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2009

SCHOOL COUNSELING

PRACTICUM HANDBOOK

The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

Department of Educational Psychology
Counseling and Student Personnel Psychology



Minnesota School

Counselors' Association

PRACTICUM HANDBOOK

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LETTER FROM THE DIRECTOR OF SCHOOL COUNSELING

Dear Site Supervisors,

As the University of Minnesota (UMN) School Counseling Director, I wish to thank you for your willingness to assist a school counseling graduate student in the practicum experience. This handbook of information about the practicum experience, including explanations, forms, and requirements of the program, has been created for your convenience. My hope is that the handbook will help you understand the needs of the student and the UMN program during this experience.

As the University practicum instructor, I will be in weekly contact with the student or with designated practicum supervisors in the required practicum class at UMN. In addition to weekly meetings, the students are required to present taped recordings (video, if possible) of the work they are doing at your school. These tapes are reviewed during class and are confidential.

I will attempt to make a personal visit to your school to observe the student. However, I foresee times when I will have to resort to phone calls or email because of time and numbers of students. I will be open to suggestions, comments, and communication from you at any time. (Phone: 612-624-4577; email: kwahl@umn.edu)

To show our appreciation for your generosity, your efforts, and your expertise, you will be awarded CEU's – 10 for the 150 hour practicum supervision and 30 for the 400 hour supervision. The CEU's will be presented at the Practicum Supervisor Appreciation Reception in the spring or they can be mailed to you at that time. Again, I thank you for agreeing to the interesting and demanding addition of a practicum student to your very busy school life.

Yours truly,

Kay Herting Wahl, Ed. D.
Director of School Counseling
Director of Clinical Training
Department of Educational Psychology
Counseling and Student Personnel Psychology
University of Minnesota

CONTINUING EDUCATION UNITS FOR ON-SITE PRACTICUM SUPERVISORS

Formula developed by Deanne Magnussen and Kay Herting Wahl, October, 2002.

Continuing Education Units for supervision will be presented at the Practicum Supervisor Appreciation Reception in May or they can be mailed to you at that time.

150 hour practicum = 10 CEU's

Requirements and Time commitments:

1 hour per week in individual supervision with the student

Completing: Learning Objectives Contract with the student

Evaluation of the student

Conference with the student and UMN practicum instructor

Other duties:

Co-teaching with the student

Individual instruction

400 hour practicum = 30 CEU's

Requirements and Time commitments:

1 hour per week in individual supervision with the student

Completing: Learning Objective with the student

2 Evaluations of the student

Conference with the student and UMN practicum supervisor

Other duties:

Co-teaching with the student

Individual instruction

GENERAL PRACTICUM INFORMATION

UMN School Counseling Program

1. Intent of Practicum

Practicum is the final activity in students' programs and is intended to provide them with the opportunity to engage in all the activities of a practicing school counselor in all three levels of education: elementary, middle/jr. high, and high school. Practicum experiences will take place at schools where the practicum student can work with clients and programs appropriate to the student's degree and licensure needs. School counseling activities occur at approved school sites and with licensed school counselors. In addition, the UMN program faculty will provide opportunity for discussion on professional issues related to the practice of school counseling through a weekly practicum class.

2. Practicum Class

Practicum class is held weekly on campus. The class provides students the opportunity to discuss, question, practice, and examine school counseling issues, counseling techniques and strategies, comprehensive programs, and school counselor role and function. Two taped sessions of the students' work at the 400 hour site and one taped session at each 150 hour site will be critiqued in class. Taping is confidential and completed only with written parent permission for the group or individual sessions.

3. Supervision

The site supervisor will choose, direct, and supervise the student's counseling activities. The supervisor will provide the practicum student with 1 hour of personal supervision/critiquing per week. The site supervisor must be a licensed school counselor with 2 years of school counseling experience.

4. Student Requirements

Students are required to complete 700 total hours of practicum experience. Of these 700 hours, 400 hours must be at the level of education where the student expects to work in the future. One hundred fifty hours of practicum experience must be completed at each of the other two levels of education, in compliance with the State of Minnesota license requirements. For example, if a student expects to be working at the high school level in the future, 400 hours of experience must be earned at the high school level, with 150 hours earned at the elementary and 150 at the middle school level.

5. Evaluation

The site supervisor and the UMN faculty member will complete evaluations of the practicum student. The student provides evaluation forms to the site supervisor. The forms may be completed by the supervisor in a confidential manner and mailed to the UMN faculty member, or the forms may be filled out with the student and returned to the faculty member via the student. The UMN practicum class instructor also evaluates the student on direct observation, classroom participation, and taped performances.

GUIDELINES FOR SITE SUPERVISORS

To the extent possible, the role of the site supervisor includes:

1. **Providing one hour of individual supervision per week to/for the practicum student.**
2. Providing an evaluation of the student's development and progress prior to the end of the academic term.
3. Introducing and orienting the student to the structure, programs, function, forms and procedural practices at the site.
4. Completing, with the student, a learning objectives contract identifying specific performance expectation and objectives for the practicum experience.
5. Familiarizing the student with policies and procedures regarding case management, record keeping and confidentiality, crisis team functions, abuse reporting procedures, the consulting role.
6. Orienting the student to the dynamics of the client population, including social needs and commonality of problems.
7. Affording the student the opportunity, as feasible, to identify with the supervisor as a professional practitioner by jointly participating in interviews, parent meetings, conferences, counseling sessions, classroom guidance lessons, etc.
8. Alerting the student, if necessary, to potential pitfalls involving school political realities.
9. Assigning and supervising the completion of tasks and responsibilities consistent with the student's role at the site.
10. Consulting the University practicum instructor in the event the supervisor becomes aware of personal or other issues which are impairing the student's learning and/or performance.
11. Providing work with a caseload representing a variety of client needs.
12. Providing opportunities for decision-making and risk-taking experiences.
13. Introducing the student to the professional and support staff.
14. Orienting the student to the site policies regarding appropriate dress, office hours, scheduled meetings and conferences, individual sessions, group sessions, etc.
15. Providing opportunities for experience in four areas of school counseling: individual counseling, group counseling, classroom guidance, and parent involvement.

FOUR AREAS OF SCHOOL COUNSELING PRACTICUM EXPERIENCE

The practicum experience is designed to provide the graduate student with as many realistic experiences in a school setting as possible. The ultimate goal is to allow the student to be involved in the 4 critical areas of school counseling to the extent possible.

1. INDIVIDUAL COUNSELING

- sessions with a variety of problem issues
- sessions with a variety of types and ages of clients
- sessions with multicultural students
- familiarize with procedures and process for internal and external referral sources

2. GROUP COUNSELING

- sessions with small groups on a variety of topics
- sessions with small groups on career information
- sessions with small ongoing support groups
- arranging the formation of a group, including: interviews, parent, teacher, and administrator approval, logistics of where and when to meet, etc.

3. CLASSROOM GUIDANCE

- completing lesson plans for classroom guidance lessons
- forming (possibly not completing) a unit of classroom guidance lessons
- conducting classroom guidance lessons
- conducting registration and/or career information sessions
- conducting transition sessions
- participate in registration and scheduling as needed
- participate in testing procedures/interpretations

4. PARENT INVOLVEMENT

- allow the student to observe and participate in parent conferences
- allow the student to observe parent phone conversations (with permission)
- conduct parent sessions when possible
- co-facilitate parent sessions, parent information nights, registration, etc.
- prepare parent education sessions for transition, career information, etc.

SCHOOL COUNSELING PRACTICUM REQUIREMENTS

Register for: EPsy 8503 & 8504, sec. 2; 3 credits each; A/F. You are required to complete two semesters of practicum.

- Requirements:**
- 1) Spend 400 hours at the educational level of your choice (high school, middle school/junior high, or elementary) and 150 hours at each of the other two levels under the direct supervision of a licensed school counselor.
 - 2) Meet individually with a site supervisor once a week for one hour. Your supervisor must hold at least an M.A. degree in counseling and have a current Minnesota school counseling license.
 - 3) Practicum hours are accrued whenever the student is at the practicum site, working with the supervisor or under the supervisor's direction. Duties and hours are determined by the student and the on-site supervisor.
 - 4) Audio or video tape 4 sessions – two at the main site and one at each of the other two practicum sites.
 - 5) Meet two hours per week with a CSPP faculty member and a CSPP supervisor. Specific assignments to be determined by the faculty member.
 - 6) Complete and submit all required forms.

Site Selection: You are responsible for selecting your practicum site. Potential sites are listed on an internet site given to you. In addition, a list of possible sites and evaluations of these sites by former practicum students are available for review in Room 206 Burton Hall. You may pursue one of the listed sites or develop your own practicum site. Most sites require resumes, letter of intent, and interviews. Application deadlines vary.

Minimum Practicum Hours: 700 hours plus 60 hours in practicum class.

PRACTICUM SITE SELECTION PROCESS

(For Minneapolis, St. Paul, and Osseo: see next page.)

1. The student applying for a practicum site must be currently enrolled in the UMN Master's degree program or the Licensure Only program in school counseling and have met requirements for the practicum experience.
2. Students must choose a core level of education of primary interest: elementary, middle/jr. high, or high school.
3. The student must contact a licensed school counselor, working in a school at the core level of their interest.

Purpose of the contact:

- a) identify yourself, UMN, school counseling program
 - b) inquire as to the possibility of being accepted for a 400 or a 150 hour practicum experience
 - c) request an appointment to discuss a practicum experience to ascertain dates, times, etc.
 - d) offer to provide information about the practicum requirements, for the counselor and the student – use the handbooks
 - e) offer to provide information about yourself (resume, transcript, etc.) and be available for an interview.
 - f) provide UMN contact information for the school counselor site supervisor –
Dr. Kay Herting Wahl, School Counseling Program Director: phone - 612-624-4577; email: kwahl@umn.edu
4. The student must also contact licensed school counselors at the other two levels of education. The student must follow the outlined procedures for obtaining permission to complete the practicum experience at each of the other two sites. The sites may all be in the same district or may be in different districts.
 5. The practicum experience at the different sites may be arranged at different times throughout the school year. The recommended sequence is to complete the 400 hour site first, during the fall semester. The 400 hr. site may need to be continued into the spring semester. The other sites can be completed concurrently or sequentially in the spring semester.
 6. The student will arrange the practicum site with the site supervisor who will agree to provide a supervision hour each week for the student. The student will also attend practicum class on campus for 2 hours each week for direct supervision by the instructor and group supervision by the practicum class.

PRACTICUM SITE SELECTION PROCESS **For Minneapolis, St. Paul, and Osseo School Districts**

1. The student applying for a practicum site must be currently enrolled in the Master's degree program or the Licensure-Only program in school counseling at UMN. The student must also meet the requirements for the practicum experience.
2. Students interested in practicum experiences in the Minneapolis, Saint Paul or Osseo schools must inform Dr. Kay Herting Wahl, UMN program director, or her assistant. The student must then send a letter of intent and resume to the following district official:

Minneapolis Schools:

807 NE Broadway
Minneapolis MN 55413
Phone: (612) 668-5478

Saint Paul Schools:

Colleen Baldrica, Lead Counselor
1930 Como Ave
St. Paul MN 55108
Phone: (651) 603-5036
Deadline: April 1

Osseo Schools:

Ann Kern, Human Resources Generalist
Osseo Public Schools—ISD 279
11200 93rd Ave. North
Maple Grove, MN 55369
Phone: (763) 391-7268
Deadline: April 1

3. The selection process requires: Send resume and letter of intent that includes:
 - a) Your program affiliation—University of Minnesota.
 - b) The dates you are requesting (fall, winter, or spring)
 - c) Level of your core area, one or all 3
 - d) Hours at each level (e.g. elementary 200 hours, junior high 150 hours, and high school 350 hours)
 - e) Possible time frame (e.g. 3 days a week in high school during fall semester)
 - f) Possible schools in the district you may have already observed or have met the counselor
 - g) Current contact information including email address, as well as summer contact information
4. The selection process may also require: Transcript and an interview.
5. Upon recommendation from the district official, the student will be assigned to a site and a site-supervisor. Decisions are usually made prior to the end of the semester but may not be confirmed until mid-summer.
6. Students **do not** contact individual counselors for practicum sites, but may contact counselors for observation sessions.
7. Notify districts immediately if you find a site other than this district.

REQUIRED PRACTICUM FORMS

Form	Due Date	To Whom
Observation confirmation (Epsy 8435)	5/01 of your first year	Practicum instructor
Practicum data sheet (p.10)	First day of practicum class in the fall semester	Practicum instructor
Practicum agreement (p.11)	Within the 1 st month of fall semester	Practicum instructor
Learning objectives contract (p.12)	By the end of September	Practicum instructor
Tape permission forms (p.15)	Needed with the tape	Practicum instructor
Counseling logs - weekly (p.16)	Weekly	Keep in the practicum folder
Individual Supervision Session Report (p.18)	Weekly	Keep in the practicum folder
Evaluation of practicum student (150hr) (p.19)	At the end of the practicum experience	Practicum instructor Keep a copy for yourself
Evaluation of practicum student (400hr) (p.22)	Mid-practicum, and at the end of the practicum experience	Practicum instructor Keep a copy for yourself
Evaluation of practicum site (p.26)	At the end of each practicum experience	Clinical training assistant

SCHOOL COUNSELING
PRACTICUM AGREEMENT

The Counseling and Student Personnel Psychology program of the University of Minnesota (UMN), the _____ School of School District No. _____, community of _____, Minnesota, and Mr./Ms. _____, practicum student, agree to a school counseling practicum experience according to the conditions outlined by the UMN School Counseling Program. The Supervisor on-site agrees to provide one hour of individual supervision to the student per week, and the student will be allowed to audio or visually tape certain sessions with clients at the site.

Upon signatures of the practicum student, the school administrator, the supervising counselor, and the UMN counselor educator, the agreement is deemed to be in effect for the duration of the practicum experience in the _____ school year.

Practicum Student

Date

Supervising Counselor

Date

UMN Counselor Educator

Date

K - 12 School Administrator

Date

LEARNING OBJECTIVES CONTRACT

UMN School Counseling Program

Student: _____

Practicum Site: _____

Practicum Supervisor: _____

Supervisor's Ph. # _____ Email _____

Total hours to be completed at this site: _____

Date: _____

Learning Objectives—Practicum Supervisor:

Please identify the expectations you have for the practicum student. In your discussion with the student please identify, as specifically as possible, these expectations. These may include performance expectations or objectives that you hope to help the student accomplish while working in your school. These objectives can serve as a helpful scale by which to evaluate the student's progress. Please be as specific as possible.

1. _____

2. _____

3. _____

Learning Objectives—Student:

Please identify the expectations you have for your practicum site. Before beginning your work, meet with your supervisor and discuss these objectives. These may include personal goals you hope to accomplish, experiences you hope to have, skills you hope to gain, etc., during your work at this school. These objectives can serve as a helpful scale by which you can evaluate the practicum experience. Please be as specific as possible.

1. _____

2. _____

3. _____

PRACTICUM TAPING EXPLANATION

Counseling and Student Personnel Psychology Program Professional School Counseling

For a variety of reasons, practicum students are required to periodically submit examples of their counseling skills for evaluation. These examples will be submitted through an audio or visual taped session conducted at the practicum site. One reason for the taped sessions is for the site supervisor's protection and assistance. With a taped counseling session, the supervisor may verify evaluations and conclusions about the student. Another reason is to allow the UMN educator to evaluate the skill level and professionalism of the student during the practicum experience. The final reason is for the student to be able to ascertain strengths and weaknesses in their own counseling approach.

Permission for the taping is essential - permission from the parent, student, school supervisor, administration - according to school policy. Forms will be provided for the student and parent to sign. The form will explain the policy of the UMN practicum class and will explain confidentiality issues. Any other forms needed or required by the school district will be strictly utilized by the student.

The focus of the taping session is totally on the graduate student and the skills displayed. The tapes will be reviewed in the practicum class at UMN, will be held in strict professional confidentiality, and will be destroyed after being critiqued.

Taped sessions of individual, group, and classroom guidance are requested. It is understood that all of these experiences may not be possible to tape, but the practicum students must be able to tape some sessions. All privacy policies required by the school district will be strictly observed by the practicum student and UMN.

UNIVERSITY OF MINNESOTA SCHOOL COUNSELING

TAPE PERMISSION FORM

Dear Parent/Guardian,

As part of the training of future professional school counselors, practicum students from the University of Minnesota (UMN) are required to provide evidence of their counseling skills. For the school counseling practicum students, this is their “student teaching” experience. All practicum students are supervised by your school counselor and by a professor at the university.

Practicum students at UMN are required to periodically submit examples of their counseling skills. This is done through audio or visual tapes of sessions at the practicum site. The purpose of these tapes is solely to evaluate the skills of the school counselor practicum student and to provide additional educational training for other practicum students in the class. The tapes are reviewed only by the appropriate UMN professor, the practicum student and the school counseling class of practicum students.

After the tape is reviewed, it is erased. Practicum students are ethically and professionally prohibited from discussing the contents of the tape with anyone other than their supervisors and practicum classmates, unless a student client indicates that he/she is sexually or physically abused, or if a student client indicates that he/she intends to hurt him/herself or others. In these cases, practicum students, like all educators in Minnesota, are required to act on behalf of the child and report such information to the proper authorities.

Your assistance is requested in allowing us to tape a session with your child. Your child has indicated to the practicum student at school that he/she is agreeable to taping a counseling session. Your signature is needed before any taping can be done. Please sign the lower portion of this letter and send that portion with your child or by mail to your school counselor or the practicum student at your child's school. Thank you for your consideration of this request.

Name of UMN Practicum Student: _____

Name of School Counselor: _____

Permission For Taping

I have read the letter from University of Minnesota explaining the nature and requirements of school counseling practicum students in the School Counselor Program. I grant permission to the practicum student to tape one (1) individual session or one (1) group session with my child, for review by the UMN counselor education program and the practicum students. I understand that this tape will be used only for the training of school counselor practicum students and that it will be erased immediately after its review and evaluation.

Signature of Student: _____ Date: _____

Signature of Parent/Legal Guardian: _____ Date: _____

ON-SITE INDIVIDUAL SUPERVISION SESSION REPORT

- *To be filled out weekly by the student and/or supervisor:*

Subject	Comments
Focus of the supervision session (weekly topic):	
Strengths of student (related to weekly topic):	
Areas for growth	
Follow-up for next session:	
Ethical concerns about issues at the site:	

Please Sign and Date

Supervisor

Student

Date

EVALUATION OF PRACTICUM STUDENT (150hrs)

School Counseling Practicum Counseling and Student Personnel Psychology (CSPP) University of Minnesota 150 Hour Practicum Experience

Student Name: _____ Phone: _____

Email: _____

Site Supervisor's Name: _____ Phone: _____

Email: _____

Practicum Site: _____

Semester: _____ Year: _____

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

Please rate the student's performance using the following scale: 1 = Below average, 2 = Average, 3 = Above average, 4 = Excellent, N = No basis for observation

Counseling Process/Skills/Case Conceptualization

- | | | | | | |
|----------|----------|----------|----------|----------|--|
| 1 | 2 | 3 | 4 | N | 1. Establishes and maintains confidential boundaries. |
| 1 | 2 | 3 | 4 | N | 2. Quickly builds rapport. |
| 1 | 2 | 3 | 4 | N | 3. Uses basic helping skills appropriately (silence, questions, reflection of feelings and content, clarifying and paraphrasing of responses). |
| 1 | 2 | 3 | 4 | N | 4. Uses advanced helping skills appropriately (confrontation, interpretation, self-disclosure, referrals, etc.). |
| 1 | 2 | 3 | 4 | N | 5. Explains, administers, and interprets assessment instruments effectively. |
| 1 | 2 | 3 | 4 | N | 6. Conceptualizes client concerns/formulates clinical hypotheses. |
| 1 | 2 | 3 | 4 | N | 7. Works with the client to establish counseling/helping goals. |

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N | 8. Works with the client toward achieving counseling/helping goals. |
| 1 | 2 | 3 | 4 | N | 9. Maintains professional boundaries with students. |
| 1 | 2 | 3 | 4 | N | 10. Terminates counseling relationship effectively. |

Professional Attitude and Behavior

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 11. Uses supervision (comes prepared, seeks out feedback and learning opportunities). |
| 1 | 2 | 3 | 4 | N | 12. Is open and responsive to feedback. |
| 1 | 2 | 3 | 4 | N | 13. Engages in open and clear communication with peers and supervisors. |
| 1 | 2 | 3 | 4 | N | 14. Recognizes the boundaries of his/her competencies. |
| 1 | 2 | 3 | 4 | N | 15. Demonstrates a personal commitment to develop professional competencies. |
| 1 | 2 | 3 | 4 | N | 16. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members. |
| 1 | 2 | 3 | 4 | N | 17. Is punctual and keeps appointments. |
| 1 | 2 | 3 | 4 | N | 18. Completes case records in a timely and accurate manner. |
| 1 | 2 | 3 | 4 | N | 19. Demonstrates ethical and legal behavior in counseling, case management, and supervision. |
| 1 | 2 | 3 | 4 | N | 20. Has an accurate perception of his/her strengths and limitations. |

Working in the School Setting

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 21. Conducts classroom guidance and teaching activities. |
| 1 | 2 | 3 | 4 | N | 22. Assists students with educational and career decision-making through individual and/or group counseling and/or classroom guidance. |
| 1 | 2 | 3 | 4 | N | 23. Conducts administrative tasks (scheduling, class changes, etc.). |

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 24. Demonstrates appropriate consultation skills with parents, teachers, administrators, and counselors. |
| 1 | 2 | 3 | 4 | N | 25. Coordinates referrals to school psychologists, nurses, social workers, and community providers. |
| 1 | 2 | 3 | 4 | N | 26. Works effectively with staff members. |
| 1 | 2 | 3 | 4 | N | 27. Follows the policies and procedures of the school site and the school district. |

Overall Evaluation

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 28. Your overall evaluation of the student's level of performance this semester. |
|---|---|---|---|--|

Comments: (Please list at least two of the student's major strengths and two areas for improvement.)

Strengths:

1)

2)

Improvement:

1)

2)

Signatures please:

Date: _____

Student: _____

Date: _____

Site Supervisor _____

Date: _____

Practicum Supervisor: _____

EVALUATION OF PRACTICUM STUDENT (400hrs)

School Counseling Practicum Counseling and Student Personnel Psychology (CSPP) University of Minnesota 400 Hour Practicum Experience

Student Name: _____ Phone: _____

Email: _____

Site Supervisor's Name: _____ Phone: _____

Email: _____

Practicum Site: _____

Semester: _____ Year: _____

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

Please rate the student's performance using the following scale: 1 = Below average, 2 = Average, 3 = Above average, 4 = Excellent, N = No basis for observation

<i>Mid-Practicum Progress</i>	COUNSELING SKILLS	<i>Final Evaluation</i>
1 2 3 4 N	1. Establishes and maintains confidential boundaries.	1 2 3 4 N
1 2 3 4 N	2. Quickly builds rapport.	1 2 3 4 N
1 2 3 4 N	3. Uses basic helping skills appropriately (silence, questions, reflection of feelings and content, clarifying and paraphrasing of responses).	1 2 3 4 N
1 2 3 4 N	4. Uses advanced helping skills appropriately (confrontation, interpretation, self-disclosure, referrals, etc.).	1 2 3 4 N
1 2 3 4 N	5. Explains, administers, and interprets assessment instruments effectively.	1 2 3 4 N
1 2 3 4 N	6. Conceptualizes client concerns/formulates clinical hypotheses.	1 2 3 4 N
1 2 3 4 N	7. Works with the client to establish counseling/helping goals.	1 2 3 4 N
1 2 3 4 N	8. Works with the client toward achieving counseling/helping goals.	1 2 3 4 N

1 2 3 4 N 9. Maintains professional boundaries with students. 1 2 3 4 N

1 2 3 4 N 10. Terminates counseling relationship effectively. 1 2 3 4 N

Professional Attitude and Behavior

1 2 3 4 N 11. Uses supervision (comes prepared, seeks out feedback and learning opportunities). 1 2 3 4 N

1 2 3 4 N 12. Is open and responsive to feedback. 1 2 3 4 N

1 2 3 4 N 13. Engages in open and clear communication with peers and supervisors. 1 2 3 4 N

1 2 3 4 N 14. Recognizes the boundaries of his/her competencies. 1 2 3 4 N

1 2 3 4 N 15. Demonstrates a personal commitment to develop professional competencies. 1 2 3 4 N

1 2 3 4 N 16. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members. 1 2 3 4 N

1 2 3 4 N 17. Is punctual and keeps appointments. 1 2 3 4 N

1 2 3 4 N 18. Completes case records in a timely and accurate manner. 1 2 3 4 N

1 2 3 4 N 19. Demonstrates ethical and legal behavior in counseling, case management, and supervision. 1 2 3 4 N

1 2 3 4 N 20. Has an accurate perception of his/her strengths and limitations. 1 2 3 4 N

Working in the School Setting

1 2 3 4 N 21. Conducts classroom guidance and teaching activities. 1 2 3 4 N

1 2 3 4 N 22. Assists students with educational and career decision-making through individual and/or group counseling and/or classroom guidance. 1 2 3 4 N

1 2 3 4 N 23. Conducts administrative tasks (scheduling, class changes, etc.). 1 2 3 4 N

1 2 3 4 N 24. Demonstrates appropriate consultation skills with parents, teachers, administrators, and counselors. 1 2 3 4 N

1 2 3 4 N 25. Coordinates referrals to school psychologists, nurses, social workers, and community providers. 1 2 3 4 N

1 2 3 4 N 26. Works effectively with staff members. 1 2 3 4 N

1 2 3 4 N 27. Follows the policies and procedures of the school site and the school district. 1 2 3 4 N

Overall Evaluation

1 2 3 4 28. Your overall evaluation of the student's level of performance this semester. 1 2 3 4

NARRATIVE COMMENTS

From Site Supervisor

Please use the next page if you wish to add comments.

MID-PRACTICUM PROGRESS REPORT	FINAL EVALUATION
1. Counseling strengths:	1. Counseling strengths:
2. Areas needing improvement:	2. Areas needing improvement:
3. Overall evaluation of student's performance function independently:	3. Overall evaluation of student's and ability to function independently:
4. How might the practicum experience be improved for the student and/or the site?	4. How might the practicum experience be improved for the student and/or the site?

Signatures please:

Date: _____

Site Supervisor _____

Date: _____

Practicum Supervisor: _____

EVALUATION OF PRACTICUM SITE

UMN School Counseling Program

Student Name: _____ Date: _____

Site Supervisor Name: _____

Practicum Site(School name/City name): _____

Would you recommend this site to others: _____ Overall rating (1-10): _____

****These evaluations will be available to other students to assist them in choosing a practicum site****

PLEASE CIRCLE THE NUMBER THAT BEST CORRESPONDS TO YOUR PERCEPTIONS.

- | | | | | | | | |
|----|--|---|---|---|---|--|---|
| 1. | Did not know what to expect from my practicum setting. | | | | | | Adequate and accurate practicum information available; knew what to expect. |
| | 1 | 2 | 3 | 4 | 5 | | |
| 2. | No orientation received from supervisor or other staff. | | | | | | Good orientation from all those concerned with my practicum experience. |
| | 1 | 2 | 3 | 4 | 5 | | |
| 3. | Expectations and supervisory promises were not obtained from the practical experience. | | | | | | Expectation and supervisory promises were well obtained. |
| | 1 | 2 | 3 | 4 | 5 | | |
| 4. | Too little time to accomplish all learning desired. | | | | | | Ample time to accomplish and learn. |
| | 1 | 2 | 3 | 4 | 5 | | |
| 5. | Much time spent was wasted and/or managed poorly. | | | | | | Little or no time was wasted. |
| | 1 | 2 | 3 | 4 | 5 | | |
| 6. | My supervisor was not often available which left me without guidance or support in many instances. | | | | | | My supervisor was always available for guidance, help, case conferences or suggestions. |
| | 1 | 2 | 3 | 4 | 5 | | |

7.	Too much responsibility was placed on me without adequate preparation being allowed on my part.				Adequate preparation and opportunity for assuming responsibility was built into the experience.	
		1	2	3	4	5
8.	No freedom to exercise own judgement or try out ideas.				Able to freely exercise own judgement in trying out ideas.	
		1	2	3	4	5
9.	Supervisor did not share opinions and ideas on professional issues.				Supervisor fully shared opinions and ideas on professional issues.	
		1	2	3	4	5
10.	Received no evaluation feedback of my strengths and weaknesses.				Gained a much better understanding of my strengths and weaknesses.	
		1	2	3	4	5
11.	Received no feedback from supervisor on my on-the-job performance.				Received ample and appropriate from feedback from supervisor on my performance.	
		1	2	3	4	5
12.	Felt treated as an outsider isolated from ongoing activities.				Viewed as a professional, an equal, a colleague on the staff.	
		1	2	3	4	5
13.	No opportunity for contact with other staff members.				Frequent and helpful contact with many staff members.	
		1	2	3	4	5
14.	Staff members not willing to work with me in areas where I needed extra help.				Staff members were quite willing to spend extra time to train or teach me.	
		1	2	3	4	5
15.	No opportunity for contact with staff from other offices.				Frequent contact with staff members from other offices.	
		1	2	3	4	5

- | | | |
|-----|---|---|
| 16. | No real opportunity to observe professional role models within practical work setting. | Ample opportunity to observe role models representing the full range of professional activity and behavior. |
| | 1 2 3 | 4 5 |
| 17. | No opportunity to observe professional role models of my own sex within the practical work setting. | Ample opportunity to observe professional role models of my own sex within the practical work setting. |
| | 1 2 3 | 4 5 |
| 18. | No opportunity to become involved with the different functions within assignment area. | Ample opportunity to become involved in many different types of functions within the assignment area. |
| | 1 2 3 | 4 5 |
| 19. | No direct contact with clients within the work. | Ample opportunity to become directly involved with clients. |
| | 1 2 3 | 4 5 |
| 20. | No exposure to, or opportunity to learn more about available resources within the office. | Ample exposure to available resources and their uses within the office. |
| | 1 2 3 | 4 5 |
| 21. | No exposure or opportunity to work with other resource facilities or personnel outside the office. | Encouragement and opportunity to work with outside resource personnel and facilities. |
| | 1 2 3 | 4 5 |
| 22. | Professional ethics were neither discussed nor exemplified within the practical work setting. | Professional ethics were discussed and exemplified within the practical work setting. |
| | 1 2 3 | 4 5 |
| 23. | Discrimination problems (sex, race, etc.) were not dealt with in practical work setting. | Problems of discrimination appeared to be handled adequately within the practical work setting. |
| | 1 2 3 | 4 5 |

24.	There was no clear structure or direction to the experience.	The experience was structured in such a way as to promote learning.
	1 2 3	4 5
25.	I observed or acquired few or limited competencies or skills.	I was exposed to and had opportunity to develop a wide range of competencies and skills.
	1 2 3	4 5
26.	Had no opportunity to achieve my personal objectives as established at beginning of practical experience.	Had ample opportunity to achieve my personal objectives as established at the beginning of practical experience.
	1 2 3	4 5
27.	I was totally dissatisfied with practicum experience.	Completely satisfied with practicum experience.
	1 2 3	4 5
28.	As a result of the practicum experience I feel discouraged about both the state of the profession and my place in it.	As a result of the practicum experience I have been highly motivated and encouraged about entering the profession.
	1 2 3	4 5

Suggestions for improving this practicum experience:

What would you have liked to know before you applied to this site?

K-12 SCHOOL COUNSELOR LICENSING PROCEDURES

Application materials are due by May 5. Complete the following steps; Turn in all materials to Dr. Herting Wahl when the MA degree is conferred on the Transcript (usually two weeks after the end of the semester).

1. Obtain the license application packet from:

Personnel Licensing Section
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266
(651) 582-8691

http://www.education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Licensure_Forms/index.html

2. Complete the application form.
3. Complete the fingerprint card in your packet at your local police station – usually \$15.00 and an appointment.
4. Include a check for \$81.00 to the MN Dept. of Ed. to pay for the license.
5. Dr. Kay Herting Wahl will verify materials, your program of study, write a letter confirming your eligibility for a license, and send the packet on to the licensing review office at UMN.
6. The licensing review office reviews the materials, program of study, and application form. The office sends the packet on to Dept. of Ed..
7. Dept. of Ed. inspects the packet and includes the background check.
8. This entire procedure takes 6 to 8 weeks.

Note: It takes approximately 2 to 3 weeks for the MA degree status to appear on a transcript at the end of the semester. Since the student has all other materials submitted to Dr. Kay Herting Wahl when the transcript is ready and added to materials, the license will likely be ready by the end of July, at the earliest. If school districts require the license for interviews, job applications, or contracts, Dr. Kay Herting Wahl will write an eligibility letter to add to the student's resume – upon request of the student.

SAMPLE INTERVIEW QUESTIONS
FOR PRACTICUM APPLICANTS

1. What are your long-range and short-range goals and objectives?
2. What do you see yourself doing five years from now?
3. What can you bring to this practicum?
4. What do you consider your greatest strengths and weaknesses?
5. How have life experiences affected your counselor development?
6. Give an example a conflict that arose at one of your previous jobs and tell me what you did to address it?
7. What motivates you to put forth your greatest effort?
8. How will you establish boundaries in your work as a counselor?
9. What are your experiences with assessment tools and graduation standards?
10. Why do you want to do your practicum at this site?
11. How do you think a friend or previous employer would describe you?
12. What activities would you be interested in pursuing during the practicum?
13. How do you determine and evaluate success?
14. Describe the relationship that should exist between a supervisor and a supervisee?
15. What led you into the field of counseling?
16. What is your theoretical orientation?
17. Tell me an ethical issue you have studied or had to deal with?
18. What are your experiences in working with diverse populations?
19. What are important elements of teamwork?
20. What are your expectations about your practicum?
21. If I talk to your peers, what would they say about you that are different from what you think about yourself?



Ethical Standards for School Counselors

Revised June 26, 2004

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by

school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- Counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates).

If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands

how to use and (3) for which follow-up counseling assistance is provided.

- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students' best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property

while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations

fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for:

- educating and consulting with the membership regarding ethical standards
- periodically reviewing and recommending changes in code
- receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
- handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.