counseling curriculum is to prepare students to become successful professional counselors in community and educational settings. The Counselor Education faculty believes that the development of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. The program's first priority is to serve the people of local, state, national, and international communities by providing highly qualified counselors.

The Master of Education in Professional Counseling curriculum is designed to build a strong foundation for graduates entering the helping counseling professions. This program prepares counselors to respond to the multitude of changes in a diverse society and to be responsive to the expanding counseling profession and their roles as professionals in the field of counseling. The foundation of the program is developed upon the eight common-core areas of the Council of Accreditation for Counseling and Related Educational Program (CACREP).

CACREP Standards

All students enrolled in the M.Ed. in professional counseling program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
   A. History and philosophy of the counseling profession and its specialty areas
   B. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
   C. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
   D. The role and process of the professional counselor advocating on behalf of the profession
   E. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
   F. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
   G. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   H. Current labor market information relevant to opportunities for practice within the counseling profession
   I. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
   J. Technology's impact on the counseling profession
   K. Strategies for personal and professional self-evaluation and implications for practice
   L. Self-care strategies appropriate to the counselor role
   M. The role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY
   A. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   B. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   C. Multicultural counseling competencies
   D. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   E. The effects of power and privilege for counselors and clients
   F. Help-seeking behaviors of diverse clients
   G. The impact of spiritual beliefs on clients’ and counselors’ worldviews
   H. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT
   A. Theories of individual and family development across the lifespan
   B. Theories of learning
   C. Theories of normal and abnormal personality development
   D. Theories and etiology of addictions and addictive behaviors
   E. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
   F. Systemic and environmental factors that affect human development, functioning, and behavior
   G. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
   H. A general framework for understanding differing abilities and strategies for differentiated interventions
   I. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT
   A. Theories and models of career development, counseling, and decision making
   B. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
   C. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
   D. Approaches for assessing the [impact] of the work environment on clients’ life experiences
   E. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
   F. Strategies for career development program planning, organization, implementation, administration, and evaluation
   G. Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
   H. Strategies for facilitating client skill development for career, educational, and life-work planning and management
   I. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
   J. Ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS
   A. Theories and models of counseling
   B. A systems approach to conceptualizing clients
   C. Theories, models, and strategies for understanding and practicing consultation
   D. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
   E. The impact of technology on the counseling process
   F. Counselor characteristics and behaviors that influence the counseling process
   G. Essential interviewing, counseling, and case conceptualization skills
   H. Developmentally relevant counseling treatment or intervention plans
   I. Development of measurable outcomes for clients
   J. Evidence-based counseling strategies and techniques for prevention and intervention
   K. Strategies to promote client understanding of and access to a variety of community-based resources
   L. Suicide prevention models and strategies
   M. Crisis intervention, trauma-informed, and community-based strategies, such as psychological first aid
   N. Processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK
   A. Theoretical foundations of group counseling and group work
   B. Dynamics associated with group process and development
   C. Therapeutic factors and how they contribute to group effectiveness
   D. Characteristics and functions of effective group leaders
   E. Approaches to group formation, including recruiting, screening, and selecting members
   F. Types of groups and other considerations that affect conducting groups in varied settings
   G. Ethical and culturally relevant strategies for designing and facilitating groups
   H. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING
   A. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
   B. Methods of effectively preparing for and conducting initial assessment meetings
   C. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
   D. Procedures for identifying trauma and abuse and for reporting abuse
   E. Use of assessments for diagnostic and intervention planning purposes
   F. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
   G. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
   H. Reliability and validity in the use of assessments
   I. Use of assessments relevant to academic/educational, career, personal, and social development
   J. Use of environmental assessments and systematic behavioral observations
   K. Use of symptom checklists, and personality and psychological testing
   L. Use of assessment results to diagnose developmental, behavioral, and mental disorders
   M. Ethical and culturally relevant strategies
8. RESEARCH AND PROGRAM EVALUATION
   A. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
   B. Identification of evidence-based counseling practices
   C. Needs assessments
   D. Development of outcome measures for counseling programs
   E. Evaluation of counseling interventions and programs
   F. Qualitative, quantitative, and mixed research methods
   G. Designs used in research and program evaluation
   H. Statistical methods used in conducting research and program evaluation
   I. Analysis and use of data in counseling
   J. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CACREP Standards for Clinical Mental Health Counseling Entry-Level Specialty Area

Students enrolled in the M.Ed. program in Clinical Mental Health Counseling are preparing to specialize as clinical mental health counselors and will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. FOUNDATIONS
   A. History and development of clinical mental health counseling
   B. Theories and models related to clinical mental health counseling
   C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   E. Psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   A. Roles and settings of clinical mental health counselors
   B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
   D. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the diagnostic and statistical manual of mental disorders (DSM) and the international classification of diseases (ICD)
   E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   F. Impact of crisis and trauma on individuals with mental health diagnoses
   G. Impact of biological and neurological mechanisms on mental health
   H. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   I. Legislation and government policy relevant to clinical mental health counseling
   J. Cultural factors relevant to clinical mental health counseling
   K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   L. Legal and ethical considerations specific to clinical mental health counseling
   M. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. PRACTICE

A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues
C. Strategies for interfacing with the legal system regarding court-referred clients
D. Strategies for interfacing with integrated behavioral health care professionals
E. Strategies to advocate for persons with mental health issues

CACREP Standards for School Counseling Entry-Level Specialty Area

Students enrolled in the M.Ed. program in School Counseling will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. FOUNDATIONS

A. History and development of school counseling
B. Models of school counseling programs
C. Models of p-12 comprehensive career development
D. Models of school-based collaboration and consultation
E. Assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

A. School counselor roles as leaders, advocates, and systems change agents in p-12 schools
B. School counselor roles in consultation with families, p-12 and postsecondary school personnel, and community agencies
C. School counselor roles in relation to college and career readiness
D. School counselor roles in school leadership and multidisciplinary teams
E. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
F. Competencies to advocate for school counseling roles
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
H. Common medications that affect learning, behavior, and mood in children and adolescents
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
J. Qualities and styles of effective leadership in schools
K. Community resources and referral sources
L. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
M. Legislation and government policy relevant to school counseling
N. Legal and ethical considerations specific to school counseling
3. PRACTICE

A. Development of school counseling program mission statements and objectives
B. Design and evaluation of school counseling programs
C. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
D. Interventions to promote academic development
E. Use of developmentally appropriate career counseling interventions and assessments
F. Techniques of personal/social counseling in school settings
G. Strategies to facilitate school and postsecondary transitions
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
I. Approaches to increase promotion and graduation rates
J. Interventions to promote college and career readiness
K. Strategies to promote equity in student achievement and college access
L. Techniques to foster collaboration and teamwork within schools
M. Strategies for implementing and coordinating peer intervention programs
N. Use of accountability data to inform decision making
O. Use of data to advocate for programs and students

Program-Specific Objectives

While working to ensure that the curriculum addresses all of the CACREP standards identified above, the Counselor Education Program has identified specific objectives for each program.

Program Objectives
The objectives of the Clinical Mental Health Counseling program at The University of Mississippi are...

- to prepare students with the knowledge and skills associated with the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These 8 core areas are:
  1. Professional Counseling Orientation and Ethical Practice
  2. Social and Cultural Diversity
  3. Human Growth and Development
  4. Career Development
  5. Counseling and Helping Relationships
  6. Group Counseling and Group Work
  7. Research and Program Evaluation
- to prepare students to with the knowledge and skills to engage in diagnosis, case conceptualization, treatment planning and interventions with a diverse clientele in an agency setting
- to prepare students to identify and serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities by helping underserved and oppressed client populations
The following table identifies key performance indicators which will be assessed to evaluate student mastery of each objective.

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of the Clinical Mental Health Counseling program at The University of Mississippi are to prepare students with the knowledge and skills associated with each of the following eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).</td>
<td>The Clinical Mental Health Counseling program at The University of Mississippi will evaluate program success in achieving its objectives by measuring the following key performance indicators:</td>
</tr>
<tr>
<td>1. Professional Counseling Orientation and Ethical Practice</td>
<td>• Students will demonstrate an understanding of the counselor’s various professional roles and functions in providing ethically sound counseling and advocacy.</td>
</tr>
<tr>
<td>2. Social and Cultural Diversity</td>
<td>• Students will demonstrate knowledge of theories of multicultural counseling, cultural identity development, and strategies for social advocacy.</td>
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<tr>
<td></td>
<td>• Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination.</td>
</tr>
<tr>
<td></td>
<td>• Students will demonstrate multicultural counseling competencies as counselors-in-training.</td>
</tr>
<tr>
<td>3. Human Growth and Development</td>
<td>• Students will demonstrate the knowledge of culturally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan.</td>
</tr>
<tr>
<td>4. Career Development</td>
<td>• Students will demonstrate the knowledge of career development theories, assessments, and information resources necessary to facilitate career development and to provide career counseling to clients across the lifespan.</td>
</tr>
<tr>
<td>5. Counseling and Helping Relationships</td>
<td>• Students will demonstrate the knowledge of the counseling relationship and process both in-person and technology assisted, techniques for prevention and crisis intervention in a multicultural society, knowledge of counselor characteristics that influence the counseling process, and community-based resources.</td>
</tr>
<tr>
<td></td>
<td>• Students will demonstrate the knowledge of counseling theories and models for case conceptualization and consultation as well as the development of a personal model of counseling.</td>
</tr>
<tr>
<td>6. Group Counseling and Group Work</td>
<td>• Students will demonstrate a theoretical understanding of the development, process, purpose, skills, and stages of group counseling, as well as the roles and responsibilities of group members and effective leaders.</td>
</tr>
<tr>
<td></td>
<td>• Students will participate as group members in on-going, small group activities, approved by the program, for a minimum of 10 clock hours over one semester.</td>
</tr>
<tr>
<td></td>
<td>• Students will facilitate or co-facilitate a counseling group during practicum and/or internship.</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Key Performance Indicator</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 7. Assessment and Testing | • Students will demonstrate an understanding of informal and formal assessment procedures for diagnostic and intervention planning purposes in counseling, including basic concepts of standardized testing, norms, statistical concepts, and psychometric properties.  
• Students will demonstrate knowledge about how to assess risk of aggression or danger to others, self-inflicted harm, or suicide as well as procedures for identifying trauma and reporting abuse. |
| 8. Research and Program Evaluation | • Students will demonstrate a practical understanding of scientific literature, research methods, statistics, and program evaluation, including cultural implications for interpretation and reporting.  
• Students will integrate and apply diagnostic and case conceptualization skills when treatment planning and intervening with diverse clientele in an agency setting.  
• Students will identify and serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities by helping underserved and oppressed client populations. |

The University of Mississippi  
School Counseling  
M.Ed. Program Objectives

Program Objectives
The objectives of the School Counseling program at The University of Mississippi are…  
• to prepare students with the knowledge and skills associated with the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These 8 core areas are:  
  1. Professional Counseling Orientation and Ethical Practice  
  2. Social and Cultural Diversity  
  3. Human Growth and Development  
  4. Career Development  
  5. Counseling and Helping Relationships  
  6. Group Counseling and Group Work  
  7. Research and Program Evaluation  
• to prepare students to with the knowledge and skills to effectively comprehensive guidance and counseling program within the k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students  
• to prepare students to identify and serve as professional school counselors, advocates, and leaders who display an appropriate level of self-awareness, sensitivity to others, and the ability to relate to and counsel a diverse group of students
The following table identifies key performance indicators which will be assessed to evaluate student mastery of each objective.

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of the School Counseling program at The University of Mississippi are to prepare students with the knowledge and skills associated with each of the following eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).</td>
<td>Students will demonstrate an understanding of the counselor’s various professional roles and functions in providing ethically sound counseling and advocacy.</td>
</tr>
<tr>
<td>1. Professional Counseling Orientation and Ethical Practice</td>
<td>Students will demonstrate knowledge of theories of multicultural counseling, cultural identity development, and strategies for social advocacy.</td>
</tr>
<tr>
<td>2. Social and Cultural Diversity</td>
<td>Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination.</td>
</tr>
<tr>
<td>3. Human Growth and Development</td>
<td>Students will demonstrate multicultural counseling competencies as counselors-in-training.</td>
</tr>
<tr>
<td>4. Career Development</td>
<td>Students will demonstrate the knowledge of culturally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan.</td>
</tr>
<tr>
<td>5. Counseling and Helping Relationships</td>
<td>Students will demonstrate the knowledge of career development theories, assessments, and information resources necessary to facilitate career development and to provide career counseling to clients across the lifespan.</td>
</tr>
<tr>
<td>6. Group Counseling and Group Work</td>
<td>Students will demonstrate the knowledge of the counseling relationship and process both in-person and technology assisted, techniques for prevention and crisis intervention in a multicultural society, knowledge of counselor characteristics that influence the counseling process, and community-based resources.</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate the knowledge of counseling theories and models for case conceptualization and consultation as well as the development of a personal model of counseling.</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate a theoretical understanding of the development, process, purpose, skills, and stages of group counseling, as well as the roles and responsibilities of group members and effective leaders.</td>
</tr>
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<td>Students will participate as group members in on-going, small group activities, approved by the program, for a minimum of 10 clock hours over one semester.</td>
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<td>Students will facilitate or co-facilitate a counseling group during practicum and/or internship.</td>
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<tr>
<td>Program Objective</td>
<td>Key Performance Indicator</td>
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| 7. Assessment and Testing | • Students will demonstrate an understanding of informal and formal assessment procedures for diagnostic and intervention planning purposes in counseling, including basic concepts of standardized testing, norms, statistical concepts, and psychometric properties.  
• Students will demonstrate knowledge about how to assess risk of aggression or danger to others, self-inflicted harm, or suicide as well as procedures for identifying trauma and reporting abuse. |
| 8. Research and Program Evaluation | • Students will demonstrate a practical understanding of scientific literature, research methods, statistics, and program evaluation, including cultural implications for interpretation and reporting. |
| • to prepare students to with the knowledge and skills to effectively comprehensive guidance and counseling program within the k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students | • Students will demonstrate the knowledge and skills to effectively comprehensive guidance and counseling program within the k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students. |
| • to prepare students to identify and serve as professional school counselors, advocates, and leaders who display an appropriate level of self-awareness, sensitivity to others, and the ability to relate to and counsel a diverse group of students | • Students will demonstrate an understanding of the school counselor's professional role, including advocacy, leadership, collaboration, and systemic change.  
• Students will demonstrate and apply knowledge of ethical standards and culturally relevant counseling in a K-12 setting. |

**Methods of Instruction**

To assist students in mastering the knowledge, skills and dispositions necessary for success as a professional counselor, the program employs various methods of instruction geared toward adult learners. The MEd in Counselor Education is a face-to-face program. We also offer some classes with various delivery methods in certain semesters. These include:

- Campus-based didactic classes
- Online didactic classes
- Hybrid didactic classes (online and in-person classes)
- Remote didactic classes
- Campus-based experiential classes
- Supervised fieldwork experiences
SECTION 4

Program Application and Admission

The program admission process is designed to assess the candidate's suitability and commitment for graduate study and for a professional career in counseling. Not all applicants are admitted, and Admissions are competitive for a limited number of seats. Candidates who are admitted to these programs are expected to make a major commitment to their graduate training. Students are admitted once each year for entry in the fall.

Application Process

To initiate the application process, applicants must complete the online graduate application found on The University of Mississippi's Graduate School web page at http://www.olemiss.edu/applynow/. Once the online application process is initiated, applicants will be notified to electronically submit a resume along with the names and addresses of three professional references, as well as a personal statement as to why this is the best program to help them reach their career goals.

At a minimum, applicants to the program must:

- Hold a bachelor's degree from an approved institution with a grade point average of at least 3.0 on the course work attempted. [Individuals with a 2.7 undergraduate grade point average, or 3.0 on the last 60 hours, may be admitted on a conditional status.]
- Complete a Graduate School application online which includes official transcripts, and GRE scores (less than five years old with verbal, quantitative, and writing component subscores)
- Upload the following supplemental materials to the Graduate School application:
  - Current resume
  - Personal Statement
- Submit all admissions materials no later than the March 1 deadline
- Participate in an interview with faculty (if invited)

Applicant information is reviewed by faculty following the March 1 deadline each year. Faculty will determine applicants who best qualify for an interview, and during the month of April, applicants will be invited to interview with the Counselor Education faculty in Counselor Education. Following the interviews, applicants will be notified of the decision for admission. Potential applicants should read the materials in this handbook to ensure the program meets their career goals.

Diversity Recruitment Statement

The Master's Program in Counselor Education is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the master's program present possibilities for learning not only for individual students but also for their peers.
SECTION 5
Planning a Program of Study

Meeting with your Advisor

Upon program admission, each student is assigned to a faculty advisor. Students are expected to meet with their advisor to begin program planning by the end of their first semester of study. All students must have a written program of study on file in order to continue into a second semester of study.

During the first planning meeting, the student and advisor discuss issues such as career goals, program requirements, application dates for selected courses and changes, liability insurance, professional licensure and graduation, as well as personal/professional development needs. The student and advisor work together to select electives and to build a program of study that fits the student's needs and meets program requirements. The written program of study must be signed by the student, advisor, and the graduate program coordinator. The student must consult with the advisor about making any future program changes. The signed program of study becomes the university's contract with the student. The original is kept in the department files, and copies of it are provided both to the student and the Graduate School. Sample programs of study are included on the next pages.

The student-advisor relationship is ongoing and continues after the program of study is written. The student is encouraged to meet with his or her advisor periodically to discuss progress in the program, career issues, internship placement and professional experiences.
Program of Study – 60 credits
Professional Clinical Mental Health Counseling M.Ed. Program
Department of Leadership and Counselor Education

Student Name: ___________________________ Student ID Number: ___________________________
Address ___________________________ Phone Number ___________________________
City ___________________________ State ___________________________ Zip Code ___________________________
Email Address ___________________________

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Planned</th>
<th>Completed</th>
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<tbody>
<tr>
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<tr>
<td>COUN 603 Counseling Skills</td>
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<tr>
<td>COUN 604 Research in Counseling</td>
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<tr>
<td>COUN 606 Counseling Theories</td>
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<td>COUN 607 Group Procedures</td>
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<td>COUN 608 Issues and Ethics in Counseling</td>
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<td>COUN 642 Crisis Intervention</td>
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Clinical Mental Health Counseling Specialization

| COUN 612 Foundations of Clinical Mental Health Counseling | 3       |         |           |
| COUN 613 Diagnostic Systems in Counseling               | 3       |         |           |
| COUN 614 Family Counseling                              | 3       |         |           |
| COUN 615 Addictions Counseling                          | 3       |         |           |
| COUN 617 Pre-Practicum and Advanced Skills              | 3       |         |           |
| COUN 644 Counseling Children & Adolescents              | 3       |         |           |

Practicum

| COUN 662 Practicum                                      | 3       |         |           |

Internship

| COUN 664 Internship in Counseling                       | 3       |         |           |
| COUN 664 Internship in Counseling                       | 3       |         |           |

Elective

|                                                        | 3       |         |           |

Exit Requirements

| Counselor Preparation Comprehensive Examination         | Planned | Date Passed |

Advisor’s Name: ___________________________ Program must be completed by: ___________________________

Student Signature ___________________________ Advisor’s Signature ___________________________ Program Coordinator Signature ___________________________
Program of Study – 48 credits
Professional School Counseling M.Ed. Program
Department of Leadership and Counselor Education

Student Name: _______________________________ Student ID Number: ____________________________
Address: __________________________________ Phone Number: ________________________________

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<tr>
<th>City</th>
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<th>Credits</th>
<th>Planned</th>
<th>Completed</th>
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<td>COUN 608 Issues and Ethics in Counseling</td>
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<td>COUN 609 Multicultural Counseling</td>
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<td>COUN 642 Crisis Intervention</td>
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<tr>
<td>COUN 630 Foundations of School Counseling</td>
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<tr>
<td>COUN 644 Counseling Children &amp; Adolescents</td>
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<th>Exit Requirements</th>
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<tr>
<td>Counselor Preparation Comprehensive Examination</td>
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Advisor's Name: ____________________________________________________________

Program must be completed by: ____________________________

Student Signature ________________________ Advisor's Signature ____________________ Program Coordinator Signature ____________________
# Tentative Course Sequences

Although the exact sequence in which required courses are offered may change over time based upon faculty availability and departmental needs, the following tentative sequences are offered for your planning purposes.

## Clinical Mental Health Counseling Course Sequence - Tentative

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
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<tbody>
<tr>
<td>FALL</td>
<td>SPRING</td>
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<tr>
<td>Foundations</td>
<td>Skills</td>
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<tr>
<td>Lifespan</td>
<td>Group</td>
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<tr>
<td>Theories</td>
<td>Child &amp; Adolescence</td>
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<td>Pre-Prac</td>
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## School Counseling Course Sequence - Tentative

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<thead>
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<th>YEAR 1</th>
<th>YEAR 2</th>
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<tr>
<td>FALL</td>
<td>SPRING</td>
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<td>Lifespan</td>
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<td>Theories</td>
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<td>Practicum</td>
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SECTION 6

Program Completion Requirements

This section addresses important policies and procedures related to program completion. These include general requirements for all degrees, requirements specific to the professional counseling program, and policies and procedures related to situations which may result in the dismissal of a student. It is essential that all students enrolled in the M.Ed. in Professional Counseling programs read this section carefully. Questions should be directed to the Program Coordinator.

General Requirements for all Graduate Degrees

The following statement, from the current Graduate Catalog is available online at The University of Mississippi’s Graduate School Webpage, serves as the foundation for the program and degree requirements in the M.Ed. program in Professional Counseling.

Degrees higher than the baccalaureate are granted at The University of Mississippi because of special attainments achieved by degree candidates. Prospective students should understand clearly that a graduate degree is not awarded upon the basis of a collection of course credits, or the passing of certain prescribed examinations, or the submission of a thesis or dissertation. In other words, the student cannot expect to receive a higher degree because of successfully completing the individual parts of the degree program. Course schedules, examinations, and other requirements explained in this catalog are to be regarded as minimal; and any student may be required to satisfy whatever additional requirements academic advisors deem appropriate.

To receive a higher degree from The University of Mississippi, the student must demonstrate to the satisfaction of the graduate faculty of the department, school, or college of the student and to the faculty of the University that the student has attained through intelligence, scholarship, industry, and personal qualities the high level of professional and academic competence that the faculty of each department expects of a person holding the degree being sought. The determination of fitness to qualify for the degree rests solely upon the estimate that the faculty makes of the student’s right to the degree.

Required Program Experiences

The master’s program in Professional Counseling requires that all students successfully complete a range of program experiences. These experiences include satisfactory completion of required courses and course experiences, development of basic counseling skills, performance in practicum and internship, and demonstration of specific clinical competencies beyond class requirements. In addition, as stated above in the General Degree Requirements of the Graduate School of The University of Mississippi, the counselor education faculty’s judgment of students’ “fitness to qualify for the degree” is a critical element of students’ progress and successful program completion.
Required Coursework

The courses currently required for each of the M.Ed. programs in professional counseling are listed below. Course descriptions are also included in Appendix B. Your advisor or program coordinator will assist you with course sequencing and program planning.

Clinical Mental Health Counseling (60 Hours)

- COUN 601 Lifespan Development
- COUN 603 Counseling Skills
- COUN 604 Research in Counseling
- COUN 606 Counseling Theories
- COUN 607 Group Procedures
- COUN 608 Issues and Ethics in Counseling
- COUN 609 Multicultural Counseling
- COUN 611 Assessment in Counseling
- COUN 612 Foundations of Clinical Mental Health Counseling
- COUN 613 Diagnostic Systems in Counseling
- COUN 614 Family Counseling
- COUN 615 Addictions Counseling
- COUN 617 Pre-Practicum and Advanced Skills
- COUN 640 Career Counseling
- COUN 642 Crisis Intervention
- COUN 644 Counseling Children & Adolescents
- COUN 662 Practicum
- COUN 664 Internship in Clinical Mental Health Counseling (6 credits)
- Electives (3 credits)

School Counseling (48 Hours)

- COUN 601 Lifespan Development
- COUN 603 Counseling Skills
- COUN 604 Research in Counseling
- COUN 606 Counseling Theories
- COUN 607 Group Procedures
- COUN 608 Issues and Ethics in Counseling
- COUN 609 Multicultural Counseling
- COUN 611 Assessment in Counseling
- COUN 614 Family Counseling
- COUN 640 Career Counseling
- COUN 642 Crisis Intervention
- COUN 644 Counseling Children & Adolescents
- COUN 630 Foundations of School Counseling
- COUN 661 School Practicum
- COUN 663 Internship in School Counseling (6 credits)
Required Grades
Students must maintain the required cumulative GPA (3.0) set forth in the Graduate Catalog. While in the Counselor Education program, if a student receives a grade of C+ in more than one graduate level course, the student may be dismissed from the program upon the receipt of the second C+. If a student earns a grade lower than a C+ (i.e., C, C-, D, or F) in any graduate level course, the student may be dismissed from the program. In the case of dismissal, the candidate will be provided reasonable assistance to facilitate transition from the program to another academic program, if deemed acceptable and feasible.

Academic Grade Appeal Policy and Procedure
The grade appeal policy and procedure is designed to provide an undergraduate or graduate student at The University of Mississippi with a clearly defined avenue for appealing the assignment of a course grade, following the posting of final grades that he/she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance. The student’s request for a grade appeal must be taken successively to the instructor, the chair of the department (or director of the program) in which the grade was given, and the dean of the school or college to which the department belongs, with a possible resolution of the conflict at any stage. Either the student or the instructor may appeal a decision made at the dean’s level. This formal grade appeal will be reviewed by the Academic Appeals Committee and by the vice chancellor for academic affairs.

A final grade is the instructor’s evaluation of the student’s work and achievement throughout a semester’s participation in a course. Factors upon which the final grade may be based include: attendance; recitation and class participation; written, oral, and online quizzes; reports; papers; final examinations; and other class activities. There is a presumption that the instructor who has conducted the course is professionally competent to judge the student’s work, and in the absence of convincing evidence to the contrary, has evaluated it fairly. In all cases, the complaining student shall have the burden of proof with regard to all allegations in his/her complaint and in his/her request for review or hearing. If a party fails to pursue any step of the grade appeal procedure within its allotted time, the disposition of the case made in the last previous step shall be final. All correspondence and records shall be retained in the office in which the complaint is finally resolved.

A grade appeal cannot be based upon differences in grade assignments between multi-section courses, whether or not the course sections are taught by the same instructor.

Transfer Credits
Students who have transferred into this program may receive credit for previous courses at another universities with the approval of their faculty advisors and subject to university policies (see http://catalog.olemiss.edu/graduate-school/academics). A maximum of 12 semester hours of graduate credit from other accredited institutions can be transferred into a master’s program at the discretion of the Program Coordinator. No more than 6 hours, subject to departmental approval, may be applied from a previous master’s degree to a second master’s degree. Typically, these courses are in the cognate and elective areas and do not include experiential courses such as group counseling, counseling skills, practicum or internship. A grade of "B" or better must have been earned in the course for the credits to be transferable. Courses taken on a pass/fail or credit/no credit basis are not transferable. See Request to Transfer Credit Hours form in Appendices of handbook.
Openness to Diversity Expectations

The Master’s Program in Counselor Education is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the master’s program present possibilities for learning not only for individual students but also for their peers.

By accepting the invitation to enter the Master’s Program in Counselor Education, students commit to the ongoing development of their understanding of their own prejudices and preconceptions and developing their comprehension of the perspectives and lived experiences of diverse human beings. Students also accept the challenge to develop their acceptance of others and to learn to communicate more effectively with diverse human beings.

Failure to acknowledge other belief systems based on religion, culture, or geographic diversity can have deleterious effects on the clients whom counselors serve. Thus, counseling students entering the program at The University of Mississippi are bound by the American Counseling Association’s (ACA) Code of Ethics and as well as the ethical principles and guidelines developed by divisions of ACA (such as the American Mental Health Counselors Association and the American School Counselor Association). Espousing rigid morals, religious beliefs, and cultural mores that may conflict with ethical principles outlined by the American Counseling Association and the many affiliate organizations in professional counseling can lead to ethical and moral dilemmas that may bring students’ fundamental belief system to the attention of the faculty in the program. Additional educational requirements may be imposed on students who express belief systems that do not align with ACA ethical guidelines, in an effort to assist students in understanding and meeting the behavioral expectations for professional counselors working in diverse cultures. Additionally, students who do not exhibit sensitivity, understanding, and adherence to the ACA Code of Ethics may be dismissed from the program using the Student Review, Retention and Dismissal Policy included in this handbook.

Participation in Counselor Self-Awareness Activities

An emphasis on personal development is a vital and fundamental aspect of the counseling program. The faculty is committed to creating an atmosphere of safety for students in the classroom. However, students must recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Throughout the program, students will be asked to take necessary risks such as sharing emotional reactions and participating actively in personal growth and self-reflection activities. The personal development of the counselor is as essential to professional development as gaining knowledge and skills in the counseling field. Some of the counselor self-awareness activities:

- Exploring family of origin issues through such as assignments completing a family genogram
- Identifying biases and assumptions through such as assignments completing a cultural narrative
- Participating in role-play and small group activities as a client during skills building experiences
- Giving and receiving feedback in individual/triad and/or group supervision

Students should understand that taking necessary emotional risks, expressing and actively engaging in personal growth, and participating in self-reflection may be stressful. Because of this, students may discover a need to participate in counseling as clients. The University Counseling Center provides services to students at no cost for this purpose. Students who are currently involved in counseling as clients should discuss their participation as a student in the program with their counselor. The faculty
is available to support students and provide referrals for counseling services. Students should also understand that at no point in the program will they be required to disclose personal information about their past. Students are advised and will be reminded to make responsible choices regarding their disclosures.

**Adherence to the ACA Code of Ethics**

All students enrolled in the professional counseling programs at The University of Mississippi are required to adhere to the *Code of Ethics* published and disseminated by the American Counseling Association. Students are introduced to this *Code of Ethics* in their initial semester of coursework, are encouraged to carefully read the entire document, and are expected to demonstrate the knowledge, skills, and dispositions to practice in accordance with these standards. Failure to do so is grounds for dismissal from the program. Please see Section 7 for more information.

The ACA *Code of Ethics* is included as Appendix D of this handbook and is also available online at www.counseling.org.

**Practicum and Internship Experiences**

As part of their coursework, students will have the opportunity to acquire knowledge, develop dispositions, and build skills. Practicum represents students' first opportunity to apply and further develop their knowledge, dispositions and skills with actual clients in a counseling setting. Clinical Mental Health Counseling Students will be required to complete their practicum in the Counselor Education Clinic for Outreach and Personal Enrichment (located at the South Oxford Campus). School Counseling students are placed in a K-12 setting to complete their practicum.
Practicum Requirements

In accordance with the 2016 CACREP Standards, the following are requirements of practicum:

Insurance
1. Students must be covered by individual professional counseling liability insurance policies while enrolled in practicum.

Clock Hours
2. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term.
3. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

Supervision
4. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
5. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
6. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
7. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Evaluation
8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

Experiences
9. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum.
10. In addition to the development of individual counseling skills, must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

Practicum serves as an integrating component in master's degree programs, affording students a structured and supportive environment in which to apply counseling theories, techniques, and skills learned in previous coursework. Ideally, practicum provides students the opportunity to provide individual and/or group counseling to diverse clients with varying life situations. Students also develop skills in observation, feedback, case preparation, interview analysis and reporting. They should also become more aware of a variety of professional resources, including technological resources, and community referral agencies.
Internship Requirements

In accordance with the 2016 CACREP Standards, the following are requirements of internship:

Insurance
1. Students must be covered by individual professional counseling liability insurance policies while enrolled in internship.

Clock Hours
2. Students may not begin internship until the semester after they successfully complete practicum.
3. For internship, students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
4. Internship students complete at least 240 clock hours of direct service.

Supervision
5. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
6. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
7. Supervision of internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
8. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Evaluation
9. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.

Experiences
10. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.
11. In addition to the development of individual counseling skills, must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

More detailed information about practicum and internship requirements can be found in the Practicum & Internship Handbook.
Comprehensive Examination Procedures and Requirements

Mastery of the knowledge content of the program is assessed in many ways throughout the program. One specific milestone for assessing students’ mastery of content knowledge is the program comprehensive examination. All master’s degree students in the Counselor Education Program are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate from the program.

About the CPCE

The CPCE is a national examination offered and scored by the Center for Continuing Education (CCE). This exam assesses knowledge content from the eight CACREP common core knowledge content areas.

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Eligibility to Sit for the CPCE

As illustrated in the table above, the sections of the CPCE correspond closely with a number of required courses in the M.Ed. program. Therefore, students must successfully complete all of the following content knowledge courses before taking the CPCE.

- COUN 611 Assessment in Counseling
- COUN 640 Career Counseling
- COUN 607 Group Procedures
- COUN 603 Counseling Skills
- COUN 606 Counseling Theories
- COUN 601 Lifespan Development
- COUN 612 Foundations of Clinical Mental Health Counseling or COUN 630 Foundations of School Counseling
- COUN 608 Issues and Ethics in Counseling
- COUN 604 Research in Counseling
- COUN 609 Multicultural Counseling
Scoring of the CPCE

All master’s degree students in the Counselor Education Program are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate from the program. The passing score is equivalent to a -1 Z score.

Students will receive a total score and individual scores for each of the knowledge content areas. Students not passing the comprehensive exam on the first attempt will have an additional attempt to pass the exam. Students must schedule their second exam themselves in coordination with the CCE and Person VUE center. They will communicate with their advisor and program coordinator about the reschedule date. Students who do not pass the examination after the second attempt will be dismissed from the program. See Section 7 of this handbook.

SECTION 7

The University of Mississippi and the Counselor Education Program expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (included in the M Book) and the American Counseling Association (ACA) Code of Ethics (included in this handbook).

Gatekeeping
The Counselor Education faculty at The University of Mississippi has responsibilities not only to the students enrolled in its programs, but also to actual and potential clients (as well as to the profession as a whole). The ACA Code of Ethics (2014) articulates the faculty’s gatekeeping responsibilities both as counselor educators and as supervisors. Specifically, the Standard F.9.b states:

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

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

When a student’s behavior, disposition or performance raises concerns about the student’s ability to perform satisfactorily in the practice of counseling, that behavior or performance will be considered as grounds for academic discipline, in accordance with the procedures outlined in this handbook.

Professional Dispositions, Academic Misconduct, & Non-Academic Policies, Standards, and Regulations

Professional Dispositions
Counselors should develop and model the dispositions that are expected within the profession. The
School of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP), which defines dispositions as the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator's own professional growth and development. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. The Counselor Education program expects all candidates to exhibit dispositions characteristic of a professional counselor; therefore, we take the responsibility of assessing and enhancing the dispositions of our candidates.

Listed below are dispositions the Counselor Education program identify as most important for MEd counselors-in-training in the areas of: Impact, Professional identity and Continuous Growth, Ethics, and Education.

- Demonstrates awareness of own impact on others
- Demonstrates ability to deal with conflict
- Demonstrates flexibility regarding responding to changing demands in the professional and interpersonal environment
- Demonstrates openness to new ideas
- Demonstrates multicultural awareness and sensitivity
- Accepts and uses feedback
- Expresses feelings effectively and appropriately
- Demonstrates professional appearance
- Cooperates with others
- Communicates effectively and appropriately
- Shows initiative and motivation (e.g., meets deadlines, class attendance)
- Accepts responsibility for personal actions and behaviors
- Attends to ethical and legal responsibilities including the ACA Code of Ethics and the UM Conduct Code
- Discloses any unethical or unlawful activity from the time application was submitted into the program until the end of the program
- Demonstrates honesty, integrity, fairness, confidentiality, and respect for others
- Demonstrates an expectation that all candidates can learn and are a vital part of the learning community
- Displays sensitivity to candidates' needs
- Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance candidate learning
- Models poise, maturity, and sound judgment
- Engages in continuous self-evaluation and improvement
- Acts as a steward of the profession

Candidates are made aware of these disposition expectations upon entry to the program, as indicated by their signed Candidate Statement of Commitment to Counseling Dispositions form their first semester. In addition, at orientation they are reminded that faculty and/or site supervisors will evaluate their demonstration of these professional dispositions throughout the program and their instructors, advisors, and supervisors will provide them with feedback about their progress. This evaluation of candidate dispositions is in alignment with CACREP 2016 Standard 4G "The counselor
education program faculty systematically assesses each candidate’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of candidate professional dispositions over multiple points in time, and (3) review or analysis of data.”

Candidates who fail to show acceptable dispositions during their graduate program in classes, coursework assignments, interactions with the course instructor and peers, and other situations related to the graduate program will be cited with a Disposition Infraction. This infraction will be logged into the SOE Assessment System by the faculty member.

If a candidate receives a Disposition Infraction:
Step 1—the faculty member and/or Program Coordinator will meet with the student to discuss the infraction.
Step 2—the Counselor Education faculty will convene a meeting to discuss interventions for improvement or dismissal from the program.
Step 3—the candidate may be counseled, issued conditions for continuing in the program, or dismissed from the program. All disciplinary documentation must be recorded in the SOE Assessment System by the faculty member or Program Coordinator.

Dispositions Decision Appeal Policy
If a candidate is dismissed from the program or wishes to appeal a sanction after a disposition infraction is issued (see policy above) the candidate may file an appeal within 15 days of the disciplinary action. The candidate should use the following steps to appeal:

1. The candidate will notify the Counselor Education Program Coordinator that he/she wishes to appeal the recommended decision.
2. The candidate writes a narrative about the incident and the appeal of the decision directly into the SOE Assessment System on their page in a text box (limited number of characters) and submits. This triggers an email to the Chair of Leadership and Counselor Education.
3. The Chair conducts an appeals meeting with the candidate.
4. The Chair goes to the Disposition Reports/Individual Report tab in their Main Menu, enters the student ID number, and enters the outcome and comments in the textbox.
5. The candidate logs in to their page to see the outcome. If the candidate does not intend to appeal further, he/she clicks submit to indicate he/she has read the information and the candidate’s signature is recorded in the assessment system.
6. If the candidate wishes to appeal further, he/she should notify the Chair of Leadership and Counselor Education who will then send all documentation to the Graduate School Dean.

Academic Misconduct
The University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University, are regarded as particularly serious offenses. Disruptive behavior in an academic situation or purposely harming academic facilities also is grounds for academic discipline.

Examples of Academic Misconduct are plagiarism, using someone’s work as your own, knowingly allowing someone else to represent your work as his/her own, gaining or attempting to gain an unfair advantage, giving false information or altering documents, disruptive behavior, harm to the facilities that support the academic environment, and violations are not limited to the areas and examples
given. For a full description of these examples, see the M Book.

In terms of disciplinary procedures, the School of Education, faculty members handle cases of academic dishonesty in their classes by recommending an appropriate sanction after discussion with the candidate. Possible sanctions include: failure on the work in question, retake of an examination, extra work, grade reduction or failure in the course, disciplinary probation, or suspension or expulsion from the University. An appeals process is available to the candidate.

*If it is candidate is charged with Academic Misconduct:*

**Step 1** the faculty member will meet with the student to discuss the academic misconduct.

**Step 2** the Counselor Education faculty will convene a meeting to discuss interventions for improvement or potential initiation of a case and recommended sanctions.

**Step 3** the candidate will be notified of the faculty members’ decision, or when an academic discipline case is initiated in the University system, the candidate will be notified by the Chair of the Academic Discipline Committee.

Procedures Related to Academic Misconduct Charges

**Faculty Discussion with Student.** When a faculty member believes that a student has committed an act of academic dishonesty, he/she shall seek to discuss the alleged violation with the student as soon as possible and give the student an opportunity to explain. If the faculty member still believes the student committed an act of academic dishonesty after discussing the matter with the student, the faculty member may recommend an appropriate sanction, such as grade reduction, retake of a test or examination, extra work, failure in the course, suspension, expulsion, or a combination of these or other sanctions. The faculty member shall inform the student of the recommended sanction either within the communication described above or a separate communication.

Note that if the student does not respond to communications from the faculty member, the matter may still proceed.

**Initiation of Case and Notification to Student.** Initiating an academic discipline case requires the person initiating the case to provide a written report of the alleged incident, including information regarding the communications with the student described above, as well as indicate the recommended sanction. The faculty member also is asked to indicate whether the student accepted the sanction. If there are documents related to the case, the system provides the faculty member with directions on how to upload those documents, and such uploaded documents become a part of the case that is accessible online through the myOleMiss portal.

**Challenge of Sanction by Student.** The student may challenge the sanction recommended by a faculty member by logging onto the page linked in the email notification and submitting a written appeal through the online system within 14 calendar days of the case being initiated. The student's written appeal request shall state, as simply as possible, why the faculty member's decision is unacceptable. Failure to make an appeal within this 14-day time period shall constitute a waiver of the appeal right and shall result in the sanction becoming final as recommended and the case is considered complete, except as noted below in cases in which the sanction includes probation, suspension, or expulsion.

*For more detailed information on the policies and procedures related to academic misconduct charges and academic discipline committee procedures, see the M Book.*
Non-Academic Policies, Standards, and Regulations

The University of Mississippi is an academic community comprised of multiple constituencies including students, faculty, and staff. Membership within the University community invokes certain privileges, rights, and responsibilities. The conduct rules and regulations of the M Book focuses rights and responsibilities of students at the University of Mississippi. Failure to abide by these will result in disciplinary action, including possible dismissal from the program. Conduct violations by a student off-campus in university-related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

If the candidate is charged with Non-academic Misconduct:
Step 1 - the faculty member will meet with the student to discuss the non-academic misconduct.
Step 2 - the Counselor Education faculty will convene a meeting to discuss interventions for improvement or dismissal from the program.
Step 3 - the candidate may be counseled, issued conditions for continuing in the program, or dismissed from the program.

Dismissal from the Program
In Section 7 of this handbook, professional dispositions, academic misconduct, and non-academic policies are discussed. Please review the entire section for more specific information on this important topic. Also, it is strongly suggested that students review the policy statements in the University of Mississippi’s M Book. While the M Book is a compilation of many different policies, it is an abbreviated guide of University policies and not a complete digest of all policies. For a complete listing of policies, please visit the University of Mississippi Policy Directory.

Although not limited to the following, a candidate may be subject to dismissal from the Counselor Education program for any, or all, of the reasons listed below:

• Failure to meet any conditions specified at admission (for conditionally admitted candidates)
• Failure to maintain the required cumulative GPA (3.0) set forth in the Graduate Catalog
• Receipt of a grade of C in more than one graduate level course
• Receipt of a grade lower than a C (i.e. C-, D, or F) in any graduate level course
• Engagement in behavior that is deemed inappropriate for effective counselors, including failure to demonstrate appropriate professional dispositions
• Violation of the American Counseling Association Code of Ethics (2014)
• Failure to respond appropriately to supervision
• Violating policies and procedures established by the University, the Department of Leadership and Counselor Education, or those established by a practicum or internship site
• Failure to pass the comprehensive examination after two attempts
• Academic misconduct, such as cheating, plagiarism, or knowingly furnishing false information

In the case of dismissal, the candidate will be provided reasonable assistance to facilitate transition from the program to another academic program if deemed acceptable and feasible. If the decision is for continuance, the candidate must agree to the conditions set by the faculty. Failure to adhere to these conditions may result in dismissal.

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Student Review Policy & Procedures for Addressing Academic Behavior Issues

The Counselor Education program utilizes a three step process to review students when faculty or supervisor concerns arise about Professional Dispositions, Academic Misconduct, or Non-Academic Misconduct in performance and/or professional behavior. Though the process varies slightly based on the type of infraction, the general principles for disclosure and due process are the same.

Step 1 – Meeting with Student
When faculty or supervisor becomes concerned about the Professional Dispositions, Academic Misconduct, or Non-Academic Misconduct in performance and/or professional behavior of a student, the faculty member will schedule a meeting with the student as soon as possible to discuss the issue. In that meeting, the student will be reminded of the policies and procedures outlined in this handbook, as well as those in the M Book, and ACA Code of Ethics (2014). Also, the student will have the opportunity to relay his or her perspective on the issue(s) causing concern. The faculty member will document where and when the meeting occurred, as well as a summary of the conversation and a remediation plan (if applicable), along with an explanation of next steps. The student and Program Coordinator will receive a copy of this document within a week of the meeting.

Step 2 – Meeting of Counselor Education Faculty
Once the Program Coordinator receives the document from the concerned faculty member or supervisor, he/she will call a meeting of the full Counselor Education faculty to discuss the student issue and decide on an appropriate course of action. The Program Coordinator will document where and when the meeting occurred, as well as a summary of the consensus and a remediation plan (if applicable), along with an explanation of next steps. The student will receive a copy of this document within a week of the meeting.

Step 3 – Decision
After full faculty deliberation and possible consultation with the Chair of Leadership & Counselor Education, the case may be resolved, students may be counseled, issued conditions for continuing in the program, suspended, or dismissed from the program.

Resolution of the case should be recommended when the student has successfully completed the formal remediation plan, corrected problematic academic behaviors, and not raised any additional concerns.

Suspension of the student should be recommended only in situations in which the faculty believes that time away from the program will allow the student to successfully address concerns. Students may be suspended for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program. In cases of suspension, it will be necessary for the student to apply for re-admission to the program. Such an application will necessitate a second full faculty meeting at which the student may present evidence of successful completion of the remediation plan and offer evidence of his or her readiness to re-enter the program.

Dismissal of the student should be recommended if the student fails to complete the remediation plan, the problem has not been satisfactorily resolved, and the faculty does not believe that time away from the program will allow the student to successfully address concerns. Students who are dismissed from the program will not be considered for re-admission. In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program or career choice.
The Program Coordinator will notify the student, in writing, of the faculty recommendation within five business days of the review.

Right to Appeal
If a recommendation for dismissal, probation, or suspension is made and the student wishes to appeal, the student must follow the University's policy for appeal, detailed in the Policy on the Dismissal or Change in Status of Graduate Students. The policy states: "An appeal must be based on evidence that the recommendation for the appropriate faculty group and/or the decision of the Graduate Dean were based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic or professional performance. There is a presumption that the faculty group and the Graduate Dean have acted with professional competence, and, in the absence of convincing evidence to the contrary, have evaluated the student fairly."

Students' Rights to Initiate Grievances
All students in the counselor education program have rights to initiate grievances against faculty members. This is to be done in accordance with the University of Mississippi's School of Education (SOE) Grievance Policy and Procedures:

The University of Mississippi's School of Education (SOE) defines a legitimate grievance as a circumstance that can be substantiated and is regarded by the student as a just cause for complaint. A grievance can be relevant to any incident involving a classroom instructor, faculty advisor, field experience supervisor, administrator or faculty member in the SOE. A grievance may deal with circumstances involving alleged unfair or irresponsible behavior including violations of department or SOE policies. Students should follow the University policy for grievances related to academic issues.

Procedures Used to Initiate SOE Grievance:

Step 1: Informal Processes
The SOE encourages students to make every effort to resolve their problems and concerns directly and informally with the faculty members or other involved parties. Discussions among the involved parties (including the department chairperson when appropriate) constitute the first step in the informal process.

Step 2: Formal Procedures at the Department Level
If informal discussions do not result in a resolution of the problem, the student may initiate the formal grievance procedure by submitting a written complaint appropriate to the nature of the complaint. Should the department chair be named in the grievance, the Assistant Dean for Certification and Advisement, the SOE's grievance officer, will appoint a faculty member in the department to conduct the departmental grievance process. A formal complaint must be filed using the School of Education Candidate Grievance Form and must be submitted within 15 class days of the point in time when the grievant had knowledge or should have had knowledge of the problem being grieved.

The department chair or Associate Dean will conduct a formal grievance hearing utilizing existing departmental grievance procedures and will inform the student of a decision within 15 class days. A copy of the Departmental Candidate Grievance Report will be filed in the department and will be forwarded to the School if the decision is appealed to that level.
Step 3: Formal Procedures at the School Level

If, after utilizing the procedures outlined in Step 2, the student’s problem is not resolved, the student has a right to file a grievance at the School level within 15 class days following the decision rendered by the department chairperson. The Associate Dean for the School of Education will appoint an ad hoc panel to conduct a hearing.

The ad hoc panel will consist of a panel of three members, one of whom is a student. The ad hoc panel will be selected from a pool of faculty and students in the standing Student Grievance Committee appointed by the Associate Dean, which consists of at least eight faculty members and at least four students. A faculty member will serve as chair (appointed by the Associate Dean) of the ad hoc panel and will conduct the hearing according to the Guidelines for the Conduct of Student Grievance Hearings. After the hearing, the ad hoc panel will meet in closed session to determine its recommendations. The recommendations of the ad hoc panel will be forwarded to the Dean of the School by the Associate Dean. The Dean will inform the student of the School’s decision.

Step 4: Appeal of the School’s Decision

Decisions of this committee will be considered final; however, an appeal for review of a decision may be directed to the Dean. The Dean may uphold or overturn a decision of the committee. Decisions of the Dean are final and not subject to appeal within the School of Education.

SOE Guidelines for Conduct of Formal Candidate Grievance Hearings at the School Level

- A copy of the Candidate Grievance Form (see Appendix C) filed by the candidate will be forwarded to the department(s) and parties involved by the Associate Dean.

- Within ten (10) days of receipt of the candidate’s grievance form, the department(s) and the candidate filing the grievance will submit supporting documents and a list of witnesses that may be called to participate in a hearing. Each party will receive a copy of the materials and list of witnesses submitted by the other party.

- An ad hoc panel will be appointed by the Associate Dean. The panel members will be selected from the pool of members on the School Candidate Grievance Committee and will consist of three members, one of which will be a candidate. One of the faculty members will be appointed to serve as chair.

- The Associate Dean will forward all materials to the hearing panel and will schedule a hearing within twenty (20) class days of receipt of all written information. All parties involved will be notified as to date, time, and location of the hearing.

- The Associate Dean will serve as hearing officer and conduct the hearing utilizing the following format:

  1. The petitioner and the respondent will each provide a brief opening statement.
  2. Each party will make a presentation of position and evidence, beginning with the petitioner. Witnesses may be called at this time. Questioning will be restricted to members of the hearing panel and the hearing officer. Questions by the involved parties to the witnesses will be addressed through the hearing officer.
  3. Each party will have the opportunity for rebuttal during which additional evidence may be introduced to refute points made by the other party.
  4. Each party will make a brief summary statement.
- Attendance at hearings is limited to the hearing officer, panel members, the petitioner, the respondent, and their respective witnesses. Witnesses may be present only during their own testimony.

- After the hearing the panel will meet in closed session to determine its recommendations that will be forwarded to the Dean. The written recommendations will include a finding of fact regarding the incident and application of School or University policy. The Dean will inform all parties of a decision within five (5) class days after the hearing.

Sexual Harassment Policy
The Counselor Education program is committed to providing a learning environment for all students that is free of sexual harassment. Toward this end, the program has adopted The University of Mississippi Sexual Harassment Policy, which is also found in the Graduate Student Handbook. This policy states that:

The University of Mississippi has adopted the policy that all faculty, staff, and students have the right to work and learn in an environment free from harassment due to unwelcome and unwanted sexual attention. Beyond any civil and criminal repercussions (sexual harassment is a violation of federal law), offenders will be subject to appropriate University disciplinary action. Students who violate these policies may face expulsion; faculty and staff may face dismissal. Sexual harassment is defined as any unwelcome sexual advance, any request for sexual favors, and/or other verbal or physical conduct of a sexual nature when a) submission to such conduct is made (explicitly or implicitly) a condition of employment or education, b) submission to or rejection of such conduct is used as the basis of for academic or employment decisions, or c) such conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance by creating an intimidating, hostile, or offensive learning or working environment. Acts of Sexual Harassment include, but are not limited to, the following:

- Physical Acts (rape, assault, touching, etc.)
- Direct or Implicated Threats Regarding Employment or Academic Status
- Direct Propositions of a Sexual Nature
- Subtle Pressure for Sexual Activity
- A Pattern of Conduct that Embarrasses or Humiliates
- Use of Sexually Degradative or Vulgar Language to Describe a Student or Employee
- Suggestive or Obscene Comments or Gestures
- Gratuitous Display of Sexually Suggestive Objects, Pictures, or Cartoons

Procedures for addressing complaints of sexual harassment are described in the M Book; the Faculty and Staff Handbook; and in the bulletin “Sexual Harassment: A Guide for Students and Employees,” available in the Office of Equal Opportunity and Regulatory Compliance (217 Martindale). During investigations of such matters, the University takes all reasonable steps to preserve confidentiality.
SECTION 8
Student and Employer Feedback

Instructor Effectiveness
Graduate students have the opportunity to evaluate faculty members through the university's course evaluation process at the end of a semester. Students are asked to use the course evaluation to provide feedback regarding the teaching effectiveness of faculty members or visiting lecturers. The course evaluations are reviewed by the Chair of Leadership and Counselor Education and the faculty member or visiting lecturer. The course evaluations are reviewed carefully when faculty members are considered for promotion and tenure or when visiting lecturers are considered for additional teaching responsibilities.

Program Evaluation
Follow-up studies are conducted periodically with program graduates and their employers to obtain feedback about the program. Perceptions of the graduates' preparedness to work as counselors in school and community settings are collected and evaluated. The questionnaires focus specifically on the areas outlined in the program goals and objectives. "The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications" (CACREP 2016 4B&c).
SECTION 9
Licensure, Endorsement and Certification

Endorsement by Faculty

Graduates of our master’s degree programs in professional counseling are eligible to apply for licensure by the State of Mississippi or by other states in which they later establish residency. Eligibility for licensure generally requires:

- Completion of a degree program meeting the credentialing body’s established minimum education requirements
- Endorsement by the counselor education program faculty at the university from which the degree was earned
- Passage of examinations

Consistent with the 2014 ACA Code of Ethics Standard F.6.d. on Endorsement, The University of Mississippi’s Counselor Education program faculty in their roles as instructors and supervisors will endorse students in the program for certification, licensure, employment, or completion of their degrees only when they believe these students are qualified for the endorsement. Regardless of qualifications, the Counselor Education Program faculty will not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement. Similarly, a student or graduate will be recommended for employment only in professional roles and functions for which he/she has been trained.

Professional Counselor Licensure (LPC)

Graduates of the Professional Clinical Mental Health Counseling Program are eligible to be recommended for provisional licensure (P-LPC), then the Mississippi Licensed Professional Counselor (LPC) license. After successful completion of degree requirements and a passing score on the National Counselor Examination for Licensure and Certification (NCE), students are eligible to practice under the supervision of a licensed professional counselor. In order to begin doing so, graduates must make arrangements to be supervised by a Board Qualified Supervisor (BQS), and the supervisor must submit a Post-Graduate Supervisory Agreement Form. This form must be submitted online on the website for the Mississippi State Board of Examiners for Licensed Professional Counselors: https://www.lpc.ms.gov/secure/index.asp. Without this agreement in place and without ongoing supervision, graduates may not practice counseling.

Applications and further information on licensure and the licensure examination may be obtained directly from the Mississippi State Board of Examiners for Licensed Professional Counselors; 239 N. Lamar Street – Suite 402; Jackson, MS 39201; (601)-359-1010 https://www.lpc.ms.gov/secure/index.asp
Educator License in Guidance and Counseling

Students completing the School Counseling Program are eligible to apply to the Mississippi Board of Education for a Class AA Five Year Educator License in Guidance and Counseling (436). Licensure guidelines are available at http://www.mde.k12.ms.us/OFL/LG. There are three ways in which to meet the requirements for this credential, depending upon whether you are also licensed as a teacher.

Either
1. Hold a five year educator license
2. Complete a master's degree program in guidance and counseling
3. Praxis II (Specialty Area Test for Guidance Counselor)

OR
1. Complete an approved master's degree program for guidance and counseling which includes a full year internship
2. Twenty-one (21) ACT equivalent or achieve the nationally recommended passing score on the Praxis Core Academic Skills for Educators examination; AND
   No less than 2.75 GPA on content coursework in the requested area of certification or passing Praxis II scores at or above the national recommended score provided that the accepted cohort of candidates of the institution's teacher education program meets or exceeds a 3.0 GPA on pre-major coursework.
3. Praxis CORE (Core Academic Skills for Educators)
4. Praxis II (Specialty Area Test for Guidance Counselor)

OR
1. Hold National Certified School Counselor (NCSC) credential issued by National Board of Certified Counselors (NBCC)

National Counselor Certification (NCC)

Graduates of the Clinical Mental Health Counseling Program and the School Counseling Program are eligible for the National Certified Counselor (NCC) credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. The requirements to become an NCC are: (1) a master's degree in counseling or with a major study in counseling from a regionally accredited institution; (2) 3,000 hours of counseling experience and 100 hours of supervision both over a two year post-master's time period; and (3) passage of the National Counselor Examination for Licensure and Certification (NCE). For further information, contact NBCC, 3 Terrace Way, suite D, Greensboro, NC, 27403, (336) 547-0607, or www.nbcc.org.
SECTION 10

Professional Organizations

Students are encouraged to join state and national professional counseling organizations. Membership in these organizations can be beneficial to students in a number of ways. Publications and conventions help members stay in touch with the most recent developments in the profession. They also provide valuable contacts for graduates seeking positions in counseling or student affairs. Students receive reduced membership rates in most organizations. Listed below are the major organizations that students may consider joining. Additional information about joining these or other organizations can be obtained from faculty advisors.

American Counseling Association (ACA)
5999 Stevenson Ave.
Alexandria, VA 22304
703.823.9800
800.347.6647
http://www.counseling.org

Divisions of the American Counseling Association (ACA)

- Association for Adult Development and Aging (AADA)
- Association for Assessment and Research in Counseling (AARC)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CJS)
- International Association of Addiction and Offender Counselors (IAAO)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)
Mississippi Counseling Association (MCA)

P.O. Box 353
Long Beach, MS 39560
Phone 228.669.5015
https://mca.memberclicks.net/

Divisions of the Mississippi Counseling Association
- Mississippi Association for Counselor Education and Supervision (MACES)
- Mississippi Association for Marriage and Family Counseling (MAMFC)
- Mississippi Association for Spiritual, Ethical & Religious Values in Counseling (MASERVIC)
- Mississippi Licensed Professional Counselors Association (MLPCA)
- Mississippi School Counselors Association (MSCA)

Interest Sections of the Mississippi Counseling Association
- Mississippi Counselor Alumni Association (MCAA)
- Mississippi Graduate Student Counselor Association (MGSCA)
- Mississippi Association for Multicultural Counseling and Development (MAMCD)
- Mississippi Community and Junior College Association (MCJCCA)
- Mississippi Vocational Counselor Association (MVCA)

Regions of the Mississippi Counseling Association
MCA regions are grouped by county.

**Capitol Area** (Hinds, Rankin, Warren, Claiborne)

**Delta Area** (Issaquena, Sunflower, Leflore, Coahoma, Washington, Sharkey, Bolivar, Humphries)

**Mid-Eastern** (Scott, Lauderdale, Leake, Oktibbeha, Neshoba, Clay, Newton, Kemper, Lowndes, Winston, Noxubec)

**Gulf Coast** (Stone, Hancock, George, Harrison, Jackson, Pearl River)

**Magnolia** (Copiah, Lincoln, Jefferson, Adams, Wilkinson, Amite, Walthall, Lawrence, Simpson, Pike, Franklin)

**Mid-Mississippi** (Holmes, Choctaw, Montgomery, Attala, Webster, Grenada, Madison, Yazoo, Carroll)

**Northeast** (Alcorn, Prentiss, Tishomingo, Union, Tippah)

**Northwest** (Benton, DeSoto, Tate, Tunica, Lafayette, Tallahatchie, Panola, Quitman, Marshall, Calhoun, Yalobusha)

**Pinebelt** (Smith, Jasper, Clark, Jones, Covington, Wayne, Marion, Lamar, Jeff Davis, Forrest, Perry, Greene)

**Tombigbee** (Lee, Pontotoc, Itawamba, Chickasaw, Monroe)
Travel Funding

School of Education students who have been invited to present/co-present at a conference may be eligible for Travel Funding. These requests should be made at least two weeks prior to the conference, or earlier, if at all possible.

The first step is to complete two forms

1. The Travel Authorization Form (https://procurement.olemiss.edu/travel-authorization-form/)

This form must have the completed information along with the Traveler’s signature.

If you want an advancement of the funds, or if you’ve already paid and have a receipt for the airfare or conference fee, you can indicate that on the Travel Authorization Form.

2. SOE Graduate Student Travel Grant Application
   (http://education.olemiss.edu/download/Grad_Student_Travel_Grant_Application.pdf)

The SOE request form requires that a faculty member (who is working with you and knows about your project/presentation) must sign and give a recommendation to the Chair.

These two forms will be submitted to the Dean of the School of Education to request matching funds.

Please use the Travel Reimbursement Form to help calculate the Estimated Costs for the trip (https://procurement.olemiss.edu/travel-reimbursement-forms/). However, this form will not be submitted to the LCE office until after the trip is completed.

Two other entities also offer funding for conferences: the Graduate School and the Vice Chancellor for Student Affairs Office.

- Graduate School will match SOE funds up to $300. They have specific rules and requirements for the awarded funds, so please be sure to read all of the requirements.
- VCSA offers funding, but they too are specific in when and how much.
  https://studentaffairs.olemiss.edu/student-development-grant-application/

Upon returning from your trip you will submit the Travel Reimbursement Form and all required receipts. For give specific instructions and explanation of what receipts are needed, go to (https://procurement.olemiss.edu/travel-reimbursement-forms/).
SECTION 11
Faculty and Staff

The counselor education program faculty includes individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty members are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations.

Faculty offices are located on the first floor of Guyton Hall. The telephone number for the department office is 662-915-7069. Each faculty member can also be reached by telephone or email directly.

Richard S. Balkin, Ph.D., LPC, NCC
Professor and Assistant Department Chair of Leadership & Counselor Education

Contact Information:
Office Location: 234 Guyton
Telephone: 662-915-2155
Email: rsbalkin@olemiss.edu

Dr. Balkin has worked as a counselor educator since 2003, with an emphasis on teaching research methods and statistics across the college of education, preparing doctoral students in counseling for academic careers, and master’s level counselors to work in community and school settings. His clinical experiences include working with adolescents, adults, and geriatric clients in an acute care, inpatient, psychiatric hospital; community, engagement and private practice; and initial training as a school counselor. He is a Fellow of the American Counseling Association (ACA), a past-president of the Association for Assessment and Research in Counseling, and a past-editor for the Journal of Counseling & Development, ACA’s flagship journal.

Kenya G. Bledsoe, Ph.D., NCC, NCSC, LPC-S (AL)
Assistant Professor

Contact Information:
Office Location: 143 Guyton
Telephone: 662-915-8821
Email: kbledsoe@olemiss.edu

Dr. Bledsoe is a Ph.D. graduate from The University of Alabama. Her doctoral training was supported by a NBCC Minority Fellowship and Chi Sigma Iota International Fellowship. Her research interests include clinical supervision, school counseling, and college access for underrepresented student groups. She worked as a school counselor for 15 years. Dr. Bledsoe is a member of the American Counseling Association and American School Counseling Association, and she serves on the executive council for the Alabama Counseling Association.
Diana Camilo, Ed.D., LPC, NCC
Clinical Assistant Professor

Contact Information:
Office Location: 141 Guyton
Telephone: 662-915-2455
Email: dcamilo@olemiss.edu

Dr. Camilo has fifteen years of experience serving families and children in school based and clinical settings. As an administrator, she provided district-wide planning, management and the evaluation of interventions and policies to support and sustain the implementation of school counseling programs within school districts. Dr. Camilo served as the founder and chair of the Supporting Access to Higher Education for Immigrant and Undocumented Students conference and is a member of the UndocuResearch Collaborative. Her teaching and research interests include, culturally responsive practices and supervision, college and career readiness of minoritized populations, and stress-management and experienced secondary traumatic stress disorder.

Alexandria K. Kerwin, Ph.D., LPC, NCC
Associate Professor and COPE Clinical Coordinator
Practicum & Internship Coordinator

Contact Information:
Office Location: 142 Guyton
Telephone: 662-915-2342
Email: akkerwin@olemiss.edu

Dr. Kerwin has experience as a mental health counselor in a K-12 school-based setting, adolescent offenders program, and in university counseling centers. She also has worked as a community-based advocate for refugees. Courses you are likely to take from Dr. Kerwin are Lifespan, Practicum, and Internship. Her research interests include professional identity, social justice, and counselor education.

A. Stephen Lenz, Ph.D., LPC, NCC
Associate Professor

Contact Information:
Office Location: 145 Guyton
Telephone: 662-915-5376
Email: aLenz@olemiss.edu

Dr. Lenz has worked with youth, adults, and families as an LPC in community-based and private practice counseling settings since 2008 where he developed specializations in crisis intervention, trauma, and supervision that supports counselor wellness. His scholarly activities include community-based strategies for mental health systems change, program evaluation, counseling outcome research, development/evaluation of psychological assessments, and meta-analysis.
**Stephanie L. Lusk, Ph.D., CRC**  
Associate Professor and Ph.D. Program Coordinator

**Contact Information:**  
Office Location: 106 Guyton  
Telephone: 662-915-2167  
Email: sllusk@olemiss.edu

Dr. Lusk received a doctorate from the University of Arkansas in Rehabilitation Education and Research. Her research interests include medicinal marijuana for the treatment of chronic health conditions and the treatment of opioid use disorders.

**Mandy L. Perryman, Ph.D., LPC, NCC**  
Associate Professor and Program Coordinator

**Contact Information:**  
Office Location: 139 Guyton  
Telephone: 662-915-7816  
Email: perryman@olemiss.edu

Dr. Perryman has been a counselor educator for nearly 15 years, with an emphasis on teaching multicultural counseling, theories of counseling, and counseling skills. Her clinical experience includes providing play therapy to children, as well as counseling adolescents and adults. Her research interests include eating disorders/disordered eating and wellness.

**Amanda Winburn, Ph.D., LPC, RPT, NCC, NCSC**  
Associate Professor and Ed.S. Program Coordinator

**Contact Information:**  
Office Location: 109 Guyton  
Telephone: 662-915-8823  
Email: amwinbur@olemiss.edu

Dr. Winburn has over a decade of experience working with children in various settings and is a licensed educator, school counselor, and school administrator. She primarily teaches courses within the School Counseling and Play Therapy specialty areas. Dr. Winburn has a strong interest in School Based Play Therapy and serves as the Ed.S. in Play Therapy Program Coordinator. Over the last 8 years, she has been actively involved in play therapy at the University of Mississippi both at the clinical setting as well as actively conducting research within the field. Other research interests include school counseling advocacy, leadership and anti-bullying policies and procedure.
Administrators and Support Staff

S. Ryan Niemeyer, Ph.D.
Associate Professor and Chair
Department of Leadership & Counselor Education

Contact Information:
Office Location: 120 Guyton
Telephone: 662-915-7069
Email: sniemey@olemiss.edu

Richard S. Balkin, Ph.D., LPC, NCC
Professor and Assistant Chair
Department of Leadership & Counselor Education
Coordinator of Educational Research & Design, School of Education

Contact Information:
Office Location: 234 Guyton
Telephone: 662-915-2155
Email: rsbalkin@olemiss.edu

Tori Huckaby
Administrative Assistant
Department of Leadership & Counselor Education

Contact Information:
Office Location: 120 Guyton
Telephone: 662-915-7069
Email: tori@olemiss.edu

Michelle Wallace
Operations Supervisor
Counselor Education Clinic for Outreach and Personal Enrichment (COPE)

Contact Information:
Office Location: 2301 S. Lamar Blvd.
Telephone: 662-915-2424
Email: mlwallac@olemiss.edu
Course Descriptions

COUN 601 Lifespan Development
COURSE DESCRIPTION: (3 credit hours) This introductory course is designed for students to develop an understanding of human growth and development over life span. Emphasis on physiological, cognitive, social, emotional, personality, spiritual, and moral development, as well as legal, ethical, and diversity issues will be reviewed in relation to human growth and development.

COUN 603 Counseling Skills
COURSE DESCRIPTION: (3 credit hours) This course provides the foundation for practicum and internship experiences. Students learn fundamental helping skills under faculty supervision. This course focuses on the development of counseling skills through instruction and experiential exercises, including recorded practice sessions. Demonstration of these skills is a prerequisite for enrollment in practicum.

COUN 604 Research in Counseling
COURSE DESCRIPTION: (3 credit hours) In this course, students will be introduced to research methods, statistical analysis, needs assessment, and program evaluation as it relates to the field of counseling. Quantitative and qualitative paradigms, research activities, computational and computer applications, critical consideration of research and accountability, professional writing, and research design related to professional counseling will be emphasized.

COUN 606 Counseling Theories
COURSE DESCRIPTION: (3 credit hours) This course explores counseling theories that provide models to conceptualize client presentation and that help select appropriate counseling interventions. Students will be exposed to theories and models of counseling that are consistent with current professional research and practice in the counseling field.

COUN 607 Group Procedures
COURSE DESCRIPTION: (3 credit hours) This course examines group dynamics, both in theory and in practice. Students will learn about various types of counseling groups, group stages and dynamics, ethical considerations, diversity, and facilitation skills. Application of group counseling in various settings will be explored.

COUN 608 Issues and Ethics in Counseling
COURSE DESCRIPTION: (3 credit hours) This course examines the ethical standards of professional counseling organizations and credentialing bodies, as well as the applications of ethical and legal considerations in professional counseling. Students will explore legal and ethical considerations specific to clinical mental health counseling and school counseling.

COUN 609 Multicultural Counseling
COURSE DESCRIPTION: (3 credit hours) This course is an examination of multicultural concepts, cultural identity development, and application of counseling strategies appropriate for culturally diverse clients. It also focuses on social justice and advocacy strategies as they relate to various populations, as well as the need for counselors to examine their own attitudes toward diverse
populations and implement strategies to increase multicultural competency.

COUN 611 Assessment
COURSE DESCRIPTION: (3 credit hours) In this course, students will become proficient with basic assessment principles including achievement, aptitude, and intelligence tests, interest and personality inventories, diagnostic measures, client outcome and rating measures, clinical interviews, case conferences, and observations. Students will be able to conduct assessments, interpret assessment results, and write assessment reports to serve client and stakeholder interests.

COUN 612 Foundations of Clinical Mental Health Counseling
COURSE DESCRIPTION: (3 credit hours) This course provides a broad overview of the professional roles, functions, and goals of counselors, as well as issues specific to mental health counselors. Concepts to be reviewed include a history and overview of counseling as a profession, philosophical foundations, multicultural factors, services, credentialing, professional standards, and ethical and legal guidelines for practice.

COUN 613 Diagnostic Systems in Counseling
COURSE DESCRIPTION: (3 credit hours) This course covers criteria, content, and organizational structure of mental disorders across the lifespan, as described in the current Diagnostic and Statistical Manual of Mental Disorders. Completion of course objectives is intended to increase knowledge and application of biopsychosociocultural conceptualizations of psychiatric disorders, psychopharmacology, assessment tools, diagnostic practices, and evidence-supported treatment strategies for working with clients across settings.

COUN 614 Family Counseling
COURSE DESCRIPTION: (3 credit hours) This course provides an overview of the historical roots of family counseling and the major theoretical orientations. This course will also introduce students to (a) therapeutic interventions and special aspects of marriage and family therapy; (b) multicultural implications for marriage and family counseling; (c) current trends in marriage and family counseling; (d) ethical principles; and (e) marriage and family counseling research.

COUN 615 Addictions Counseling
COURSE DESCRIPTION: (3 credit hours) This course will introduce students to the field of addictions by defining clinical models of addiction, to include alcohol and other drugs, gambling, food, sex, criminal behavior and other types of addiction. This course will also introduce students to (a) key concepts of pharmacology, assessment, and diagnosis; (b) methods of prevention, intervention, treatment and care; (c) multicultural concepts/racial and gender disparities; (d) the impact of addiction on the family system; (e) ethical principles; and (f) the 12 core functions of practice for rehabilitation and clinical mental health professionals.

COUN 617 Pre-Practicum and Advanced Skills
COURSE DESCRIPTION: (3 credit hours) This course focuses on the integration of basic and advanced skills into the counseling process. It is designed to train prospective counselors to apply assessment, goal-setting, and intervention skills over the course of the counseling process and to serve as a final preparation for the practicum experience.
COUN 630 Foundations of School Counseling
COURSE DESCRIPTION: (3 credit hours) This course emphasizes the role of the school counselor in comprehensive developmental guidance and counseling programs. The focus is on the historical evolution of the professional school counselor and the skills and techniques for working effectively with a diverse student population, kindergarten through grade 12. This includes the development of skills for working with teachers, parents, administrators, referral agencies, and other educational teams.

COUN 640 Career Counseling
COURSE DESCRIPTION: (3 credit hours) This course examines career development theories and approaches, as well as the impact of career on the lives of individuals with whom they will be working. Students will learn to utilize career assessments and access career information for counseling clients.

COUN 642 Crisis Intervention
COURSE DESCRIPTION: (3 credit hours) This course prepares students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events. Students will learn about disaster response and crises prevention and intervention. Completion of course objectives is intended to increase knowledge and application of crisis assessment, prevention, and intervention techniques using contemporary formulations drawn from several theoretical frameworks. The time-limited nature of crisis intervention, related legal and ethical issues, and interfacing appropriately with other service providers will be explored.

COUN 644 Counseling Children and Adolescents
COURSE DESCRIPTION: (3 credit hours) This course provides an understanding of counseling theories, models, and therapeutic techniques specific to children and adolescents. Emphasis on the application of models and theories, and the appropriate selection and execution of counseling interventions specific to school-age clients will be examined.

COUN 652 Individual Study
COURSE DESCRIPTION: (1-6 credit hours) This course includes the development of special projects under supervision. Prerequisite: consent of instructor.

COUN 653, 654, & 655 Topics in Counseling
COURSE DESCRIPTION: (3 credit hours) This course includes a topical format to address areas of interest to professional counselors.

COUN 661 School-Based Practicum
COURSE DESCRIPTION: (3 credit hours) Students will apply critical counseling skills learned in previous course work in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the onsite supervisor, students will work to apply the American School Counselor Association’s (ASCA) National Model. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.
COUN 662 Practicum in Clinical Mental Health Counseling
COURSE DESCRIPTION: (3 credit hours) Students will engage in a supervised counseling experience in a clinical setting under the supervision of the course instructor and an onsite supervisor. Students will apply principles, techniques, and strategies acquired in previous coursework and demonstrate relevant acquired skills and developed competencies. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with an onsite supervisor. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of practicum.

COUN 663 Internship in School Counseling
COURSE DESCRIPTION: (3 credit hours) An intensive field-based experience for candidates in the school counseling master’s degree program. Students will apply critical counseling skills learned in previous coursework in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the site supervisor, students will work to apply the American School Counselor Association’s (ASCA) National Model. Students must complete 600 hours of practical experience (minimum of 240 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.

COUN 664 Internship in Clinical Mental Health Counseling
COURSE DESCRIPTION: (3 credit hours) Students will complete a supervised counseling internship in roles and settings relevant to their specialty area. Students will apply critical counseling skills learned in previous coursework in a clinical setting. Students must complete 600 total hours of their supervised counseling internship (240 direct contact hours) at an approved site. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of internship.
Forms
Student Responsibility Form
DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION
COUNSELOR EDUCATION PROGRAM

I understand that I am responsible for the information presented in the M.Ed. Program in Professional Counseling Student Handbook.

I have reviewed these materials carefully. In particular, I reviewed information about:

- Required coursework and programs of study
- Program completion requirements, including required grades, openness to diversity expectations, required participation in counselor self-awareness activities, required adherence to the ACA Code of Ethics, practicum and internship requirements, and the comprehensive examination procedures and requirements
- Disciplinary and due process policies and procedures, including academic and non-academic grounds for discipline and/or dismissal from the program
- Post-Graduation licensure, endorsement and certification procedures
- Professional associations and organizations

I understand that if I have questions concerning these materials and the statement below, it is my responsibility to ask my advisor for clarification.

I understand that some of my class assignments ask for personal reflection and that, at times, I may feel some deeper emotional experiences that may benefit from counseling or other therapeutic interventions. Should I have these types of emotional experiences, I understand that I am expected to seek professional services (i.e., University Counseling Center or private services). In addition, I understand that if these experiences impede my performance as a counselor in training.

I understand that neither admission into the Counselor Education Program nor success in academic courses guarantee graduation.

I have carefully reviewed the M.Ed. Program in Professional Counseling Student Handbook and the statements made on this page. I understand that I am responsible for the information presented therein and that my signed form will be filed in my permanent academic record.

Printed Name

Signature

Date
The School of Education is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators and/or counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and dispositions expected of excellent professionals. In addition to acquiring knowledge and developing skills, becoming counselors of excellence requires the development and consistent demonstration of professional dispositions. Essential professional dispositions are related to impact, professional identity and continuous growth, and ethics and include the following behaviors:

1. **Impact**
   - A. Demonstrates awareness of own impact on others
   - B. Demonstrates ability to deal with conflict
   - C. Demonstrates flexibility regarding responding to changing demands in the professional and interpersonal environment.

2. **Professional Identity and Continuous Growth**
   - A. Demonstrates openness to new ideas
   - B. Demonstrates multicultural awareness and sensitivity
   - C. Accepts and uses feedback
   - D. Expresses feelings effectively and appropriately
   - E. Demonstrates professional appearance
   - F. Cooperates with others
   - G. Communicates effectively and appropriately
   - H. Shows initiative and motivation (e.g., meets deadlines, attending class)

3. **Ethics**
   - A. Accepts responsibility for personal actions and behaviors
   - B. Attends to ethical and legal responsibilities including the ACA Code of Ethics and the University of Mississippi conduct code
   - C. Discloses any unethical or unlawful activity from the time application was submitted into the program until the end of the program
   - D. Demonstrates honesty, integrity, fairness, confidentiality, and respect for others
   - E. **PhD Candidates ONLY:** Maintains appropriate boundaries when acting in role of instructor or supervisor
   - F. **PhD Candidates ONLY:** Understands limits of confidentiality when acting in role of instructor or supervisor

The School of Education also requires assessment of the following dispositions:

   - A. Demonstrates an expectation that all students can learn and are a vital part of the learning community
   - B. Displays sensitivity to students' needs
   - C. Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning
   - D. Models poise, maturity, and sound judgment
   - E. Engages in continuous self-evaluation and improvement
   - F. Acts as a steward of the profession

Faculty and/or site supervisors will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress. Professional dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as candidates interact with clients, students, families, colleagues, and communities.

---

I have read the professional dispositions and indicators above. I agree and understand that developing and modeling professional dispositions is important to being an effective, professional counselor. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions.

---

**Student Signature of Commitment and Agreement**

---

**Date**

Students will note their agreement with and commitment to the dispositions via Qualtrics when completing their two self-assessments during the entry and midpoint courses designated by their programs.
# SOE Candidate Grievance Form

<table>
<thead>
<tr>
<th>Today's Date:</th>
<th>Date Incident Occurred:</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Candidate ID #:</td>
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<tr>
<td>Address:</td>
<td>E-mail:</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Phone: (Home) (Cell)</td>
</tr>
<tr>
<td>Department:</td>
<td>Major:</td>
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<tr>
<td></td>
<td>Graduate ☐   Undergraduate ☐</td>
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Statement regarding when you discovered the issue being grieved:
(Please attach additional comments.)

Statement of the Problem Being Grieved and Evidence to Support the Grievance:
(Please attach additional comments.)

Remedy or Action Being Requested:
(Please attach additional comments.)

Complete If Applicable:
Reason(s) for disagreement with previous decision if a prior hearing was held:
(Please attach additional comments.)
Request to Transfer Credit Hours

Students in the Counselor Education program may receive credit for previous courses at another universities with the approval of their faculty advisors and subject to university policies (see http://catalog.olemiss.edu/graduate-school/academics). A maximum of 12 semester hours of graduate credit from other accredited institutions can be transferred into a master's program at the discretion of the advisor. No more than 6 hours, subject to departmental approval, may be applied from a previous master's degree to a second master's degree. Typically, these courses are in the cognate and elective areas and do not include experiential courses such as group counseling, counseling skills, practicum or internship. A grade of "B" or better must have been earned in the course for the credits to be transferable. Courses taken on a pass/fail or credit/no credit basis are not transferable.

To request the transfer of credit hours, you need to:
1. Request an official transcript showing the credits you wish to transfer be sent to the Graduate School Office (https://gradschool.olemiss.edu/). Call their office and confirm they have received the official transcript.
2. Email Dr. Perryman (perrymann@olemiss.edu) your request form (below), along with an unofficial transcript showing your grades of B or better and a syllabus for each course you would like to transfer (if requested). The syllabus should be your syllabus from when you took the class.
3. Wait to hear from Dr. Perryman (within 10 business days of receiving your form) as to the outcome of your request.

Easy as 1-2-3!

Counselor Education Request to Transfer Credit Hours Form

Name ___________________________ ID# ___________________________

<table>
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<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
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Year/years (when credits were earned) ____________________________________________

Name of institution (where credits were earned) ____________________________________
The University of Mississippi
Travel Authorization

Travel Authorization: 771-

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<tr>
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<tr>
<td>Personnel #</td>
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<tr>
<td>Title</td>
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<td>In-State</td>
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<td>Beginning Date</td>
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<td>Purpose:</td>
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<tr>
<th>ESTIMATED COSTS</th>
<th>Please indicate with a &quot;X&quot; for Advance requests</th>
<th>Advance Issued</th>
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<tbody>
<tr>
<td>Transportation $</td>
<td>80 Percent yes</td>
<td>no</td>
</tr>
<tr>
<td>Meals/Lodging $</td>
<td>Registration yes</td>
<td>no</td>
</tr>
<tr>
<td>Registration Fee $</td>
<td>Airfare yes</td>
<td>no</td>
</tr>
<tr>
<td>Other $</td>
<td></td>
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<tr>
<td>Total $</td>
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<th>APPROVALS</th>
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<tbody>
<tr>
<td>Account Number</td>
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<tr>
<td>Dept. Head or Dept. Chair</td>
</tr>
<tr>
<td>Dean or Admin Head</td>
</tr>
<tr>
<td>* Provost/Vice Chancellor</td>
</tr>
<tr>
<td>* Chancellor</td>
</tr>
</tbody>
</table>

**Signature of Traveler**

Signature of Traveler Agreement

By signing, the traveler agrees to check all of the travel warnings and alerts for this area prior to the trip and assumes any risk while traveling to this area. Warnings and alerts can be found at [http://travel.state.gov/content/passports/en/alertswarnings.html](http://travel.state.gov/content/passports/en/alertswarnings.html)

*International Travel Requirement*

Signatures must be obtained from the Provost/Vice Chancellor and the Chancellor along with attaching a Request for Approval of International Travel form prior to submitting to Procurement Services for processing.
School of Education
Graduate Student Travel Grant Application
2018-2019

The School of Education Graduate Student Travel Award Program makes available limited funding for a graduate student who is 1) a first author or co-author with UM SOE faculty on a research presentation, 2) recognized through an award for his or her original scholarship, or 3) conducting original research for an approved thesis project, or 4) attending a conference in support of the School of Education’s strategic initiatives. The SOE Graduate Student Travel Award Program will provide up to $300 for such travel. Students should complete this form working with designated staff in the departments of Higher Education, Leadership & Counselor Education, and Teacher Education. The designated staff will submit the forms and other UM travel related forms to the Associate Dean of the School of Education (c/o Matthew Blake Adams) at least 10 days prior to the first date of travel.

Name: __________________________
Degree Program: __________________________

Department: __________________________
Year of Study in Program: __________________________

Full-Time Enrollment: ______
Part-Time Enrollment: ______

Describe Graduate Assistantship or Employment: __________________________________________

Provide a title and description of project or paper as well as pertinent details related to travel such as purpose of attendance and destination. (This may include a schedule of the conference with your presentation or other pertinent sessions highlighted, an award notification, or a faculty-approved research proposal for thesis-related research).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Total amount requested from Graduate Student Travel Grant Program: ______

Project focus: (Check all that apply. Place an asterisk (*) next to the one that you consider the primary focus.)

☐ International, national, or state conference presentation
☐ Other academic conference attendance or recognition for research
☐ Research, project development or data collection for doctoral thesis

08/01/2018 Office of the Dean
Please provide a complete response to each question below if applicable.

A. How will the requested funds be used?

B. Identify the sources/amounts of other funding received to support this travel.

**PROPOSED BUDGET**

Attach support documentation for the expenses detailed below.

<table>
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<tr>
<th>Department</th>
<th>Dean Amount requesting</th>
<th>Other (Please specify)</th>
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*Note: The School of Education Graduate Student Travel Award Program is dependent upon availability of funds and the Dean’s Office reserves the right to limit the amount and frequency of support for graduate students as necessary. School of Education graduate student travel funding will be reimbursed upon student’s return with appropriate receipts verifying actual expenses. Please note: Funds will not be reimbursed in excess of need. In order to obtain this award, an UM Travel Reimbursement Form should be submitted to all sponsoring parties (including the School of Education, Dean’s Office) as soon as possible after returning from the trip.*

**Faculty Recommendation:**
Please rate the value of this project to student’s development as a scholar and professional.

☐ No value  ☐ Minimal value  ☐ Moderate value  ☐ High value

Explanation:

Signature of faculty member working with student ____________________________  Date ____________________________

08/01/2018 Office of the Dean
Department Chair Recommendation:
Please rate the value of this project to student’s development as a scholar and professional.

☐ No value  ☐ Minimal value  ☐ Moderate value  ☐ High value

Explanation:

______________________________  _______________________
Department Chair                      Date

For School of Education Dean’s Office Use Only

School of Education Associate Dean’s Recommendation

To be completed by Associate Dean:

Approval:  Amount:  Date:

Up to $300 award  __________  __________

Associate Dean Signature: ____________________________

Copies to:

Asst. to the Dean ______________  Date Mailed __________

Department _____________________  Date Mailed __________
The University of Mississippi
Travel Reimbursement Voucher

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**Employee** | **Trip #** |
|-------------|------------|
**e-mail** | **SAP Personnel # is required** |
**Dept Name** | **Pers #** |

**Comments**

**Certification:** Subject to any differences determined by audit, I certify that the above amount claimed for travel expenses for the period indicated is true and accurate and that payment for any part has not been received.

**Employees Signature (Required)** | **Date** | **Department Head Signature (Required)** | **Date** | **Audited By** | **Date** |

http://procurement.olemiss.edu/travel/
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 lifespan;
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 (excluding 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 relationship 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, supervisors, 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,
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 but may differ from their own. Counselors acknowledge the expertise of other professional groups and are respectful of their practices.

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.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.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 and 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. Supervisors 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 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 competence 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 Research-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 base 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/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 Violations and use it as a reference for assisting in the enforcement of the ACA Code of Ethics.

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.

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1See the American Counseling Association website at http://www.counseling.org/knowledge-center/ethics
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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Ethics Related Resources From ACA!

- Free consultation on ethics for ACA Members
- Bestselling publications revised in accordance with the 2014 Code of Ethics, including ACA Ethical Standards Casebook, Boundary Issues in Counseling, Ethics Desk Reference for Counselors, and The Counselor and the Law
- Podcast and six-part webinar series on the 2014 Code
- The latest information on ethics at counseling.org/ethics