

Adopted July 2018

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## Preamble

Faculty who teach in school counselor education programs to prepare school counselors are knowledgeable about current school counseling practice and school counselors' ethical and legal obligations.

## Purpose

In this document, ASCA sets forth the ethical responsibilities for school counselor educators. 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 stakeholders, including graduate students, site supervisors and university administrators, of best ethical practice

## A. Content Knowledge

Faculty members who teach in school counselor education programs:

- A-1. Are knowledgeable about, follow and teach the current version of the ASCA Ethical Standards for School Counselors, the ASCA National Model, the ASCA Mindsets and Behaviors and the ASCA position statements.
- A-2. Have the knowledge and skills to support social justice and advocacy efforts and to teach graduate students to become culturally competent school counselors and leaders.
- A-3. Regularly participate in continuing education and professional development related to current school counseling programs, best practices in pedagogy and andragogy, ethical standards and legal requirements.
- A-4. Teach courses only in areas in which they have a substantive knowledge base.

## B. Andragogy and Educational Methodology

Faculty members who teach in school counselor education programs:

- B-1. Promote the use of 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 instructors teach about developing techniques, they clarify the research base for the techniques and any potential risks related to the techniques.
- B-2. Use a variety of 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-3. 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 the identity of these individuals.
- B-4. Are committed to recruiting and retaining a diverse faculty and student body.
- B-5. Provide graduate students with both formative and summative feedback throughout the program.
- B-6. Meet at least once each year as full program faculty to talk about the progress of all graduate students.

## C. Career Preparation

Faculty members 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 current job market statistics for graduates.

- C-2. Provide graduate students with an orientation to the profession including: ethical responsibilities, the values of the profession (including counseling a diverse population), program preparation goals, training components (e.g., information on coursework and supervised practice), knowledge and skills assessment, dispositional expectations, university requirements, dismissal policies and current job trends.
- C-3. Serve as gatekeepers to the profession and address any concerns with graduate students that could affect professional practice.
- C-4. Mentor graduate students through the transition to professional practice.

## **D. Personal and Professional Conduct**

Faculty members 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 fairly and objectively without showing favoritism to specific students or groups of students.
- 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 gatekeeping responsibilities.
- D-7. Do not engage in sexual or romantic relationships with graduate students over whom they have power and authority.
- D-8. Do not engage in any form of sexual harassment in accordance with university policies and federal and state guidelines.
- D-9. Refrain from in-person and electronic dual relationships that could result in harm.
- D-10. Refrain from activities for personal gain at the expense of the university, school counselor education program or students.

## **E. Supervised Practice**

Faculty members who teach in school counselor education programs:

- E-1. Provide assistance to graduate students in gaining supervised practice experience in a school setting.
- E-2. Confirm site supervisors are qualified to supervise school counseling graduate students in accordance with the School Counseling Intern Site Supervisor section of the ASCA Ethical Standards for School Counselors.
- E-3. Clearly communicate the roles and responsibilities for supervisors in all settings, including ethical responsibilities.
- E-4. Maintain regular contact and collaborate with on-site supervisors during graduate students' supervised practice experiences.

## **F. School Counselor Curriculum**

The curriculum for school counselor preparation programs:

- F-1. Aligns with current professional standards and national and state guidelines.
- F-2. Addresses ways to use 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 mandates related to confidentiality, suicidal ideation, danger to others, reporting suspected child abuse, privileged communication, FERPA and recordkeeping.
- F-4. Emphasizes social justice, advocacy, multiculturalism and preparation 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 such as current versions of the ASCA National Model, the ASCA School Counselor Competencies and the ASCA Mindsets & Behaviors for Student Success.
- F-6. Encompasses both academic coursework 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.