

Adopted 2018

Preamble

School counselor educators prepare students in legal and ethical school counseling best practices, while also equipping students to be social justice change agents by exercising advocacy, anti-racist practices, culturally sustaining approaches and engagement in professional communities.

Purpose

In this document, ASCA sets forth the ethical responsibilities for school counselor educators and doctoral students who educate school counseling students. The purpose of this document is to:

- Serve as a guide for ethical practice
- Provide support and direction for school counselor education program evaluation and self-assessment.
- Inform educational partners, including graduate students, site supervisors and university administrators, of best ethical practice

A. Content Knowledge

Educators who teach in school counselor education programs:

- A-1. Follow and teach the current version of the ASCA Ethical Standards for School Counselors, the ASCA National Model, the ASCA Student Standards: Mindsets & Behaviors for Student Success, ASCA School Counselor Professional Standards & Competencies, and the ASCA position statements.
- A-2. Demonstrate the knowledge and skills to support social justice and advocacy efforts and to prepare graduate students to become culturally competent school counselors and leaders who advocate for anti-racist and culturally sustaining school counseling practices.

- A-3. Participate in continuing education and professional development related to current school counseling best practices, pedagogy and andragogy, ethical standards, legal requirements, and diversity, equity and inclusion.
- A-4. Teach courses only in areas in which they have a substantive knowledge base.

B. Andragogy and Educational Methodology

Educators who teach in school counselor education programs:

- B-1. Use a variety of teaching methods to meet students' diverse needs.
- B-2. Promote the use of school counseling techniques supported by empirical research and appropriate for a diverse population (as defined by the preamble of the ASCA Ethical Standards for School Counselors). If educators teach about developing school counseling techniques, they clarify the research base for the techniques and any potential risks related to the techniques.
- B-3. Use a variety of inclusive and culturally relevant teaching methods to support a diverse student body and provide reasonable accommodations to graduate students in accordance with university policy and state and federal laws.
- B-4. Gain the consent of the individuals involved if they use case examples as a method of instruction or modify the facts of the case to protect individuals' identity.
- B-5. Commit to recruiting and retaining a diverse faculty and student body.
- B-6. Provide graduate students with both formative and summative feedback throughout the program.
- B-7. Meet at least once each semester as full program faculty to talk about the progress of all graduate students.

C. Career Preparation

Educators who teach in school counselor education programs:

- C-1. Provide prospective graduate students with information about the school counseling profession, including program training components, professional values related to counseling a diverse population and the current school counseling job market outlook.
- C-2. Provide graduate students with an orientation to the profession including ethical responsibilities, professional identity; the values of the profession; counseling a diverse population; and the roles of leadership, advocacy, systemic change and collaboration in the profession.
- C-3. Provide graduate students with information related to program preparation goals, training components (e.g., information on coursework and supervised practice), knowledge and skills assessment, dispositional expectations, university requirements, dismissal policies, state professional practice requirements and current job trends.
- C-4. Monitor graduate students' development and address any concerns with graduate students that could affect professional practice.
- C-5. Provide comprehensive support and supervision to graduate students hired to practice as school counselors on a provisional license. This support includes, but is not limited to, regular supervision meetings, access to resources for professional development and a clear communication channel for addressing ethical dilemmas or professional concerns. Faculty must ensure that these provisional practitioners are aware of their legal and ethical obligations and are prepared to work within the professional standards and competencies required for the school counseling profession.
- C-6. Mentor graduate students through the transition to professional practice.
- C-7. Maintain communication with alumni for mentoring purposes and a way of staying current in the field.

D. Personal and Professional Conduct

Educators who teach in school counselor education programs:

- D-1. Maintain the highest legal and ethical standards of personal and professional conduct.
- D-2. Participate with integrity and professionalism in all faculty roles (e.g., teaching, research and/or service/leadership).
- D-3. Treat all students objectively and equitably, supporting students developmentally as needed.
- D-4. Recognize and respect graduate students' legal rights and abide by university policies and procedures.
- D-5. Refrain from counseling students in the program and assist students in obtaining appropriate counseling services when necessary.
- D-6. Follow university policies and provide due process in addressing academic and dispositional concerns.
- D-7. Abstain from sexual or romantic relationships with graduate students over whom they have power and authority. Such relationships are prohibited.
- D-8. Refrain from discrimination or sexual harassment in accordance with university policies and federal and state guidelines.
- D-9. Sustain healthy relationships and manage boundaries within dual/multiple relationships with students and other faculty/staff.
- D-10. Recognize that establishing credibility, rapport and an effective working alliance with some students may be facilitated by developing relationships that extend beyond the classroom (e.g., co-presenting at conferences, conducting research, attending community events, collaborating on systemic advocacy).
- D-11. Assess and document potential risks and benefits prior to extending relationships beyond the college/university setting.
- D-12. Refrain from activities for personal gain at the expense of the university, school counselor education program or students.

E. Supervised Practice

Educators who teach in school counselor education programs:

- E-1. Assist graduate students in gaining supervised practice experience in a school setting.
 - E-2. Confirm site supervisors are qualified to supervise school counseling graduate students, following state and university standards and the ASCA Ethical Standards for School Counselors Section D.
 - E-3. Provide supervision training opportunities for current and/or potential site supervisors.
 - E-4. Communicate the roles and responsibilities for supervisors in all settings, including ethical responsibilities.
 - E-5. Maintain regular contact and collaborate with on-site supervisors during graduate students' field experiences.
 - E-6. Reflect on personal biases, engage in culturally affirming supervision, employ cultural competence, and consider cultural and historic factors and power dynamics that may affect the supervisory relationship.
 - E-7. Support all graduate students and site supervisors by actively working to increase the awareness and practice of eliminating systemic barriers or bias impeding student development.
 - E-8. Ensure the suitability and quality of sites and site supervisors through ongoing, constructive feedback exchanges between the site and university program.
- F-2. Emphasizes the use of ethical guidelines (e.g., ASCA Ethical Standards for School Counselors), ethical decision-making models and ASCA position statements.
 - F-3. Prepares graduate students to follow legal mandates, including but not limited to mandates related to confidentiality, suicidal ideation, danger to others, reporting suspected child abuse, privileged communication, FERPA and recordkeeping.
 - F-4. Infuses social justice, advocacy and cultural competence into all courses and supervised practice to prepare graduate students to work with a diverse population (as defined in the preamble to the ASCA Ethical Standards for School Counselors).
 - F-5. Teaches professional best practices in school counseling and pre-K–12 education, including but not limited to current versions of the ASCA National Model, the ASCA School Counselor Professional Standards and Competencies, the ASCA Student Standards: Mindsets & Behaviors for Student Success, multitiered system of supports (MTSS) and evidence-based, data-informed school counseling.
 - F-6. Encompasses both academic coursework (including knowledge, skills, professional dispositions and awareness) and supervised practice in a school setting.
 - F-7. Encourages membership and active involvement in professional school counselor organizations and participation in continuing education and professional development.
 - F-8. Emphasizes school counselor wellness and self-care.

F. School Counselor Curriculum

The curriculum for school counselor preparation programs:

- F-1. Aligns with current professional standards and national and state guidelines.