

# ASCA ETHICAL STANDARDS FOR SCHOOL COUNSELORS 2022

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# Learning Objectives

- Explain the process for updating the ASCA Ethical Standards for School Counselors
- Summarize the updates and changes to the ASCA Ethical Standards
- Explain how these updates affect your school counseling program



# THE PROCESS, CONT...

- The Ethics Committee met 2-4 times a week for 4 weeks, until February 10, 2022
  - smoothed transitions,
  - reduced redundancy,
  - met with DEI and Position Statement Committees
- DEI and Position Statement Committees added additional changes
- Public comment for a month
- Committee met and incorporated public comment





# GENERAL OVERVIEW

- Changes in wording (action oriented, more inclusive, emphasis on safe school environment, ensuring equity, ASCA Model language)
- Some standards expanded
- Some standards made more concise
- Order of some standards changed for better flow
- Two standards eliminated
  - the previous A.2.h
  - the previous D.k
- 34 new standards were added

# PREAMBLE AND PURPOSE

- Preamble changes
  - New wording
  - **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.**
  - Language updates
    - A physically and emotionally safe, inclusive, healthy school environment...
    - Equitable access to:
      - school counseling program that promotes academic, career, and social/emotional development
      - school counselors that support students from all backgrounds...

# SECTION A - OVERVIEW

- Greater emphasis on **equity**, creating and sustaining **safe** and **inclusive** environments where all students can thrive
- Awareness of personal biases and appropriate training relevant to providing culturally sustaining practice
- Language changes: Intention to increase person-first language and decrease deficit language
- Lessons from COVID (A.2.p, A.15.a, A.15.i, A.16.g)
- Former A.5 Dual Relationships and Managing Boundaries section and A.11 Bullying, Harassment, and Child Abuse section have had an overhaul

# SECTION A

- A.1.b - Foster and affirm all students and their identity and psychosocial development (new).
- A.2.p - Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students' communications and records (new).
- A.3 - Comprehensive School Counseling Program - new order of standards
- A.4
  - two new standards (e, f)
  - e. Address their personal biases related to students' postsecondary choices.
  - f. Address any inequitable systemic policies and practices related to students' postsecondary choices.

# SECTION A - CONTINUED

- A.5 - Sustaining Healthy Relationships and Managing Boundaries
  - updated language throughout
  - four new standards (a, b, g, j)
  - acknowledges that some relationships extend beyond the school day/building (a and b)
  - conflict of interest through self-promotion (j)
- A.7 Group Work
  - three new standards (a, b, g)
  - culturally sustaining group counseling services
  - equitable access to participation/remove obstacles
  - topic selection
- A.8 Student Peer-Support Program
  - three new standards (a, d, e)
  - equitable access and representation
  - share goals with stakeholders

# A.9 SERIOUS AND FORESEEABLE HARM TO SELF & OTHERS

## IMPORTANT NEW LANGUAGE

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.

# SECTION A - CONTINUED

- A.9.d - Provide culturally responsive mental health resources to parents/guardians (new).
- A. 10 - Marginalized Populations (new section title)
  - two new standards (g, h)
  - establish safe, equitable, affirming school environment
  - systemic change
  - equitable access and inclusion
- A. 11 - Bullying, Harassment, Discrimination, Bias & Hate Incidents (new section title)
  - six new standards (a,b,c, e, f, h)
  - recognize can be rooted in race, gender, sexual orientation, and ethnicity
  - policies centered in safety, belonging, and justice
  - accessible and effective reporting tools
  - prevention and response

# SECTION A - CONTINUED

- A.12 - Child Abuse is it's own section now
- A.15- Technical and Digital Citizenship
  - three new standards (g, h, i)
  - moved advocate for equitable access to technology for all students to the top
  - challenges with confidentiality, the importance of boundaries, safeguarding sensitive information, advocate against alert tools that require 24 hr monitoring
- A.16 - Virtual/Distance School Counseling
  - one new standard to address the challenge of assisting students considering suicide in a virtual setting

# SECTION B - RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF

- B.1. Responsibilities to Parents/Guardians
  - Language updated - inclusive and culturally responsive
  - two new standards added (e, f): PPRA and parent contributions
- B.2. Responsibilities to the School and B.3 Responsibilities to Self
  - Language updated

# SECTION C - SCHOOL COUNSELOR DIRECTORS/ADMINISTRATORS/SUPERVISORS

- Updated language
  - **b - using** an allocation procedure that is nondiscriminatory, **equitable**, informed by **comprehensive** data, and consistently applied
  - **e - related to the school counseling profession or equitable outcomes for students**
- New
  - g - using and/or advocating for a performance appraisal instrument that aligns 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.

# SECTION D - SCHOOL COUNSELING PRACTICUM/INTERNSHIP SITE SUPERVISORS

- Updated language
  - “practicum/internship site supervisors”
  - **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.
  - **i** - added “use data when available”
  - **l** - Help supervisees select appropriate professional development based on identified needs
  - **m** - (was n) - added “consult with school administrators”
- New standard
  - **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.

# MAINTENANCE OF STANDARDS

- Minor tweaks to language
  - i.e., rather than “when doubt exists,” the wording is “in the absence of a settled opinion or conviction...”
- More explicit information on who to contact at the state association level
  - ethics committee or leadership

# ETHICAL DECISION MAKING

- Updated this section - included language and reference to several models
- **b** - (new step) - identify potential cultural, religious, and worldview factors and power dynamics that are present within a potential ethical dilemma.
- **d** - (moved up & expanded) - consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).
- **g** - highlights and defines the ethical principles of: beneficence, autonomy, nonmaleficence, justice, fidelity (previously loyalty), & veracity (added)
- **j** - (expanded) Implement the course of action *and analyze the outcome*.
- **k** - (new) Identify any inconsistencies in school/district policy for potential revision

# GLOSSARY

New definitions added:

- Anti-Racist
- Bias Incident
- Bullying
- Culturally Sustaining School Counseling
- Custodial and Noncustodial
- Equity
- Guardian Ad Litem
- Oppression
- Racial Bias
- Racism
- Stakeholder - updated language
- Systemic Change
- Universal Screener



# Session Takeaways

- Do a thorough read through of the updated 2022 standards
- Share the new standards with other school counseling colleagues
- Educate administrators and other stakeholders on the updated standards

# Q and A

