

**Whitworth University
Graduate Studies in Education**



**WHITWORTH
UNIVERSITY**

**Student Handbook
School Counseling Program**

2025-26

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STATEMENT OF PURPOSE

The Student Handbook for Whitworth University School Counseling program has been developed as a guide to assist graduate students in successfully completing coursework and program requirements. Students are responsible for the information contained in the University’s catalog and this student

handbook. Key information is provided in these two documents. Specifically, you will find information about program procedures guided by the school counseling profession's ethics.

PROGRAM MISSION STATEMENT

In accordance with Whitworth University's mission, the School Counseling program strives to serve its diverse student body by offering an education of the mind and heart, equipping its graduates to honor God, follow Christ, and serve humanity. In preparing its graduates to serve humanity, each counseling program seeks to encourage the development of practitioners who can competently and ethically use psychological principles and counseling techniques to provide their students with the best opportunity to achieve a healthy adjustment in the areas of personal, social, spiritual, academic, and career development. Working within the human services field demands well-rounded professionals. For this reason, program offerings and extracurricular activities challenge students to develop professionally and personally. Graduates of this program are prepared to deliver services to students in PreK-12 school environments.

SCHOOL COUNSELING TEAM

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PROGRAM OBJECTIVES

The Whitworth School Counseling Program's objectives are designed to prepare candidates who will demonstrate the following attributes and dispositions:

1. **Scholars** who will possess current knowledge of the content areas in which they work, understand the connections between disciplines, use tools of inquiry, and pursue ongoing learning as existing fields of knowledge evolve and grow. As scholars, they will be innovative and will strengthen their

existing knowledge base through continuous intellectual and scholarly growth grounded in current research, the study of their own practice, analysis of data collected, and application of data to solve problems in their respective fields of study.

2. **Community Members** who will develop and sustain intentionally collaborative relationships among colleagues, students and their families, clients, administrators, and community partners. As community members, they will understand their roles and professional colleagues in schools, communities, and professional organizations. They will help shape the culture of classrooms, schools, and agencies to reflect our democratic society's values. They will model respectful, caring, and professional behaviors that foster trusting and inclusive environments.
3. **Effective Practitioners** who will analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision-making using formative and summative data. They will be committed to culturally responsive and relevant practices that are engaging and shape purposeful, continuous growth. As effective practitioners, they will show proficiency in the selection and differentiation of materials, strategies, and assessment practices appropriate for the diversity of the individuals they serve.
4. **Visionary Leaders** who will articulate a vision and philosophy for their professional practice inclusive of a belief in the worth and ability of each human being. They will build a framework to guide personal and professional decision-making and development for the benefit of their professional and learning communities. As visionary leaders, they will contribute to society by modeling transformational and servant leadership that emerges from their personal beliefs and worldview perspective.
5. **Advocates** who demonstrate a sincere and equitable commitment to the social-emotional well-being and physical safety of those they serve. They will pay attention to the role diversity, including gender, sexual orientation, ability, ethnicity, race, culture, religion, and socio-economic status, brings to learning and the community. As advocates, they will understand and respect the interconnected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, advocates seek opportunities to assist, encourage and support all those under their care in a manner that leads to transformation in the lives of those they serve.

DIVERSITY LEARNING GOALS

The school counseling candidates will achieve the following learning goals because of being enrolled in Whitworth University's program:

1. To explore how awareness of their own cultural value, personal biases, and beliefs impacts the counseling process
2. To know how to implement culturally responsive and sensitive counseling practices.

3. Understand the cultural context and worldview of diverse students needed to demonstrate fairness, equity, and sensitivity to every student.
4. Know how to advocate for students regarding equity and access to instructional programs and activities.
5. To know how to help students and their families navigate systems of oppression and injustice and utilize other culturally appropriate intervention strategies in the counseling process.
6. To understand the impact of family culture on student performance.
7. To understand the role of collaboration with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families.
8. To understand how to promote an inclusive school environment for all students and families.

DIVERSITY RECRUITMENT PLAN

The School Counseling goals were developed based on the ASCA model and State of Washington standards. Seven goals were developed that reflect the key elements of multicultural counseling which include personal awareness, knowledge of the worldview of students and parents, skills needed to implement culturally appropriate strategies, and advocacy.

The program advisor also informs the students of the availability of scholarships. This previously was the case for grants; however, due to changes in Federal guidelines, needs-based grants are now distributed based on the FASFA through the Financial Aid Office and students do not have to apply separately for these funds. The advisor, program director, and other faculty will mentor and direct students to proper resources, as necessary.

FINANCIAL SUPPORT INFORMATION

Scholarships & Grants

Scholarship and grant opportunities may be available to students who qualify; find more information through Whitworth's Financial Aid website:

<https://www.whitworth.edu/cms/administration/financial-aid/graduate-students/>

Graduate Assistants (GA)

School of Education graduate students can apply for a graduate assistantship before the term begins, usually after meeting with their program advisor, or with an SOE faculty member who has expressed interest or need for a GA. A letter of interest and a resume should be submitted to the Dean of the School of Education's office for review.

Once hiring approval has been given by the SOE Dean, the GA completes the University [Graduate Assistant/Tuition Assistantship \(TA\) Application](#). The application is completed and signed by the GA and his/her immediate supervisor and submitted to the SOE Dean's office.

The Dean's Assistant also verifies GSE program admission (there is no formal GPA requirement, but a student should be in good standing in his/her program, and admission status verified with the GSE program coordinator). The application is then submitted to the SOE Dean for signature approval.

Graduate Assistants are typically not hired outside SOE graduate programs. The amount charged to the SOE dean's budget is based on 1 credit of the current GSE tuition rate.

The formula used for credits and work hours for GA's tuition remission is as follows:

- 3sc tuition remission = 110 work hours
- 2sc tuition remission = 65-72 work hours
- 1sc tuition remission = 36+ work hours

CRITERIA FOR FULL ADMISSION INTO THE SCHOOL COUNSELING PROGRAM

Admission into the School Counseling Program is based on the successful completion of a **FOUR-STEP PROCESS**:

Step One:

Whitworth will waive the entrance-exam requirement for applicants with an undergraduate GPA of 3.0 or higher. If your cumulative GPA is lower than 3.0 due to first- or second-year grades, we will consider the last 90 quarter/60 semester credits your calculated GPA. If your undergraduate GPA is below 3.0, please submit **one** of the following:

1. **Exam Options:** Submit official GRE or MAT scores from exams taken in the last five years. Scores should be above the 25th percentile in each category.
2. **Exam Alternative:** You may submit an analytical essay in lieu of GRE or MAT scores. Please prepare a 1,000- to 1,200-word essay that demonstrates your ability to analyze, synthesize and critically reflect upon information. Please address what you believe to be the major challenges in education, leadership, or the counseling profession today; then offer a solution to surmount those challenges. Your essay may be based on research, or it may be a review of a book that is central to your interest in education, leadership or counseling.

Step Two:

1. **Recommendations:** Students are required to submit **three** recommendations. Appropriate sources for recommendations include employers or professors who can comment on the student's academic, professional, and relational skills. The Graduate Studies in Education office and the Admissions office will provide the appropriate forms along with instructions for their completion.
2. **Personal Statement:** Students must submit a statement reflecting their rationale for pursuing a graduate degree in school counseling at Whitworth University. The statement should include specific professional goals and philosophy.
3. **Professional Resume:** Students must submit a resume of their pertinent work experience.

Step Three:

1. Students meeting steps one and two will be screened for a potential interview.

Step Four:

1. Students who successfully meet the initial entrance requirements outlined in Steps 1-3 will be invited by the Admissions Committee to enroll in the School Counseling Program. Admitted students must maintain satisfactory academic progress. Please refer to the Whitworth University Catalog for the definition and criteria of satisfactory progress.
2. The completion of informal self-assessments and a detailed growth plan based on the self-assessments will be completed during EDC 501.

3. Dispositions of candidates will be evaluated in EDC 501 and will be a continual focus throughout the program of study. Candidates will self-monitor and work with faculty advisors toward self-awareness and embodiment of attitudes and attributes that epitomize an effective school counselor.
4. Completion of EDC 501 and EDC 504 with a "B" or better is required. Please note that a "B-" does not meet this standard.
5. Successful completion of all prerequisite course work with a "C-" or better as outlined by the Admissions Committee. All prerequisite course work must be completed before registering for EDC 512 Introduction to Group Counseling and EDC 511 Counseling Process. Please note that a "B-" in EDC 501 and EDC 504 does not meet standards.

Denial of Admission

Students can be denied admission into the School Counseling Program for a variety of reasons such as inadequate GPA, disposition, or program capacity. If potential graduate students are denied admission and believe they should be admitted, a procedural hierarchy has been established to review potential students' concerns. Students are directed to begin at the first level of the hierarchy and progress to the next level only if they feel their concerns have not been adequately met. The steps are as follows:

1. Submit a written request to the School Counseling Program Director asking to meet and share concerns. A meeting will be arranged during which an explanation for denial will be shared. The potential graduate student will be given an opportunity to address their concerns and may request reconsideration. The letter of request will be placed in the potential student's admissions file. After the meeting, a formal decision letter from the program director will be sent to the potential graduate student and a copy will be placed in the potential student's admissions file.
2. If the potential student continues to be denied admission and wishes to further challenge the program director's decision, the potential student may seek an appeal by formal letter to the Associate Dean of Graduate Studies in Education. A copy of the formal letter will be placed in the potential student's admissions file. The Associate Dean of Graduate Studies in Education will review the appeal documents and a meeting will be arranged during which the Associate Dean will hear the potential graduate student's request and concerns. The Associate Dean of Graduate Studies in Education will make a final decision, and a copy will be given to the potential graduate student and placed in the potential graduate student's admissions file.

STUDENT ADVISEMENT

Upon admission to one of the School Counseling Programs, you will be assigned an academic advisor. Under the direction of your advisor, you will:

1. Receive preregistration advice and develop a degree plan that may include directives from the GSE Counseling Team. This comprehensive degree plan, if followed, will lead to the degree sought.
2. Review progress toward professional goals and degrees, revising your study plan accordingly.
3. Receive information regarding program procedures.
4. Be informed of new state/accreditation requirements made after the comprehensive degree plan that may result in modifications to that plan.

Students should seek advice from their assigned advisor or Program Director only. Utilizing other sources (i.e., other students, departmental staff, and faculty) may result in misinformation. The program does NOT assume responsibility for problems that result when you obtain advice from unsanctioned sources. However, if your assigned advisor “misadvises” you, the program will make every effort to correct resulting problems.

Please consult the university catalog for more extensive information on academic advising. Please note it is the students’ responsibility to stay in close contact with their advisor, keeping them abreast of any changes in student record information (i.e., address, phone number) and updating alterations made to the degree plan. This latter issue is especially important given that not all courses are taught each semester. Altering the degree plan without assistance from the academic advisor may inadvertently result in scheduling difficulties that, in turn, will affect the student's proposed graduation date. Students are expected to utilize program evaluation in the Self-Service portal as well.

DEGREE PLAN

Students are asked to sign a degree plan with their advisor the first semester after admittance. The degree plan will be used to help students complete prerequisite courses needed for full admission into the School Counseling Program. Prerequisite requirements may vary based on a student’s prior educational history.

There are prerequisites to certain courses throughout the program. Statistics competency is a prerequisite to EDC 509 Research for Counselors. Students will also need to gain the skills required to use Self-Service (registration, program evaluation) and Blackboard (learning management system). These skills will be introduced at New Student Orientation prior to starting the program.

POLICY FOR PROGRAM CHANGE

Students who are interested in changing to another program within the Graduate Studies in Education Department must complete the following steps:

1. Schedule a meeting with their advisor.
2. Submit a statement, addressed to the Dean of Graduate Studies in Education, which speaks to the personal and professional reason(s) for the student's proposed change
3. Complete any additional prerequisites for the program
4. If accepted into the new program, meet with an academic advisor to develop a new comprehensive degree plan.

COMPLETION POLICY

Students who do not complete a course, for personal reasons (i.e., death in the family), may leave the class prior to completing any course and receive an "I" (incomplete). Please note, however, that the "I" changes to an "F" six weeks following the beginning of the new full semester. Students wanting to return to the program after being absent for one or more years must submit a new application to the program. Entrance is not guaranteed. If admitted, students are responsible for satisfying current program requirements. If a student is receiving a scholarship or grant, they will need to reapply upon returning to the program.

OVERVIEW OF THE FIELD EXPERIENCES

Early planning for practicum and internship experiences is extremely important. It is strongly recommended that students complete all the other required course work prior to enrolling in an internship. If you are working full-time on acceptance into the School Counseling Program, you must adjust your schedule. **The time commitment required during the internship will make it difficult to work full time** so planning for this experience is critical.

To receive placement in K-12 settings and enroll in practicum, School Counseling students must interview with the School Counselor Professional Education Advisory Board (PEAB) or have permission of the program faculty. To begin practicum, students must receive a rating of 2.5 overall in the five interview categories by the interview team and provide evidence of satisfactory academic progress in their coursework. Students who do not pass the interview and fail to demonstrate readiness for the practicum can request a second interview; however, they must wait until the following fall when the next interviews will be scheduled.

PLACEMENT

1. Students will be required to do a “Pre-Practicum” interview with the School Counseling PEAB prior to placement. They, along with core faculty in the program, will determine readiness and suitability for field placement.
2. Students will meet one-on-one for a pre-practicum interview. Students can submit a placement request; however, the program faculty make recommendations based on the best fit. ***School districts determine final placement.***
3. Students are expected to have a working knowledge of and abide by the ASCA ethical standards that govern professional practice throughout their fieldwork experiences. Students are to immediately contact their university supervisor if they encounter ethical dilemmas while in their field placements. They are also required to always collaborate closely with their on-site supervisors. A breach of any ethical standard may result in termination of the School Counseling Program.
4. Candidates will not be placed in schools where family members work or attend. If there are extenuating circumstances, a student may file a Petition for Placement Policy Exception.
5. Candidates may not be placed in schools where they attended school per district/school policy and preferences.
6. Illness or a family emergency constitute excused absences. In the event of extensive absences, the university supervisor and site supervisor will review the candidate’s progress to determine if the candidate’s performance requires extended field experience.
7. The department places its counselor candidates in the Spokane area. There is no guarantee that requests for placements outside the Spokane area will be honored. The University is not responsible for any extra expenses incurred in out-of-area placements.
8. The department makes all decisions regarding field experience placements with recommendations from pre-practicum interviews. Candidates should not initiate a dialogue regarding their own placement with counselors, administrators, or school districts without first consulting the Director of School Counseling or the Field Placement Coordinator.
9. Field Clearance is required prior to placement and kept current through certification. Field Clearance includes fingerprints, pre-residency, and liability insurance.

FIELD CLEARANCE

All students are required to apply for fingerprint clearance (Washington State Patrol and the FBI) and complete the pre-resident clearance process. Clearance for fingerprint and pre-residency is good for two years in the State of Washington and is required for any candidate to be alone with students in public schools. Fingerprints can be scheduled through the Whitworth School of Education Certification Office. This should be completed by the middle of the fall semester prior to starting practicum in the spring semester as it may take some time for processing.

The pre-residency clearance is done online through OSPI.

The School Counseling Program requires each student enrolled in a field experience to purchase a liability policy. The insurance policy should be activated prior to practicum and kept current throughout practicum, internship, and until certification is complete. Insurance can be obtained through the American School Counseling Association (ASCA) for a reasonable cost to student members. Students are required to submit a copy of their policy to the GSE Office.

Detailed instructions for all three steps of Field Clearance will be given to students at the beginning of the fall semester course prior to starting practicum in the spring.

You CANNOT begin your practicum without 1) Fingerprint Clearance, 2) Pre-Residency Clearance and 3) Obtaining Liability Insurance.

FINAL MASTER'S EXIT EXERCISES

1. All students must complete and pass a comprehensive written exam. This exam will be taken during the program's semester within the EDC 583/584-Counseling Internship course.
2. All School Counseling students must pass a board review from the School Counseling PEAB.
3. Students prepare an electronic portfolio that addresses the required standards for the State of Washington. Portfolios should be developed over enrollment in the program and will be completed during the last semester of enrollment and presented to the PEAB members.
4. The School Counseling Praxis Exam.

PROFESSIONAL CERTIFICATION

Completion of a degree does not guarantee certification. The student is responsible for exit exams and the Review Board for School Counselors. The degree will help you prepare for your exams. The attainment of professional status through certification is an essential aspect of professionalism itself. Therefore, students are encouraged to plan their academic programs in such a manner as to be eligible for appropriate professional credentials and to actively seek such after graduation. Qualifications and restrictions should be discussed with your advisor/program director.

It is recommended you save all course syllabi and documentation including practicum and internship for your professional career. You may need them in the future to verify that you have completed requirements for various certifications or licensure.

The following is a description of several certification options available to students.

Nationally Certified Counselor

Most graduates of Whitworth's School Counseling Program are eligible to take the examination for the National Certified Counseling Board and apply for national certification following supervised post-graduate counseling experience.

School Counselor Certification

Graduates of the Whitworth School Counseling Program can qualify for Educational Staff Associate (ESA) certification, which is granted by the Office of State Superintendent of Public Instruction and allows them to practice in Washington state's public schools. Graduates apply through Whitworth University's Certification Office. Students are asked to collaborate closely with their advisor to ensure that they meet requirements.

FACULTY RESPONSIBILITIES

All faculty teaching in the school counseling program must adhere to the Ethical Standards set forth by the American School Counselor Association. [ASCA Ethical Standards for School Counselor Education Faculty](#)

In addition to general legal and ethical parameters guiding practitioners' behavior, counselor trainers and supervisors are further bound by the ethical guidelines of the Association for Counselor Education and Supervision (ACES). Five areas of responsibility are outlined below. This information is provided to assist students in understanding the policies and procedures adhered to by Whitworth's counseling programs regarding student remediation, retention, and due process.

1. Faculty have an ethical responsibility to accept only those students who meet entry-level requirements for admission into the training program or applied counseling setting.
2. The faculty are responsible for assessing each student's skills and experience and should choose only those activities commensurate with their assessed level of competence.
3. When deficits are determined to impede the student's professional functioning, faculty members are responsible for recommending remedial assistance. If the area of concern centers on personal understanding and problem resolution, faculty may recommend participation in activities designed to facilitate personal growth.
4. Should faculty concerns not be adequately addressed, faculty have the responsibility of screening from the program, applied counseling setting, or state licensure or certification for those students unable to provide competent and ethical professional services.
5. Faculty have the responsibility of providing the student with information concerning due process.

STATEMENT OF PROFESSIONALISM

The School Counseling Program, along with its faculty, supports the highest level of professionalism as set forth by best practices in the field as well as the ethical standards of such organizations as the American School Counseling Association (ASCA), the National Board for Certified Counselors (NBCC), and Whitworth University's standards for academic honesty and Institutional Review Board for research involving human subjects. The program expects each student to be knowledgeable of these standards and to act in accordance with them. Beyond written standards set forth by related professional organizations, professionalism embraces a high standard for dispositions and interpersonal interaction that includes respect for people, processes, and property. The faculty expects prospective counselors to engage in behavior that reflects a high level of health and integrity. Students should be stable and psychologically well-adjusted, and should possess effective interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development.

BEHAVIOR POLICIES

Sexual Harassment

Whitworth University has a clearly defined policy, which applies to all campus constituencies, prohibiting all forms of sexual harassment.

For the purposes of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individuals
3. Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creates a demoralizing, intimidating, hostile or offensive working or academic environment

If you believe there has been a violation of this policy, notify the Associate Dean for Graduate Studies. More information is available in the office of the associate dean of students, on student life or visit the website:

<https://www.whitworth.edu/cms/administration/health-and-counseling-services/health-center/sexual-harassment-info-and-resources/>

Title IX

Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX

Coordinator Ariane Oglesbee. The Title IX Coordinator will make the students aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees for whom federal law does not view mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Contact Information

Ariane Oglesbee, Associate Vice President & Chief Human Resources Officer

Interim Title IX Coordinator

Phone: 509.777.4320; Email: titleixcoordinator@whitworth.edu

Counseling Center: 509.777.3259; Schumacher Hall

Campus Ministries: 509.777.4345; Beeksma Family Theology Center

Health Center: 509.777.3259; Schumacher Hall

MFT Clinic: 509.777.3411; Tacoma Hall

More information about the Title IX Policy can be found on the website:

<https://www.whitworth.edu/cms/administration/human-resource-services/title-ix/>

Classroom Behavior

Students and faculty are expected to demonstrate civility, understanding, and mutual respect in the classroom. The faculty handbook states that faculty should “demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors.”

Similarly, students should demonstrate respect for faculty and student peers in all academic settings and should contribute positively to the learning environment.

Disruptive classroom behavior will not be tolerated. Disruptive behavior may include, but is not limited to, threatening or abusive language or behavior, making unreasonable demands on faculty for time and attention, erratic and/or irrational behavior, continually speaking without being recognized, other verbal or behavioral expressions that interfere with the classroom environment, bringing unregistered persons to class without the permission of the instructor, and persistent disruptions including inappropriate phone or computer use, ringing electronic devices, etc.

If a student exhibits disruptive classroom behavior, the faculty member should confront the student, clearly identify the disruptive behavior, and require that the behavior cease. A faculty member may at any time remove a student from the classroom for disruptive behavior. A faculty member, in consultation with the department chair or program director, may develop a classroom behavioral contract outlining expectations and consequences for not meeting expectations, or may refer a disruptive student to the Associate Dean of Graduate Studies in Education. The associate dean of instruction will meet with any student who is referred to, or

who continues to disrupt the learning environment. Students may be placed on behavioral probation or suspension based on the nature of the disruption. Behavioral suspension may include suspension from one or more classes for the duration of the current term or for a longer period.

Behavioral Probation and Suspension

Students may be placed on behavioral probation based on their cumulative record of behavioral policy violations, violation of civil law, or other behavior that has the potential to place any members of the Whitworth community (including the offender) in jeopardy.

Behavioral suspension includes suspension from classes and from all other Whitworth facilities and services, and it may be imposed when a student's behavior warrants such action.

ACADEMIC STANDING

The policy of the School Counseling Program stipulates that students enrolled in the program must have a 3.00 grade point average to graduate. The lowest grade acceptable for degree credit is a "C-." Some counseling classes require a "B" grade to pass.

For the following core courses, students must earn a "B" or better (a "B-" does not meet this standard): EDC 501, EDC 504, EDC 511, EDC 512, and EDC 523 and the lowest acceptable grade in the program's practicum and internship experiences is satisfactory. EDC 501 –Introduction to Professional School Counseling requires a "B" or better to proceed with the program. In addition to the required grade standards above, there is the following prerequisite for EDC 583 and EDC 584; completion of all coursework; grade of "B" or better in EDC 581 and EDC 523.

Students whose grade in a particular class is lower than the stipulated minimum may petition to retake the course one time, and one time only, to improve their grades.

STUDENT RETENTION POLICY

Students must recognize that academic performance represents only one criterion for continuation of the program. The successful graduate is one who has:

1. Successfully completed all academic tasks
2. Demonstrated the ability to apply theory to practice
3. Displayed appropriate professional dispositions including stable and psychologically well-adjusted behaviors as demonstrated by the GSE candidate disposition form
4. Consistently demonstrated high standards regarding ethical and professional conduct as reflected in relationships with faculty, staff, peers, and clients.

Faculty are charged with the responsibility of evaluating students on all dimensions of the above four criteria throughout their participation in the program. Evaluation is therefore viewed as a process rather than a singular event. In addition to receiving a grade reflecting

academic achievement in each course, the student will be evaluated on professional dispositions focused on personal and professional characteristics. Assessment of dispositions will be used to advise and assist students in developing more appropriate professional behavior.

STUDENT RETENTION PROCEDURES

Whitworth's School Counseling program, in compliance with respective ethical standards, standards of preparation, and professional conduct codes as set forth by the American School Counseling Association (ASCA) abides by the following retention plan for its students.

If, in the professional judgment of program faculty, a student's behavior is deemed inappropriate or professionally unbecoming, the following steps will be taken:

1. The faculty members who have become aware of the problem will contact the program director and share their concerns. The program director will schedule a meeting with the students and associated faculty to discuss the concern and determine a plan to remediate the issue or behavior. Notes from the meeting will be placed within the students' file.
2. If the concern continues or a new concern emerges, the faculty member will complete a candidate's disposition form and meet with the student to discuss. If the concern continues, the faculty will complete a concerns checklist outlining concerns, meet with the student and the program director to review concerns, and offer specific suggestions for remediation (listed on the back of the concerns checklist). A copy of the concerns checklist along with meeting notes will be forwarded to the student's academic advisor and placed within the student's file.
3. Should the advisor receive two concerns checklists about a student, the student will be informed in writing and an appointment with the Associate Dean of Graduate Studies in Education, Program Director, and concerned faculty will be arranged.
4. Following an investigation, the Core School Counseling Faculty will make recommendations that may include remediation of behavior or dismissal from the program. Remediation will be offered only when the team feels that such recommendations would result in a satisfactory resolution. The faculty takes seriously its ethical responsibility to recommend professionals for the field, so consequently, it may be determined that the students' discontinuation in the program is necessary. This is a likely occurrence should the team conclude that the student's behavior was of a serious nature, making service in the counseling field questionable. The faculty recommendations will be placed in the student's file.
5. The Core Faculty report on findings and recommendations will be shared with the Associate Dean of Graduate Studies in Education and program faculty in a closed meeting (i.e., faculty members only).
6. The Program Director, Associate Dean in Graduate Studies in Education, and students will meet to review conclusions and recommendations. The advisor and director are then charged with the responsibility of monitoring the student's progress toward fulfilling the retention counseling team's recommendations if remediation is required. Progress or lack

of progress will be documented in the student's file.

7. If the student is not satisfied with the program's decision, the student may choose to appeal the finding in writing with the Associate Dean of the School of Education and, ultimately, with the Dean of the School of Education.

ACADEMIC APPEAL POLICY

The academic appeal policy for graduate students is designed to oversee specific appeals that could occur during admission to the program and/or appeals during the education process at Whitworth University. Appeals during the education process at Whitworth University include appeals due to a dispute regarding a course grade, dismissal for academic concerns and dismissal of non-academic concerns such as behavior/dispositions.

Course Grade Appeals

The academic appeals policy concerning course grades was designed to help graduate students who believe the grade received in a graduate course does not accurately reflect their achievement level. In such instances the University has established a procedure to review student concerns (see Academic Grievances within Academic Policies of the 2024-25 Catalog <http://catalog.whitworth.edu/>).

Dismissal Due to Academic Concerns

The Graduate Studies in Education Department reserves the right to dismiss a student from the School Counseling Program who does not meet the program's academic requirements. Students will receive a letter from the Graduate Studies in Education office notifying them of the Department's decision. For students who wish to challenge the department's decision, a procedural hierarchy has been established to review student concerns. Students are directed to begin at the first level of the hierarchy and progress to the next level only if they feel their concerns have not been adequately met. The steps are as follows:

1. Submit a written request to the Associate Dean of Graduate Studies in Education. A meeting will be arranged during which an explanation for denial will be shared. The student will be given an opportunity to address the committee's concerns and may request reconsideration. The letter of request will be placed in the student file.
2. Following reconsideration, if the initial dismissal decision stands and the student wishes to further challenge the committee's decision, they should contact the Dean of the School of Education, and if deemed necessary, a meeting of the appeals committee will be held. Once a decision is made by the School of Education Appeals Committee, their decision is final. A copy of the decision will be placed in the student's file.

Dismissal Due to Non-Academic Concerns

Grounds for dismissal from the School Counseling Program typically involve inappropriate behavior, unprofessional conduct/dispositions, inappropriate dispositions for the profession, unethical conduct, and/or poor academic/clinical performance. Failure to successfully achieve program benchmarks, including successful completion of interviews for practicum/internship, can lead to dismissal. Dismissal will typically follow inadequate resolution of the student

retention process. A formal dismissal document will be placed in the student's file. Should the student wish to challenge dismissal he or she will be required to do the following procedure:

1. Students will submit a formal letter to the Director of School Counseling refuting the allegations of inappropriate behavior, unprofessional conduct/disposition, inappropriate dispositions for the profession, unethical conduct, and/or poor academic/clinical performance. A copy of the letter will be placed in the student folder.
2. The Director of School Counseling will forward the student's letter of concern to the Associate Dean of Graduate Studies in Education and the Dean of the School of Education. The Associate Dean of Graduate Studies in Education and the Dean of the School of Education will meet with the students, listen to the students' concerns, and investigate the veracity of the allegations. A decision will be made based on the investigation and findings of the Associate Dean of Graduate Studies in Education and the Dean of the School of Education. A formal letter will be provided to the student depicting the outcome. If the allegations are unwarranted, the letters in the file will be expunged and the student will be reinstated. If the findings are warranted, the letter will be placed in the student's file and the student will remain dismissed from the program.

POLICY ON PLAGIARISM AND SCIENTIFIC MISCONDUCT

Plagiarism is defined as the presentation of an idea or product as new and original when, in fact, it has been derived from an existing source. Common examples of plagiarism include submitting someone else's work, in whole or in part, whether written or oral, without giving appropriate credit to the original source; or submitting a paper developed for a previous course as an original response to the present assignment.

Scientific misconduct is defined as willful plagiarism, fabrication, or other similar acts that deviate from accepted ethical behavior when proposing, conducting, or reporting research. The faculty believes that plagiarism and scientific misconduct are serious violations of professional ethics. Therefore, if a student is found to have engaged in plagiarism or scientific misconduct, program faculty is required to respond as outlined in the college catalog and graduate catalog.

Cheating is any academic activity in which students submit grade or credit work that is not their own and/or work that has not been done within the structure and context established by the assignment. Students may plagiarize in a variety of ways: copying another student's homework, copying answers from another student's test, bringing unauthorized notes or materials to an exam, copying another student's lab notes, or making up fictitious lab results (also known as "dry-labbing"). All cheating is regarded as willful deception.

ACADEMIC HONESTY

Just as the faculty, staff and administration at Whitworth strive to be forthright, direct, and honest, and to value integrity in all their dealings, the university expects all students to function in a similar manner. Students are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical actions.

In all academic exercises, examinations, papers and reports, students are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. This policy will be specified in the syllabus for each course.

Consequences of Violations of the Policy on Academic Honesty:

1. The faculty member will confront the student(s) in cases of suspected violations of the policy on academic honesty and keep a written record of the incident.
2. The faculty member will assess the gravity of the violation and determine the consequences, which may range from a failing grade on a specific assignment to a failing grade on the course.
3. The faculty member will submit a written report of policy violations, with the consequences, to the Associate Provost for instruction in the Academic Affairs Office.
4. The student has a right to appeal against any faculty member's decision by submitting a written appeal to the Associate Provost for Instruction.
5. The Associate Provost for Instruction may then review the appeal in consultation with the Academic Policies & Appeals Committee, if such a review is deemed necessary. All decisions of the associate provost for instruction and the Academic Policies & Appeals Committee will be final.
6. The student will receive a warning after the first violation.
7. If a student violates the academic honesty policy a second time, depending on the nature of the violations, she/he may be suspended for the remainder of the current term or for a longer period.

PROFESSIONAL ORGANIZATIONS

Graduate students in the School Counseling Program at Whitworth University have several opportunities for personal and professional development. The following are examples of organizations in which students are encouraged to participate.

American School Counseling Association

For those graduate students interested in school counseling, the American School Counseling Association (ASCA) provides insight into the forefront of advances in the field. Membership in ASCA gives students benefits in addition to those gained through the ACA. Some of these benefits include various journal publications (The School Counselor, 5 issues annually; Elementary School Guidance and Counseling, 4 issues annually); newsletters such as The ASCA Counselor; other publications that include a wide range of brochures, books, and monographs

related to topics of interest to school counselors; and grassroots involvement through developmental workshops and state conferences that allow networking opportunities.

Washington School Counselor Association

The Washington School Counselor Association (WSCA) addresses issues involving school counselors at the state level. Student membership is available. The WSCA includes advantages gained through the WCA and additional benefits related to the school counseling field.

APPENDIX A

School of Education
Conceptual Framework



School of Education

SCHOLARS | COMMUNITY MEMBERS | ADVOCATES
EFFECTIVE PRACTITIONERS | VISIONARY LEADERS

MISSION

The Whitworth University School of Education prepares socially-just and inclusive teachers, counselors, therapists, and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and advocates.

VISION

The Whitworth University School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge.

SCHOLARS possess current knowledge of the content areas in which they work, understand the connections between disciplines, use tools of inquiry, and pursue ongoing learning as existing fields of knowledge evolve and grow. Scholars are innovative and strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, study of their own practice, analysis of data collected, and application of data to solve problems in their respective fields of study.

COMMUNITY MEMBERS develop and sustain intentionally collaborative relationships among colleagues, students and their families, clients, administrators, and community partners. Community members understand their roles as professional colleagues in schools, communities, and professional organizations. They actively help to shape the culture of classrooms, schools, and agencies to reflect the values of our democratic society. They model respectful, caring, and professional behaviors that foster trusting and inclusive environments.

EFFECTIVE PRACTITIONERS are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making using formative and summative data. They are committed to culturally responsive and relevant practices that are engaging and shape purposeful, continuous growth. Effective practitioners demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of the individuals they serve.

VISIONARY LEADERS articulate a vision and philosophy for their professional practice inclusive of a belief in the worth and ability of each human being. They build a framework to guide personal and professional decision making and development for the benefit of their professional and learning communities. Visionary leaders contribute to society by modeling transformational and servant leadership that emerges from their personal beliefs and worldview perspective.

ADVOCATES demonstrate a sincere and equitable commitment to the social-emotional well-being and physical safety of those they serve. They pay attention to the role diversity, including gender, sexual orientation, ability, ethnicity, race, culture, religion, and socio-economic status, brings to learning and the community. Advocates understand and respect the inter-connected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, advocates seek opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of those they serve.

APPENDIX B

School Counseling Standards Aligned with
SOE Conceptual Framework

School Counseling Standards Aligned with SOE Conceptual Framework

SCHOLARS

STANDARD 5.A: School Counseling Program

Certified School Counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the school's mission.

STANDARD 5.G: Performance Assessment

An approved preparation program for school counselors shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board.

COMMUNITY MEMBERS

STANDARD 5.E: School Climate & Collaboration

Certified School Counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families.

EFFECTIVE PRACTITIONERS

STANDARD 5.C: Counseling Theories and Techniques:

Certified School Counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students.

STANDARD 5.B: Student Learning and Assessment

Certified School Counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington state learning requirements to support student learning. They collaborate effectively with other educators to monitor and improve student success.

VISIONARY LEADERS

STANDARD 5.D: Equity, Advocacy and Diversity:

Certified School Counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.

ADVOCATES

STANDARD 5.F: Professional Identity and Ethical Practice:

Certified School Counselors engage in continuous professional growth and development and advocate appropriate school counselor identity and roles. They adhere to ethical practices and to Washington state and federal policies, laws, and legislation relevant to school counseling.

APPENDIX C

Program Outline
Sample Course Plan

M.Ed. School Counseling Degree Plan – Cohort 25

SUMMER 2025		CREDITS
EDC 501	Introduction to Professional School Counseling	2
EDU 514	Educational Statistics (<i>Corequisite</i>)	2
		Semester Credits 2
FALL 2025		
EDC 502	Lifespan Development	3
EDC 504	Counseling Theories	3
EDC 522	School Counseling Program Development	3
		Semester Credits 9
JANUARY 2026		
EDC 515	School, Family and Community Systems	2
		Semester Credits 2
SPRING 2026		
EDC 523	Legal and Ethical Issues in School Counseling	3
EDC 511	Child & Adolescent Counseling Process	3
EDC 503	Multicultural Counseling	3
		Semester Credits 9
SUMMER 2026		
EDC 505	Career Development & Counseling	2
EDC 535A	Intro to Substance Use	2
		Semester Credits 4
FALL 2026		
EDS 520	Exceptional Learners & Inclusion	3
EDC 564A	Foundations and Embodiment of SEL	3
EDC 506A	Consultation & Collaboration	2
		Semester Credits 8
JANUARY 2027		
EDC 507	Psychoeducation Assessment & Evaluation	2
		Semester Credits 2
SPRING 2027		
EDC 581	Practicum Experience	3
EDC 512	Group Counseling	3
EDC 565	Complex Trauma, Crisis, & Resilience	3
		Semester Credits 9
SUMMER 2027		
EDC 509	Research Methods & Program Evaluation	3
		Semester Credits 3
FALL 2027		
EDC 583	Internship	4
EDC 517	Trauma Informed/SEL Integrated Classroom Management	2

		Semester Credits	6
JANUARY 2028			
EDC 583	Internship		1
		Semester Credits	1
SPRING 2028			
EDC 584	Internship		4
EDC 595	Professional Seminar & Comprehensive Exams		1
		Semester Credits	5
			5
			60 TOTAL SEMESTER CREDITS

APPENDIX D

Policy and Procedures for the Protection of Human Subjects in Research
& IRB Guidelines for Persons who are Mandatory or Permissive
Reporters

Policy and Procedures for the Protection of Human Subjects in Research

Part I: Policy

It is the policy of Whitworth University to adhere to the accepted ethical and professional standards for the protection of human subjects in research that are formulated in *The Belmont Report*¹ of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research and the *Nuremberg Code*². The three Belmont Principles which guide the Institutional Review Board's deliberations and decision-making have been summarized by the Office for Protection from Research Risks, National Institutes of Health, as follows³

Beneficence entails an obligation to protect persons from harm by maximizing anticipated benefits and minimizing risks or harm.... The report recommends the Institutional Review Board's insistence upon precise answers to direct questions. The IRB should: (1) determine the 'validity of the presuppositions of the research;' (2) distinguish the 'nature, probability, and magnitude of risk...with as much clarity as possible;' and (3) 'determine whether the investigator's estimates of the probability of harm or benefits are reasonable, as judged by known facts or other available studies.'"

Justice requires that the benefits and burdens of research be distributed fairly.... The principles of justice mandate that the selection of research subjects must be the result of fair selection procedures and must also result in fair selection outcomes. The "justness" of subject selection relates both to the subject as an individual and to the subject as a member of social, racial, sexual, or ethnic groups.

1 The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, DHEW Publication No. (OS) 78-0012 (1978). 2 Trials of War Criminals Before the Nuremberg Military Tribunals. Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. (1947). 3 Protecting Human Research Subject: Institutional Review Board Guidebook. National Institutes of Health, Office of Extramural Research, Office for Protection from Research Risks. Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. (1993), pp. Xxi-xxiii.

A. APPLICABILITY OF GOVERNMENTAL REGULATIONS AND POLICIES TO ALL RESEARCH

The following policy statements, definitions, and procedures are in accord with the federally mandated requirements of 45CFR46 (*Code of Federal Regulations*) and constitute the basis of the university's Single Project Assurances filed as required with the Office for Protection from Research Risks (OPRR) of the Department of Health and Human Services (DHHS). In the case of conflict between regulations of the funding or regulatory agency and HHS, the more restrictive regulations shall prevail.

In compliance with federal regulations governing federally-funded research, and in consideration of the liability assumed by the university when faculty, students, and employees conduct research, all research involving human beings as subjects who are being investigated for any purpose other than solely for the benefit of the subject as an individual, shall be approved by the university's Institutional Review Board (IRB) and reviewed at the appropriate level, following the established procedures presented below.

B. RESPONSIBILITY, JURISDICTION, AND THE INSTITUTIONAL REVIEW BOARD

1. University policy and procedures apply to any research activity which involves human subjects, whether such research is undertaken on a large or small scale, whether it is preliminary or fully designed, whether it is student or faculty research, whether it is funded or non-funded⁴, and whether it involves minimal risk or more than minimal risk.
2. Ultimately, the responsibility for maintaining ethical standards and protecting human rights rests with the individual researcher (and in Whitworth students' case, their faculty research advisor). Responsibility for compliance with regulations rests with the vice president for academic affairs and the academic grant writer. The IRB is required as an added measure of reassurance and as a local resource for the interpretation of ethical guidelines. Any research involving human subjects must have associated with it a Responsible Project Investigator who is a qualified faculty member or a qualified staff member, and who will monitor and be liable for the conduct of the research.
3. Engaging in research with human subjects without IRB approval puts the researcher at risk and is a violation of university, federal, and state policies. Regardless of investigator intent, unapproved research involving human subjects places those subjects at an unacceptable risk.
4. Written approval from the IRB must be received before initiation of subject recruitment or initiation of procedures that involve human subjects.
5. Human subjects' approvals granted by the IRB are good for one year from the date of approval, unless substantial modification of the approved protocol requires a new review. Approval of exempt protocols is valid for five years from the date of approval.

Funded research is defined as research supported either by internal or external sources. This includes studies that do not have support but that use data generated by a funded study. Non-funded research is conducted without internal or external support.

The IRB has the authority to approve, require modification in, or disapprove all research activities that fall within its jurisdiction as specified by both the federal regulations and local institutional policy. Research reviewed and approved by the IRB may be subject to review and disapproval by university officials. However, those officials may not approve research if it has been disapproved by the IRB." (Federal Policy 45CFR46.112)

In addition to compliance with federal and university procedures contained herein, projects involving human subjects whose protection is the responsibility of an agency other than Whitworth University will also be subject to that agency's procedures.

STATEMENT OF POLICY/Informed Consent

Informed consent includes three essential elements: voluntariness, disclosure, and comprehension

1. *Voluntariness*: Participation in human subjects in research governed by this policy must be voluntary. The consent of authorized representatives is usually required, in accordance with applicable statutes and regulations, for subjects who have diminished capacity to consent, as well as that of the subject if practical. Such people include minors, people with intellectual disabilities, individuals with limited civil freedom, fetuses or children.

The methods used for approaching subjects and securing their participation should be designed carefully to protect the privacy of the subjects and should be reasonable in terms of their condition or circumstances.

No coercion, explicit or implicit, should be used to obtain or maintain cooperation. Where the professional-client or faculty student relationship is converted into an investigator-subject relationship, exceptional care must be taken to ensure that the subject feels completely free to decline to participate. Where access to subjects is gained through cooperating institutions or individuals, care should be taken not to abridge prior commitments made to the subjects about confidentiality or other terms of primary relationship.

Any payment made to the subjects should not be large enough to constitute excessive inducement for participation in the subjects. In accordance with the laws of the State of Washington, subjects may not be tape recorded without their written consent.

Standards for the use of pregnant women and of fetuses in research exceed those of other categories of subjects. Pregnant women and fetuses may not be used as research subjects unless studies of animals and non-pregnant individuals have been completed, unless the study is to meet the health needs of the woman and fetus and the fetus will be placed at risk only to the minimum extent necessary to meet such needs, or (2) the risk to the fetus imposed by the research is minimal and the purpose of the activity is the development of important biomedical knowledge which cannot be obtained by other means. No inducements, monetary or otherwise, may be offered to end pregnancy for the activity. [45CFR46.208 (a) and 45CFR46.206.]

2. *Disclosure*: In some research, fully informing the subject would invalidate the research. In such cases, it may be necessary to withhold information from the subject. However, information should not be withheld if withholding it would affect a reasonable person's

decision to participate or damage his or her subsequent self-esteem. Information about risks should never be withheld to elicit the cooperation of subjects, and truthful answers should always be given to direct questions about the research. Care should be taken to distinguish cases in which disclosure would destroy or invalidate the research from cases in which disclosure would simply inconvenience the investigator.

3. *Comprehension.* The manner and context with which information is conveyed is as important as the information itself. Consideration must be given to the subject's ability to understand the language and terminology used as well as the subject's physical and mental state. Investigators are responsible for ascertaining that the subject has comprehended the information.

Confidentiality of Data

In all research involving human subjects, confidentiality of identifiable information is presumed and must be maintained unless the investigator obtains the express permission of the subject to do otherwise.

The university recognizes the rights of the subjects to be protected against injury or illegal invasions of their privacy and their interests as members of a free society in preserving their dignity. The more sensitive the material, the greater the care that must be exercised in obtaining, managing, and storing data. Ordinarily, the following requirements must be met, subject only to their applicability to the activity.

1. Questionnaires, inventories, interview schedules, and other data-gathering instruments, and procedures should be carefully designed to limit personal information to be acquired to that which is essential to the activity.
2. Data that includes information which would reveal a subject's identity should be stored in files accessible only to the project investigator and his or her authorized staff or representative.
3. As early as feasible, the data should be managed in coded form, i.e., the subject's name and information that would reveal his or her identity should be removed. Plans and a schedule for the ultimate disposition or indefinite retention of the data must be approved by the IRB.
4. The identity of subjects must not be released except with their express written permission.
5. Use of stored data or information, which were originally obtained for different purposes and which involves identifiable subjects, requires examination of the risk involved, a determination of whether the new use is within the scope of the original consent or whether obtaining additional consent is necessary and feasible, and provision for the preservation of anonymity of the subjects.
6. Data that is part of the public domain is not covered by the foregoing restrictions. (For research requiring prior review, the material submitted for review must specify the

provisions for maintaining the confidentiality of data and/or preserving the anonymity of subjects.)

Classification of Risk and Required Safeguards

A subject is at risk if he or she may be exposed to the possibility of injury, including physical, psychological, or social injury because of participating as a subject in research, development, or related activity. These potential injuries must depart from the established and accepted methods necessary to meet the subject's needs or increase the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation or field of service. A subject may be at risk when an investigator uses stored data or information obtained for purposes other than the investigator's research.

For the purposes of safeguarding the human subjects and ensuring that these safeguards are continuously provided, two classifications of risks are introduced.

1. Minimal Risk: The risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.
2. More than Minimal Risk: The anticipated risks in the proposed research exceed, either in probability or magnitude, those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

In classifying research involving human subjects, the investigator and those who review the proposed use of subjects should follow the principles and procedures of this document in arriving at a carefully reasoned decision.

Categories of Review and Exemptions to Review

Research using human subjects can be divided into three review categories: Exempt, Expedited Review, and Full IRB Review.

Exempt Research

Based on applicable federal regulations and/or provisions of the university's Policy and Procedures, investigators whose research involves human subjects will not make the final determination of exemption. Exemption requires the approval of the IRB.

The IRB reserves the right to require review of specific research activities or classes of research activities even though they qualify for exemption. Exercise of such oversight will rarely be necessary. The requirements of sponsoring agencies, unexpected problems, and the need to evaluate experiences with exemption categories might trigger such a review.

Categories of exempt research are established by federal regulations and cannot be amended. Research may be exempt from review if it meets one or more of the following six federal grounds for exemption.

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or on the comparison among instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (i) information obtained is recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects; financial standing, employability, or reputation.

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under paragraph (b) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) requires without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Research and demonstration projects which are conducted by or subject to the approval of the department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level of and for a use found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Based on both federal policy and/or university policy, exempt status may not be granted for research in the preceding six categories if any of the following conditions apply:

1. If any of the subjects are children as defined by state law.
2. If any of the subjects are confined in a correctional or detention facility.
3. If pregnancy is a prerequisite for serving as a subject.
4. If fetuses *in utero* are subjects in this research.

5. If any subjects are presumed not to be legally competent.
6. If personal records (medical, academic, etc.) are used without written consent.
7. If data from subjects (responses, information, specimens, etc.) are directly or indirectly identifiable.
8. If data are damaging to the subject's financial standing, employability or reputation.

Children are people who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted. If subjects have the legal status of emancipated minors, or are mature minors, i.e., they may legally be treated as adults for certain purposes, they may be exempt from the restrictions applicable to children.

1. If material obtained at autopsy is to be used in the research.
2. If subjects are to be asked sensitive questions about personal feelings, behavior, interactions, or sexual experiences.
3. If alcohol or any other drugs will be ingested.
4. If blood or body fluids will be drawn.

Non-exempt Research

Nonexempt research is subject to one of two levels of review, either Expedited Review or Full IRB Review.

1. Expedited review. The following list of research activities (conducted through standard methods) may be reviewed through expedited review procedures if the research contains minimal risk to the subjects, does not address sensitive issues, and does not use subjects who are not competent to give consent. This list is based on federal regulations so that additions to and extrapolation from the list by the IRB are not appropriate. If there is external funding, projects shall comply with the review requirements set forth in this document. In the case of expedited review, the investigator will not begin the research until informed that the IRB will not conduct a full review of the project.
 - a. Collection of hair and nail clippings, in a non-disfiguring manner; deciduous teeth; and permanent teeth if patient care indicates a need for extraction.
 - b. Collection of excreta and external secretions including sweat, decannulated saliva, placenta removed at delivery, and amniotic fluid at the time of rupture of the membrane prior to or during labor.
 - c. Recording data from subjects 18 years of age or older using noninvasive procedures routinely employed in clinical practice. This includes the use of physical sensors that are applied either to the surface of the body or at a distance and do not involve input of matter or significant amounts of energy into the subject or an invasion of the subject's privacy. It also includes such procedures as weighing, testing sensory acuity, electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, diagnostic echography, and electroretinography. It

does not include exposure to electromagnetic radiation outside the visible range (for example, x-rays, microwaves).

- d. Collection of blood samples by venipuncture, in amounts not exceeding 450 milliliters in an eight-week period and no more often than two times per week, from subjects 18 years of age or older and who are in good health and not pregnant.
- e. Collection of both supra- and subgingival dental plaque and calculus, provided the procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques.
- f. Voice recordings made for research purposes such as investigations of speech defects.
- g. Moderate exercise by healthy volunteers.
- h. The study of existing data, documents, records, pathological specimens, or diagnostic specimens.
- i. Research on individual or group behavior or characteristics of individuals, such as studies of perception, cognition, game theory, or test development, where the investigator does not manipulate subjects; behavior and the research will not involve stress in subjects.
- j. Research on drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required.

All research not exempted or eligible for expedited review shall be reviewed by the full IRB; this includes all research that involves more than minimal risk to the subjects, addresses sensitive issues, uses subjects who are not competent to give consent, and/or is required by a funding source to undergo full IRB review.

Reviewing Bodies

Two administrative units may participate in the review process: academic affairs, and the Institutional Review Board (IRB).

1. Academic Affairs: Academic affairs shall be the administrative unit responsible for coordinating all reviews of research conducted with human subjects. It shall also be the office that maintains the records of all applications, proceedings and results appropriate to the various levels of review pursuant thereto. The academic grant writer shall be a member of the Institutional Review Board and shall be the Authorized Institutional Official whose responsibility it is to ensure that the university will effectively fulfill its research oversight function.

Academic affairs will prepare and maintain adequate documentation of IRB activities. Such documentation must include copies of all research proposals reviewed, minutes of IRB meetings, records of our continuing review activities, copies of all correspondence between the IRB and investigators, and statements of significant new findings provided on subjects.

2. The Institutional Review Board. The IRB will have at least five members. Each department in the University that regularly conducts research that involves human subjects shall provide a member.¹⁰ In addition, departments that occasionally conduct

or have the potential to conduct research that involves human subjects may be invited to provide a member as appropriate to their current interest. The chair will be chosen from the IRB members. The academic grant writer as the authorized institutional official, shall be a voting member of the IRB. Further, in accordance with federal policy requirements,¹¹ the IRB should include one or more individuals who are knowledgeable about and experienced in working with vulnerable categories of subjects; at least one member whose primary concerns are in scientific areas and at least one member whose primary concerns are in non-scientific areas; and must include at least one member who is not otherwise affiliated with the university and who is not part of the immediate family of a person who is affiliated with the university. The IRB may invite individuals with special expertise not available on the IRB to assist in the review of specific issues; these individuals may not vote. No IRB member may participate in the review of any project in which the member has a conflicting interest, except to provide information requested by the IRB. A list of current IRB members must be submitted to OPRR and kept with the IRB's records. ¹² Any changes in IRB membership must be reported to OPRR.

The IRB has the responsibility to review, approve, disapprove, and when necessary, require the PI to modify proposed research involving human subjects at convened meetings at which a majority of the members of the IRB are present, including at least one member whose primary concerns are in nonscientific areas. Expedited review procedures involving research with minimal risk are to follow current HHS requirements. Research activities exempt from the regulations are specified in Section 46.101(b), 45 CFR Part 46, Subpart A. and in the Whitworth, document entitled: Determining Review Status.

The IRB is responsible for notifying investigators in writing of its decision to approve or disapprove of the proposed research activity, or of modifications required to secure IRB approval of the research activity. If the proposed research activity is disapproved, the IRB shall include in its written notification a statement of the reasons and provide the investigator with an opportunity to respond in person or in writing.

In the case of exempt research, the IRB will be regularly notified of the approval of such exemptions by the academic grant writer.

In the case of expedited review, the chair of the IRB or the academic grant writer will review all applications along with one or more members as necessary from the IRB, each of whom in turn will serve in this reviewer capacity for a one-month tenure. The expedited review procedure may result only in one of three decisions: approval, approval contingent upon minor changes, or referral to the full IRB for further consideration. Expedited procedure reviewers may not disapprove of research.

In the case of full board review, the IRB will hold an open meeting at least once per month as needed, to review all research neither exempt nor expedited. At such meetings, a majority of

the members of the IRB must be present, including at least one member whose primary concerns are in nonscientific areas. For the research to be approved, it shall receive the approval of most members present at the meeting. The IRB may approve, disapprove, or ask for further modification/clarification of all research proposals. Research approved by the IRB may be subject to further appropriate review and approval or disapproval by university officials, by university officials may not approve the research if it has been disapproved by the IRB.

An IRB shall require documentation of informed consent or may waive documentation in accordance with current HHS policy (Section 46.117, 45 CFR Part 46, Subpart A).

An IRB has a responsibility to conduct continuing review of research covered by university policy and HHS regulations appropriate to the degree of risk, but no less than annually, and should have authority to observe or have a third party observe the consent process and the research as appropriate for the protection of human subjects.

Reporting Noncompliance

The IRB also has the responsibility of reporting to appropriate institutional officers and to the Secretary of HHS any serious or continuing noncompliance by investigators with the requirements and determinations of the IRB.

IRB Authority to Suspend or Terminate Research

The IRB shall have authority to suspend or terminate approval of research not conducted in accordance with the IRB's requirements or associated with unexpected serious harm to subjects. The IRB's action of suspension or termination shall be reported promptly to the investigators, appropriate institutional officers, and the Secretary of HHS.

Part II: Procedures

Submission of Proposals

Written approval from the IRB or academic affairs must be received by the investigator before the research is begun.

Exempt Research: The investigator should complete the Application for Exemption (available on the office of the academic grant writer webpage) and submit three copies to the IRB (through academic affairs). This should be done in a timely manner prior to the start of research and before initiation of subject recruitment or initiation of any procedures that involve human subjects. Approval of exempt protocols is valid for five years from the date of approval.

Non-exempt Research: The investigator must complete the Application for IRB Review (available on the office of the academic grant writer webpage) with relevant attachments and submit the required number of copies to academic affairs.

1. In the case of full IRB review, six copies of this complete form with relevant attachments should be submitted two weeks prior to the next scheduled open meeting of the university IRB, unless other arrangements are made with Academic Affairs. Principal investigators are encouraged to attend the IRB meeting to respond to questions raised by the board members.
2. In the case of request for IRB expedited review, three copies of this complete form with relevant attachments should be submitted sufficiently in advance of the desired date to begin research that the IRB reviewers have a reasonable length of time to respond to the proposal and, if deemed necessary, submit it to full IRB review.
3. Human subjects' approvals granted by the IRB are good for one year from the date of approval.

Both investigators and reviewing bodies will try to submit and respond to proposals in a timely manner so that research that would otherwise be approved shall not be jeopardized by the process's administrative constraints. Exempt and expedited reviews at the IRB/academic affairs level should normally take less than a week. Full IRB reviews will take longer and are dependent on the meeting schedule of the IRB.

Changes in Protocols

If, after initial approval, a research protocol requires minor changes, academic affairs should be notified of those changes prior to their implementation. Any major departures from the original proposal must be approved by the appropriate review process before the protocol may be altered. An application for Change of Protocol must be submitted to the IRB for any substantial change in the protocol (available on the Office of the academic grant writer webpage). The academic grant writer or the chair of the IRB will determine whether the research must then be resubmitted for approval.

Annual Renewals

If research is to continue, without substantial changes, beyond the term for which it has been approved, an application for Renewal of Approval (available on the office of the academic grant writer webpage) must be obtained prior to continuation of the project.

Cooperative Research

When the university contracts or subcontracts research into a cooperating institution, the university as a grantee or prime contractor is committed to and remains responsible for safeguarding the rights and welfare of human subjects. The university may use joint review, seek reliance upon the review of the qualified IRB at the cooperating institution, or undertake other appropriate arrangements aimed at protecting the rights of human subjects in research.

Records Retention, Inspection and Copying

Retention In accordance with the provisions under current HHS regulations, the university keeps and maintains systems of records and documentation (i.e., minutes, correspondence, approved consent documents, et al) of IRB activities. IRB records related to research funded by

federal agencies or regulated by FDA are generally required to be retained for at least 3 years after completion of the research.

It is recommended that IRB and academic research records pertaining to children as subjects, be kept for seven years after the children reach the age of majority (18 in Washington) and for records pertaining to in vitro studies of pregnant women (25 years).

Inspection and copying The IRB records under federally funded or regulated projects shall be accessible for inspection and copying by authorized representatives of HHS/FDA and the federal sponsor at reasonable times and in a reasonable manner. In the case of projects funded by non-federal sponsors, IRB records shall be retained, be accessible for inspection, and copying by the sponsor in accordance with applicable law and university policy.

University Policy Implementation and Primary University Responsibility

This policy adopting the ethical principles for the protection of human subjects set forth in the *Belmont Report* of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research was officially approved by the vice president for academic affairs on October 1, 1998.

Primary responsibility for implementation is shared by the vice president for academic affairs, the director of sponsored programs, the Institutional Review Board and the principal investigators. The primary responsibility for judging or ascertaining if an extramural program of application falls under the provisions of the university's basic human subjects' policy and has received the approval by the IRB rests with the academic grant writer. For policy review and compliance, the responsibility rests with the vice president for academic affairs.

IRB Guidelines for Persons who are Mandatory or Permissive Reporters

Researchers are charged with protecting the privacy of participants and confidentiality of their data by federal regulations. However, this is superseded by the Washington state law that mandatory reporters must report suspected abuse or neglect.

This guidance is meant to provide researchers with information regarding events and circumstances that must be reported to specified authorities by the individuals or entities that learn about the events or circumstances. All Whitworth University employees are **mandatory reporters**. Student researchers are not mandatory reporters, they are **permissive reporters** under Washington state law, which encourages people other than mandatory reporters to make a report. However, the faculty overseeing the student project are mandatory reporters.

Applicable Washington State Laws

RCW 26.44.010 Child Abuse and Neglect

Abuse or neglect means sexual abuse, sexual exploitation, or injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety, excluding conduct permitted under RCW 9A.16.100; or the negligent treatment or maltreatment of a child by a person responsible for or providing care to the child.

Mandatory Reporters: All employees or institutions of higher education not considered academic or athletic department employees (who are covered under RCW26.44.030).

Role of the Whitworth IRB

If the IRB believes that a reportable observation or revelation of suspected harm to a child or other vulnerable persons, such as a dependent adult or elder, might occur during the research, it may require that the informed consent statement include a warning of the limits to research confidentiality and advise subjects of the investigator's duty to report known or suspected incidents of abuse or neglect to appropriate authorities, including law enforcement. In such a case, the IRB will:

1. Ask researchers about whether subjects should be provided with information about possible mandatory reporting when it seems appropriate based on the nature of the subject population and the nature and circumstances of the research. The IRB will also ask researchers about the consent process in which mandatory reporting language has been included but seems inappropriate or unnecessary.
2. Review and assist with the language used to inform subjects about the possibility of mandatory reporting.
3. Ensure that IRB requirements and consent information do not override state reporting requirements.

Role of the Researcher

1. Assess whether mandatory reporting circumstances or events will be encountered during the research.
2. Identify any mandatory reporters on the research team
3. Clarify if a permissive reporter intends to report.
4. Provide subjects with information about the possibility of mandatory reporting, when appropriate and after obtaining IRB approval.

Consent Process

Subjects must be informed that there are instances where breach of confidentiality is required by law. Thus, all projects that involve minors, elders or vulnerable adults and in which the researchers involved are mandatory reporters should include a statement in the consent and assent forms that indicates this to the subject.

Examples for investigators who ARE mandatory reporters

Consent form:

We need to make you aware of one exception to confidentiality. In certain research studies, it is our ethical and legal responsibility to report situations of child abuse, child neglect, (substitute

elder or vulnerable adults as appropriate to study) or any life-threatening situation to appropriate authorities. However, we are not seeking this type of information in our study, nor will you be asked questions about these issues.

OR

Under Washington state law, the researcher(s) will not maintain as confidential information about known or suspected incidents of abuse or neglect of a child, dependent adult or elder, including but not limited to physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, they may be required to report it to the authorities.

Assent form: We will not tell anyone what you tell us without your permission unless there is something that could be dangerous to you or someone else. If you tell us that someone has or has been hurting you, we may have to tell that to people who are responsible for protecting children so that they can make sure you are safe.

Examples for investigators who are permissive reporters:

Consent form: The researcher(s) may not be able to maintain confidential information about known or reasonably suspect incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to physical, sexual, emotional, and financial abuse or neglect. If the researcher is given such information, he or she may report it to the authorities.

APPENDIX E

American School Counselor Association Ethical
Standards for School Counselors



ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004, 2010, 2016, 2022)

Preamble

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

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

All students have the right to:

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

policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

Purpose

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

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employees, communities and the school counseling profession.
- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1 Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Foster and affirm all students and their identity and psychosocial development.
- c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.
- d. Provide culturally responsive instruction and appraisal and advisement to students.
- e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/mental health counseling.

- f. Do not diagnose but recognize how a student's diagnosis and environment can potentially affect the student's access, participation and ability to achieve academic, postsecondary and social/emotional success.
- g. Acknowledge the vital role and rights of parents/guardians, families and tribal communities.
- h. Respect students' and families' values, beliefs and cultural background, as well as students' sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs or values rooted in one's religion, culture or ethnicity.
- i. Are knowledgeable of local, state and federal laws, as well as school and district policies and procedures affecting students and families and strive to protect and inform students and families regarding their rights.
- j. Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining interventions to address student needs.
- k. Involve diverse networks of support, including but not limited to educational teams, community and tribal agencies and partners, wraparound services and vocational rehabilitation services as needed to best serve students.
- l. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students (whether legal or illegal in the state of employment) is a grievous breach of ethics and is prohibited regardless of a student's age or consent. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- b. Inform students of the purposes, goals, techniques, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.
- c. Recognize that informed consent requires competence, voluntariness and knowledge on students' part to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels and special-needs populations. The school counselor should make attempts to gain assent appropriate to the individual student (e.g., in the student's preferred language) prior to disclosure.
- d. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make decisions on students' behalf that promote students' welfare.
- e. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures and social media accounts.
- f. Keep information confidential unless legal requirements demand confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student or others. Serious and foreseeable harm is different for each minor in schools and is determined by a student's developmental and chronological age, the setting, parental/guardian rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- g. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- h. Collaborate with and involve students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered and, as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with professional peers and/or supervision is recommended.
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release of personal data in accordance with prescribed federal and state laws and district and school policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and school board policy.
- l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an email. Adhere to federal, state and local laws and school board policy when conveying sensitive information.
- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without the technological capabilities to protect student information based upon legal specifications and currently acceptable security standards.
- p. Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students' communications and records.

A.3. Comprehensive School Counseling Program

School counselors:

- a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students.
 - b. Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.
 - c. Use data-collection tools adhering to standards of confidentiality as expressed in A.2.
 - d. Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.
 - e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.
 - f. Collect and analyze participation, ASCA Mindsets & Behaviors and outcome data to determine the progress and effectiveness of the school counseling program.
 - g. Share data outcomes with stakeholders.
- b. Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations).
 - c. Assess potential risks and benefits prior to extending relationships beyond the school building and school hours (e.g., attending students off-site extracurricular activities, celebrations honoring students, hospital visits, funerals).
 - d. Document the nature of relationship extensions, including the rationale, potential benefit and possible consequences for the student and school counselor.
 - e. Act to eliminate and/or reduce the potential for harm to students and stakeholders in any relationships or interactions by using safeguards, such as informed consent, consultation, supervision and documentation.
 - f. Prevent potential harm to students and stakeholders with whom the school counselor's judgment may be compromised (e.g., family members, children of close friends) by helping facilitate the provision of alternative services or resources when available.
 - g. Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders.
 - h. Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders.
 - i. Avoid inappropriate roles and relationships such as providing direct discipline, teaching courses that involve grading students and accepting administrative duties in the absence of an administrator.
 - j. Strive to avoid a conflict of interest through self-promotion that would benefit the school counselor personally and/or financially (e.g., advertising their products and/or services).

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

School counselors:

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

A.5. Sustaining Healthy Relationships and Managing Boundaries

School counselors:

- a. Engage in professional roles and relationships with students and stakeholders that foster wellness and student success.

A.6. Appropriate Collaboration, Advocacy and Referrals for Counseling

School counselors:

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

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

A.7. Group Work

School counselors:

- a. Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data.
- b. Provide equitable access to participation in groups, including alleviating physical, language and other obstacles.
- c. Assess student needs to determine if participating in the group is appropriate for the student.
- d. Inform parents/guardians of student participation in and the purpose of the small group.
- e. Facilitate short-term groups to address students' academic achievement, postsecondary and career exploration, and social/emotional well-being.
- f. Use data to inform group topics, establish well-defined expectations and measure the outcomes of group participation.
- g. Reflect on group outcomes and determine adjustments that may improve future group interventions.

- h. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for students in small groups cannot be guaranteed.
- i. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools (e.g., incest survivorship, eating disorders, dating violence) and accordingly take precautions to protect members from harm as a result of interactions with the group.
- j. Facilitate culturally sustaining groups from the framework of evidence-based or research-based practices.
- k. Practice within their competence level and develop professional competence through training and supervision.
- l. Provide necessary follow-up and/or referrals to additional resources for group members.

A.8. Student Peer-Support Program

School counselors:

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

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

School counselors:

- a. Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.
- b. Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify. If required to use a risk assessment, it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. When reporting risk-assessment

results to parents/guardians, school counselors do not negate the risk of students' potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk.

- c. Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services.
- d. Provide culturally responsive mental health resources to parents/guardians.
- e. Report to administration and/or appropriate authorities (e.g., law enforcement) when a student discloses a perpetrated or a perceived threat to another person's physical or mental well-being. This threat may include but is not limited to verbal abuse, physical abuse, sexual abuse, dating violence, bullying or harassment. The school counselor follows applicable federal and state laws and school and district policy.

A.10. Marginalized Populations

School counselors:

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

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

School counselors:

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

A.12 Child Abuse

School counselors:

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

A.13. Student Records

School counselors:

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

A.14. Evaluation, Assessment and Interpretation

School counselors:

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

A.15. Technical and Digital Citizenship

School counselors:

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

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

A.16. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same legal and ethical standards in a virtual/distance/hybrid setting as in face-to-face settings.
- b. Recognize, acknowledge and problem-solve the unique challenges and limitations of virtual/distance/hybrid school counseling.
- c. Establish procedures, in collaboration with school administrators and other support staff, for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and address the limitation of virtual/distance/hybrid school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both students and parents/guardians of the benefits and limitations of virtual/distance/hybrid school counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and relationship.
- g. Recognize the challenges in virtual/distance/hybrid settings of assisting students considering suicide, including but not limited to identifying their physical location, keeping them engaged on the call or device, contacting their parents/guardians and getting help to their location.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship to facilitate and advocate for students' maximum growth in the areas of academic, career and social/emotional development.
- c. Promote equity and inclusion through culturally affirming and sustaining practices honoring the diversity of families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the school counseling program's mission and standards in academic, career and social/emotional domains that promote and enhance the learning process and outcomes for all students.
- e. Adhere to the Protection of Pupil Rights Amendment when using universal screeners, surveys or needs assessments by informing parents/guardians prior to their use in accordance with school district policies and local, state and federal law.
- f. Engage a diverse sample of parents/guardians and caregivers to provide opportunities for meaningful contributions to the school counseling program.
- g. Adhere to federal, state and local laws; district policy; and ethical practice when assisting parents/guardians experiencing family difficulties interfering with their student's welfare.
- h. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student, while recognizing parents/guardians have inherent legal rights to student information.
- i. Respect the privacy of parents/guardians in accordance with the student's best interests.
- j. Provide parents/guardians with accurate, comprehensive and relevant information in a caring manner as appropriate and consistent with legal and ethical responsibilities to the students and parents/guardians. Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students' safety and welfare.
- k. Follow the directions and stipulations of the legal documentation in divorce, separation or custody cases, maintaining focus on the student. Adhere to clear boundaries and a position of neutrality when working with parents/guardians.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize, honor and respect the importance of parents/guardians when providing services to students in a school setting and collaborate with students' parents/guardians as appropriate.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission, informed by analysis of student data, based on the ASCA National Model.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs."

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

B.3. Responsibilities to Self

School counselors:

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

C. SCHOOL COUNSELOR DIRECTORS/ ADMINISTRATORS/SUPERVISORS

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

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a school counseling program and meet students' needs and the school community's needs.
- b. Advocating for fair and open distribution of resources among programs supervised, using an allocation procedure that is nondiscriminatory, equitable, informed by comprehensive data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practices, competencies and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the laws and ethics related to the school counseling profession or equitable outcomes for students.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.
- g. Using and/or advocating for a performance appraisal instrument aligned with the ASCA School Counselor Professional Standards & Competencies that assesses school counselors' knowledge, skills and attitudes.
- h. Understanding the ASCA Ethical Standards for School Counselors, the ASCA National Model and the ASCA School Counselor Professional Standards & Competencies.
- i. Providing staff with opportunities and support to develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.
- j. Collaborating and consulting with school counseling graduate programs to support appropriate site placement for supervisees and ensure high-quality training that is essential for school counselor preparation.
- k. Use a model of supervision that is developmental, ongoing and includes but is not limited to promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Engage in culturally affirming supervision, maintain cultural competence and consider cultural and historic factors and power dynamics that may have an impact on the supervisory relationship.
- e. Avoid supervisory relationships with individuals with whom they have the inability to remain objective (e.g., family members or close friends).
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems and negative outcomes.
- h. Provide information about how and when virtual supervisory services will be utilized, and provide school counselors with reasonable access to pertinent applications.
- i. Ensure performance evaluations are completed in a timely, fair and considerate manner; base evaluations on clearly stated criteria; and use data when available.
- j. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees appeal their evaluations.
- k. Understand supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- l. Help supervisees select appropriate professional development based on identified needs.
- m. Contact university/college supervisors and consult with school administrators to recommend assistance or dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies. Document recommendations and ensure supervisees are aware of such decisions and the resources available to them.
- n. Recognize and acknowledge the specific roles of school counselor educators, site supervisors and the practicum/ internship student. Supervisors ensure that supervisees are able to participate in a variety of academic, college/career and social/emotional activities through individual, group and classroom interventions.

D. SCHOOL COUNSELING PRACTICUM/ INTERNSHIP SITE SUPERVISORS

Practicum/internship site supervisors:

- a. Are licensed or certified school counselors with an understanding of school counseling programs and school counselors' ethical practices.
- b. Have the education and training to provide school counseling supervision and regularly pursue continuing education activities on both counseling and supervision topics and skills.

E. MAINTENANCE OF STANDARDS

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

- a. School counselors confidentially consult with professional colleagues to discuss the potentially unethical behavior and determine if the situation is an ethical violation.

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

F. ETHICAL DECISION-MAKING

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

- a. Define the ethical dilemma.
- b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.
- c. Apply the ASCA Ethical Standards for School Counselors and the relevant district policies and procedures.
- d. Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).
- e. Consider the student's chronological age and developmental level.
- f. Consider parental/guardian and student rights
- g. Apply the ethical principles of:
 - Beneficence: working for the good of the individual and society by promoting mental health and well-being
 - Autonomy: fostering the right to control the direction of one's life
 - Nonmaleficence: avoiding actions that cause harm
 - Justice: treating individuals equitably and fostering fairness and equality
 - Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships

- Veracity: dealing truthfully with individuals with whom school counselors come into professional contact
- h. Determine potential courses of action and their consequences.
 - i. Evaluate the selected action.
 - j. Implement the course of action and analyze the outcome.
 - k. Identify any inconsistencies in school/district policy for potential revision.
 - l. See other ethical decision-making models:
 - Intercultural Model of Ethical Decision Making, Luke et al., (2013)
 - Solutions to Ethical Problems in Schools (STEPS), Stone (2003)
 - Ethical Justification Model, Kitchener (1984)

GLOSSARY OF TERMS

Advocate

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

Anti-Racist

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

Assent

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

Assessment

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

Bias Incident

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

Boundaries

something that indicates or affixes an extent or limits.

Breach

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

Bullying

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

Competence

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

Confidentiality

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

Conflict of Interest

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

Consent

permission, approval or agreement; compliance.

Consultation

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

Conventional Parameters

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

Cultural Sensitivity

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

Culturally Sustaining School Counseling

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

Custodial and Noncustodial

physical custody: a phrase used to determine which parent a minor student lives with as a result of a court order. A custodial parent has physical custody of the minor child while a noncustodial parent does not have physical custody of the minor child, as the result of a court order.

Legal custody: both custodial and noncustodial parents have educational rights to their child's records unless noted by court documentation.

Data Dialogues

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

Data Informed

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

Developmental Level/Age

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

Disclosure

the act or an instance of exposure or revelation.

Diversity

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

Dual Relationship

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

Empathy

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

Emancipated Minors

minors who are legally freed from control by their parents/guardians, and the parents/guardians are freed from any and all responsibility toward the children.

Encryption

process of putting information into a coded form to control and limit access to authorized users.

Equity

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

Ethics

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

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

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

Ethical Rights

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

Feasible

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

Gender Expression

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

Gender Identity

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

Guardian Ad Litem

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

Harassment

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

Informed Consent

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

Intervention

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

Legal Mandates

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

Legal Rights

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

Mandatory Reporting

the legal requirement to report to authorities.

Minors

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

Oppression

unjust or cruel exercise of authority or power.

Perception

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

Peer Helper

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

Peer Support

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

Privacy

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

Privileged Communication

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

Professional Development

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

Racial Bias

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

Racism

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

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks.

School Counseling Supervisor

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

Serious and Foreseeable Harm

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

Sole-Possession Records

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

Stakeholder

a person or group sharing an investment or interest in the students and/or school community (e.g., parents/guardians, school staff, administrators, business and community interest groups, school board members, etc.).

Systemic Change

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

Supervision

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

Title IX of the Education Amendments of 1972

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

Universal Screener

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

Virtual/Distance Counseling

counseling by electronic means.



APPENDIX F

Policy Prohibiting Discrimination, Harassment, and
Retaliation

POLICY PROHIBITING DISCRIMINATION, HARASSMENT, AND RETALIATION

Whitworth University has an affirmative duty to maintain a work and study environment free from discrimination, harassment, and retaliation of any kind. Whitworth University will not tolerate discrimination, harassment, or retaliation since these behaviors would be in violation of the standards of the Whitworth community. The University will take positive action where necessary to eliminate such practices or remedy their effects.

Discrimination, or harassment on any of the bases covered by state or federal anti-discrimination statutes, including race, color, religion, sex, national origin, disability, age or any other applicable statutorily protected status are unlawful and a violation of Whitworth University policy; as a religious educational institution affiliated with the Presbyterian church, Whitworth University reserves the right to hire employees who share a commitment to the Christian faith. The essential importance of academic freedom is recognized, and a standard of reasonableness will guide the University. Only when academic freedom is used to disguise or is a vehicle for prohibited conduct, will it be questioned. Whitworth University believes that ideas, creativity, and free expression thrive and, indeed, can only exist for the entire community in an atmosphere free of discrimination, harassment, and retaliation.

For the purposes of applying this policy, discrimination, harassment and retaliation are defined below:

- a. Discrimination is defined as unequal, adverse treatment of an individual because of his or her protected legal status, such as race, age, or gender. For instance, different treatment of two similar individuals with respect to pay, opportunity for advancement, or educational opportunity constitutes discrimination if the reason for the different treatment is the protected status of one of the individuals.
- b. Harassment is defined as unwelcome, hostile, or inappropriate conduct directed toward an individual because of his or her protected status (for instance, persistent comments or jokes about an individual's religion, race, age, or gender). Such conduct violates University policy if it has the purpose or effect of creating an intimidating, hostile, or offensive work environment, living environment, or studying environment for the minority individual or substantially interferes with that individual's employment, living or educational environment.
- c. Sexual harassment is one type of harassment. It includes any unwelcome sexual advance, request for sexual favor, or conduct of a sexual nature when:
 1. submission to such conduct is made either explicitly or implicitly a term or condition of employment or obtaining an education; or
 2. submission to or rejection of such conduct by an individual is used as a factor in affecting that individual's employment or education; or
 3. Such conduct has the purpose or effect of substantially interfering with an individual's employment or education, or of creating an intimidating, demoralizing, threatening or hostile employment, living, or educational environment.

Sexual harassment, as used in this policy, includes sexual assault and sexual violence, both of which are prohibited forms of sex discrimination.

Sexual assault is frequently misunderstood across campuses nationally. Sexual assault occurs when a sexual act is intentional and (a) is committed by physical force, threat or intimidation; (b) ignores the objections of another person; (c) causes another's intoxication or impairment through the use of drugs or alcohol; or (d) takes advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to consent.

Sexual violence (a sub-category of sexual harassment) includes "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent."

Retaliation is defined as adverse or negative action against an individual who has (1) complained about alleged discrimination, harassment or retaliation, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a court proceeding or administrative investigation relating to such allegations.

Reprisal, Retaliation, or False Accusations Reprisal, retaliation, or false accusations against anyone reporting or participating or thought to have reported or participated in discrimination or harassment allegation(s) or investigation(s) is prohibited and will be treated as violation of policy, regardless of whether any discrimination or harassment is substantiated. False accusations are prohibited and will be treated as violations of this policy. Submission of a good faith complaint or report of harassment will not affect the complainant's or reporter's future employment, grades, education, living, or working environment.

Information and education are important in preventing discrimination, harassment, and retaliation. A copy of this policy will be made available to all employees and students. Faculty, staff, and students should be regularly encouraged to participate in educational programs concerning prevention and reporting of discrimination, harassment, and retaliation. Specific training will be provided for employees in supervisory or otherwise responsible positions.

Complaint Resolution Procedures

Whitworth University administration will develop and implement complaint resolution procedures dealing with instances of alleged discrimination, harassment, and retaliation. Specific procedures consistent with requirements of the federal Title IX of the Education Amendments of 1972 governing gender discrimination will be addressed.

Board Approved – October 14, 2005, updated as Whitworth University, August 2007 Revised, October 2011 Revised, October 2016

APPENDIX G

Graduate Studies in Education
Evaluation of Candidate Dispositions

Graduate Studies in Education Evaluation of Candidate Dispositions

Student's Name: _____

Date: _____

Program: _____

Name of Evaluator: _____

Course Name and Number: _____

Directions to Evaluator: Thank you for evaluating a Whitworth University graduate candidate. Each attribute below is followed by descriptors of an exemplary Whitworth graduate student candidate. Please mark the appropriate rating for each descriptor and indicate an area of strength as well as an area of needed growth within each numbered category. Thank you for your honest feedback. The terms in parenthesis refer to our program's conceptual framework. Please complete this evaluation and return it to Graduate Studies in Education Department, Whitworth University, 300 West Hawthorne Road, Spokane, WA, 99251.

Rating Scale:

- | | | |
|-------------|----------|---|
| High | 4 | Consistently, frequently and spontaneously demonstrates indicators with relative ease. Demonstrates responsiveness to feedback from peers, instructor or supervisor for improvement. |
| | 3 | Demonstrates indicators with minimal prompting. Demonstrates an openness to reflect on feedback from peers, instructor or supervisor. |
| | 2 | Demonstrates indicators with direct prompting from peers or teachers. Responds defensively, resists suggestions and is not responsive to feedback from peers, instructor or supervisor. |
| Low | 1 | Demonstrates indicators infrequently if at all. |

Candidate Dispositions

(Comments are not required but may help in clarifying ratings.)

1. Professional Interactions (Advocacy)	1	2	3	4	Comments	N/A
a. Expresses caring/empathy and fairness						
b. Believes all Individuals can learn and are inclusive and tolerant of differences						
c. Honors and respects the dignity of all individuals in word and deed						
d. Friendly and accepting towards others						
e. Takes initiative to interact with students, parents, co-workers and/or clients						
f. Presents self as appropriate role model						
g. Assists, encourages, and supports all those under their care						
Candidate's area of greatest strength: Candidate's area of needed growth:						
2. Reliable and Consistent (Community Member)	1	2	3	4	Comments	N/A
a. Demonstrates honor, dignity, and coherence in attitudes and actions						
b. Takes ownership and responsibility for actions						
c. Punctual and present						

d. Well-prepared to participate and engage in required activities							
e. Completes agreed upon tasks in a timely and proficient manner							
Candidate's area of greatest strength: Candidate's area of needed growth:							
3. Human interaction (Community Member)	1	2	3	4	Comments		N/A
a. Recognizes and responds appropriately to feelings and needs of others verbally and nonverbally							
b. Fosters trusting and inclusive environments							
c. Communicates with warmth and sensitivity							
d. Collaborates effectively with others							
e. Shows perception in monitoring social and emotional situations and adjusting own role/behaviors accordingly							
f. Takes responsibility for resolving conflicts in a way that sustains and enhances a healthy and safe learning community							
Candidate's area of greatest strength: Candidate's area of needed growth:							
4. Presentation of Self (Community Member)	1	2	3	4	Comments		N/A
a. Communicates confidence/self-assured							
b. Models respectful, caring and professional behaviors							
d. Professional in appearance (dress, grooming, poise)							
e. Self-aware							
f. Actively shapes culture/environment to reflect values of a democratic society							
Candidate's area of greatest strength: Candidate's area of needed growth:							
5. Knowledgeable about subject matter (Scholar)	1	2	3	4	Comments		N/A
a. Demonstrates current knowledge, depth, and breadth of content areas							
b. Exhibits an interest in continued growth in subject							
c. Demonstrates an intellectual curiosity							
d. Understands the tools of inquiry for subject matter							
e. Demonstrates an understanding of the connections with other disciplines							
Candidate's area of greatest strength:							

Candidate's area of needed growth:

6. Commitment to/Passion for Profession (Visionary Leader)

	1	2	3	4	Comments	N/A
a. Motivated to fulfill professional responsibilities						
b. Sets goals and exerts effort to attain goals						
c. Demonstrates professional practice inclusive of a belief in the worth and ability of each human being.						
d. Engages in reflection/evaluation of effective professional practices						
e. Asks questions/demonstrates professional curiosity						
f. models transformational servant leadership						

Candidate's area of greatest strength:

Candidate's area of needed growth:

7. Initiative/Self-Starter (Visionary Leader)

	1	2	3	4	Comments	N/A
a. Self-directed in identifying areas to help professionally						
b. Adaptable and flexible in responding to changing needs in the professional setting						
c. Seeks out opportunities to get involved (intrinsically motivated)						
d. Resourceful in solving problems and completing tasks						
e. Perseveres, remains engaged, and produces high quality evidence even when tasks are perceived as challenging						

Candidate's area of greatest strength:

Candidate's area of needed growth:

8. Accept and Apply Feedback (Effective Practitioner)

	1	2	3	4	Comments	N/A
a. Can hear and consider others' ideas						
b. Respects diverse viewpoints						
c. Seeks out/invites ideas and suggestions for improvement						
d. Applies feedback to future activities/behaviors						
e. Demonstrates ability to self-correct						
f. Demonstrates humility and openness to lifelong learning						

Candidate's area of greatest strength:

Candidate's area of needed growth:

9. Communication Skills (Effective Practitioner)

	1	2	3	4	Comments	N/A
a. Verbal communication skills						
b. Written communication skills						

c. Expresses self clearly in terms of grammar							
1. vocabulary usage							
2. syntax							
3. mechanics/spelling (written)							
4. organization of thought							
5. audience awareness							
6. communicate effectively with diverse groups and adjusts as needed							
Candidate's area of greatest strength: Candidate's area of needed growth:							
10. Self-Awareness / Calling (Visionary Leader)	1	2	3	4	Comments	N/A	
a. Shows awareness of areas of strength, interests, learning style, and areas for continuing growth							
b. Explains own growth through processes and readily generates personalized implications of topic under discussion							
c. Generates and follows through on personalized growth plans							
Candidate's area of greatest strength: Candidate's area of needed growth:							

Evaluator's Signature: _____ Date:_____

**Whitworth University Graduate School Counseling Program
Personal Characteristics Review Form
Practicum – Supervisor’s Evaluation**

Student: _____ **Course:** _____

University Supervisor: _____ **Date:** _____

Or (please check/sign appropriate line)

_____**Onsite Supervisor:** _____ **Date:** _____

Directions: Rate the student with a check mark on each counselor characteristic listed in the left-hand column. If you have not had the opportunity to observe behavior that reflects the characteristic, record “N.O.” (Not Observed) next to the characteristic.

Characteristic Conceptual Framework Disposition	Does Not Meet Standard	Meets Standard	Exceeds Standard
(1) Open Effective Practitioner	Unable to hear or consider the ideas of others. ?	Able to remain open to many possibilities, alternative courses of action, and diverse perspectives on a variety of issues. ?	Invites the ideas and perspectives of others. ?
(2) Flexible	Have difficulty adapting to changing	In a healthy way, can alter preferred modes	Easily adapt when changes are called for.

Effective Practitioner	circumstances and situations. ☐	of coping and perceive to accommodate the needs of others. ☐	☐
(3) Cooperative Community Member	Consistently choose solitary behavior or competitive stance. ☐	Able to work in tandem with others to achieve mutual goals. ☐	Invites collaborative ventures with others. ☐
(4) Willingness to Accept Feedback Community Member	Do not receive feedback from others. ☐	Able to non-defensively accept and use constructive feedback. ☐	Seeking feedback from others. ☐
(5) Awareness of Impact on Others Effective Practitioner	Appear unaware of impact on others. ☐	Display interpersonal sensitivity through respect, empathy and appropriate interactions with others. ☐	Take ownership of issues regarding my impact on others. ☐
(6) Ability to Deal with Conflict Effective Practitioner	Become defensive or withdraw in the face of conflict. ☐	Remain open, non-defensive, and present in the face of conflict. ☐	Use conflict creatively for interpersonal growth. ☐
(7) Ability to Accept Personal Responsibility Effective Practitioner	Fail to assume responsibility or take responsibility of behavior or issues owned by others. ☐	Assumes responsibility where appropriate. ☐	I am self-directed and intrinsically motivated to fulfill personal and professional responsibilities. ☐
(8) Ability to Express Feelings Effective Practitioner	Deny feelings or express feelings in such a way as to create an atmosphere of blame or shame. ☐	Able to express personal feelings in a direct and appropriate way. ☐	Willingly own personal feelings and express them in such a way as to facilitate understanding or healing. ☐
(9) Ethical Behavior Guardian	Behavior and expressed attitudes do not reflect the recognition of the importance of ethical behavior. ☐	Behavior and attitudes reflect universal principles and, more specifically, that of the ACA code of ethics. ☐	Consistently and deliberately display a high level of integrity. ☐

(10) Verbal Skills Effective Practitioner	Uses a rambling, disjointed means of communicating or uses vocabulary not easily understood by the recipient. ?	Communicates thoughts in a clear, concise, and logically ordered fashion. ?	It is articulate, able to adjust vocabulary to the listener. ?
(11) Writing Skills Scholar	Reflects less than adequate form. Communicated understanding of material is limited, lacking critical analysis for higher level understanding. ?	Writing is clear and concise, reflects appropriate grammatical structure, and accurate spelling. Analysis of topic provides new insight. ?	Writing reflects superb grasp of written expression. Critical analysis and synthesis of ideas are clear and compelling. ?

Observations: In the space below, record pertinent observations of specific student behaviors that lend support to the ratings you have selected for each counselor characteristic.

APPENDIX H

Professional Dispositions Competency Assessment –
Revised (PDCA-R)

Professional Dispositions Competency Assessment—Revised (PDCA-R) (Non-Admissions Form)

Person Being Rated: _____ Rater: _____ Date Range for Observation: _____

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	