SUPERVISION TRAINING MANUAL FOR INTERNSHIP & ADVANCED INTERNSHIP SITE SUPERVISORS

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College Mission Statement:
“Grace College is an evangelical Christian community of higher education which applies Biblical values in strengthening character, sharpening competence, and preparing for service.”

Graduate Department of Counseling and Interpersonal Relations Purpose Statement:
“Equipping graduate students to be grounded in Scripture, professionally competent, and actively engaged in personal growth as they work in the church and mental health agencies.”
CACREP ACCREDITATION
The Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a specialized accrediting body, recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation for the Master of Arts in Counseling Degree in Mental Health Counseling at Grace College.

WHO IS CACREP?
The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was originally started in 1981. The Council serves as a means of strengthening the educational programs within the counseling profession. CACREP is in large part concerned with improving the training and advancement of the counseling profession. Additionally, the Council is concerned with ongoing assessment of the needs of a diverse society.

Many of the colleges and universities across the nation are pursuing CACREP Accreditation. Many of the accredited universities and colleges have accepted responsibilities to establish and maintain excellence in providing educational training programs. CACREP serves as a means of self-evaluation by institutions. Therefore, obtaining CACREP Accreditation indicates that the applying educational institution is concerned with providing excellence in training for tomorrow’s counselors.

WHAT THIS MEANS FOR THE INTERNSHIP SITE SUPERVISOR
Those who agree to supervise a student enrolled in the Grace College CACREP Accredited program can be assured that Grace faculty have provided a solid foundation of educational training which has prepared an intern to enter into an ethical and productive internship experience. Furthermore, the site supervisor can expect a Grace intern to present himself/herself in a manner suitable for practicing therapy as a professional in the counseling setting.
Dear Site Supervisor,

The faculty and students of Grace College Graduate School in Counseling and Interpersonal Relationships would like to extend our heartfelt appreciation to you for providing clinical supervision to our interns. Your role as a site supervisor is critical to the ongoing acquisition of skills necessary for our interns to develop into knowledgeable and competent counselors. Your desire to serve in this capacity is a blessing to the students who thrive under your instruction. We are grateful for your gifts of time, talent, wisdom, and experience which serve to support our students as they learn to be effective helpers to hurting people.

Thank you for your willingness to serve in this capacity.

Sincerely,
The Faculty and Students of Grace College
YOUR ROLE AS SITE SUPERVISOR

Your role as a site supervisor is pivotal in assisting Grace interns to develop into professional, competent, and ethical counselors. Your constructive feedback based on your knowledge and experience is a fundamental component in their growth and development. Grace College values your expertise and for this reason your input will weigh significantly in determining whether an intern is eligible to advance in the program and ultimately graduate as a skilled helper to hurting people.

Specifically, your responsibility is to oversee all of the intern’s counseling and activities at the internship site. Interns are instructed to discuss each client with you and to consult with you about all issues concerning clients, co-workers, or the site. During your weekly supervision time Grace faculty invite you to give constructive feedback regarding the intern’s counseling skills, strategies for intervention, assessments, case notes, treatment plans, relationships with co-workers, ethics, and professionalism. The site supervisor acts as a consultant, instructor, coach, and encourager, but does not act as the intern’s therapist (see AACC and ACA ethical guidelines.)

Site supervisor evaluations of the intern’s strengths and weaknesses are critical, and therefore a written evaluation by the site supervisor (included in this manual) is required at mid-term and at the end of each semester. However, if you perceive that the intern is not meeting minimum standards of competence, please notify the Faculty Internship Supervisor immediately rather than wait for the written evaluation due date.

In the event that you determine that the intern is not meeting minimal standards of competence at the internship site, you will need to identify challenges and possible solutions the intern needs to address. If additional work is deemed necessary for the intern, a written remedial plan must be developed by mid-term. The remedial plan will need to be completed in its entirety by the end of the semester. A copy of this remedial plan must be given to the intern and the Faculty Internship Supervisor. If a remedial plan cannot be agreed upon between you and the intern, the Faculty Internship Supervisor must be notified. The Faculty Internship Supervisor will meet with you and the intern and make a reasonable attempt to help you reach a satisfactory agreement.

If the intern has concerns or conflict with you, his/her site supervisor, the intern is encouraged to meet with you to attempt to resolve the concerns. If a resolution cannot be achieved, the intern has been instructed to contact the Faculty Internship Supervisor. The Faculty Internship Supervisor will meet with you and the intern to make a reasonable attempt to help you reach a satisfactory agreement. If a resolution cannot be achieved for the intern, then the intern reserves the right to select an alternative supervisor and/or site.

If you have any further questions about the role you play in the education of a Grace College intern, please contact the Faculty Internship Supervisor for clarification. Also, please utilize this manual and the written contract between your agency and Grace College as additional references outlining expectations for site supervisors.
ACADEMIC AND PROFESSIONAL RETENTION POLICY
Grace College Department of Counseling and Interpersonal Relations

Students must uphold program and college standards, professional counseling standards and the AACC and ACA Code of Ethics to be retained in the Graduate Department of Counseling and Interpersonal Relations. These essential skills, knowledge, and values may be considered both academic and professional in nature and are discussed below.

RATIONALE: Counseling students are expected to demonstrate professional behavior in the classroom, in field agencies, and in both the Grace and broader communities, all of which reflect a commitment to the ethics of the Counseling profession. Behavior contrary to these ethics is cause for review of the student’s admission to or status in the Counseling Program. By virtue of their enrollment at Grace College and admission to the Counseling Program, students agree to practice within the framework of these standards.

COUNSELING PROGRAM RETENTION CRITERIA
The Counseling Department Chair, Clinical Coordinator, faculty and clinical supervisors determine the retention status of students in the department. Students must demonstrate the interpersonal skills, attitudes and self-awareness, academic abilities, and professionalism that are consistent with both counseling and institutional standards of conduct.

The academic and professional characteristics required to remain admitted to the Counseling department include but are not limited to:

1. **Interpersonal Skills**
   - Establishes and maintains professional, collaborative, and collegial relationships with others (a) despite social differences and level of authority and (b) that are consistent with the AACC and ACA Code of Ethics. For example, using interpersonal skills such as empathy, warmth, active listening, eye contact, verbal and non-verbal engagement, and respect.
   - Assumes responsibility for own choices and assesses and adjusts own impact on others and systems
   - Demonstrates respect for physical, social, economic, cultural, and racial differences and variation in viewpoints
   - Uses proper educational and organizational channels for conflict resolution and advocacy
   - Respectful communication and empathic support of clients as a basis for a productive professional relationship.

2. **Attitudes and Self Awareness**
   - Self-directed, assertive, and takes initiative (e.g., asks questions related to learning and personal needs; responses to strengths and weaknesses)
   - Willingness to risk self in new experiences and groups (e.g., active participation in learning experiences that challenge and develop skills and clarify values).
   - Exhibits knowledge of how own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
• Accurately assesses own strengths, limitations, and suitability for professional practice (e.g., evaluates own learning style, preferences, and attitudes related to the mission and philosophy of counseling practice).
• Demonstrates willingness to seek, accept, and use feedback through supervision for professional development (e.g., examines and changes behavior when it interferes with working with clients and other professionals).
• Demonstrates effective coping (e.g., seeking professional assistance for medical, emotional or substance abuse problems; developing supportive relationships with colleagues, peers or others) with personal issues to meet program goals if personal problems or psychosocial distress:
  • Put clients, peers, colleagues, or school personnel at physical or emotional risk
  • Interfere with professional judgment, ethical behavior, and/or academic performance
  • Jeopardize the best interests of those to whom counselors have an ethical obligation as outlined by the AACC and ACA Code of Ethics

3. Academic Performance
• Communicates ideas clearly and concisely both verbally and in writing
• Uses correct grammar and spelling
• Accurately uses writing style of the American Psychological Association including citations and references to avoid plagiarism
• Demonstrates sufficient skills in English to understand the verbal and written course content and to fulfill the requirements for the academic field experience
• Demonstrates understanding of counseling concepts, theory, language, values, and skills by:
  • Processing information and engaging in professional dialogue in and outside the classroom
  • Incorporating them in the classroom to satisfactorily achieve the course goals and objectives
  • Applying them in clinical experiences through such means as client engagement, data collection, contracting and planning, intervention, and evaluation of practice
• Sustains the academic qualities or conditions required to maintain or achieve full admission status

4. Professional Behavior
• Functions within the structure of organizations and service delivery system during learning experiences (e.g., practicum, internship and advanced internship experiences) by observing institutional, Graduate Department policies, and agency policies; professional standards; and public law
• Exhibits commitment to the mission, goals, core values, and ethical principles of counseling as outlined in the AACC and ACA Code of Ethics
• Exhibits professional appearance (e.g., grooming, hygiene, dress, demeanor)
• Shows potential for responsible and accountable professional behavior by demonstrating abilities such as:
• fulfilling obligations to the program, agencies, clients, and colleagues  
• being punctual and dependable  
• prioritizing responsibilities  
• regular attendance  
• observing deadlines  
• accurately completing assigned work  
• initiating follow-up when emergencies occur  
• keeping appointments or making acceptable alternative arrangements

• Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice noted in the AACC and ACA Code of Ethics. Examples of ethical behaviors include but are not limited to:
  • No history of charges and/or convictions of an offense that is contrary to professional practice or licensure.  
  • Systematic evaluation of clients and their situations in an unbiased, factual way  
  • Demonstration of effective and nonjudgmental relationships with others who exhibit social, cultural, physical, and economic differences  
  • Providing services within the boundaries of their education, supervision, and experience  
  • Promoting the well-being of clients including recognition and assessment of risk posed to others

RETENTION PROCEDURE
Students failing to uphold the stated standards of conduct are subject to the review of their admissions status. Depending on the nature of the violation, counseling faculty may or may not be directly involved in the proceedings.

In most cases, a contract is written for students failing to uphold the professional standards outlined by the Graduate Counseling department before they are directed out of the program. Gross misconduct or behavior posing a risk to others may result in immediate dismissal from the program without first writing a contract.

Counseling faculty and clinical supervisors meet regularly to discuss student and clinical related issues. In most circumstances, counseling faculty will first discuss with the student exhibiting marginal performance in the program before taking other action. If necessary, a contract will be developed for the student to follow.

Academic or professional concerns that have been assessed as repeated, serious, or significantly impacting the student's professional performance may be addressed in a contract without prior discussion. Students who do not have a contract but are unable to clearly and consistently demonstrate the essential standards of conduct as outlined by the counseling department will not be admitted to or retained in the program and will be assisted by counseling faculty in determining an alternative major.

Students failing to make substantial changes toward or comply with the objectives agreed upon in the contract will be dismissed from the counseling department.
When contracts are written, a student receives a copy and the original is placed in the student’s academic advising folder. Students who believe they have been treated unfairly are asked to follow the Appeals Policy outlined in the Graduate Department of Counseling and Interpersonal Relations Catalog. The Department Chair maintains final authority regarding a student’s retention in the Counseling and Interpersonal Relations Department.
INTERN REMEDIATION

Despite the best efforts of Grace faculty and site supervisors, Interns may require remediation in order to achieve standards of competency necessary to advance in the Grace Internship program. The following outlines information for site supervisors to keep in mind when addressing Intern remediation issues.

*The first ethical mandate of a counselor is to do no harm. Therefore, a site supervisor is justified in requiring remedial work if the supervisor believes an intern is not meeting minimum standards of competency when counseling clients.

*It is every intern’s legal right to be given the opportunity for remediation.

*Due process must be considered when developing a remediation plan for an intern.

*Steps in remediation should be observable, measurable, achievable, and assessable. (See “Suggestions for Remedial Work.”)

*The site supervisor should discuss the remediation plan with the intern and provide a written copy of the steps.

*The site supervisor should determine a due date for completion of the remediation steps and document it in the written plan.

*It is recommended that the site supervisor obtain the intern’s signature stating that the remediation plan has been explained, the intern understands the steps, the intern is aware of the completion date, and the intern understands the consequences of not completing the remedial work by the due date.

*The site supervisor should monitor throughout the process the intern’s progress towards completing the remedial steps and provide ongoing oral and written feedback regarding improvement in competency or lack thereof.

*Written evaluations should be provided to the intern and to the Faculty Internship Supervisor as a means to underscore areas for growth, provide encouragement by noting strengths, to make sure that all parties are fully informed as to progress made, and to document that due process is being followed.

*The intern should be given the opportunity to ask questions, express concerns, and discuss feedback with the site supervisor during the remediation time period.
SUGGESTIONS FOR REMEDIAL WORK

* Intern provides audio/video tapes of a pre-determined number of counseling sessions for supervisor review and feedback.

* Intern provides copies of case notes for supervisor review and feedback.

* Intern attends a pre-determined number of counseling sessions with a licensed therapist to address specified issues that are hindering the intern’s ability to facilitate the counseling process. The therapist should provide the supervisor with a written summary of the intern’s progress towards addressing the specified issues.

* Intern researches and submits a written report on a topic relevant to an area where the intern lacks skills.

* Intern participates in a set number of role plays with supervisor.

* Intern watches a video relevant to an area where skills are lacking and discusses it with the supervisor.

* Intern reads books or magazines on topics which are relevant to acquiring counseling skills and submits a paper on what has been learned.

* Intern observes a licensed mental health therapist in session and presents a written report identifying basic counseling skills demonstrated in the session.

* Intern counsels clients for a pre-determined amount of time in a diverse setting such as the inpatient unit, a cluster home, a juvenile facility, or a nursing home. Intern submits a journal discussing aspects of this experience and what has been learned.

* Intern attends a training seminar and submits a written summary of what has been learned.

* Intern completes a self-evaluation and submits a report on what has been learned about himself/herself.

* Intern gives an oral presentation to a class or group on a topic relevant to remediation areas. Intern submits an outline of information presented.

* Intern co-facilitates a group with a licensed therapist and submits the therapist’s written evaluation of the intern’s strengths and weaknesses to the supervisor.
Clinical Supervision
By Dr. Jeffrey Edwards
Department of Counselor Education
Northeastern Illinois University

The following was taken from information presented by Dr. Jeffrey Edwards during a one-day workshop on clinical supervision. More information can be found at http://www.neiu.edu/~jkedward/ppt/super/index.htm.

Developmental Stages of Counselors

Level One – The beginning of the journey
* Imitative
* Lacking self-awareness
* Categorical thinking with limited experience
* High motivation to do well
* High anxiety channeled to hard work
* Focused on skill acquisition
* Highly dependent on supervision

Level Two – Trial and Tribulation
* Fluctuating motivation, striving for independence, becoming more self-assertive and less imitative
* Dependency/autonomy conflict
* Confusion stage
* Supervisee’s skills, strengths and weaknesses are becoming evident
* Beginning awareness that this is not a job for the faint of heart
* Realization that there is more to counseling than technique
* Not all cases respond as hoped for, even with good skill level usage
* Awareness of the limitations of counseling process with certain clients
* The horrors of cases begin to become toxic
* Taking cases home emotionally
* Autonomy is increased
* Supervisee may not seek opinions or advise of supervisor
* May even resist discussion of cases

Level Three – Challenge and Growth
* Personal sense of identity and self-confidence
* Motivation more stable
* Autonomy is not threatened
* Self and other awareness is heightened. A second-order shift has occurred.
* Able to be with the client, yet not be drawn in. Able to pull back and evaluate
* Generally aware of their own strengths and weaknesses
* Can think of individual differences of clients
* Understand ethics and professional perspective
INTRODUCTION

The purpose of the Bill of Rights is to inform supervisors of their rights and responsibilities in the supervisory process.

NATURE OF THE SUPERVISORY RELATIONSHIP

The supervisory relationship is an experiential learning process that assists the supervisee in developing therapeutic and professional competence. A professional counselor supervisor who has received specific training in supervision facilitates professional growth of the supervisee through: monitoring client welfare; encouraging compliance with legal, ethical, and professional standards; teaching therapeutic skills; providing regular feedback and evaluation; providing professional experiences and opportunities.

EXPECTATIONS OF THE INITIAL SUPERVISORY SESSION

The supervisee has the right to be informed of the supervisor's expectations of the supervisory relationship.

The supervisor shall clearly state expectations of the supervisory relationship that may include: supervisee identification of supervision goals for oneself; supervisee preparedness for supervisory meetings; supervisee determination of areas of nonprofessional growth and development; supervisor's expectations regarding formal and informal evaluations; supervisor's expectations of the supervisee's need to provide formal and informal self-evaluations; supervisor's expectations regarding the structure and/or the nature of the supervisory sessions; weekly review of case notes until supervisee demonstrates competency in case conceptualization. The supervisee shall provide input to the supervisor regarding the supervisee's expectations of the relationship.

EXPECTATIONS OF THE SUPERVISORY RELATIONSHIP

A supervisor is a professional counselor with appropriate credentials. The supervisee can expect the supervisor to serve as a mentor and a positive role model who assists the supervisee in developing a professional identity.

The supervisee has the right to work with a supervisor who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process. The supervisor is aware of personal cultural assumptions and constructs and is able to assist the supervisee in developing additional knowledge and skills in working with clients from diverse cultures.

Since a positive rapport between the supervisor and supervisee is critical for successful supervision to occur, the relationship is a priority for both the supervisor and supervisee. In the event that relationship concerns exist, the supervisor or supervisee will discuss concerns with one another and work towards resolving differences.

Therapeutic interventions initiated by the supervisor or solicited by the supervisee shall be implemented only in the service of helping the supervisee increase effectiveness with clients. A proper referral for counseling shall be made if appropriate.

The supervisor shall inform the supervisee of an alternative supervisor who will be available in case of crisis situations or known absences.
THE STUDENTS SPEAK…..

Students from the Internship in Mental Health Counseling classes were asked the question, “What is good clinical supervision?” The following is a summary of their thoughts and observations:

A good supervisor……

Is accessible and approachable to answer questions and discuss issues
Provides training and learning opportunities
Gives constructive feedback
Assists in identifying strengths and weaknesses
Provides assistance in establishing goals for growth
Is consistent and reliable with supervision appointments
Suggests resources such as books, periodicals, websites, community organizations
Recommends knowledgeable professionals for consultation
Follows through in a timely fashion with commitments made during supervision
Gives encouragement through affirmation and specific praise
Offers assistance in correcting mistakes
Gives specific direction regarding rules, expectations, and boundaries
Is proactive in offering assistance when he/she sees the intern struggling
Provides structure, order, and is organized
Models good relationship skills
Is honest and truthful
Is open-minded and flexible
Is proactive in problem-solving
Is knowledgeable and researches answers to questions he/she doesn’t know
Is caring and empathetic
Is a good listener and offers direction
Acts as a mediator between the intern and site administrators and staff
Is supportive and provides a safe supervision environment
Is invested in the intern’s growth and success as a counselor
Provides a variety of experiences and challenges
Delegates and encourages intern to take on increasing responsibilities
Offers regular evaluation of skills
Checks in with intern about his/her emotional well-being
Assesses for overwhelming feelings and burn-out
Bolsters intern’s self confidence
CLINICAL SUPERVISION FORM

Date of Session: ___________          Duration: ___________

Supervisee: ________________________________________________

Organization: _______________________________________________

Topics of Discussion

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Action to be Taken

_________________________________________________________
_________________________________________________________
_________________________________________________________

________________________________ _____________
Supervisor/Credentials     Date

Supervisee        Date
CASE FORMULATION

Client’s Name: ___________________________ Date: _________________

Presenting Problems:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

Core Beliefs: ________________________________
_________________________________________________________________
_________________________________________________________________

Precipitants and Activating Situations: ________________
_________________________________________________________________
_________________________________________________________________

Working Hypothesis: _____________________________
_________________________________________________________________
_________________________________________________________________

Obstacles to Treatment: ___________________________
_________________________________________________________________
_________________________________________________________________

Strengths and Support Systems: ___________________
_________________________________________________________________
TREATMENT PLAN

Client's Name:__________________________________ Date:_____________

Goal: ___________________________________________________________

Interventions: _____________________________________________________

________________________________________________________________

Goal: ___________________________________________________________

Interventions: _____________________________________________________

________________________________________________________________

Goal: ___________________________________________________________

Interventions: _____________________________________________________

________________________________________________________________

Goal: ___________________________________________________________

Interventions: _____________________________________________________

________________________________________________________________

Goal: ___________________________________________________________

Interventions: _____________________________________________________

________________________________________________________________

Goal: ___________________________________________________________

Interventions: _____________________________________________________

________________________________________________________________
Now that you have had an opportunity to observe and to work with a student from our Grace College Graduate School, in a field placement at your agency, we would like you to evaluate this student. The first part of the evaluation involves rating the statements that follow. The second part of the evaluation consists of a written narrative including additional comments or feelings you would like to express about the student.

**Instructions for Rating of Statements**

The rating scale is to be used as follows:

1 - Indicates an obvious deficiency. Students at this level must drastically increase their efforts to be able to perform at a minimally acceptable level.

2 - Indicates little skill, but shows evidence of potential. It is expected that many students will be at this level in some areas at the beginning of the semester, but would ordinarily advance beyond this by the end of the experience.

3 - Indicates an acceptable level of performance despite a need for further development and refinement of skills. This is the average or expected level of performance.

4 - Indicates a level of performance that is very good even though some improvement is still needed. This student would be viewed as an excellent candidate for the mental health profession.

5 - Indicates an advanced, exceptional level of skill. Although perfection has not been achieved, no further improvement is necessary at this time. Such a ranking indicates that this person could serve as a model for future students.

NA - The responsibilities and objectives of this placement didn't provide opportunity for this skill to be observed.

For each of the items on the following pages, circle the number on the right side of the page to indicate your evaluation of the student's performance.
# SITE SUPERVISOR EVALUATION OF INTERNSHIP STUDENT

## Personal Qualities

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows enthusiasm and interest</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Cooperation</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Seeks advise when necessary, but is not overly dependent on direction</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Evaluates self accurately</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Accepts evaluation from others</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Adapts to difficult situations</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Maintains necessary contact with supervisor</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Is prompt in keeping time commitments</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Presents an appropriate appearance (clothing and grooming)</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

## Competencies

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates effectively with clients</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrates knowledge of child/adolescent/adult development</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Conveys empathy in respect to the needs and feelings of others</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Manifests insight into situations and behavior of others</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrates an unconditional acceptance toward clients</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Is able to apply their counseling education in this work setting</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Relates well to other staff members</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Makes constructive comments during staff discussions</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Follows agency policies</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Writes reports that are logically organized with correct spelling and punctuation</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Speaks with acceptable diction, enunciation and grammar</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Maintains professional confidentiality in handling personal data</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Shows awareness of ethical issues</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

---

**Site Supervisor Signature**

**Date**

---

**Narrative Evaluation**

On a separate sheet of paper, please elaborate on any of the preceding statements or give a brief general opinion of the student's ability. Please sign and date.
CONSENT FOR TAPING/SUPERVISION
INTERNSHIP/ADVANCED INTERNSHIP

I, __________________________(client) give permission to __________
______________________________ (graduate counseling intern, attending Grace College) to
audio/video tape our counseling sessions. I understand that these tapes will be used for the
assessment of the intern’s counseling skills by the Supervisor, Clinical Coordinator or the appointed
faculty member. I also understand that the contents of the tapes will follow confidentiality guidelines
and the tapes will be erased when the purpose for keeping them ceases to exist.

I hereby release the Grace Counseling Department Staff and graduate counseling intern to use the
information from these procedures in accordance with this agreement.

I also fully understand that the above authorization may be retracted at any time; however, retraction
does not affect prior action taken under this authorization. This consent will end one hundred eighty
(180) days from today unless previously revoked.

______________________________ / / 
Client Signature Date

______________________________ / / 
Graduate Counseling Intern Date
These are some questions that you may want to explore when your supervisee doesn’t feel that he’s/she’s getting anywhere with a case or is at a loss about what to do.

- Does the client/family “buy” the goal we’re trying to achieve?
- Does the client/family accept (and understand) the diagnosis? Have they been educated about what treatment is needed?
- Does the client/family agree that something needs to change?
- Who (if anyone) is willing to do some hard work?
- Who is my customer? (It may not be the named client.)
- Is the client/family capable of doing the things that we’re recommending?
- Are the treatment goals and objectives too big? Are they unrealistic?
- Might this client/family have a “hidden agenda” or unmet needs that are getting in the way of progress?
- Are we missing something here? (An undiagnosed mental health disorder? A hidden drug or alcohol problem? A medical problem?)
The following is a self-evaluation scale designed to assist counselors in identifying areas of proficiency and opportunities for growth. Circle the number that best describes your mastery of this skill.

<table>
<thead>
<tr>
<th><strong>Personal Abilities</strong></th>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to help hurting people</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Empathy for the feelings of others</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Accepting and nonjudgmental</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Patient and willing to set aside personal agenda</td>
<td></td>
<td>1</td>
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<tr>
<td>Invested in client’s healing</td>
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<td>1</td>
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<tr>
<td>Respect for client</td>
<td></td>
<td>1</td>
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<tr>
<td>Respect for self and abilities</td>
<td></td>
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<tr>
<td>Willing to be genuine and transparent</td>
<td></td>
<td>1</td>
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<tr>
<td>Humble and open to feedback</td>
<td></td>
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<td>Positive outlook and hopeful</td>
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<tr>
<td>Willing to enter pain with client</td>
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<td>5</td>
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<tr>
<td>Willing to address personal obstacles and pain</td>
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<td>5</td>
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<tr>
<td>Selflessness</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>Practice ethics</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>Willingness to forgive and be forgiven</td>
<td></td>
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</table>

**Counseling Skills**

<table>
<thead>
<tr>
<th><strong>Counseling Skills</strong></th>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active listening (eye contact, affect, body language)</td>
<td></td>
<td>1</td>
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<td>5</td>
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<tr>
<td>Reflective listening and thoughtful response</td>
<td></td>
<td>1</td>
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<tr>
<td>Communication (articulate, concise, reciprocal)</td>
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<tr>
<td>Ability to build rapport and trust</td>
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<td>1</td>
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<td>5</td>
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<tr>
<td>Ability to affirm and validate</td>
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<td>1</td>
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<td>5</td>
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<tr>
<td>Educate client about his/her disorder</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>Fully present and attentive</td>
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<td>5</td>
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<tr>
<td>Ability to elicit facts via probing questions</td>
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<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Ability to tap into emotions</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Working knowledge of personality theories</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Working knowledge of mental health diagnoses</td>
<td></td>
<td>1</td>
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<tr>
<td>Provide a safe, supportive environment</td>
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<tr>
<td>Provide focus, direction, and structure</td>
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<td>5</td>
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<tr>
<td>Ability to confront with compassion and purpose</td>
<td></td>
<td>1</td>
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<tr>
<td>Capacity for purposeful self-disclosure</td>
<td></td>
<td>1</td>
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<td>5</td>
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<tr>
<td>Ability to identify problems and issues</td>
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<td>1</td>
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<td>5</td>
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<tr>
<td>Encourage change and taking action</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
</tbody>
</table>
Discernment of obstacles, strengths, support systems 1 2 3 4 5
Establish and teach healthy boundaries 1 2 3 4 5
Empower client through accountability 1 2 3 4 5
Avoid power struggles 1 2 3 4 5
Effective use of humor 1 2 3 4 5
Ability to de-escalate intense emotions 1 2 3 4 5
Timing and pacing 1 2 3 4 5
Allow and make the most of natural consequences 1 2 3 4 5
Disregard negative and attention seeking behaviors 1 2 3 4 5
Creative interventions 1 2 3 4 5
Assist in developing goals and strategies 1 2 3 4 5
Committed to confidentiality 1 2 3 4 5
Accurate and timely paperwork 1 2 3 4 5

List your three strongest skills:
1. __________________________________________
2. __________________________________________
3. __________________________________________

List three significant opportunities for growth and steps you might take to address these:
1. ____________________________________________________________________________
   ____________________________________________________________________________
2. ____________________________________________________________________________
   ____________________________________________________________________________
3. ____________________________________________________________________________
   ____________________________________________________________________________
Mental Status Exam

Client Identifying Information
Full name, birth date, age (grade or school) sex, ethnicity, marital status (custody status), contact information, referred by, accompanied by.

Appearance, Attitude, Behavior, Social Interaction

Motor Activity

Mood

Affect

Speech

Thought Process
Thought Content

Intellectual Functioning

Judgment and Impulse Control

Insight

Recommendations

Submitted By
Typed name and credentials

Signature with Credentials          Date
CHILD ABUSE REPORTING FORM

Date of Report: 

Time of Report: 

Clinician Making Report: 

CPS Person Receiving Report: 

Child’s Name: 

Child’s Birth Date: Age: 

Child’s School: 

Child’s Address: 

Child’s Telephone: 

Parent’s Name (Guardian): 

Date of Incident: 

Circumstances:
(Date and approx. time of incident, place of incident, name of abuser, location and detailed description of injuries, events leading up to and during incident, name of witnesses, any information directly related to the abuse)

________________________________________

________________________________________

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________________________________________

________________________________________

________________________________________

________________________________________

Staff Member Signature: 

Copy to:
Supervision References


PROFESSIONAL ASSOCIATION MEMBERSHIP INFORMATION

Check out the following websites:

- American Association of Christian Counselors (AACC)  http://www.aacc.net/
- American Counseling Association (ACA)  http://www.counseling.org/
- American Mental Health Counseling Association (AMHCA)  http://www.amhca.org/
- Indiana Counseling Association (ICA)  http://www.indianacounseling.org/
- Indiana Mental Health Counseling Association (IMHCA)  http://www.imhca.com/

Brief descriptions...

The American Counseling Association (ACA) is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 52,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media. Membership in ACA is a prerequisite for joining the ACA affiliate, Association for Counselor Education and Supervision (ACES).

The American Mental Health Counselors Association (AMHCA) is the only organization working exclusively for the mental health counseling profession. Their vision: "To be the national organization representing licensed mental health counselors and state chapters, with consistent standards of education, training, licensing, practice, advocacy and ethics."

In the Indiana Counseling Association (ICA) professionalism is the primary objective of membership in ICA. ICA is the strongest advocate for counselors. With an unaltering commitment to its membership and a wide variety of services, ICA is successful in securing professional results, which gives counseling a highly visible image. The annual state and national conventions offer a wide variety of program sessions and workshops. There are opportunities to participate in skill development activities regarding: Human Relations, Parent and Family Counseling, Group Counseling Techniques, Public Relations, Licensure, and numerous other crucial issues both within and without the profession.

The American Association of Christian Counselors (AACC) exists to help professional, pastoral, and lay caregivers provide effective Christ-centered soul for those seeking direction in life. AACC is committed to assisting Christian counselors whether those counselors are licensed professionals or caring church members with little or no formal training. It is our intention to equip professional, pastoral, and lay caregivers with biblical, theological, and psychological truth that ministers to the soul of a hurting person and helps them move to personal wholeness, interpersonal competence, mental stability, and spiritual maturity.

For more information concerning these associations you can use the websites given at the beginning of this section and/or check the Graduate School bulletin board outside MM207.
Indiana Social Worker, Marriage and Family Therapist, and Mental Health Counselor Board

Licensure Laws and Regulations

A compilation of the Indiana Code and Indiana Administrative Code
2008 Edition

American Association of Christian Counselors

AACC Code of Ethics

The Y2004 Final Code

Developed and Drafted by the
AACC Law and Ethics Committee
George Ohlschlager, Chairman

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Preface to the Y2004 Final Code

Welcome to the Y2004 final revision of the AACC Christian Counseling Code of Ethics (Code). This edition of the Code revises the 1998, 2000, 2001, and 2003 Provisional Codes, and supersedes those versions of the Code in their entirety. This is the Final Code version—the Code, with “Procedural Rules,” in its completed form—which was first presented to the AACC membership at the 2003 AACC World Conference in Nashville, Tennessee.

With the publication of this Code on our web-site—www.aacc.net—we publicly present our ethics to our over 50,000 members in all 50 states and 50 other nations (as of Summer 2003). We also respectfully submit this document to the church and the helping professions, to the courts, legislatures, and licensure boards of America, to mental health and health-care organizations everywhere, and to the world-at-large.

This Code has already been adopted, in whole or in part, in nearly two dozen countries on every continent. It has been translated into Spanish, German, French, and Dutch languages. We at the AACC anticipate this Code becoming the basis of a worldwide statement of Christian counseling ethics and, as it spreads further internationally, the foundation of a 21st-century, global standard of Christian counseling care.

Work on this Code has been continuous for 10 years—since AACC created the Law and Ethics Committee in 1993. The primary mission given this group a decade ago was to construct and manage a new, Christ-centered, interdisciplinary code of ethics for Christian counseling as it matures into the 21st century. This code begins to fulfill this mission.

Committee members, AACC leaders, and other colleagues who helped me develop, draft, and survive this project through 18 evolving drafts over ten years included: AACC President Tim Clinton, EdD; former president Gary Collins, PhD; Mark McMinn, PhD; Rosemarie Hughes, PhD; the late David Gatewood, MS; Peter Mosgofian, MA; W.L. Ryder, MD; Elizabeth York, MED; Siang-Yang Tan, PhD; Chris Thurman, PhD; Ev Worthington, PhD; Tom Whiteman, PhD; Norm Wright, MA; Leigh Bishop, MD; Freda Crews, DMin; Gary Oliver, PhD; Bill Secor, PhD; Ron Hawkins, DMin, EdD; Diane Langberg, PhD; Michael Lyles, MD; and Archibald Hart, PhD.

The Holy Scriptures and the AACC Doctrinal Statement are foundational to this Code. Other ethics codes, in alphabetical order, that were consulted as we drafted this statement included those from the:

- American Association of Marriage and Family Therapists (AAMFT), including portions of the California Association of Marriage and Family Therapists (CAMFT)
- American Association of Pastoral Counselors (AAPC)
- American Counseling Association (ACA), including the Association for Counselor Education and Supervision (ACES—ACA related), and the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC—also ACA related)
- American Psychiatric Association (APA)
- American Psychological Association (APoA), including APoA General Guidelines for Providers of Psychological Services
- Christian Association for Psychological Studies (CAPS)
- National Association of Social Workers (NASW), including NASW Standards for the Private Practice of Clinical Social Work
- The Society of Professionals in Dispute Resolution (SPDR)

Furthermore, many writings influenced this Code, especially by Alister McGrath, on “Doctrine and Ethics,” and Alan Tjeltveit, on “Psychotherapy and Christian Ethics.” Some rules for procedure, for resolution of conflicted values, and the detail in this document was suggested by the legal profession’s Code of Professional Responsibility and by selected court cases, mental health license statutes, and licensure board administrative rules from California, Virginia, Texas, Colorado, Florida, Minnesota, Washington, and New York.

This Code may be downloaded from the AACC web site, or purchased in paper form from AACC at a nominal cost. We continue to invite your feedback about this code (to George@AACC.net)—ideas and suggestions that will be considered for inclusion into future Code revisions. Also, we are developing a new section on the ethics of remote counseling—using the phone, the Internet, and doing in-home counseling—and a code specifically for lay helping ministry in the church. Your thoughts and comments here are also welcome. Thank you and may God bless your study and use of this new Code of Ethics.

Sincerely,

George Ohlschlager, JD, LCSW
Chairman, AACC Law & Ethics Committee

Applicability of the Code

All members of the AACC, the IACC (International Association of Christian Counselors), and Christian counselors everywhere are invited to fully adopt this AACC Code of Ethics (Code) in their work as Christian counselors, ministers, and helpers as soon as they are able. This Code may inform and enlighten all
Christian counselors and ministers, but is not strictly enforceable toward non-AACC persons, nor upon AACC members in their private lives apart from professional-ministerial roles.

The Code will become a mandatory ethic for all AACC/IACC members who elect to become credential holders or members of either the American Board of Christian Counselors (ABCC) or the Christian Care Network (CCN).*

### INTRODUCTION AND MISSION

The Code is designed to assist AACC members to better serve their clients and congregants and to improve the work of Christian counseling worldwide. It will help achieve the primary goals of the AACC—to bring honor to Jesus Christ and his church, promote excellence in Christian counseling, and bring unity to Christian counselors.

**A New Code for an Emerging Profession**

The Code is a comprehensive, detailed, and integrative synthesis of biblical, clinical, systemic, ethical, and legal information. It was created this way because vaguely worded, content limited, and overly generalized codes are insufficient for the complexities of the modern, 21st-century counseling environment. A more comprehensive and behavior-specific ethical code is needed for Christian counselors (and all mental health and ministerial professions, we believe) because of:

1. **the mounting evidence of questionable and incompetent practices among Christian counselors, including increasing complaints of client-parishioner harm;**
2. **the largely unprotected legal status of Christian counseling, including the increasing state scrutiny, excessive litigation, and unrelenting legalization of professional ethics;** and more positively
3. **the vitality and growing maturity of Christian counseling—including its many theories and controversies—indicating the need for an overarching ethical-legal template to guide the development of biblical and empirically sound Christian counseling models.**

This Code—beyond defining the boundaries of unethical practice—affirmatively educates counselors in the direction of becoming helpers of ethical excellence, capable of more consistently securing the best counseling outcomes. This Code shows four streams of influence. These include (1) the Bible (both Old and New Testaments) and historic orthodox Christian theology; (2) accepted standards of counseling and clinical practice from Christian counseling and the established mental health disciplines; (3) codes of ethics from other Christian and mental health professions; and (4) current and developing standards derived from mental health and ministry-related law.

* NOTE 1. This code is adopted in its entirety by AACC affiliate organizations, the ABCC and the CCN. All ABCC and CCN members will be required to mandatory adherence to this code.

** NOTE 2. Although rooted primarily in an orthodox evangelical biblical theology, this Code is also influenced (according to the paradigm offered by Richard Foster) by the social justice, charismatic-pentecostal, pietistic-holiness, liturgical, and contemplative traditions of Christian theology and church history.

### Mission, Uses, and Limits of the Code

The mission of this Code is to

1. help advance the central mission of the AACC—to bring honor to Jesus Christ and promote excellence and unity in Christian counseling;
(2) promote the welfare and protect the dignity and fundamental rights of all individuals, families, groups, churches, schools, agencies, ministries, and other organizations with whom Christian counselors work;

(3) provide standards of ethical conduct in Christian counseling that are to be advocated and applied by the AACC (and ABCC and CCN) and that can be respected by other professionals and institutions.

This Code defines biblically based values and universal behavioral standards for ethical Christian counseling. We intend this Code to become a core document by which Christian counselors, clients, and the church oversee and evaluate Christian counselors and counseling values, goals, process, and effectiveness. Furthermore, the Code asserts a Christian counseling standard of care that invites respect and application by the courts, the regulatory bodies of church and state, insurance and managed care groups, other professions, and by society.

This Code should be seen as normative but non-exhaustive. It provides a common definition of practice, but does not presume to be a complete picture of Christian counseling nor does it necessarily cover all ethical issues. This Code outlines a foundation of preferred values and agreed professional behavior upon which Christian counselors can shape their identity and build their work. It defines standards upon which practice diversity is acknowledged and encouraged as well as the limits beyond which practice deviance is not allowed.

The Code is aspirational throughout the AACC and enforceable in ABCC and CCN. It consists of four major parts—Introduction and Mission, Biblical-Ethical Foundations, Ethical Standards, and Procedural Rules (which are being developed). It aspires to define, in the mission and the biblical-ethical foundations statements, the best ideals and goals of Christian counseling. The ethical standards and procedural rules are the codes of individual practice and organizational behavior that are to guide the membership of the AACC. The mission and foundations statements are to be consulted in working out the problems and dilemmas of ethics application and procedural rules interpretation.

Concerning language, we have endeavored to avoid pedantic, legalese, and sexist language, but we also avoid a radical inclusivism that de-sexes the name of God. Unless denoted, we use the term "client" to refer to clients, patients, congregants, parishioners, or helpees. "Counseling" is usually a generic reference to clinical, psychiatric, pastoral, and lay helping.

Grace for the Task Ahead

This is a dynamic Code, one that will anchor the mission of the AACC and retain some elements without change, but one that will also live and grow with the life and growth of the Association and its membership. The Code calls us to a life-long commitment to ethical and excellent service; it challenges us to encourage ethical behavior in our colleagues, churches, organizations, and communities. May God give us the grace to own it professionally, the strength to live it honorably, and the hope to see it as a foundation of common identity and corporate unity.

Biblical-Ethical Foundations of the AACC Ethics Code

1st FOUNDATION: Jesus Christ—and His revelation in the Old and New Testaments of the Bible—is the pre-eminent model for Christian counseling practice, ethics, and caregiving activities.

2nd FOUNDATION: Christian counseling maintains a committed, intimate, and dedicated relationship with the worldwide church, and individual counselors with a local body of believers.
3rd FOUNDATION: Christian counseling, at its best, is a Spirit-led process of change and growth, geared to help others mature in Christ by the skillful synthesis of counselor-assisted spiritual, psycho-social, familial, bio-medical, and environmental interventions.

4th FOUNDATION: Christian counselors are dedicated to Jesus Christ as their ‘first love,’ to excellence in client service, to ethical integrity in practice, and to respect for everyone encountered.

5th FOUNDATION: Christian counselors accord the highest respect to the Biblical revelation regarding the defense of human life, the dignity of human personhood, and the sanctity of marriage and family life.

6th FOUNDATION: The biblical and constitutional rights to Religious Freedom, Free Speech, and Free Association protects Christian counselor public identity, and the explicit incorporation of spiritual practices into all forms of counseling and intervention.

7th FOUNDATION: Christian counselors are mindful of their representation of Christ and his church and are dedicated to honor their commitments and obligations in all social and professional relations.

+ NOTE 4. This statement of “biblical-ethical foundations” is not a doctrinal statement, nor is it intended to substitute for one. The AACC Doctrinal Statement is a separate standard that reflects the baseline religious beliefs and biblical commitments of AACC members. However, it is true that these seven foundation statements are implicitly rooted in the AACC doctrinal statement. Furthermore, combined with the Scriptures, the AACC doctrinal statement, and the statement of “Introduction and Mission” to this code, this section stands as the baseline ethics policy that will ground this code, assist the search for clear meaning and common interpretation, and guide the resolution of disputed applications of ethical standards and procedural rules.

ETHICAL STANDARDS

I. ETHICAL STANDARDS FOR CHRISTIAN COUNSELORS

ES1-100 First, Do No Harm

Christian counselors acknowledge that the first rule of professional-ministerial ethical conduct is: do no harm to those served.

I-101 Affirming the God-given Dignity of All Persons
Affirmatively, Christian counselors recognize and uphold the inherent, God-given dignity of every human person, from the pre-born to those on death’s bed. Human beings are God’s
creation—in fact, the crown of His creation—and are therefore due all the rights and respect and ordered logic that this fact of creation entails.

Therefore, regardless of how we respond to and challenge harmful attitudes and actions, Christian counselors will express a loving care to any client, service-inquiring person, or anyone encountered in the course of practice or ministry, without regard to race, ethnicity, gender, sexual behavior or orientation, socio-economic status, education, denomination, belief system, values, or political affiliation. God’s love is unconditional and, at this level of concern, so must that of the Christian counselor.

1-102 No Harm or Exploitation Allowed
Prohibitively, then, Christian counselors avoid every manner of harm, exploitation, and unjust discrimination in all client-congregant relations. Christian counselors are also aware of their psychosocial and spiritual influence and the inherent power imbalance of helping relationships—power dynamics that can harm others even without harmful intent.

1-110 Avoidance of Client Harm, Intended or Not
Christian counselors strictly avoid all behavior or suggestion of practice that harms or reasonably could harm clients, client families, client social systems and representatives, students, trainees, supervisees, employees, colleagues, and third-party payors and authorizers.

1-111 Managing Client Conflicts
Christian counselors acknowledge that client conflicts are unavoidable. In fact, conflict and resistance are often a central dynamic of the helping process. We will attempt to resolve all counseling conflicts in the client's best interest. Counselors tempted to respond in harmful ways to clients shall seek out consultative and restorative help. If self-control is not accomplished—and client harm is not avoided—counselors shall terminate counseling relations and make referral in the client's best interest.

1-112 Action Regarding Clients Harmed by Other Helpers
Christian counselors take proper action against the harmful behavior of other counselors and pastors. We will act assertively to challenge or expose those who exploit others, and protect clients against harm wherever it is found, taking care to honor and support client decision-making regarding curative action against violators.

1-113 Managing Problems with Managed Care
Managed care has greatly expanded its influence in health and mental health service delivery. Widespread problems in client-provider-managed care relations are now being reported: breach of confidentiality, client abandonment, failure to maintain continuity of care, incompetent care, restriction of therapist choice and access, and even infliction of emotional distress. Christian counselors acknowledge these legal-ethical problems, and will avoid and work to correct any unethical entanglement and unintended client harm due to managed care relations.

1-120 Refusal to Participate in the Harmful Actions of Clients
Christian counselors refuse to condone, advocate for, or assist the harmful actions of clients, especially those that imperil human life from conception to death. We agree that the protection of human life is always a priority value in any professional or ministerial intervention. We will not abandon clients who do or intend harm, will terminate helping relations only in the most compelling circumstances, and will continue to serve clients in these troubles so far as it is humanly possible.

1-121 Application to Deadly and Threatening Behavior
Christian counselors refuse to condone, advocate for, or assist the suicidal, homicidal, or assaultive/abusive harm done to self or others by clients, including that which is threatened by verbal or other means. In fact, we are under an affirmative ethical duty to prudently intervene for the sake of protecting life, and under certain conditions, to report deadly threats to the proper authorities and those threatened by clients (see Code sections 1-430ff).

1-122 Application to Substance Abuse and Other Addictions
Christian counselors refuse to condone, advocate for, or assist substance abuse or other addictions and addictive behaviors by clients. We recognize and accept the distinction between drug dependence and addiction, and may support or assist clients in the use of necessary drugs—even those from which dependencies may develop for limited periods of time—when medically justified and under a physician’s supervision.

1-123 Application to Abortion
Christian counselors refuse to condone or advocate for abortion and the abortion-related activities of clients. All counselors will consider and inform clients of alternative means to abortion and, as far as it is possible, will continue to serve clients and work compassionately with them through the abortion crisis.

1-124 Application to Divorce
Christian counselors refuse to assume the decision for client divorce. We may assist clients in analyzing and making the decision to divorce, insofar as it is biblically permissible, as God does allow for divorce in some cases. Therefore, we may assist clients through the divorce process without being a divorce advocate, as that divorce decision must always reside in and be owned by the client.

Christian counselors working in divorce mediation will be careful to communicate that such work is not an endorsement of divorce, but rather a decision to offer a better choice than adversarial litigation and its destructive family impact when divorce is inevitable.

1-125 Application to Premarital and Extramarital Sexual Behavior
Christian counselors refuse to condone or advocate for the pursuit of or active involvement in premarital and extra-marital sexual behavior by clients—promoting an affair is never proper counsel as a solution to marital problems. We acknowledge that sex is God’s good creation and a delightful gift when confined to one man and one woman in marriage. We may agree to and support the wish to work out issues of sexual behavior, identity, and attractions, but will encourage sexual celibacy or biblically proscribed sexual behavior while such issues are being addressed.

1-126 Application to Homosexual and Transgendered Behavior
Christian counselors refuse to condone or advocate for the pursuit of or active involvement in homosexual, transgendered, and cross-dressing behavior, and in the adoption gay & lesbian & transgendered lifestyles by clients. We may agree to and support the wish to work out issues of homosexual and transgendered identity and attractions, but will refuse to describe or reduce human identity and nature to sexual reference or orientation, and will encourage sexual celibacy or biblically proscribed sexual behavior while such issues are being addressed.

Christian counselors differ, on biblical, ethical, and legal grounds, with groups who abhor and condemn reparative therapy, willingly offering it to those who come into counseling with a genuine desire to be set free of homosexual attractions and leave homosexual behavior and lifestyles behind. Either goal of heterosexual relations and marriage or lifelong sexual celibacy is legitimate and a function of client choice in reparative therapy.

It is acknowledged that some persons engaged in same-sex change or reparative therapy will be able to change and become free of all homo-erotic behavior and attraction, some will change but will still struggle with homosexual attraction from time to time, and some will not change away from homosexual practices.

1-127 Application to Euthanasia and Assisted Suicide
Christian counselors refuse to condone or advocate for active forms of euthanasia and assisted suicide. We may agree to and support the wish not to prolong life by artificial means, and will often advocate for hospice care, more effective application of medicine, and other reasonable means to reduce pain and suffering.

Regarding patients or clients who wish to die, we will not deliver, nor advocate for, nor support the use of drugs or devices to be utilized for the purpose of ending a patient’s life. We recognize that the death of a patient may occur as the unintended and secondary result of aggressive action to alleviate a terminally ill patient’s extreme pain and suffering.

So long as there are no other reasonable methods to alleviate such pain and suffering, the Christian counselor is free to support, advocate for, and participate in such aggressive pain management in
accordance with sound medical practice, and with the informed consent of the patient or the patient’s authorized representative.

1-130 Sexual Misconduct Forbidden

All forms of sexual misconduct in pastoral, professional, or lay relationships are unethical. This includes every kind of sexual exploitation, deception, manipulation, abuse, harassment, relations where the sexual involvement is invited, and relations where informed consent presumably exists. Due to the inherent power imbalance of helping relationships and the immoral nature of sexual behavior outside of marriage, such apparent consent is illusory and illegitimate.

Forbidden sexual activities and deceptions include, but are not limited to, direct sexual touch or contact; seductive sexual speech or non-verbal behavior; solicitation of sexual or romantic relations; erotic contact or behavior as a response to the sexual invitation or seductive behavior of clients; unnecessary questioning and/or excessive probing into the client's sexual history and practices; inappropriate counselor disclosures of client attractiveness, sexual opinions, or sexual humor; advocacy of the healing value of counselor-client sexual relations; secretive sexual communications and anonymous virtual interaction via the Internet or other electronic and informational means; sexual harassment by comments, touch, or promises/threats of special action; and sexual misconduct as defined by all applicable laws, ethics, and church, organizational, or practice policies.

1-131 Sexual Relations with Former Clients Forbidden

All sexual relations as defined in 1-130 above with former clients are unethical. Furthermore, we do not terminate and refer clients or parishioners, even at first contact, in order to pursue sexual or romantic relations.

1-132 Counseling with Marital/Sexual Partners

Christian counselors do not counsel, but make appropriate referral, with current or former sexual and/or marital partners.

1-133 Marriage with Former Clients/Patients

Since marriage is honorable before God, the lone exception to this rule against marriage to a former client, is a case anticipating marriage, so long as (1) counseling relations were properly terminated, and not for the purpose of pursuing marriage or romantic relations, (2) the client is fully informed that any further counseling must be done by another, (3) there is no harm or exploitation of the client or the client’s family as a result of different relations with the counselor, and (4) the marriage takes place two years or more after the conclusion of a counseling or helping relationship.

1-140 Dual and Multiple Relationships

Dual relationships involve the breakdown of proper professional or ministerial boundaries. A dual relationship is where two or more roles are mixed in a manner that can harm the counseling relationship. Examples include counseling plus personal, fraternal, business, financial, or sexual and romantic relations.

Some dual relationships are not unethical—it is client exploitation that is wrong, not the dual relationship itself. Based on an absolute application that harms membership bonds in the Body of Christ, we oppose the ethical-legal view that all dual relationships are per se harmful and therefore invalid on their face. Many dual relations are wrong and indefensible, but some dual relationships are worthwhile and defensible (per section 1-142 below).

1-141 The Rule of Dual Relationships

While in therapy, or when counseling relations are imminent, or for an appropriate time after termination of counseling, Christian counselors do not engage in dual relations with counselees. Some dual relationships are always avoided—sexual or romantic relations, and counseling close friends, family members, employees, or supervisees. Other dual relationships should be presumed troublesome and avoided wherever possible.

1-142 Proving an Exception to the Rule
The Christian counselor has the burden of proving a justified dual relationship by showing (1) informed consent, including discussion of how the counseling relationship might be harmed as other relations proceed, and (2) lack of harm or exploitation to the client.

As a general rule, all close relations are unethical if they become counselor-client or formal lay helping relations. Dual relations may be allowable, requiring justification by the foregoing rule, if the client is an arms-length acquaintance—if the relationship is not a close one. This distinction is crucial in the applications below.

1-143 Counseling with Family, Friends, and Acquaintances

Christian counselors do not provide counseling to close family or friends. We presume that dual relations with other family members, acquaintances, and fraternal, club, association, or group members are potentially troublesome and best avoided, otherwise requiring justification.

1-144 Business and Economic Relations

Christian counselors avoid partnerships, employment relations, and close business associations with clients. Barter relations are normally avoided as potentially troublesome, and require justification; therefore if done, barter is a rare and not a common occurrence. Unless justified by compelling necessity, customer relations with clients are normally avoided.

1-145 Counseling with Fellow Church Members

Christian counselors do not provide counseling to fellow church members with whom they have close personal, business, or shared ministry relations. We presume that dual relations with any other church members who are clients are potentially troublesome and best avoided, otherwise requiring justification. Pastors and church staff helpers will take all reasonable precautions to limit the adverse impact of any dual relationships.

1-146 Termination to Engage in Dual Relations Prohibited

Christian counselors do not terminate counseling to engage in dual relationships of any kind. Some counselors and their former clients will agree that any future counseling will be done by someone else if, after legitimate termination, they decide to pursue another form of relationship.

ES1-200 Competence in Christian Counseling

1-210 Honoring the Call to Competent Christian Counseling

Christian counselors maintain the highest standards of competence with integrity. We know and respect the boundaries of competence in ourselves and others, especially those under our supervision. We make only truthful, realistic statements about our identity, education, experience, credentials, and about counseling goals and process, avoiding exaggerated and sensational claims. We do not offer services or work beyond the limits of our competence and do not aid or abet the work of Christian counseling by untrained, unqualified, or unethical helpers.

1-220 Duties to Consult and/or Refer

Christian counselors consult with and/or refer to more competent colleagues or supervisors when these limits of counseling competence are reached: (1) when facing issues not dealt with before or not experienced in handling, (2) when clients need further help outside the scope of our training and practice, (3) when either counselor or clients are feeling stuck or confused about counseling and neither is clear what to do about it, or (4) when counselees are deteriorating or making no realistic gain over a number of sessions. Christian counselors shall honor the client's goals and confidential privacy interests in all consultations and referrals.

1-221 Consultation Practice

When counseling help is needed, and with client consent, consultation may be attempted first, when in the client's best interest and to improve helper's knowledge and skill where some competence exists. Counselors shall take all reasonable action to apply consultative help to the case in order to gain/maintain ground toward client objectives. The consultant shall maintain a balanced concern for the client discussed
and the practice/education needs of the consultee, directing the counselor-consultee to further training or special resources, if needed.

**1-222 Referral Practice**

Referral shall be made in situations where client need is beyond the counselor's ability or scope of practice or when consultation is inappropriate, unavailable, or unsuccessful. Referrals should be done only after the client is provided with informed choices among referral sources. As much as possible, counselors referred to shall honor prior commitments between client and referring counselor or church.

**1-223 Seek Christian Help, If Available**

When consulting or referring, Christian counselors seek out the best Christian help at a higher level of knowledge, skill, and expertise. If Christian help is not available, or when professional skill is more important than the professional's beliefs, Christian counselors shall use the entire network of professional services available.

**1-224 Avoid Counsel Against Professional Treatment**

Christian counselors do not counsel or advice against professional counseling, medical or psychiatric treatment, the use of medications, legal counsel, or other forms of professional service merely because we believe such practice is per se wrong or because the provider may not be a Christian.

**1-230 Duties to Study and Maintain Expertise**

Christian counselors keep abreast of and, whenever possible, contribute to new knowledge, issues, and resources in Christian counseling and our respective fields. We maintain an active program of study, continuing education, and personal/professional growth to improve helping effectiveness and ethical practice. We seek out specialized training, supervision, and/or advanced certification if we choose to gain expertise and before we practice and advertise in recognized specialty areas of counseling and clinical practice.

**1-240 Maintaining Integrity in Work, Reports, and Relationships**

Christian counselors maintain the highest standards of integrity in all their work, in professional reports, and in all professional relationships. We delegate to employees, supervisees, and other subordinates only that work these persons can competently perform, meeting the client's best interest and done with appropriate supervision.

**1-250 Protective Action When Personal Problems Interfere**

Christian counselors acknowledge that sin, illnesses, mental disorders, interpersonal crises, distress, and self-deception still influence us personally—and that these problems can adversely affect our clients and parishioners. When personal problems flare to a level that harm to one's clients is realized or is highly likely, the Christian counselor will refrain from or reduce those particular professional-ministerial activities that are or could be harmful. During such times, the counselor will seek out and use those reparative resources that will allow for problem resolution and a return to a fully functioning ministry, if possible.

**ES1-300 Informed Consent in Christian Counseling**

**1-310 Securing Informed Consent**

Christian counselors secure client consent for all counseling and related services. This includes the video/audio-taping of client sessions, the use of supervisory and consultative help, the application of special procedures and evaluations, and the communication of client data with other professionals and institutions.

Christian counselors take care that (1) the client has the *capacity* to give consent; (2) we have discussed counseling together and the client *reasonably understands* the nature and process of counseling; the costs, time, and work required; the limits of counseling; and any appropriate alternatives; and (3) the client *freely gives consent* to counseling, without coercion or undue influence.
1-320 Consent for the Structure and Process of Counseling

Christian counselors respect the need for informed consent regarding the structure and process of counseling. Early in counseling, counselor and client should discuss and agree upon these issues: the nature of and course of therapy; client issues and goals; potential problems and reasonable alternatives to counseling; counselor status and credentials; confidentiality and its limits; fees and financial procedures; limitations about time and access to the counselor, including directions in emergency situations; and procedures for resolution of disputes and misunderstandings. If the counselor is supervised, that fact shall be disclosed and the supervisor's name and role indicated to the client.

1-321 Consent from Parent or Client Representative

Christian counselors obtain consent from parents or the client's legally authorized representative when clients are minors or adults who are legally incapable of giving consent.

1-322 Documentation of Consent

Christian counselors will document client consent in writing by professional service contract or consent form, the standard now required in most professional therapy relations, or by case note at the very least.

1-330 Consent for Biblical-Spiritual Practices in Counseling

Christian counselors do not presume that all clients want or will be receptive to explicit spiritual interventions in counseling. We obtain consent that honors client choice, receptivity to these practices, and the timing and manner in which these things are introduced: prayer for and with clients, Bible reading and reference, spiritual meditation, the use of biblical and religious imagery, assistance with spiritual formation and discipline, and other common spiritual practices.

1-331 Special Consent for More Difficult Interventions

Close or special consent is obtained for more difficult and controversial practices. These include, but are not limited to: deliverance and spiritual warfare activities; cult de-programming work; recovering memories and treatment of past abuse or trauma; use of hypnosis and any kind of induction of altered states; authorizing (by MDs) medications, electro-convulsive therapy, or patient restraints; use of aversive, involuntary, or experimental therapies; engaging in reparative therapy with homosexual persons; and counseling around abortion and end-of-life issues. These interventions require a more detailed discussion with patient-clients or client representatives of the procedures, risks, and treatment alternatives, and we secure detailed written agreement for the procedure.

ES1-400 Confidentiality, Privacy, and Privileged Communication

1-410 Maintaining Client Confidentiality

Christian counselors maintain client confidentiality to the fullest extent allowed by law, professional ethics, and church or organizational rules. Confidential client communications include all verbal, written, telephonic, audio or videotaped, or electronic communications arising within the helping relationship. Apart from the exceptions below, Christian counselors shall not disclose confidential client communications without first discussing the intended disclosure and securing written consent from the client or client representative.

1-411 Discussing the Limits of Confidentiality and Privilege

Clients should be informed about both the counselor's commitment to confidentiality and its limits before engaging in counseling. Christian counselors avoid stating or implying that confidentiality is guaranteed or absolute. We will discuss the limits of confidentiality and privacy with clients at the outset of counseling.

1-420 Asserting Confidentiality or Privilege Following Demands for Disclosure
Protecting confidential communications, including the assertion of privilege in the face of legal or court demands, shall be the first response of counselors to demands or requests for client communications and records.

1-421 Disclosure of Confidential Client Communications
Christian counselors disclose only that client information they have written permission from the client to disclose or that which is required by legal or ethical mandates. The counselor shall maintain confidentiality of client information outside the bounds of that narrowly required to fulfill the disclosure and shall limit disclosures only to those people having a direct professional interest in the case. In the face of a subpoena, counselors shall neither deny nor immediately comply with disclosure demands, but will assert privilege in order to give the client time to consult with a lawyer to direct disclosures.

1-430 Protecting Persons from Deadly Harm: The Rule of Mandatory Disclosure
Christian counselors accept the limits of confidentiality when human life is imperiled or abused. We will take appropriate action, including necessary disclosures of confidential information, to protect life in the face of client threats of suicide, homicide, and/or the abuse of children, elders, and dependent persons.

1-431 The Duty to Protect Others
The duty to take protective action is triggered when the counselor (1) has reasonable suspicion, as stated in your state statute, that a minor child (under 18 years), elder person (65 years and older), or dependent adult (regardless of age) has been harmed by the client; or (2) has direct client admissions of serious and imminent suicidal threats; or (3) has direct client admissions of harmful acts or threatened action that is serious, imminent, and attainable against a clearly identified third person or group of persons.

1-432 Guidelines to Ethical Disclosure and Protective Action
Action to protect life, whether you're a client or a third-person, shall be that which is reasonably necessary to stop or forestall deadly or harmful action in the present situation. This could involve hospitalizing the client, intensifying clinical intervention to the degree necessary to reasonably protect against harmful action, consultation and referral with other professionals, or disclosure of harm or threats to law enforcement, protective services, identifiable third-persons, and/or family members able to help with protective action.

1-433 Special Guidelines When Violence is Threatened Against Others
Action to protect third persons from client violence may involve or, in states that have a third-person protection (Tarasoff) duty, require disclosure of imminent harm to the intended victim, to their family or close friends, and to law enforcement. When child abuse or elder abuse or abuse of dependent adults exists, as defined by state law, Christian counselors shall report to child or elder protective services, or to any designated agency established for protective services. We shall also attempt to defuse the situation and/or take preventive action by whatever means are available and appropriate.

When clients threaten serious and imminent homicide or violence against an identifiable third-person, the Christian counselor shall inform appropriate law enforcement, and/or medical-crisis personnel, and the at-risk person or close family member of the threat, except when precluded by compelling circumstances or by state law.

When the client threat is serious but not imminent, the Christian counselor shall take preventive clinical action that seeks to forestall any further escalation of threat toward violent behavior.

1-440 Disclosures in Cases of Third-party Payment and Managed Care
Christian counselors are diligent to protect client confidences in relations with insurance and third party payors, employee assistance programs, and managed care groups. We are cautious about demands for confidential client information that exceed the need for validation of services rendered or continued care. We do not disclose or submit session notes and details of client admissions solely on demand of third-party payors. We will narrowly disclose information that the client has given written authorization only after we have discussed and are assured that the client understands the full implications of authorizations signed or contemplated to sign.
1-450 Disclosures for Supervision, Consultation, Teaching, Preaching, and Publication

Christian counselors do not disclose confidential client communications in any supervisory, consultation, teaching, preaching, publishing, or other activity without written or other legal authorization by the client. Counselors under supervision will disclose that fact to their clients. We will adequately disguise client identifiers by various means when presenting cases in group or in public forums. We will not presume that disguise alone is sufficient client protection, but will consider seeking client authorization when client identity is hard to conceal.

1-460 Maintaining Privacy and Preserving Written Records

Christian counselors will preserve, store, and transfer written records of client communications in a way that protects client confidentiality and privacy rights. This requires, at minimum, keeping records files in locked storage with access given only to those persons with a direct professional interest in the materials.

1-461 Maintaining Privacy in Electronic Databases

Christian counselors take special precautions to protect client privacy rights with records stored and transferred by electronic means. This requires, at minimum, use of password entry into all electronic client files and/or coded files that do not use client names or easy identifiers. Client information transferred electronically—FAX, E-mail, or other computerized network transfer—shall be done only after the counselor determines that the process of transmission and reception of data is reasonably protected from interception and unauthorized disclosures.

1-470 Advocacy for Privacy Rights Against Intrusive Powers

Christian counselors hear the most private and sensitive details of client lives—information that must be zealously guarded from public disclosure. Rapidly expanding and interlocking electronic information networks are increasingly threatening client privacy rights. Though federal and state laws exist to protect client privacy, these laws are weak, are routinely violated at many levels, and the record of privacy right enforcement is dismal. Accordingly, Christian counselors are called to wisely protect and assertively advocate for privacy protection on behalf of our clients against the pervasive intrusion of personal, corporate, governmental, even religious powers.

ES1-500 Ethical Practice in Christian Counseling and Evaluation

1-510 Fees and Financial Relationships in Christian Counseling

Professional Christian counselors will set fees for services that are fair and reasonable, according to the services contracted and time performed, and with due regard for the client's ability to pay. We avoid all deception, confusion, and misrepresentation about fees and in our financial relationships with clients and client systems.

1-511 Disclosure of Fees and Payment History

Fee schedules and rules for payment shall be outlined clearly for client review at the outset of counseling. Moreover, agreement about fees and payment schedules will be made as early as possible in the course of professional relations. We will provide clients or their representatives with a full and accurate account of previous and current charges upon request.

1-512 Sliding Fee Scales Encouraged

Christian counselors are free, within the bounds of biblical, professional, and community standards, to set their own fees. Clinicians are encouraged, however, to use sliding fee schedules, scaled to client's ability to pay, and other reduced payment methods to increase counseling accessibility to those of lesser financial means.

1-513 Pro Bono Work

Christian counselors are encouraged, beyond their fee schedule, to make a portion of their time and services available without cost or at a greatly reduced fee to those unable to pay.
1-514 Avoiding Self-serving Financial Relations
Christian counselors avoid financial practices that result or appear to result in greedy and self-serving outcomes. We do not select clients or prolong therapy based on their ability to pay high fees, nor do we quickly terminate counseling with low-fee clients. When making referrals, we do not divide fees with other professionals nor accept or give anything of value for making the referral. We do not exaggerate problems nor refer exclusively for specialized services to get clients into special programs or institutions in which we have a proprietary interest.

1-515 Financial Integrity with Insurance and Third-party Payers
Christian counselors maintain financial integrity with client insurers and other third-party payers. We do not charge third-party payers for services not rendered, nor for missed or cancelled appointments, unless specially authorized to do so. We do not distort or change diagnoses to fit restricted reimbursement categories. Any special benefits or reductions in client fees must also be extended in full to third-party payers.

1-520 Case notes and Proper Record-keeping
Christian counselors maintain appropriate documentation of their counseling activities, adequate for competent recall of prior sessions and the provision of later services by oneself or others. Records used in legal and other official capacities will show the quality, detail, objectivity, and timeliness of production expected by professionals who practice in these arenas.

1-521 Records Maintenance and Ownership
Records of professional activities will be created, maintained, stored, and disposed of in accordance with the law and the ethical duties of the counselor, especially maintaining client confidentiality. Ordinarily, client records belong to the employing organization or to the therapist in a private or group practice. However, in view of the expanding right of client record access and the ethic of continuity of care, clients’ records should follow the client. Therefore, in any dispute about record access or ownership at the termination of professional employment, the records will stay with the employer if the therapist is leaving the area and his or her clients, or they should go with the therapist if he or she is staying in the area and the clients are staying with the therapist.

1-530 Ethics in Testing, Assessment, and Clinical Evaluation
Christian counselors do clinical evaluations of clients only in the context of professional relations, in the best interests of clients, and with the proper training and supervision. Christian counselors avoid (1) incompetent and inaccurate evaluations, (2) clinically unnecessary and excessively expensive testing, and (3) unauthorized practice of testing and evaluation that is the province of another clinical or counseling discipline. Referral and consultation are used when evaluation is desired or necessary beyond the competence and/or role of the counselor.

1-531 Use of Appropriate Assessments
Christian counselors use tests and assessment techniques that are appropriate to the needs, resources, capabilities, and understanding of the client. We apply tests skillfully and administer tests properly and safely. We substantiate our findings, with knowledge of the reliability, validity, outcome results, and limits of the tests used. We avoid both the misuse of testing procedures and the creation of confusion or misunderstanding by clients about testing purposes, procedures, and findings.

1-532 Reporting and Interpreting Assessment Results
Christian counselors report testing results in a fair, understandable, and objective manner. We avoid undue testing bias and honor the limits of test results, ensuring verifiable means to substantiate conclusions and recommendations. We recognize the limits of test interpretation, and avoid exaggeration and absolute statements about the certainty of client diagnoses, behavior predictions, clinical judgments, and recommendations. Due regard is given to the unique history, values, family dynamics, sociocultural influences, economic realities, and spiritual maturity of the client. Christian counselors will state any and all reservations about the validity of test results and present reports and recommendations in tentative language and with alternative possibilities.
1-540 Working with Couples, Families, and Groups

Christian counselors often work with multiple persons in session—marriage couples, families or parts of families, and small groups—and should know when these forms of counseling are preferred over or used as an adjunct to individual counseling. In these relationships we will identify a primary client—the group as a unit or the individual members—and will discuss with our client(s) how our differing roles, counseling goals, and confidentiality and consent issues are affected by these dynamics.

1-541 Safety and Integrity in Family and Group Counseling

Christian counselors will maintain their role as fair, unbiased, and effective helpers in all marital, family, and group work. We will remain accessible to all persons, avoiding enmeshed alliances and taking sides unjustly. As group or family counseling leaders, Christian counselors respect the boundary between constructive confrontation and verbal abuse, and will take reasonable precautions to protect client members from any physical, psychological, or verbal abuse from other members of a family or group.

1-542 Confidentiality in Family and Group Counseling (see also ES1-400)

Christian counselors do not promise or guarantee confidentiality in family and group counseling, but rather explain the problems and limits of keeping confidences in these modes of therapy. We communicate the importance of confidentiality and encourage family or group members to honor it, including discussion of consequences for its breach. Christian counselors do not share confidences by one family or group member to others without permission or prior agreement, unless maintaining the secret will likely lead to grave and serious harm to a family member or someone else.

1-543 Avoiding and Resolving Role Conflicts

If/when Christian counselors are asked to perform conflicting roles with possible unethical consequences (i.e.: pressure to keep "secrets" or called to testify as an adverse witness in a client's divorce), we will clarify our therapeutic, neutral, and mediative role and/or decline to serve in a conflicted capacity, if possible. Some counselors will contract for professional neutrality at the beginning of professional relations, securing client agreement not to have oneself or one's records subpoenaed or deposed in any legal proceeding.

1-550 Working with Persons of Different Faiths, Religions, and Values

Christian counselors do not withhold services to anyone of a different faith, religion, denomination, or value system. We work to understand the client's belief system and always maintain respect for the client. We strive to understand when faith and values issues are important to the client and foster values-informed client decision-making in counseling. We share our own faith only as a function of legitimate self-disclosure and when appropriate to client need, always maintaining a humility that exposes and never imposes the way of Christ.

1-551 Action if Value Differences Interfere with Counseling

Christian counselor work to resolve problems—always in the client's best interest—when differences between counselor and client values becomes too great, adversely affecting counseling. This may include discussion of the issue as a therapeutic matter, renegotiation of the counseling agreement, consultation with a supervisor or trusted colleague or, as a last resort, referral to another counselor if the differences cannot be reduced or bridged.

1-560 Continuity of Care and Service Interruption

Christian counselors maintain continuity of care for all patients and clients. We avoid interruptions in service to clients that are too lengthy or disruptive. Care is taken to refer clients and network to provide emergency services when faced with counselor vacations, illnesses, job changes, financial hardships, or any other reason services are interrupted or limited.

1-570 Avoiding Abandonment and Improper Counseling Termination
Christian counselors do not abandon clients. To the extent the counselor is able, client services are never abruptly cut-off or ended without giving notice and adequately preparing the client for termination or referral.

**1-571 Ethical Termination of Counseling**

Discussion and action toward counseling termination and/or referral is indicated when (1) counseling goals have been achieved; (2) when the client no longer wants or does not return to counseling; (3) when the client is no longer benefiting from counseling; or (4) when counseling is harmful to the client. Christian counselors shall discuss termination and/or referral with clients, offer referral if wanted or appropriate, and facilitate termination in the client's best interest. If crisis events alter, even end counseling prematurely the counselor, if it is safe and proper, should follow-through with the client to ensure proper termination and referral.

**ES1-600 Ethical Relations in the Professional Workplace**

**1-610 Honorable Relations Between Professional and Ministerial Colleagues**

Christian counselors respect professional and ministerial colleagues, both within and outside the church. We strive to understand and, wherever able, respect differing approaches to counseling. We strive to maintain collaborative and constructive relations with other professionals serving our client, in the client's best interest.

**1-611 Solicitation of Clients Under Another’s Care**

Christian counselors do not solicit clients nor do we knowingly offer professional services to those under the care of another mental health professional or pastor, except with that provider's knowledge, or when someone is in crisis. When approached by clients being served by other counselors, due regard will be given that relationship with a commitment to encourage client resolution with the other counselor before starting professional relations.

**1-612 Maintaining Honor Toward Others When in Conflict**

If a counselor learns that a current client is receiving therapy from another pastor or mental health professional, reasonable steps will be taken to inform the other helper and resolve the situation. Professional relations in this case are to be maintained, as much as is possible, with a priority of Christian love and peace.

Any action to challenge or confront the wrongdoing of other service providers will be done with accuracy, humility, and protecting the dignity and reputation of others. Behavior that slanders, libels, or gossips about colleagues, or uncritically accepts these things from others about other service providers, will be strictly avoided.

**1-620 Maintaining Honorable Professional and Employment Relations**

Christian counselors create and preserve honorable relations in the professional workplace, whether church, counseling agency, or other setting. We maintain the utmost honesty, respect, and integrity in all employment and collegial relations. We shall contract relations that balance the best interests of clients, colleagues, and our organizations, and will honor all contractual obligations, even if it is costly for us to do so. We will avoid all actions and appearances of greed, fraud, manipulation, and self-serving action in all collegial and employment relations, and will disclose and discuss all reasonably foreseen problems to our colleagues before they enter into relations with us.

**1-621 Toward Clear Role Boundaries and Work Definitions**

All professional/employment relations should be mutually understood and described in sufficient detail by work agreement. Administrators and staff should reasonably understand (1) required work behavior, expectations, and limits; (2) lines of authority and responsibility; (3) bases for and boundaries of accountability; and (4) procedures for voicing and curing disagreements and substandard work performance. When such guidelines do not exist, Christian counselors encourage development of sound collegial and employer-employee rules and relations.
1-630 Christian Counselors as Employers

Employers of Christian counselors shall provide a personnel program that honors the dignity and promotes the welfare of employees. Information will be given about the mission, goals, programs, policies, and procedures of the employing person or organization. Employers should deliver regular programs of in-service training, supervision of staff, and evaluation and review of employee work performance. Employers do not coerce, manipulate, threaten, or exploit employees or colleagues.

1-631 Employers Avoid Discrimination and Promote Meritoriously

Employers hire, evaluate, and promote staff meritoriously—based on staff training, experience, credentials, competence, responsibility, integrity, and ethical excellence. We do not discriminate in hiring or promotion practices on the basis of age, race, ethnicity, gender, disability, medical status, socioeconomic status, or special relationship with employer or other staff.

1-640 Christian Counselors as Employees

Counselors accept employment only when they are qualified for the position—by education, supervised training, credentials, skill, and experience. We will honor and advance the mission, goals, and policies of employing organizations. Employees have duties to both employers and clients and, in the event of conflict between these duties, shall strive to resolve them in ways that harmonize the best interests of both.

1-641 Employees Serve with Integrity and Dedication

Employees serve with dedication, diligence, and honesty, maintaining high professional and ethical standards. We do not abuse our employment positions, nor presume excessive demands or rights against an employer.

1-642 Moving From An Agency to Private Practice

While employed in a counseling agency, and for a reasonable time after employment, we do not take clients from an employing organization to develop a private or group practice of a competing kind. Any part-time practice while employed must be kept strictly separate from the clients and resources of the employing agency. If we develop a full-time private practice with intent to resign employment and take current clients, each client shall be apprised of their right to choose to stay with the employing organization or go with the therapist.

ES1-700 Ethics in Advertising and Public Relations

All advertising and public communications by Christian counselors shall be done with accuracy and humility, with a primary goal of assisting clients to make informed choices about counseling services.

1-710 Unethical Statements in Public Communications

Christian counselors make only factual and straightforward public communications and avoid statements that: (1) are false, inaccurate, exaggerated or sensational; (2) are likely to deceive or mislead others because it is partial or taken out of context; (3) are testimonials by current clients; (4) exploit other's fears or distressing emotions; (5) note the inferiority or negative characteristics of another counselor; and (6) express unique or unusual helping abilities outside the range of accepted Christian counseling practices.

1-720 Communication of Association with the AACC and Other Groups

Public communication of AACC or other professional membership should adhere to all the requirements of this section and should not express or imply that such membership confers special status, expertise, or extraordinary competence in counseling.

1-721 Communication About Professional Status and Credentials

Christian counselors do not state that professional credentials—state licenses, graduate degrees, specialized training, church, professional, or governmental certifications, or any other credentials—confer
greater status or power than the credentials actually represent. Advanced credentials shall be communicated with accuracy and humility, adhering to the guidelines of the credential itself.

1-722 Communication of Unaccredited and Unrelated Credentials
Christian counselors avoid public communication of degrees or credentials received from schools and organizations (1) not holding or maintaining a reputable and widely-known national stature, (2) not accredited by state, regional, or national authorities, or that (3) are not substantially related to counseling, pastoral counseling, or mental health services. Holders of a religious license or credential for church ministry only shall not state or imply that they are counseling professionals, or that they hold a mental health practice license.

1-730 Communication of Work Products and Training Materials
Christian counselors ensure that advertisements about work products and training events adhere to these ethics. We take care to avoid undue influence and respect informed consumer choice in promoting our work to anyone under our professional influence or authority.

1-740 Ethical Guidelines in Public Statements by Others
Christian counselors ensure adherence to these ethics by third parties we engage to create and make public statements about our work—employers, publishers, producers, sponsors, marketers, organizational clients, and representatives of the media. We do not pay for or compensate the news media for news items about our work. We are responsible to correct, in timely fashion, any misinformation by third parties regarding our work.

ES1-800 Ethical Relations with the State and Other Social Systems
Christian counselors, as individual members and as an Association, will strive to maintain ethical relations with the world-wide and the local church, with the state in its various forms, with the mental health professions and associations to which some of us belong, with other professions and organizations, and with society-at-large.

1-810 Ethical Relations to Other Professions and Institutions
Christian counselors recognize and respect that we are part of larger networks of Christian ministry and of mental health care. To borrow a metaphor, we envision church-based ministry and professional mental health care as the two tracks on which runs the Christian counseling train—tracks with different rather than opposing objectives.

Within the AACC are representatives of many different mental health and ministerial disciplines—we invite and welcome them all in the name of Christ. We will honor and preserve these relations, will challenge value differences with respect, and will build the best relations we can with all these professions and institutions that intersect with us as Christian counselors.

1-820 Working for a Caring Church, a Just Government, and a Better Society
Christian counselors are dedicated to build a more caring church, a more just government, and a better society in which to live. We will honor the laws and customs of our culture, and will challenge them when they threaten or abuse our freedoms, dishonor our God, or deny the rights of those most powerless. When critical, we will strive to offer a better alternative—model programs to govern our ecclesiastical, socio-cultural, and governmental life.

We will support the cause of Christ and advocate for Christian counseling in the church, in our ministries and professions, and in society. We will work to shape laws and policies that encourage the acceptance and growth of Christian ministry generally and Christian counseling in particular. We will facilitate harmonious relations between church and state and will serve and advocate the best interests of our clients in church, community, and governmental relations.
**1-830 Being Salt and Light in a Post-Christian Culture**

Christian counselors acknowledge that we live in a post-Christian and pluralistic culture that no longer shares a common Judeo-Christian value base. We are called by Christ to be "salt and light" throughout our culture, a call of engagement with our culture and the world-at-large. Hence, the AACC will be and our members are encouraged to engage in active and honorable relations with the world around us—relations in which the world can see the light and taste the salt of Christ.

**1-831 Christ and Culture: Diversity over Conformity**

We accept that there are differing views within our Association on the proper relationship of the Christian life to a modern culture that no longer substantially honors Christ. Our association includes those who are largely apolitical—acknowledging a receding religious-cultural status as Christians but dedicated to building up the church and our profession. There are also those who believe it is necessary to retain a vibrant Christian value base in society and seek to return our culture to these roots, including by political and legal action. We wish to support this diversity and encourage this ongoing debate, respecting the validity of these different views as the healthy evidence of a living church and a vibrant and growing profession.

**II. Ethical Standards for Supervisors, Educators, Researchers, and Writers**

*The Ministry of Christian Counseling Leaders*

Some Christian counselors serve in senior professional roles—as administrators, supervisors, teachers, consultants, researchers, and writers. They are recognized for their counseling expertise, their dedication to Christ and the ministry or profession to which they belong, and for their exemplary ethics. These leaders are responsible for the development and maturation of the Christian counseling profession, for serving as active and ethical role models, and for raising up the next generation of Christian counselors and leaders.

**ES2-100 Base Standards for Supervisors and Educators**

2-110 Ethics and Excellence in Supervision and Teaching

Christian counseling supervisors and educators maintain the highest levels of clinical knowledge, professional skill, and ethical excellence in all supervision and teaching. They are knowledgeable about the latest professional and ministerial developments and responsibly transmit this knowledge to students and supervisees.

2-111 Preparation for Teaching and Supervision

Christian counseling supervisors and educators have received adequate training and experience in teaching and supervision methods before they deliver these services. Supervisors and educators are encouraged to maintain and enhance their skills through continued clinical practice, advanced training, and continuing education.

2-120 Supervisors and Educators Do Not Exploit Students and Trainees

Christian counseling supervisors and educators avoid exploitation, appearances of exploitation, and harmful dual relations with students and trainees. Students and trainees are taught by example and by explanation, with the mentor responsible to define and maintain clear, proper, and ethical professional and social boundaries.

2-121 Sexual and Romantic Relations Forbidden with Students and Supervisees
Christian counseling supervisors and educators (1) shall not engage in any form of sexual or romantic relations with their students and trainees, (2) nor subject them, by relations with others, to any form of sexual exploitation, abuse, or harassment, (3) nor pressure them to engage in any questionable social relationships. The standards of sections 1-130ff, "Sexual Misconduct Forbidden," shall apply fully here.

2-122 Dual Relationships Cautioned
Integrity and caution shall be the hallmark of dual relationships between supervisors and supervisees and between teacher and student. Those relations that harm or are likely to harm students and trainees, or that impair or are likely to distort the professional judgment of supervisors and teachers shall be avoided. The standards of sections 1-140ff, "Dual and Multiple Relationships," and those stated below shall apply here.

2-123 Supervisors and Educators Do Not Provide Psychotherapy
Christian counseling supervisors and educators do not engage in psychotherapeutic relations with supervisees or students. Personal issues can be addressed in supervision and teaching only insofar as they adversely impact counselor supervision and training. Students and supervisees needing or wanting counseling or psychotherapy shall be referred to appropriate resources.

2-124 Acknowledgement of Professional Contributions
Christian counseling supervisors and educators shall fully acknowledge the contributions of students and trainees in any creative professional activity, scholarly work, research, or published material. This shall be done by coauthorship, assistance in speaking or project presentation, or other accepted forms of public acknowledgement.

ES2-200 Ethical Standards for Christian Counseling Supervisors

2-210 Counselor Supervision Programs
Christian counseling supervisors ensure that supervision programs integrate theory and practice and train counselors to respect client rights, promote client welfare, and assist clients in the acquisition of mutually agreed goals in the counseling process. Supervision programs in Christian counseling shall adhere to these ethics, to those of other applicable professional groups, and to all applicable state and federal laws.

2-211 Baseline Program Standards
Counseling programs shall only accept supervisees who are capable of professional practice, are fully informed about the program, and are committed to engage in counselor training following (1) mutual agreement that the supervisee meets base standards of education and experience; (2) disclosure of the training goals, supervisory site policies and procedures, and theoretical orientations to be used; (3) understanding of program relationship to national accreditation and credentialing organizations; (4) understanding of the standards, procedures, and time of evaluations of supervisee skill, professional-ethical awareness, and clinical effectiveness; and (5) disclosure of the manner and expectations regarding remediation of professional deficiencies and substandard performance.

2-220 Supervisors to Provide a Varied Experience
Christian counseling supervisors will provide a varied counseling experience, exposing the trainee to different client populations, clinical activities, and theoretical approaches to counseling. Supervisees should gain experience in direct counseling practice, clinical evaluation, treatment planning, record keeping, case management and consultative presentation, legal and ethical decision-making, and the development of professional identity.

2-221 Supervisors Are Responsible for Services to Clients
Christian counselor supervisors ensure that supervisee work with clients maintains accepted professional and ministerial standards. Supervisors do not allow supervisees to work with clients or in situations where they are not adequately prepared. Supervisors retain full professional-clinical responsibility for all supervisee cases.
2-230 **Supervision Evaluation and Feedback**

Christian counseling supervisors meet frequently and regularly with supervisees and give timely, informative feedback about counselor performance and effectiveness. These evaluations shall minimally require supervisor review of case notes and discussion or brief check of each client case. Evaluative feedback is given in both verbal and written forms, covering counseling content, process, and ethical-legal issues of counselor training.

2-231 **Supervisors Are Aware of Licensure and Certification Requirements**

Christian counseling supervisors are aware of and honor the legal, ethical, and professional requirements of supervisees who are pursuing state licensure and specialized certification standards.

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**ES2-300 Ethical Standards for Christian Counseling Educators**

2-310 **Counselor Education and Training Programs**

Counselor education programs are dedicated to train students as competent practitioners using current theories, techniques, and ethical-legal knowledge. Christian counseling educators ensure that prospective students and trainees are fully informed, able to make responsible decisions about program involvement.

2-311 **Baseline Program Standards**

Christian counseling educators accept students on the basis of their educational background, professional promise, ethical integrity, and ability to reasonably complete the program. Program information should clearly disclose (1) the subject matter and coursework to be covered; (2) program relationship to national accreditation and credentialing organizations; (3) the kinds and level of counseling skills necessary to learn; (4) personal and professional growth requirements and opportunities; (5) the requirements and kinds of supervised clinical practicums and field placements offered; (6) the kinds and quality of research opportunities, including thesis/dissertation possibilities and requirements; (7) the basis for student evaluation, including appeal and dismissal policies and procedures; and (8) the latest employment prospects and program placement figures.

2-312 **Student and Faculty Diversity**

Christian counseling educators ensure that their programs seek and attempt to retain students and faculty of a diverse background, including representation by women, minorities, and people with special needs.

2-320 **Student and Trainee Evaluation**

Christian counseling educators provide students and trainees with periodic and ongoing evaluation of their progress in classroom, practice, and experimental learning settings. Policies and procedures for student evaluation, remedial training requirements, and program dismissal and appeal shall be clearly stated and delivered to student-trainees. Both the method and timing of evaluations are disclosed to students in advance of program involvement.

2-321 **Overcoming Student Limitations**

Educators help students overcome limitations and deficiencies that might impede performance as Christian counselors. Student-trainees will be assisted and encouraged to secure remedial help to improve substandard professional development. Honoring student due process, supervisors and educators will retain and fairly exercise their duty to dismiss from programs student-trainees who are unable to overcome substandard performance.

2-322 **Student-Trainee Endorsement**

Educators and field supervisors endorse the competence of student-trainees for graduation, admission to other degree programs, employment, certification, or licensure only when they have adequate knowledge to judge that the student-trainee is qualified.
2-330 Integration Study and Training

Christian counseling educators ensure that programs include both academic and practice dimensions in counselor training and integrate biblical-theological study with learning in the bio-psycho-social sciences, however these are emphasized. Students, if not producing research, should learn to be effective research consumers.

2-331 Exposure to Various Counseling Theories Encouraged

Educators develop programs that expose students to various accepted theoretical models for counseling, including data on their relative efficacy, and will give students opportunities to develop their own practice orientations. If a program adheres to or emphasizes one particular theoretical model, that fact should be clearly stated in all public communications without asserting that the model is superior to all others.

2-332 Teaching Law, Ethics, and the Business of Practice

Training programs should give teach students about the legal, ethical, and business dimensions of Christian counseling. This includes study of these issues throughout didactic and clinical training. Students should be able to make competent ethical judgments and assess their own practice limitations, learning how to analyze and resolve ethical-legal conflicts and do consultation and referral competently.

2-340 Field Placement, Practicum, and Intern Training

Educators develop clear policies and procedures for all field experience, practicum, and intern training experiences. Roles and responsibilities are clearly delineated for student-trainees, site supervisors, and academic supervisors. Training sites shall meet required training standards, including national accreditation standards if applicable. Field supervisors shall be competent and ethical in their clinical and supervisory work. Educators do not solicit and will not accept any form of fee, service, or remuneration for the field placement of a student-trainee.

2-341 Clients of Student-Trainees

Academic and field supervisors ensure that clients of student-trainees are fully informed of trainee status, and the trainees’ duty to honor all professional obligations. Trainees shall secure client permission to use, within the bounds of confidential duties, information from the counseling work to advance their counseling education.

ES2-400 Ethical Standards for Christian Counseling Researchers

2-410 Respecting Standards of Science and Research

Christian counseling researchers honor accepted scientific standards and research protocol in all research activities. Research is ethically planned and competently conducted. Researchers do not undertake nor do they let subordinates conduct research activities they are not adequately trained for or prepared to conduct.

2-420 Protecting Human Research Participants and Human Rights

Researchers maintain the highest care for human participants and respect human rights in all bio-psycho-social-spiritual research activities. Researchers plan, design, conduct, and report research projects according to all applicable state and federal laws, ethical mandates, and institutional regulations regarding human participants.

2-421 Special Precautions to Protect Persons

Researchers take special precautions and observe stringent standards when (1) a research design suggests deviation from accepted protocol, or (2) when there is any risk of pain or injury to participants, whether of a physical, psychosocial, spiritual, reputational, or financial nature. In all such cases, we will obtain appropriate consultation that apprises participants of these risks and secures informed consent.
2-422 Minimizing Undesirable Consequences
Researchers reasonably anticipate and diligently work to minimize any adverse or undesirable consequences of the research on human participants. This includes a commitment to minimize any possible long-term research effects, including those on the participants' person, family and family life, spiritual beliefs, moral values, reputation, relationships, vocation, finances, or cultural system.

2-430 Informed Consent and Confidentiality in Research
Researchers obtain informed consent from research participants using language that the participant can understand. This consent shall disclose (1) a clear explanation of research purposes and procedures, (2) any risk of harm, injury, or discomfort that the participant might experience, (3) any benefits that the participant might experience, (4) any limitations on confidentiality, (5) a commitment to discuss all concerns of the participant about the research, and (6) instructions on the right and the way to honorably withdraw from the research project. Researchers shall honor all commitments made to research participants. Data and results shall be explained to participants in ways that are understandable and that clarify any confusion or misconceptions.

2-431 Consent from Those Legally Incapable
Researchers obtain consent from parents or a participant's legal representative when the research participants are minors or adults incapable of giving consent. Researchers inform all participants about the research in understandable language, seeking the participant's understanding and assent.

2-432 Concealment and Deception in Research
When a research design requires concealment or deception, the researcher shall apply these methods most narrowly and will inform participants as soon as possible after the procedure. The research value of a deceptive practice must clearly outweigh any reasonably foreseen consequences, especially how such deception may reflect adversely on Christ and the church. Normally, we do not use methods of deception and concealment when alternative research procedures are available to accomplish the project objectives.

2-433 Protecting Confidentiality and Voluntary Participation
Researchers ensure participant confidentiality and privacy, and that subjects are participating voluntarily in the project. Any deviation from these ethics shall (1) be necessary to the project and justifiable upon panel review, (2) shall not harm the participants, and (3) shall be disclosed to the participants, ensuring their consent.

2-440 Reporting Research Results
Researchers report research results fully, accurately, and without alteration or distortion of data. Data and conclusions are reported clearly and simply, with any problems with the research design fully discussed. Researchers do not conduct fraudulent research, distort or misrepresent data, manipulate results, or bias conclusions to conform to preferred agendas or desired outcomes.

2-441 Protecting Participant Identity
Researchers are diligent to protect the identity of research participants in all research reports. Due care will be taken to disguise participant identity in the absence of consent by participants.

2-442 Reporting Challenging or Unfavorable Data
Outcomes that challenge accepted policies, programs, donor/sponsor priorities, and prevailing theory shall be reported and all variables known to have affected the outcomes shall be disclosed. Upon formal request, researchers shall provide sufficient original data to qualified others who wish to replicate the study.

ES2-500 Writing and Publication Ethics in Christian Counseling

2-510 Integrity in Writing and Publication
Christian counselors maintain honesty and integrity in all writing and publication ventures, giving full credit to whom credit is due. Christian counselors recognize the work of others on all projects, avoid
plagiarism of other's work, share credit by joint authorship or acknowledgement with others who have directly and substantially contributed to the work published, and honor all copyright and other laws applicable to the work.

2-520 Submission of Manuscripts
Christian counselors honor all publication deadlines, rules of submission of manuscripts, and rules of format when submitting manuscripts or agreeing to write invited works. Articles published whole or in major part in other works shall be done only with the acknowledgement and the permission of the previous publisher.

2-521 Review of Manuscripts
Christian counselors and editors who review manuscripts for publication shall consider the work strictly on its merits, avoiding prejudice for or against a particular author. Reviewers will diligently protect the confidential, reputational, and proprietary rights of all persons submitting materials for publication.

2-522 Encouragement to New Authors
Christian counseling editors and publishers will be diligent to call forth, encourage, and help develop new writers and materials from among the growing community of Christian counselors.

2-530 Avoiding Ghost Writers
Christian counselors shall resist use of ghostwriters, where the name of a prominent leader-author is attached to work substantially or wholly written by someone else. Instead, in accordance with section 2-510 above, Christian counseling authors will give due authorship credit to anyone who has substantially contributed to the published text. Order of authorship should reflect the level of substantive contribution to a work.

III. STANDARDS & EXEMPTIONS FOR ORDAINED PASTORS AND PASTORAL COUNSELORS

ES3-100 Definitions and Roles of Pastors and Pastoral Counselor

3-110 The Pastor and Pastoral Counselor: Ordained Ministers of the Gospel
Pastors and pastoral counselors have central roles in the counseling and care ministry of the church. They are normally ordained ministers, recognized by a reputable church denomination as called of God, set apart for special church ministry, and have fulfilled the education and preparatory tasks the church requires for that ministry.

3-111 The Specialized Pastoral Counselor
Pastoral counselors and psychotherapists have received advanced training in counseling and psychotherapy and often counsel in a church or a specialized counseling setting. Pastoral counselors often have advanced degrees in counseling, have undergone counseling practicum training under supervision, and may be certified by national associations as a pastoral counselor or pastoral psychotherapist.

ES3-200 Rules of Ethics Code Application and Exemption

3-210 General Rule of Ethical Code Application and Exemption
Pastors and pastoral counselors shall honor this Code in its entirety, except for those code sections (1) not applicable due to their clinical professional nature, or (2) because a higher duty to church or ministry rules require a narrow exemption from this Code. Anyone claiming exemption to the Code has the burden of proving it, and the duty to draw that exemption as narrowly as possible, honoring all other Code requirements.

3-220 The Call of Christian Counseling to Gospel Fidelity
Pastors and pastoral counselors have a special call as intermediaries between Christian counseling and the church. They can challenge Christian counselors to hold faith to the Gospel and to apply counseling ministry to the mission and work of the church. They can mediate, explain, and refer parishioners to Christian counselors. They can also encourage involvement for those who need help, and communicate and explain the guidelines of the Code so that parishioners can better judge the value and safety of the Christian counseling work.

IV. STANDARDS & EXEMPTIONS FOR LAY HELPERS AND OTHER MINISTERS

ES4-100 Definitions and Roles of Lay Helpers and Non-ordained Ministers

Lay helpers or non-ordained ministers have a significant role in the counseling and care ministry of the church. They are not professional clinicians nor ordained ministers, but may work as salaried staff or as volunteers in designated helping roles. These helpers often function in one-to-one helping roles and are increasingly involved in developing and leading the many small support and recovery group ministries of the contemporary church.

ES4-200 Rules of Ethics Code Application and Exemption

4-210 General Rule of Ethical Code Application and Exemption

Lay helpers and non-ordained ministers shall honor the Code in it entirety, except for those code sections (1) not applicable due to their manifestly professional or pastoral nature, or (2) because a higher duty to church or ministry rules require a narrow exemption. Anyone claiming exemption to the Code has the burden of proving it, and the duty to draw that exemption as narrowly as possible, honoring all other Code requirements.

4-220 Lay Helping Under Supervision of the Church

Lay helpers minister only under the supervision of the church or a Christian counseling organization. Lay helpers seek out and secure supervision and spiritual-ethical covering by pastors and professional clinicians. Independent, unsupervised, and solo practice or ministry by lay and unlicensed helpers and non-ordained staff shall be avoided due to its excessive risk for legal, ethical, spiritual, interpersonal, and ecclesiastical trouble.

4-221 Lay Helpers Do Not Accept Fees or Communicate False Roles

Lay helpers shall not seek or accept fees or other remuneration for ministry. Lay helpers do not state or allow helpees to believe that they are professional or pastoral counselors. Some lay or non-ordained helpers may receive a salary as a church or ministry employee, income that should not be confused with fees for services.

4-222 Aiding and Abetting Unauthorized Practice.

Pastors and professional Christian counselors do not aid and abet the practice of unlicensed, untrained, unqualified, or unethical counseling or lay helping by anyone. In counseling situations requiring help clearly beyond the scope, training, experience, or license required of the helper, supervising pastors and clinicians will require and assist appropriate consultation and/or referral.

V. Standards for Resolving Ethical-Legal Conflicts

ES5-100 Base Standards for Ethical Conflict Resolution

5-110 Base Rule for Resolving Ethical-Legal Conflicts
Christian counselors acknowledge the sometimes conflicting responsibilities to clients, to colleagues and employing organizations, to professional ethics, to the law, and to Christ. If a higher obligation to Christ or to the client's best interest suggests or requires action against legal, ethical, or organizational rules, we will act peaceably and humbly in its outworking, in a way that honors God and our role as Christian counselors.

5-111 First, Attempt to Harmonize Conflicting Interests
When caught between legal-ethical demands and the way of Christ or the best interests of the client, we will first attempt to harmonize biblical, clinical, legal, ethical, and client interests, if possible. We will secure proper consultation and take action that defines and offers a better and harmonious standard of professional conduct.

5-112 When Conflicts Cannot Be Harmonized
Christian counselors' fidelity to Christ sometimes calls us to respectfully decline adherence to non-Christian values and behavior. When such conflicts cannot be harmonized, some counselors will stand firm or act on Christian principle against the law of the state, the ethics of one's profession, or the rules of one's employing organization. Such action should be (1) defensible biblically and ethically, (2) according to the client's best interest, (3) done without self-seeking purposes, (4) done with sober consideration after consulting with informed colleagues and Christian counseling leaders, and (5) done with a willingness to pay any adverse consequences. Such action must never be done to hide wrongdoing or to justify an obscure or self-promoting position.

The AACC suggests that priority values in the resolution of these conflicts be (a) integrity to Christ and the revelation of Scripture, then (b) the client's best interests, then (c) fulfilling our legal, ethical, and organizational obligations in a way that is least harmful to Christ or our client's interest.

ES5-200 Resolving Conflicts with Employers and Colleagues

5-210 Ethical and Value Differences with Employers and Colleagues
If values and other differences with employers or colleagues become a source of conflict or influence client injustice, Christian counselors shall take appropriate action to resolve these problems in a way that honors Christ while also serving the client's best interest.

5-211 Christian Counselors Working in Public Agencies
Christian counselors working in public agencies will respect fair and circumspect rules against client evangelism or communicating Christian values without client consent. However, we may also challenge unjust prohibitions against the free expression of our beliefs, grounded in our biblical and constitutional right to religious freedom. These legitimate expressions of Christian beliefs include, but are not limited to: (1) serving Christian clients from a Christian value base; (2) sharing Christian values as a legitimate part of counselor self-disclosure; (3) responding to spiritual needs expressed by clients from a Christian frame of reference; and (4) displaying Christian symbols and literature in our office or place of work.

5-212 Conflict Resolution Process with Employers and Colleagues
Resolution of conflicts with employers or colleagues shall honor this process: (1) first attempt direct negotiations, (2) then mediation, and (3) then arbitration and/or binding arbitration. Litigation (4), when considered at all, shall be only as a last resort and only in cases of gross injustice where the offending party refuses or disdains all reasonable offers of non-litigated dispute resolution.

5-220 Law and Ethics Violations by Colleagues and Employers
Christian counselors with credible knowledge of legal or ethical violations by colleagues and employers shall take appropriate action to cure this problem, in the best interests of clients, and according to the requirements of applicable law-ethics. Curative action might include (1) confidential consultations (usually the first step), (2) direct communications with the violator, (3) report to one's own or the violator's supervisor, (4) assisting violated clients to take action, (5) report/complaint to the appropriate state agency or professional association, or (6) any other action appropriate to the matter.
ES5-300 Resolving Professional and Organizational Conflicts

5-310 The Higher Ethics of Jesus Christ

Christian counselors are bound to honor the ethics and rules of one's profession, church, or employing organization in every way possible. However, when these ethics and rules are in direct opposition to God, and if unable to harmonize the mandates of Scripture with these rules, we declare and support the right of Christian counselors to elect nonadherence to those ethics and rules that offend the way of Christ.

5-311 First, Act to Resolve Conflict with Church or Profession

Christian counselors always first seek peaceable and biblically-defensible resolution of disputes. After proper consultation with colleagues and Christian counseling leaders, we will define and advocate for a new ethical standard as an alternative to the offensive rule—one that honors Christ, protects the client's interest, and attempts fulfills the policy behind the ethical rule.

5-312 When Ethical Harmony Is Not Reached

If ethical harmony is not possible, and after all attempts at resolution have been exhausted, Christian counselors may elect to violate the offending rule for the sake of Christ or the client. The violative action should be defensible biblically, logically, and clinically and, if possible, in accordance with the ethics intent.

Counselors shall (1) define the rule that cannot be respected in the narrowest form possible, (2) declare to honor all other ethical mandates, (3) consult with other colleagues and soberly count the cost of such action and (4) be prepared to face any consequences for breach of ethics or rules.

ES5-400 Resolving Conflicts with the State and Its Laws

5-410 The Higher Law of Jesus Christ

Christian counselors are bound to honor the law in every way possible. However, when the law is in direct opposition to God, and if unable to harmonize the mandates of Scripture and the law, we declare and support the right of Christian counselors to elect nonadherence to those laws that offend the way of Christ.

5-411 First, Act to Resolve Legal Conflict

Christian counselors always seek first the peaceable and biblically-defensible resolution of disputes with the state and its laws. After proper consultation, including consulting with an attorney and with Christian counseling colleagues and leaders, we will attempt to define and advocate for a new and harmonious legal standard as an alternative to the law-offending rule at issue. This newly proposed standard will honor Christ, protects the client's best interest, and shows how the action of the new rule fulfills the intent or policy behind the law.

5-412 When Legal Harmony Is Not Reached

If harmony is not possible with the state and its laws, and after all attempts to resolve the issue have been exhausted, Christian counselor may elect action that violates the law for the sake of Christ or the client. The violative action should be defensible biblically, logically, clinically and, if possible, by the law's intent or policy.

Counselors shall (1) define the law that cannot be respected in the narrowest form possible, (2) declare to honor all other legal mandates, (3) consult with other colleagues, including lawyers, and soberly count the cost of such action, and (4) be prepared to face any consequences that may be imposed for violation of the law.
PROCEDURAL RULES

In order to fulfill its professional and ethical mission the AACC adopts these procedural rules for accurate assessment and the fair hearing and resolution of ethical complaints against its members. These rules purpose to (1) show society, the church, our related professions, and our multitude of clients and parishioners that the AACC has a serious commitment to live by and enforce these ethics, and (2) show our members that we are serious about protecting their ministries and reputations by honoring their right to justice and due process. In any action under these rules, the AACC shall consider this ethics code, its corporate bylaws, and the mandates of Scripture in the resolution of any problems in rule interpretation.

VI. AUTHORITY, JURISDICTION, AND OPERATION OF THE AACC LAW AND ETHICS COMMITTEE (LEC)

PR6-100 Mission, Authority, and Jurisdiction of LEC

6-110 LEC Mission

The mission of the AACC Law and Ethics Committee is to educate, encourage, and help maintain the highest levels of ethical conduct, practice excellence, and ministerial integrity among Christian counselors. This includes protecting clients and society-at-large from unethical conduct, educating and advocating this code to the AACC and the larger church and society, and to aid the AACC in its mission to bring unity and excellence to the Christian counseling field.

6-120 LEC Authority

LEC is authorized to formulate and promulgate ethical standards for Christian counseling that are to be honored by AACC members particularly, and the church and larger society more generally. LEC, or any committee it shall designate, shall investigate, hear, and act to justly resolve ethical complaints against AACC members. LEC shall also have authority to adopt rules and procedures, as needed, to govern the conduct of LEC and any person or matter within its jurisdiction. LEC shall also have authority to publish and publicly communicate its official actions, including disciplinary actions toward its members.

6-130 LEC Jurisdiction

LEC has personal jurisdiction with any member of the AACC. LEC also has subject matter jurisdiction regarding the ethical behavior and rules defined in this Code. LEC may, by the AACC's direction, address any issue or matter that affects the Association's integrity and ethical achievement of its mission.

6-200 General Orientation to Ethical Enforcement

6-210 Attitude and Action Toward Ethical Complaints

Neither LEC nor any member of the AACC shall refuse to hear nor uncritically accept a complaint against another member of the Association. Any LEC or Association member hearing a complaint individually shall take whatever action deemed appropriate to address and resolve the matter. When appropriate and feasible, this shall be done by direct consultation with violators or by working through local or regional collegial networks, taking care to honor the confidential and reputational rights of all those concerned in the matter.

6-211 Reporting Violations to LEC
If resolution attempts were unsuccessful by the member, or if the matter is more serious, or cannot be resolved by personal intervention, the member may direct the complainant to LEC.

6-220 Respecting Fundamental Rights of All Parties Involved

When LEC must act against an AACC member, it shall take care to maintain respect for the member's rights and reputation. The entire membership shall support LEC in this process, both to honor its ruling and to check and warn it when it might begin to stray from these values and purposes. Whenever possible, LEC shall balance and protect the multiple interests of client and community protection, Association integrity, and the legal and ethical rights and professional reputations of both complainants and complainees.

6-230 LEC Duties Toward the Complainant

Toward the complainant, LEC will honor his or her concerns, invite a full hearing of the complaint if needed, will seek to separate fact from rumor, and will take appropriate action to resolve the matter to the best of its ability to honor Christ and the complainant.

6-240 LEC Duties Toward the Complainee

Toward the complainee, LEC will honor his or her right to be heard and defend against allegations, will protect the complainee's professional reputation and due process rights, will invite and give reasonable time to fairly respond to a complaint, and will narrow the issue(s) to that which is reasonably beyond dispute. LEC will always pursue the most just result, avoiding the extremes of minimized justice or excessive sanction.

PR6-300 Membership Response to LEC Action

6-310 Commitment to Cooperate with Ethics Process

AACC members assist the Association to honor and help enforce these ethical standards and rules. All members of the AACC shall cooperate fully and in a timely way with LEC and the entire ethics mission to assure the best achievement of our core commitment to excellence and unity in Christian counseling.

6-311 Failure to Cooperate with Ethics Process

Failure to cooperate with LEC or the ethics process in any manner shall not stop LEC from executing its duty. Failure to cooperate is itself a code violation and can result in ethical sanction.

VII. PROCEDURES FOR THE ADJUDICATION OF COMPLAINTS AGAINST AACC MEMBERS

PR7-100 General Rules of LEC Operation

7-110 Making and Amending Rules and Procedures

LEC may adopt and amend rules and procedures to govern the conduct of any matter within its jurisdiction. Any new or amended rule must be approved by a two-thirds vote of the Committee and also be ratified by a majority of the National Advisory Board. No new or amended rule shall adversely affect the rights of a member under investigation by LEC at the time of the rules adoption.

7-111 Choice of Procedures and Action

Except as otherwise denoted in these ethics and rules, LEC reserves the right to choose the appropriate procedures to resolve matters justly and efficiently, balancing the interests of the general public, affected clients, the AACC, and its members.

7-120 LEC Meetings and Officers

7-121 Frequency of Meeting and Quorum
LEC shall meet at regular intervals, as needed. Conference calls can substitute for face-to-face meetings. A quorum shall consist of the majority of LEC members and official actions may be authorized by LEC when its members respond in person, by phone, by fax, by letter, or any other agreed means of action.

7-122 Selection of Officers and Sub-committees
Officers and Sub-committees may be appointed by LEC and/or AACC executive leadership action to serve terms and engage issues as are agreed among LEC members and AACC executive leadership.

7-123 Duties of the Chairperson and the Vice-chair
The Chairperson of LEC is responsible for the executive leadership of the Committee. He or she shall direct, in person or through appropriate designees, the work and process of LEC in all its responsibilities to the AACC. The Vice-chair shall be empowered to perform all the duties of Chair when s/he is not able to perform them, and shall perform other duties as are assigned by the Chair.

7-124 Majority Rule
Unless otherwise directed by these rules (see section 7-110 above), all official actions of LEC shall be authorized by a majority vote of its members present, or by any other authorized means of voting (see 7-121).

7-130 Open vs. Confidential LEC Process
LEC meetings and activities shall be either open to the membership or closed and confidential, with access in closed meetings given only to those designated parties with an interest in the particular matter. Closed meetings shall be done in ethical adjudications where the privacy interests of members or others deserve confidential process. All other LEC meetings may be open to any interested member.

7-131 Access to Closed Meetings
LEC and the AACC reserve the right to invite AACC executives or other desired personnel, experts, or consultants into confidential meetings, as may be necessary or desired to assist the adjudicatory process.

7-132 Open vs. Confidential Records
Except to inform the membership of final official disposition of a formal case and to assist the information/disclosure needs of the Association and the parties to the matter, all information and records of ethical adjudication against a member shall held in confidence by LEC. This may be further accepted in cases where client-parishioner risk or risk to the public welfare is judged by LEC to be significant. All other proceedings and records of LEC action shall be open to the membership.

PR7-200 Ethical Complaint Procedures

7-210 Reception of a Complaint.
Proceedings against a member are initiated by the reception of a formal complaint, in verbal and written form, by LEC. Complaints may be received from members or nonmembers of AACC.

7-211 LEC (Sua Sponte) Action.
LEC may initiate proceedings on its own when it has sufficient evidence to do so, or as a response against a member who files a frivolous complaint, or if the complainant has a primary intention to harm another member.

7-220 Procedure for Making a Complaint
Members shall contact LEC or Association offices to present their complaint. The complaint should be outlined in writing, in no more than one page initially, and note both the alleged violation of AACC ethics or rules, and any direct and other evidence the complainant has to support it.

7-221 Unacceptable Complaints.
LEC will not initiate proceedings in situations of anonymous complaints, complaints against nonmembers, or in counter complaints. In the latter case, LEC may consider whether a counter complaint has cause to proceed further only after the initial complaint is fully resolved.

7-222 Multiple Complaints
When numerous complaints against a member are received simultaneously, LEC may elect to combine them into one action or deal with them separately. When consecutive complaints are heard, LEC may elect to consider the disposition of any previous case against the member in its resolution of a current complaint.

7-230 Warning Against Frivolous and Vindictive Complaints
AACC members shall not make frivolous reports, without substantiation, or that are primarily motivated by anger or vindictiveness, or with an intent to harm the alleged violator. The primary motivations in reporting ethical misconduct are to protect clients and parishioners, to maintain the honor of Christ and the church, the honor of our professions, and to assist the cure and restoration of violators to ethical and effective ministry, if possible.

PR7-300 Complaint Assessment and Initial Action by LEC

7-310 Inability to Take Further Action
Failure of any one of the following standards shall render LEC unable to take further action against an AACC member. If it is dismissed, LEC shall so rule, the complainant notified of LEC’s decision, and the matter closed.

7-311 Lack of Jurisdiction
LEC shall first determine whether it has jurisdiction. Personal jurisdiction is met if the complaint is directed toward a member in good standing of the AACC. Subject matter jurisdiction is met when the alleged wrongdoing of a member, acting in a professional-ministerial capacity, intersects the standards of this code.

7-312 Insufficient Information to Act Further
LEC shall then determine whether it has sufficient information to take further action. There must be (a) a clear violation of the Association’s ethics, policies, or procedural rules, and (b) the information supporting the violation must be of sufficient weight and quality that, in LEC’s judgment, it cannot be dismissed.

7-313 Failure of Procedure or Time Limits
Finally, LEC shall determine that proper procedures and time limits have been honored in the complaint process, as defined by this code.

7-320 Cause for Further Action.
If, in LEC’s judgment, the standard of section 7-310 and following are satisfied, then it shall rule that cause for further action exists. It shall then review and decide the steps necessary to seek the most just, restorative, and least costly resolution. It shall gather the most reputable evidence that applies to the matter at hand, rejecting evidence that is speculative, incredible, and unsupportable.

7-321 LEC May Seek Informal Resolution of the Matter.
LEC may empower the Chair or a committee to address the matter directly with the complainee to seek a just resolution. The intervener may then recommend to LEC whether or not to close the matter at this stage and the reasons for its recommendation, and LEC may elect whether or not to accept the recommendation of the committee or pursue further action.

7-330 Initial Notification to Complainee.
If informal resolution is not elected or does not work, the violations and evidence supporting it shall be simply and clearly outlined in a query letter signed by the Chair and Vice-chair of LEC. This letter and a copy of the applicable ethics and rules shall be delivered to the complainee by mail or in person by LEC.
7-331 Requests for Additional Information.
LEC may request additional information from the complainant, the complainee, or any appropriate source to assist resolution of the matter.

7-332 Time for and Response from Complainee—Complaint Stage.
Within 30 days of receipt of the letter, the complainee may respond in writing to the allegations. The complainee must respond personally and not through a third-party. The LEC Chairman may waive or adjust the time requirement if good cause is shown.

7-340 Case Closure for Insufficient Evidence.
If it becomes clear that insufficient or competing evidence raises substantial doubt about the occurrence of ethical violation, then LEC will close the case. If this action is taken, LEC shall promptly notify both complainant and complainee of its decision and reasoning.

7-341 Reopening a Closed Case
A case closed for insufficient evidence may be reopened upon the receipt of new evidence significant enough (as defined by section 7-310 ff. above) to justify reopening the matter within a reasonable time from the reception of the original complaint.

7-342 Alternative/Supplementary Action May Be Recommended
LEC reserves the right, whether a case is closed or stays open, to recommend alternative or supplementary action—referral to any relevant professional association, denomination, state licensure board, administrative agency, or any other appropriate body to hear the complaint.

7-350 Case Resolution by Mutual Agreement.
LEC may pursue case closure through a pre-formal agreement with the complainee that is restorative and corrective. By discussion, prayer, reasoning together, and negotiation, LEC will seek to resolve the matter in a way that serves the best interests of both the AACC and its members.

7-351 Structure of Agreement
Such agreement will usually clarify misunderstandings, direct corrective action, establish a timeframe for renewal of ethical relations and proper trust, define a fair assessment of these objectives, or any combination of these things. This agreement shall be signed by the LEC Chair and the complainee and shall be disclosed to the complainant, the complainee, and anyone else agreed to by the signatories.

7-360 Cause for Formal Case Review
If the matter cannot be closed or resolved as defined above and in the judgment of LEC sufficient cause exists to pursue the matter further, LEC shall then decide that "cause for formal case review" exists, so shall rule, will notify the applicable parties, and then move prayerfully to the next level of adjudication.

PR7-400 Formal Case Review Procedures

7-410 Selection and Operation of Case Review Sub-committee
LEC shall form a three-person sub-committee (sub-com), chaired by the Chair or Vice-chair, to hear and resolve a formal ethics complaint. This sub-com shall be given sufficient authority and the necessary resources to resolve the matter, consistent with these ethics and rules, in a just and timely manner. Sub-com recommendations shall be forwarded to and accepted by LEC when 2 votes of the sub-com exist.

7-411 Presentation of a Charge Letter
The complainee shall receive a formal charge letter from LEC, detailing the alleged wrongdoing, the specific code sections implicated, and the supporting evidence. The letter shall instruct the complainee as to the manner and time for response to allegations. Any supporting materials that LEC will use to assist its review shall be copied and sent with the letter.

7-412 Time for and Response from Complainee—Review Stage
The complainee has 30 days from the letter date to respond to the allegations, either in person or in writing. The complainee must follow all charge letter instructions and rules. Any waiver of time and action
requirements must be made, in person or in writing, within the 30-day time frame. Legal counsel or other help may be consulted and can attend the case hearing for consultation but cannot speak directly for his or her client at the hearing—this representation must be done directly by the complainee.

7-420 Documentation, Review of the Evidence, and Recommendations
Additional documentation may be sent to LEC by the complainee within the 30-day period. LEC will, within this 30-day period, forward any additional information it receives to the complainee. LEC will review the case and render a judgment no later than 120 days from the date of the charge letter. One of four recommendations will be made to LEC by the sub-com and the appropriate parties notified of this decision.

7-421 Recommendation to Dismiss Charges
If the sub-com finds (1) no evidence or very weak evidence of violation, or (2) has insufficient evidence to render an informed judgment, or (3) finds a slight violation that has been or is in process of being corrected, it shall recommend that LEC dismiss the charge(s).

7-422 Recommendation to Educate and Repair
If the sub-com finds a more weighty violation, or a pattern of violation that is not too serious, and there is evidence of some correction, it may elect to recommend the complainee educate him or herself and repair the violation. Notification of such action will be communicated to the complainee and complainant only.

7-423 Recommendation to Reprimand and Suspend
If the sub-com finds a more serious violation, or a pattern of continuing violations with no repair started, but the likelihood of correction and restored practice is significant, it may recommend that LEC reprimand and suspend the member, with instructions for possible reinstatement. Such action, and the violations related to it, will be communicated to AACC members in official publications.

7-424 Recommendation to Terminate Membership
If the sub-com finds a very serious violation, or a pattern of continuing serious violations, especially after being challenged to change, and the likelihood of correction or value of it is slight (compared to the harm done), it may recommend to LEC that membership in the AACC be terminated. Such action, and the violations related to it, will be communicated to AACC members in official publications.

7-425 Agreed Resignation of Member
A member of the AACC may elect to resign his or her membership, or LEC may elect to offer such resignation to the member prior to termination of membership. Such action, and the violations related to it, will be communicated to AACC members in official publications.

7-430 Final Ruling of the Law and Ethics Committee
Recommendations for case disposition from the sub-com shall be heard and accepted by LEC. LEC rulings, tracking the recommendations of the sub-com, shall include sufficient information and instruction to satisfactorily achieve the stated objectives of the LEC ruling. Except in the case of termination of membership, all rulings by LEC at this stage shall be final, with no consequent appeal.

7-431 Limited Discretion to Modify Sub-committee Recommendations
LEC shall retain limited discretion to modify the recommendations of the sub-com if there is good reason to find that such change will yield a more just and restorative outcome. This discretion shall be used sparingly, and only in cases where there is a general consensus for such change among LEC members.

PR7-500 Formal Appeal Hearing Procedures

7-510 Complainee Election of Formal Appeal—Termination Cases Only
Appeal of rulings by LEC shall be allowed only in case of termination of AACC membership.

7-511 Time and Documentation
Both LEC and the complainee shall receive and argue from the same materials that formed the original judgment, plus any additional materials that are deemed necessary to support the appellate
challenge. No hearing will take place within 30 days of the receipt of all relevant documents by both LEC and the complainee.

7-512 LEC Represented by the Chair or Vice-chair
LEC shall be represented by the Chair or Vice-chair of LEC (the other will sit on the appeals panel). They shall be responsible for arguing the case to the appeals panel to support the LEC ruling.

7-520 Standards and Conduct of the Formal Appeal Hearing
There shall be one appeals hearing only, on a date and at a place that is most convenient for the appeals panel, whose ruling shall be final as to all matters concerning the case. The appeals panel will review the appeal and render a judgment no later than 30 days from the date of the appeals hearing.

7-521 The Appeals Panel
Appeals shall be heard by a five-person panel, consisting of the LEC Chair or Vice-chair (whoever is not representing LEC in the appeal) and at least two other LEC members (not those hearing the original action). Other panel members, if needed, shall be invited from the National Advisory Board.

7-522 The Appeals Standard—Unjust Result
The appellate panel must rule against the termination of membership if the complainee can show substantial evidence that (1) the sub-com panel or a member of it showed a clear intent to harm the complainee, or (2) that findings of fact or application of the ethics code were clearly erroneous, or (3) the application of termination was a clearly excessive and punitive sanction.

7-523 Representation by Self or with Legal Counsel
The complainee shall represent and speak for him or herself in all appellate actions, though they may choose to retain legal or other counsel who may help the complainee before and during the hearing.

7-524 Retention of Legal Counsel by the AACC
LEC may elect to retain legal counsel, or any other expert help it deems necessary.

7-530 Final Order of the Appeals Panel
The appeals panel shall rule, by at least 3 votes, either to uphold the prior LEC ruling or to reverse it. Upholding the rule will end the matter for the AACC. A reversal will lead to a dismissal of the prior ruling and an order for a new case review hearing with at least 2 new panel members on the sub-committee.

VIII. PROCEDURES FOLLOWING ACTION BY CHURCHES, COURTS, AND OTHER BODIES

PR8-100 LEC Authorized to Act Independently or With Others

8-110 Litigation, License Revocation, or Other Disciplinary Action Not a Bar to Action by LEC
LEC reserves the right to proceed with an ethics action even if the member is engaged in litigation, license revocation, or other disciplinary action for the same or similar issues.

8-111 LEC Election to Stay Process Pending Resolution
LEC reserves the right to suspend an ethics action until case disposition in another legal or disciplinary forum is completed. Any delay in action by LEC shall not waive jurisdiction and any time constraints shall be suspended until the action is begun or resumed.

8-112 Retention and Referral of Jurisdiction to Other Bodies
LEC reserves the right to refer a case to another recognized body for action, and to cooperate or work jointly with another tribunal. Any referral to another body shall not constitute waiver of jurisdiction by LEC, nor shall LEC be barred from acting on its own following referral.

PR8-200 Bases for and Procedure of a Show Cause Hearing

8-210 Five Bases for a Show Cause Hearing
An AACC member may be directed by LEC to show cause why official action by LEC should not be taken if the member is sanctioned for misbehavior substantially related to his or her professional or ministerial tasks, in the form of (1) conviction of a criminal offense, (2) a malpractice judgment, (3) a malpractice settlement of $25,000 or more, (4) a license revocation or suspension action, or (5) any church, denominational, or any other official organizational act of expulsion, suspension, or de-ordination.

8-220 Notice by LEC and Response of Member
Upon receipt from LEC of a show cause letter, the member will have 30 days from the letter date in which to respond. The member may show cause based on either the unjust result standard (see section 7-522 above), or the lack of due process in the other proceeding.

8-230 Review of Prior Action and Recommendation
The LEC Chair or Vice-chair will review the evidence and prior proceeding and determine whether just cause exists to challenge its rule. If so, a recommendation will be made to start a formal case review on the merits according to the procedures of this code. If cause is not shown, a recommendation of termination of membership will be made based of the finding of the prior proceeding.

8-231 Stipulated Resignations
The AACC and the member may stipulate and agree on the resignation of the member. Whether termination or resignation, the result will be published in official AACC publications.

8-240 Final Order of the Law and Ethics Committee
Recommendations for case disposition shall be heard and accepted by LEC. LEC rulings, tracking these recommendations, shall include sufficient information and instruction to satisfactorily achieve the stated objectives of the LEC ruling. All rulings by LEC in a show cause hearing shall be final, with no consequent appeal.

**FINAL ENCOURAGEMENT**
May God be exalted, the Holy Spirit invited, and Jesus Christ be seen in all of our counseling and helping endeavors. If done, our clients and parishioners will be blessed and not harmed, their wounds will be healed, their sins forgiven, and they will be given hope for the future. If done, we will participate in a wonderful adventure—one that will likely never grow old or stale—and we will fulfill our call to excellence and ethical integrity in Christian counseling.

End of the 2004 Final Code
COURSE DESCRIPTION
A 600-hour internship is required in a mental health setting (i.e. mental and physical health facilities, or child and family service agencies). Minimum of a licensed master's level supervision is required. The internship begins the summer prior to registration for the course in the fall, and continues to the end of the fall semester. A maximum of ten students per internship class are allowed. Pre requisite: The clinical classes CPY 535 (all sections) & CPY 570 (all sections) must precede this class. All didactic classes must precede Internship and Advanced Internship or taken simultaneously. One hour summer semester & three hours for the fall semester.

LEARNING OUTCOMES
Students will:
1. Gain experience with a variety of clients/diagnoses in a mental health setting under supervision.
2. Learn about the practices/procedures of a mental health setting under supervision.
3. Learn and enhance counseling skills via individual and group supervision.
4. Obtain the necessary hours for the completion of the internship and to meet the state requirements.
5. Display the necessary counseling skills so as not to harm community clients.
6. Evaluate and integrate the professional roles, functions, and relationships with other human service providers.
7. Learn about professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
8. Comprehend and apply individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
9. Apply essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
10. Comprehend and apply ethical and legal considerations in their paperwork and in their work with clients, supervisors, and peers.
REQUIRED WORK
1. The student must obtain liability insurance for this course before working with clients and submit a copy to their internship instructor. Due: June 18th.

2. The student and the site supervisor must complete the Contract for Internship in Mental Health Counseling (See Appendix A) and return a signed copy to the faculty supervisor prior to accruing internship hours. The intent of the contract is to spell out the details of the how the 600 hours Internship will be conducted. This Written Agreement between the agency and the intern is required before you begin doing the work of an intern. Due: June 18th.

3. The student will give one educational presentations on researched areas of interest that are relevant to mental health therapy during CPY 669. Due: Begin Presentations: July 2nd.

4. The student must record (video or audio) one session by August 1st for CPY 669 and one session by November 1st of CPY 670. A signed Consent for Taping/Supervision form (See Appendix B) must be submitted with each tape. NOTE: Video recording is highly preferable to audio. The Client Case Summary must be completed and submitted along with the recording (see Appendix C). Students will receive a “Credit” or “No Credit” upon completion of this assignment. If a student receives a “No Credit” for this required work, remedial work may be given and the student will be required to submit an additional tape. If the remedial work is not completed in a satisfactory matter, or the student receives a second “No Credit” after submitting new tapes, the student will need to meet with their Advanced Internship Supervisor in order to discuss additional remedial work. The student who fails to submit an audio or video tape will not receive credit for this course.

5. The student must notify the site supervisor in a timely manner so that supervisors submit midterm and final evaluations on-line by August 27 and December 11th respectively (see Appendix D).

6. The student must prepare TWO role play scenarios and meet (in character) a total of 3 hours each, with two first year students enrolled in Counseling Skills. The first year students will contact the intern student to arrange times. At the completion of the third (3rd) session the intern student will fill out the Helpfulness Scale and give feedback to the first year student regarding matters such as presence and helping skills. Completion of both scenarios due: Oct. 30th.

7. The student will complete a written evaluation of the internship site and experience (i.e. strengths, weaknesses, what was learned, quality of supervision, etc.) at the conclusion of the Internship. Due Dec. 4, 2009.

8. The student is required to obtain 600 total hours in a mental health setting in various experiences is required by the completion of CPY 670 (A or B). Two-hundred forty (240) of the 600 hours must be face-to-face with clients. Due: December 11th. The student must attain a minimum of 1 hour of individual supervision each week during the internship. The site supervisor must be licensed as an LMHC, LCSW, LMFT, HSPP or
hold a PhD or PsyD to qualify as a supervisor. Supervisors holding the following credentials alone do not meet the criteria: MS, MS, MSW, LSW, LMFTA, or NCC. **NOTE:** At least **100 hours face-to-face supervision** is required for the 1000 total hours comprising Internship and Advanced Internship. A secondary supervisor with required credentials may be used to supplement supervision requirements with permission from the faculty supervisor and written acknowledgment from the supplemental supervisor. **Due: Dec. 11th.**

The student must participate in a **minimum of 1.5 hours of group supervision per week** with the faculty supervisor and fellow interns during the Internship experience. **Due: Dec. 11th.**

9. The student must keep a **Clinical Log** of all internship hours (**see Appendix E**). This includes a record of total internship hours broken down into time spent face to face with clients, in training, completing paperwork, and participating in supervision. The Clinical Log must be updated on a weekly basis and sent via e-mail to the faculty supervisor. At the end of the semester, the student must submit a copy of the completed log signed by the student and the site supervisor to the faculty supervisor. The Clinical Log can be found as a Microsoft Excel document on the Internship course portal site. This document is set up to automatically tabulate hours as they are entered. **NOTE:** If a student completes all required hours for the **Internship**, additional hours may be applied toward **Advanced Internship** beginning **November 1.** **Due: Dec. 11th.**

10. Read and sign the Profession Supervision Statement (**Appendix F**) and submit to faculty supervisor.

*****Note:** On the week of July 20th, Section A Internship class will be held @ 4:15 on Monday, July 20th. Section B Internship will be held @ 4:15 on Tuesday, July 21.

**METHODS OF INSTRUCTION**

- Individual supervision
- Group supervision
RESPECT FOR PRIVACY IN CLINICAL COURSES
Clinical classes prepare students for ministry/careers in the helping professions. Consequently, supervisors in these classes must assess for competencies beyond the acquisition of theoretical and factual content and include demonstrated competencies in personal characteristics, clinical skills, and interpersonal relationships with students, clients, faculty, and supervisors (Kerl, Garcia, McCullough, & Maxwell, 2002). Thus, a respect for privacy to all members within each clinical class must be respected. This means that personal information shared in clinical classes cannot be shared with individuals outside of that clinical class except with regard to supervisory practices and circumstances when confidences cannot be kept (See Counseling Skills & Practicum Confidentiality Policy).

COUNSELING SKILLS & PRACTICUM CONFIDENTIALITY POLICY
According to AMHCA Ethics Code Principle 9 E, the Graduate School Assistant(s) and/or faculty do not disclose supervisee confidences except:

1. To prevent clear and eminent danger to a person or persons.
2. As mandated by law.
   a. As in mandated abuse reporting.
   b. Where the counselor is a defendant in a civil, criminal, or disciplinary action.
   c. In educational or training settings where only other professionals who will share responsibility for the training of the supervisee are present.
   d. Where there is a waiver of confidentiality obtained in writing prior to such a release of information.

Otherwise, information that students share about themselves will be kept within the domain of Grace College. In addition, if the student shares personal information about activity of an immoral nature or activity in opposition to a godly lifestyle that the student is engaged in (See Attitude and Conduct Expectations in the Student Handbook), and displays no remorse and/or no actions to change the lifestyle, information may be given by the faculty/clinical supervisor or the graduate assistant(s) to the Vice President of Student Affairs and Academic Services regarding that behavior or lifestyle. The Vice President of Student Affairs and Academic Services may use that information to make decisions regarding consequences for the student. Information that practitioners-in-training share about their clients will be kept confidential. Exceptions to this policy include, but are not limited to information about suicide, homicide/harm to others, abuse of a minor, abuse of the elderly, abuse of the handicapped, or if it is mandated by the court.

ATTENDANCE POLICY FOR CLINICAL COURSES
Attendance is mandatory. Make every effort to be on time. The Student will be allowed one excused absence during the summer semester and one excused absence during the fall semester. A third absence will result in remedial work, including submission of a five page research paper on a topic determined by the faculty supervisor. A fourth absence will result in a No Credit for the course.

NEGLECT/OMISSION
Any student who fails to submit one of the components to this course (e.g., evaluations, case presentations, session recordings, written assignments) will receive a No Credit mark for the course.
PERSONAL INTEGRITY
This disposition is essential to the Christian profession and lifestyle. There is a high measure of trust that must be part of student-student and student-faculty transactions. It is expected that students will live up to the spirit and letter of the responsibilities and requirements for this course. Evidence of dishonesty in any form will be sufficient ground for failing the course.

LEARNING DISABILITY
If you have a documented disability, then you are entitled by law to accommodations for your disability. In order to receive these accommodations, the law requires that you file disability documentation with the Learning Center located in Indiana Hall. Once you have filed the appropriate documentation, if you would like accommodations for any of your classes, it is your responsibility to inform your course instructors of your approved accommodations. If you are enrolled in a course that requires a supervised learning experience off campus (i.e. internship, student teaching, etc.) and would like to request accommodations, please notify the course instructor or the off-campus instructor who will work with the Learning Center to ensure that reasonable accommodations are made available in the classroom or at the learning site. Please note: The law states that college personnel, including field instructors, cannot ask you if you have a disability.

If you suspect that you have a learning disability but have not been tested, you are encouraged to go to the Learning Center for evaluation and assistance. If further testing is recommended, the Director of the Learning Center will provide possible referral sources.

PAID INTERNSHIP POLICY
Most internship sites do not offer paid positions. Interns may be paid as long as the site meets the criteria established by the faculty supervisor. The student must obtain approval to be paid from the site supervisor and faculty supervisor before the internship begins. The student must discuss the clinical experiences s/he expects to pursue in the paid position with the internship supervisor to ensure the student gains a variety of clinical experiences beyond the scope of the current job description.

ACADEMIC AND PROFESSIONAL RETENTION POLICY
Students must uphold program and college standards, professional counseling standards and the AACC and ACA Code of Ethics to be retained in the Graduate Department of Counseling and Interpersonal Relations. These essential skills, knowledge, and values may be considered both academic and professional in nature and are discussed below.

RATIONALE: Counseling students are expected to demonstrate professional behavior in the classroom, in field agencies, and in both the Grace and broader communities, all of which reflect a commitment to the ethics of the Counseling profession. Behavior contrary to these ethics is cause for review of the student’s admission to or status in the Counseling Program. By virtue of their enrollment at Grace College and admission to the Counseling Program, students agree to practice within the framework of these standards.

COUNSELING PROGRAM RETENTION CRITERIA
The Counseling Department Chair, Clinical Coordinator, faculty and clinical supervisors determine the retention status of students in the department. Students must demonstrate the interpersonal skills, attitudes and self-awareness, academic abilities, and professionalism that are consistent with both counseling and institutional standards of conduct.
The academic and professional characteristics required to remain admitted to the Counseling department include but are not limited to:

5. **Interpersonal Skills**
   - Establishes and maintains professional, collaborative, and collegial relationships with others (a) despite social differences and level of authority and (b) that are consistent with the AACC and ACA Code of Ethics. For example, using interpersonal skills such as empathy, warmth, active listening, eye contact, verbal and non-verbal engagement, and respect.
   - Assumes responsibility for own choices and assesses and adjusts own impact on others and systems
   - Demonstrates respect for physical, social, economic, cultural, and racial differences and variation in viewpoints
   - Uses proper educational and organizational channels for conflict resolution and advocacy
   - Respectful communication and empathic support of clients as a basis for a productive professional relationship.

6. **Attitudes and Self Awareness**
   - Self-directed, assertive, and takes initiative (e.g., asks questions related to learning and personal needs; responses to strengths and weaknesses)
   - Willingness to risk self in new experiences and groups (e.g., active participation in learning experiences that challenge and develop skills and clarify values).
   - Exhibits knowledge of how own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
   - Accurately assesses own strengths, limitations, and suitability for professional practice (e.g., evaluates own learning style, preferences, and attitudes related to the mission and philosophy of counseling practice).
   - Demonstrates willingness to seek, accept, and use feedback through supervision for professional development (e.g., examines and changes behavior when it interferes with working with clients and other professionals).
   - Demonstrates effective coping (e.g., seeking professional assistance for medical, emotional or substance abuse problems; developing supportive relationships with colleagues, peers or others) with personal issues to meet program goals if personal problems or psychosocial distress:
     - Put clients, peers, colleagues, or school personnel at physical or emotional risk
     - Interfere with professional judgment, ethical behavior, and/or academic performance
     - Jeopardize the best interests of those to whom counselors have an ethical obligation as outlined by the AACC and ACA Code of Ethics

7. **Academic Performance**
   - Communicates ideas clearly and concisely both verbally and in writing
   - Uses correct grammar and spelling
• Accurately uses writing style of the American Psychological Association including citations and references to avoid plagiarism
• Demonstrates sufficient skills in English to understand the verbal and written course content and to fulfill the requirements for the academic field experience
• Demonstrates understanding of counseling concepts, theory, language, values, and skills by:
  • Processing information and engaging in professional dialogue in and outside the classroom
  • Incorporating them in the classroom to satisfactorily achieve the course goals and objectives
  • Applying them in clinical experiences through such means as client engagement, data collection, contracting and planning, intervention, and evaluation of practice
• Sustains the academic qualities or conditions required to maintain or achieve full admission status

8. Professional Behavior
• Functions within the structure of organizations and service delivery system during learning experiences (e.g., practicum, internship and advanced internship experiences) by observing institutional, Graduate Department policies, and agency policies; professional standards; and public law
• Exhibits commitment to the mission, goals, core values, and ethical principles of counseling as outlined in the AACC and ACA Code of Ethics
• Exhibits professional appearance (e.g., grooming, hygiene, dress, demeanor)
• Shows potential for responsible and accountable professional behavior by demonstrating abilities such as:
  • fulfilling obligations to the program, agencies, clients, and colleagues
  • being punctual and dependable
  • prioritizing responsibilities
  • regular attendance
  • observing deadlines
  • accurately completing assigned work
  • initiating follow-up when emergencies occur
  • keeping appointments or making acceptable alternative arrangements
• Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice noted in the AACC and ACA Code of Ethics. Examples of ethical behaviors include but are not limited to:
  • No history of charges and/or convictions of an offense that is contrary to professional practice or licensure.
  • Systematic evaluation of clients and their situations in an unbiased, factual way
  • Demonstration of effective and nonjudgmental relationships with others who exhibit social, cultural, physical, and economic differences
• Providing services within the boundaries of their education, supervision, and experience
• Promoting the well-being of clients including recognition and assessment of risk posed to others

RETENTION PROCEDURE
Students failing to uphold the stated standards of conduct are subject to the review of their admissions status. Depending on the nature of the violation, counseling faculty may or may not be directly involved in the proceedings.

In most cases, a contract is written for students failing to uphold the professional standards outlined by the Graduate Counseling department before they are directed out of the program. Gross misconduct or behavior posing a risk to others may result in immediate dismissal from the program without first writing a contract.

Counseling faculty and clinical supervisors meet regularly to discuss student and clinical related issues. In most circumstances, counseling faculty will first discuss with the student exhibiting marginal performance in the program before taking other action. If necessary, a contract will be developed for the student to follow.

Academic or professional concerns that have been assessed as repeated, serious, or significantly impacting the student’s professional performance may be addressed in a contract without prior discussion. Students who do not have a contract but are unable to clearly and consistently demonstrate the essential standards of conduct as outlined by the counseling department will not be admitted to or retained in the program and will be assisted by counseling faculty in determining an alternative major.

Students failing to make substantial changes toward or comply with the objectives agreed upon in the contract will be dismissed from the counseling department.

When contracts are written, a student receives a copy and the original is placed in the student’s academic advising folder. Students who believe they have been treated unfairly are asked to follow the Appeals Policy outlined in the Graduate Department of Counseling and Interpersonal Relations Catalog. The Department Chair maintains final authority regarding a student’s retention in the Counseling and Interpersonal Relations Department.

STUDENT PERFORMANCE EVALUATION/Criteria and Procedures:
INTERNSHIP CREDIT/NOCREDIT POLICY
Counseling involves extensive personal investment. Consequently, students will be learning more than knowledge and acquiring skills. Internship is challenging both academically and emotionally and students will likely be affected in the development of learning clinical skills. Student participation in this clinical experience will not always be a comfortable experience (Herlihy & Corey, 2006). We utilize a Credit/No Credit (CR/NC) system as a method of preventing students who may cause more harm than good to clients from progressing in the clinical components of the program. If a student receives CR, then the student may proceed to Advanced Internship. If a student receives NC, then the student must repeat the Internship course before moving to the next level. In order to repeat the course, additional remedial work may be required. The student may repeat Internship one time only. A mark of NC during the second Internship attempt is grounds for dismissal from the program.
**NOTE:** The decision to give NC to a student will be made by the faculty supervisor. If the student wishes to challenge this decision, the student must follow the Academic Appeal and Review Process. If the student is informed that he or she will be dismissed from the program, the faculty supervisor will meet with the student to discuss alternative educational/employment options. A referral will also be made to the Director of Career Services for assistance.

The student may receive “NC” for one (or more) of the following reasons:

1. The student lacks adequate self-awareness and, therefore, has “blind-spots” that may affect the counseling process and possibly do damage to clients (Goldberg, 1993; Guy, Stark, Poelstra, 1988).
2. The student lacks adequate social skills needed to properly care for others or has personality characteristics that could do harm to an individual.
3. The student lacks adequate knowledge of counseling theory/skills needed to engage in competent counseling.
4. The student engages in unethical conduct.
5. The student lacks the discipline in his/her life to consistently engage in biblical behaviors and follow a godly lifestyle.
6. The supervisor’s feedback on the *Agency Evaluation of Internship Student* form and *Narrative Evaluation* is suspect. This component serves as a major determinant of the Credit/No Credit decision. **NOTE:** The agency supervisor will complete the *Agency Evaluation of Internship Student* form and *Narrative Evaluation* by due date indicated during the summer and at the completion of the Internship experience.

**SUBJECTIVE COMPONENT OF CREDIT/NO CREDIT GRADING**

In the final analysis, all grading is subjective. It is highly dependent upon the observations, experience, and professional and academic judgments of the Counseling Department faculty. The decision to award “Credit” or “No-Credit” decisions is based upon how students respond to and achieve what the faculty supervisor has determined should be achieved, in recordings, paperwork, group supervision and feedback, case presentations, completion of readings, and on other tasks. The award of “Credit” or “No Credit” is also developed within a comparative analysis with other students. The reality is that not all students in Internship work at the same level. Not all have set the same goals, possess the same clinical skills or cognitive capabilities, or have the same level of interest, work ethic, experiential background, or maturity. Therefore, some students may not receive a credit for the course. When students have site supervisors along with a faculty supervisor, the faculty supervisor will make the final decision as to whether a student will receive “Credit” or “No-Credit” for the class. The feedback from the site supervisor will be requested and incorporated into the final decision; however, the final decision remains with the faculty supervisor.

**SITE SUPERVISOR CONCERNS REGARDING STUDENTS**

If the site supervisor perceives that the student is not meeting minimal standards of competence at the internship site, the site supervisor will identify challenges and possible solutions the student will need to meet. If the site supervisor believes additional work is necessary for the student, a written remedial plan will be developed by mid-term. The remedial plan will need to be completed in its entirety by the end of the semester. A copy of this remedial plan will be given to the student and the internship supervisor. If a remedial plan cannot be agreed upon between the site supervisor and the student, the faculty supervisor will be notified. The faculty supervisor will meet with the student and the site supervisor and make a reasonable attempt to help all parties reach a satisfactory agreement. The faculty supervisor reserves the right to make a site visit and to observe the student’s practice within the agency.
In the case of irresolvable conflicts and up to the three quarter point in the semester, the student has
the opportunity to obtain a new site supervisor at the present site if a new site supervisor is available.
If an alternative site supervisor is not available at that site the student may obtain an alternative site
and alternative site supervisor. The student will need to discuss these plans with the faculty
supervisor. If the student decides to obtain an alternative supervisor, the remedial work assigned by
the original site supervisor must still be completed to the full satisfaction of the faculty supervisor.

STUDENT CONCERNS REGARDING THE SITE SUPERVISOR:
If the student has concerns/conflict with the site supervisor the student should meet with the site
supervisor to attempt to resolve the stated concerns (if the concerns are regarding a perceived
ethical/moral violation on the part of the site supervisor, the student would be advised to discuss
this with the faculty supervisor). If a resolution cannot be achieved then the student should contact
the faculty supervisor. The faculty supervisor will meet with the student and the site supervisor to
make a reasonable attempt to help all parties reach a satisfactory agreement. If a resolution cannot
be achieved for the student, then the student reserves the right to select an alternative
supervisor/site.

STUDENT CONCERNS REGARDING THE FACULTY SUPERVISOR
If the student has concerns/conflicts with the faculty supervisor, the student should meet with him
or her to attempt to resolve the concerns. If the concerns involve a perceived ethical/moral
violation on the part of the faculty supervisor and the student does not feel comfortable discussing
this with the faculty supervisor, the student would be advised to discuss this with the Department
Chair.

If the student has any concerns/conflicts with the Department Chair, s/he should meet with the
Department Chair to attempt to resolve the stated concerns. If the concerns are regarding a
perceived ethical/ moral violation on the part of the Department Chair and the student does not feel
comfortable discussing this with the Department Chair, the student would be advised to discuss this
with the another faculty member. Past this point the student is advised to consult the Student
Handbook for further information regarding resolution of disputes in such circumstances.

ORGANIZATION AND PROCEDURES FOR INTERNSHIP PLACEMENT
1. The student has the choice of working in one of the many area mental health agencies. The
Clinical Coordinator maintains the Practicum & Internship Site Directory which includes a collection
of possible agencies available for the summer and fall terms. You can find the Practicum &
Internship Site Directory on the Grace Portal “Internship Tab”. **NOTE:** The Clinical
Coordinator will assist you in locating and securing a site for Internship, but it is ultimately and
primarily the student’s responsibility to secure a site.

2. Each student must prepare a complete resume. In addition to identifying information, the
resume should include: pertinent course work, work and volunteer experience, career objectives,
interests and a list of positive traits which will contribute to the student’s competency in the field
of counseling. One copy should be given to the faculty supervisor professor and the other
should be given to the person with whom the students interviews when attempting to secure a
site.

3. After consulting with the Clinical Coordinator, the student will make contact with the
prospective site supervisor to arrange an interview. Following the interview, the site
supervisor and Intern must mutually agree to the placement, and the *Contract for Internship in
Mental Health Counseling* must be completed.
4. Final determination of the internship placement depends upon the following:
   a) The student's competence and maturity level as reflected in past work experience, classroom involvement, or other modes of demonstration;
   b) The agency's ability to provide exposure to the various elements of mental health counseling as determined by the faculty supervisor;
   c) The agency's relevance to the student's future career and/or educational objectives and goals; and,
   d) The site supervisor's approval based on the materials and information provided by the student via resume and/or application and interview.

RESPONSIBILITIES & GUIDELINES FOR A SUCCESSFUL INTERNSHIP EXPERIENCE

1. **The student will demonstrate his/her ability to function adequately in a work setting.**
   a. The student will be on the job at the times and places scheduled.
   b. The student will be punctual in keeping appointments with supervisors and clients.
   c. The student will dress appropriately for the particular setting in which he/she is working.
   d. The student will attend orientation programs, staff meetings, etc., as scheduled by the agency.
   e. The student will follow the rules and regulations for personal conduct as spelled out by the agency.
   f. The student will perform all assigned duties within the limits imposed by the agency.
   g. The student will follow the record keeping procedures of the agency.

2. **The student will maintain strict ethical conduct.**
   a. The student will maintain strict confidentiality and discuss information only with those involved in the case.
   b. The student will maintain strict control over any test materials which he/she may be allowed to review or required to use.

3. **The student will demonstrate his/her ability to profit from the learning situation provided.**
   a. The student will utilize the skills in which he/she has already been trained.
   b. Where special training is involved, the student will make arrangements with the agency supervisor to receive the training.
   c. The student will do any necessary reading or outside requirement requested by the agency.
   d. The student will get actively involved in the work of the agency within the limits imposed by the agency.
   e. The student will seek advice with problems he/she is not competent to handle.
   f. The student will accept and utilize feedback on techniques and behavior as suggested by those supervising him/her.
   g. The student will establish at least a weekly meeting with the agency supervisor to discuss his/her progress and/or concerns.

4. **The student will have the ability to establish good working relationships with fellow workers.**
   a. The student will listen to instructions.
   b. The student will carry out procedures as suggested by trained personnel.
   c. The student will accept help from, and offer help to, fellow workers whenever a need arises.
   d. The student will strive to contribute by word and action to amicable social relationships among the staff.
5. **The student will demonstrate his/her ability to establish a good working relationship with clients.**
   a. The student will use acceptable interviewing techniques.
   b. The student will listen to clients and learn to interpret what they are saying.
   c. The student will attempt to alleviate the client's anxiety by creating an accepting atmosphere.
   d. The student will observe behavior and report it specifically, objectively and in the complete context in which it occurs.
   e. The student will be non-judgmental and refrain from imposing values on a client.

6. **The student will demonstrate some adeptness at problem solving.**
   a. The student will be able to define specific problems in behavioral terminology.
   b. The student will be able to delineate the ramifications of specific problems.
   c. The student will attempt to devise realistic solutions to the problems with which he/she is working.
   d. The student will be able to explain the rationale and theoretical support for his/her solution to problems.
   e. The student will actively seek feedback on the adequacy of the solution.
   f. The student will demonstrate flexibility by making adjustments to a solution when needed.
   g. In sessions with his/her supervisor, the student will discuss the problems he/she encounters and seek the necessary help with them.

7. **The student will demonstrate his/her ability to communicate ideas both by spoken and written word.**
   a. The student will speak intelligibly with particular attention to enunciation and grammar.
   b. In written work, the student will spell all words correctly and strive for good sentence structure.
   c. Where written reports are necessary, the student will use the forms expected by the agency.
   d. In all written reports, the student will adapt the report to fit the understanding of the people for whom he/she is writing.
   e. Where recommendations are required in reports, the student will make these recommendations specific and realistic.

8. **The student will maintain contact with the assigned graduate supervisor of the program.**
   a. The student will contact the internship supervisor if problems arise during the semester.
   b. The student will attend all meetings with his/her internship supervisor. Although an attempt will be made to have meetings which don't conflict with internship hours, the meeting will supersede time at the placement. The agency should be informed about the meeting. Should a student have a conflict, the internship supervisor must be notified.
   c. The student will complete promptly any forms that are needed for field experience record keeping.
   d. The student will submit by their due dates any papers which are assigned.
APPENDIX A – Contract for Internship in Mental Health Counseling

GRACE COLLEGE GRADUATE DEPARTMENT
INTERNSHIP CONTRACT (CPY 669 & 670)

Facility Name: ____________________________________________________

Name of Site Supervisor: ____________________________________________

Address: ________________________________________________________

Number/Street  City   State

Phone: (        )  Fax: (        )

Student: _________________________________________________________

Semester/Year: __________ Beginning Date: __________  End Date:________

DESCRIPTION OF INTERNSHIP

The Internship Mental Health Counseling provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a mental health treatment setting would be expected to perform. The internship site selected, with approval of the faculty supervisor, should offer opportunities for students to engage in both individual counseling and group work. CPY 669 & CPY 670 is completed over one summer semester and one fall semester for a minimum of 600 agency hours, which includes 240 of face-to-face client contact. This includes the following:

A. A minimum of one (1) hour per week of individual supervision [audiotape, videotape, and/or direct observation are preferred] and a minimum of one and one-half (1½) hours per week of group supervision with other students over a minimum of one (1) academic term.

B. Opportunities for the student to become familiar with a variety of professional activities other than direct service.

C. Opportunities for the student to develop audio and/or videotapes of counseling sessions for use in supervision.

D. Opportunities for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media professional literature, research, and information and referral to appropriate providers.

E. Evaluation of the student's performance throughout the internship including a formal mid-term and final evaluation by the program faculty supervisor in consultation with the site supervisor.

Faculty Supervisor

Grace College faculty supervisors provide orientation, assistance, and consultation to site supervisors, as well as professional development opportunities (e.g., training in supervision, crisis management, etc.)
intervention). Each faculty supervisor who provides on-campus individual and/or group internship supervision has:

- A master’s or doctoral degree in counselor education or closely related field and appropriate certifications and/or licenses.
- Relevant professional experience and demonstrated competence in counseling at levels appropriate for the student supervised, and has relevant training and supervision.

**Site Supervisors**

Site supervisors should have:

- A minimum of a master’s degree in counseling or closely related field and appropriate certifications and/or licenses;
- A minimum of two (2) years of pertinent professional experience; and
- Knowledge of program expectations, requirements, and evaluation procedures for students.

**Interns**

Interns are students enrolled in the Grace Department of Counseling and Interpersonal Relations (Mental Health Track) who have completed the necessary required coursework, including a practicum, as outlined in the Department of Counseling and Interpersonal Relations Catalog. Internship clinical experiences provide opportunity for students to counsel clients representative of the ethnic, lifestyle, and demographic diversity of their community. Interns will have professional liability insurance prior to participation in their clinical practice experiences. Interns may not be paid for their internship work. An intern’s regular on-going employment is not understood as a substitute for student-status, supervised, internship experience. In addition, students will formally evaluate their supervisors and their on-campus program faculty supervisor.

Additional agreements, requirements, rights, and responsibilities for the mental health treatment facility, college, and the student are detailed below and on the following pages (add any additional items):

**The Grace Department of Counseling and Interpersonal Relations**

**And** ________________________________________________

*(please fill in name of agency)*

**Jointly Agree That:**

1. There will be no discrimination against a student, faculty supervisor, or site supervisor because of race, color, creed, gender, religion, age, national origin, or handicap in any aspect of this program.
2. The facility has the right to accept or reject any student who wishes to do an internship at the facility.
3. There will be on-going, open communication between the college and facility to ensure understanding of expectations and roles of both institutions in providing clinical instruction for the student.
**Grace College Will:**

1. Assume responsibility for administering the academic portion of internship including monitoring standards of training, course content, methods/hours of instruction, and student competency evaluation. Internship students meet with program faculty for classes and supervision throughout the entire semester (or if incomplete, until training hour requirements are met). Group supervision classes will not exceed 10 students each.

2. Apply all regulations, policies and procedures of the faculty to the student and program faculty in conjunction with the internship.

3. Maintain accreditation by the North Central Association of Colleges and Secondary Schools (NCA) and the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP).

   **Note:** Grace College faculty members reserve the right to refuse to provide a letter of recommendation to the student before, during, or after the internship process.

**The Facility:**

1. Accepts the above named intern, providing appropriate accommodations, sufficient for clinical experiences, for minimum hours outlined above.

2. Extends client treatment responsibilities to the student based upon student demonstration of competency, under supervision. The facility retains full supervisory responsibility for client care/welfare at all times.

3. Assigns sufficient numbers of clients to the student to permit attainment of the 240-hour face-to-face client contact requirement of the internship. If the student does not fulfill the 240-hour requirement in that time period, he/she must repeat internship. The faculty supervisor, in consultation with site supervisors, may limit the number of intake, testing, or other treatment modality hours which count towards the 240-hour requirement.

4. Is responsible for the organization, administration, staffing, operation, and financing of its services, maintaining management standards by appropriate accrediting bodies, if any, and operated in accordance with acceptable ethical/legal mental health care standards.

5. Coordinates learning experiences where multiple programs exist to maximize student clinical benefit, in conjunction with internship requirements.

6. Informs facility personnel of the needs, rights, limitations, and privileges of the student, as well as clarifies this contract with all parties involved.

7. Provides the student with a site supervisor approved by Grace College who has the educational background, pertinent professional experience, and certification/licensure qualifications outlined above. In addition, this supervisor will have never supervised the student before in any capacity nor have been the student’s therapists.

8. Permits audio-taping and/or videotaping of counseling sessions, where agreeable with facility policy and informed client consent. Note: Students MUST obtain informed consent through appropriate forms provided by Grace College for ALL assigned clients, which may include client permission to electronically record counseling sessions (see professor for forms). These electronic recordings may be reviewed during on-campus individual and/or group supervision with the faculty supervisor and fellow interns for the purpose of training. Tapes will be erased upon completion of review, and every reasonable effort will be extended to maintain client anonymity.
9. May refuse to provide the student with a letter of recommendation. Letters should be sent directly to the job/program site.
10. Allows and encourages the student to attend regular case staffing meetings, making psychiatric and/or multi-disciplinary consultation resources available as needed.
11. Will not send students on home visits without adequate in-person supervision and protection. Under no circumstances will students provide any client services without immediate in-person accessibility to facility staff.

The Site Supervisor:
1. Meets with the interns a minimum of one hour per week in one-on-one supervision. Supervision may include review of audio/video tapes, live supervision, case review, treatment planning, and training in documentation, exploration of ethical and legal issues, review of student evaluation results, etc. Site supervisors may require additional supervision time to address areas of student skill deficiency.
2. Provides honest, on-going, specific feedback to the student regarding counseling skills, approach, and methods. A formal evaluation tool will be provided by program faculty for mid-term and final evaluations. Evaluations are to be processed with the student and sent to the faculty supervisor. Documented and specific behavioral observations are encouraged.
3. May require the student to complete additional assignments, within the scope of his/her training, which may include reviewing treatment research, reading books, etc. Any such additional requirements should be provided to student in writing, and documented on the Internship Log Sheet.
4. Verifies student hours by signing a weekly log of clinical activities.
5. Recommends a grade of Credit (“CR”) or No Credit (“NC”) for the student final evaluation. Responsibility for final grade resides with Program faculty. Areas of deficiency should be addressed as soon as evident to allow for remediation, if possible.

The Intern:
1. Works a minimum of 600 clock hours at the facility beginning the first week of the semester. These hours are worked during regular agency hours, to maximize overlap with supervisor availability.
2. Completes a minimum of 240 face-to-face client contact hours during the internship, including individual, group, family, and marital treatment modalities. Faculty supervisors will encourage/restrict certain treatment modalities to ensure a well-rounded and balanced clinical experience.
3. Meets a minimum of one hour per week in formal, regularly scheduled face-to-face supervision with the site supervisor (and additionally if required by the site supervisor) and is encouraged to seek additional consultation with other available multi-disciplinary staff. Any changes in primary site supervisor assignments MUST be made in consultation with the faculty supervisor.
4. MUST attend regularly scheduled facility case-staffings, and may attend facility “business” meetings, at the discretion of the site supervisor.
5. Provides audio/video taping equipment and supplies, if unavailable at the facility, and such equipment can be requisitioned at the college.
6. Must have each assigned client complete the Informed Consent prior to the beginning treatment (see professor for forms) indicating their status as a student and the identity of their
site supervisor. A copy of the Informed Consent will be given to the client with the original placed in the client’s file through a progress note entry.

7. Will NOT remove any files from site premises, will maintain reasonable efforts to safeguard client confidentiality within legal standards and ethical guidelines, and will follow ALL facility policies as outlined by their site supervisors.

8. Conducts him/herself at all times according to the code of ethics of ACA and AACC, as well as follows current legal standards of practice.

9. Attends college classes at scheduled times, completes all assignments in a timely manner, and provides the program faculty with original, signed, Weekly Internship Log sheets. Case and report notes brought to campus must have all identifying information removed or disguised.

10. Obtains personal counseling for any issues that interfere with their ability to provide professional, competent, and empathetic services to their clients or which interfere with their professional relationships.

Following obtaining a tentative verbal agreement to pursue a clinical internship at the above mental health facility, the faculty supervisor, the student, and the appropriate representatives of the facility shall meet face-to-face to formally process and execute this contract.

Note: It is important for the agency and site supervisor to understand that the site supervisor is the student’s immediate supervisor and agrees to oversee all of the student’s activities and therapy with clients during the internship process. The faculty supervisor will provide group supervision regarding the student’s counseling.

By signing below, the parties agree to abide by the above listed procedures:

Student: ____________________________________________

Please Print Name Clearly

__________________________________________ Date:_________

Signature

Agency Director: _______________________________________

Please Print Name Clearly

__________________________________________ Date:_________

Signature

Site Supervisor: _______________________________________

Please Print Name Clearly

__________________________________________ Date:_________

Signature

Faculty Supervisor: ____________________________________

Please Print Name Clearly

__________________________________________ Date:_________

Signature

☑ Yes ☐ No Attached are additional contractual agreements provided by the facility.
CONSENT FOR TAPING / SUPERVISION
INTERNSHIP/ADVANCED INTERNSHIP

I, ___________________________________________ (client) give permission to ________
__________________________________________ (Intern, attending Grace College) to audio/video tape our
counseling sessions. I understand that these tapes will be used during group supervision for the
assessment of the intern’s counseling skills by the Internship/Advanced Internship students and
the intern’s Supervisor. I also understand that the contents of the tapes will follow confidentiality
guidelines and the tapes will be erased when the purpose for keeping them ceases to exist.

I hereby release the Grace Counseling Department Staff and Intern to use the information from
these procedures in accordance with this agreement. I also fully understand that the above
authorization may be retracted at any time; however, retraction does not affect prior action taken
under this authorization. This consent will end one hundred eighty (180) days from today unless
previously revoked.

__________________________________________ / / __________
Client Signature

__________________________________________ / / __________
Client name (print)

__________________________________________ / / __________
Intern Signature

__________________________________________
Intern name (print)
APPENDIX C – Client Case Summary Guidelines

Please submit the following required components along with recording:

1. Identifying Information (age, gender, school, grade, race, informants relationship to the client, reliability of information gathered).

2. Referral Information (referral source, reason for referral).

3. Presenting Problems (chief complaint in the client’s own words, chief complaint in the informants words, statement of the impact of the problems on the client’s family, peer, and academic status).

4. History of the Presenting Problems (When did the problems begin? How have the problems progressed? What efforts have been made to correct the problems already?)

5. Background Information (developmental history, school information, medical/psych history, family situation and history, history of psychosocial stressors, social functioning, abuse history, faith status and history).

6. Mental Status Exam and Review of Symptoms (What are the presenting symptoms reported by informants? What direct observations are made of the client in session? Is there a need to get the perspectives of others familiar with the client?)

7. Diagnostic Impressions/Working Conceptualization (DSM diagnosis? Based on all the information you have gathered and observations you have made, what do you think is going on from a conceptual point of view?)

8. Identification of Biblical Principles (What biblical perspectives can be brought to bear in understanding and dealing with the client’s problems? What specific form will your prayer for your client take based on biblical review and the information you have gathered about the client?)

9. Review of Literature (What does the research have to say about understanding and treating the types of problems with which the client presents? What theoretical perspectives are available to further inform and refine your conceptualizations and guide your treatment? Are there any applicable prescriptive interventions that are relevant to the client’s problems?)

10. Treatment Plan (Based on client and informant information, Scripture, and clinical research, what are you going to do to assist the client? What are the general goals, specific objectives, and even more specific intervention methods you will utilize?)

The goal of this client case submission is for you to demonstrate your ability to gather data, conceptualize, and discuss a case in a systematic, coherent, and consistent way.
APPENDIX D

GRACE COLLEGE
Counseling Department of Counseling & Interpersonal Relations

Site Supervisor Evaluation of Internship Student

_________________________________        ____________________________
Name of Supervisor      Name of Student

_________________________________       ____________________________
Agency       Date

Now that you have had an opportunity to observe and to work with a student from our Grace College Counseling Department, in a field placement at your agency, we would like you to evaluate this student. The first part of the evaluation involves rating the statements that follow. The second part of the evaluation consists of a written narrative including additional comments or feelings you would like to express about the student.

Instructions for Rating of Statements

The rating scale is to be used as follows:

1 - Indicates an obvious deficiency. Students at this level must drastically increase their efforts to be able to perform at a minimally acceptable level.

2 - Indicates little skill, but shows evidence of potential. It is expected that many students will be at this level in some areas at the beginning of the semester, but would ordinarily advance beyond this by the end of the experience.

3 - Indicates an acceptable level of performance despite a need for further development and refinement of skills. This is the average or expected level of performance.

4 - Indicates a level of performance that is very good even though some improvement is still needed. This student would be viewed as an excellent candidate for the mental health profession.

5 - Indicates an advanced, exceptional level of skill. Although perfection has not been achieved, no further improvement is necessary at this time. Such a ranking indicates that this person could serve as a model for future students.

NA - The responsibilities and objectives of this placement didn't provide opportunity for this skill to be observed.
For each of the items on the following pages, circle the number on the right side of the page to indicate your evaluation of the student's performance.

**Personal Qualities**

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<th>Quality</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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<tr>
<td>Shows enthusiasm and interest</td>
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<td>Cooperation</td>
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<td>Seeks advise when necessary, but is not overly dependent on direction</td>
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<td>Evaluates self accurately</td>
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<td>Accepts evaluation from others</td>
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<td>Adapts evaluation from others</td>
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<td>Seeks advise when necessary, but is not overly dependent on direction</td>
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<td>Maintains necessary contact with supervisor</td>
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<td>Is prompt in keeping time commitments</td>
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<td>Presents an appropriate appearance (clothing and grooming)</td>
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**Competencies**

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<tr>
<th>Competency</th>
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<tr>
<td>Communicates effectively with clients</td>
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<td>Demonstrates knowledge of child/adolescent/adult development</td>
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<td>Conveys empathy in respect to the needs and feelings of others</td>
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<td>Manifests insight into situations and behavior of others</td>
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<td>Demonstrates an unconditional acceptance toward clients</td>
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<td>Is able to apply their counseling education in this work setting</td>
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<td>Relates well to other staff members</td>
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<td>Makes constructive comments during staff discussions</td>
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<td>Follows agency policies</td>
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<td>Writes reports that are logically organized with correct</td>
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<td>spelling and punctuation</td>
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<td>Speaks with acceptable diction, enunciation and grammar</td>
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<td>Maintains professional confidentiality in handling personal data</td>
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<td>Shows awareness of ethical issues</td>
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**Site Supervisor Signature**

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**Date**

**Narrative Evaluation**

In the space below, please elaborate on any of the preceding statements and give a brief general opinion of the student's ability. Please sign and date.
APPENDIX E
Hours Log Sheet

These course appendixes have now been updated and is on an Excel Worksheet titled: Clinical Hours Log Sheet. Go to portal.grace.edu and click the Campus Life tab. The go to the Graduate Department of Counseling link and look to the left to the Clinical Hour Log Sheets. You will need to save this worksheet to your computer and then regularly save your hours and any other information to it. This sheet will automatically tabulate your hours. Hooray! The number of weeks that you will potentially utilize will vary from course to course. Consult your instructor for more details.
Dear Prospective Supervisee,

*What is this letter?*

This letter is to explain a little about myself, expectations you can have of me and expectations I will have of you. Supervision is a complicated relationship because it is based on a third party not present and thus, one, which must be approached in an appropriate manner. I feel the supervisory relationship is grounded in a solid relationship, trust, ethics, and professionalism.

*A little about my therapeutic approach:*

My therapeutic approach is grounded in a Biblical perspective. This means my perspective is informed, rooted, and directed by Scripture. My theoretical perspective is influenced by existential philosophy. I believe that individuals are searching for meaning in life, a longing to make a difference, to be loved, and to have a place to belong.

I also maintain that despite painful life circumstances individuals have the freedom to choose how to respond, yet many people are unaware of their choices. Thus, a salient portion of my approach involves discussing life events and personal responses to these life events. I integrate my existential perspective with a cognitive-behavioral approach by which together the client and I identify behaviors, thoughts, and emotions related to the stated therapy goals.

In addition, I view a trusting, respectful relationship between clients and myself, as an important context for change. The client and I systematically work towards more godly thoughts and behaviors. Often change does not occur quickly or easily but it is my perspective that in most circumstances, personal change is possible and change can make a significant difference in one’s life.

I view problems and stress as opportunities for valuable change. We often will not change behaviors unless it becomes necessary in order to function. In addition, therapy is not a one-sided process. Homework and personal discovery are an important part of the therapeutic process because the client must be an active participant in this process.

*What can I expect in supervision?*

I believe that supervision should be a helpful setting in which trust is a core foundation to be built and maintained. The content of the supervision session is determined on the basis of need. This need can arise from the PT’s, their clients (primarily), or you the supervisee. In these instances it is my role as a supervisor to assess the need and fulfill the supervisory role by responding to these needs. The supervision sessions could vary in content from education (of both supervisee and supervisor), case conceptualization, support, and/or other networking/professional development activities.

Supervision is not therapy for the supervisee; however, good supervision is therapeutic. Therefore our supervision time may entail responding to your personal limitations, blind spots, and impairments so that clients are not harmed and responding to your strengths and areas of giftedness so that counselors in-training and clients are impacted in encouraging ways. If issues unrelated to PT’s or clients do arise appropriate referrals can be made.

The main expectation on both parties is honesty and ethical professionalism. I feel one of the greatest threats to the supervisory setting is a fear of condemnation or professional repercussions. It is my hope that a sense of respect and care will be established and maintained so that these fears are not forthcoming. It is my belief that within this type of setting any issues or conflicts, which will arise can be handled in an ethical, professional, and amicable manner.
Ultimately, the supervisor is responsible for the supervisee’s actions in therapy so there is a structure, which has to be maintained but whenever possible it is my feeling the relationship should be mutually supportive.

**What is expected of me?**

The main expectation from the supervisee is openness and honesty. The best interest of PT’s and clients cannot be served unless disclosure and conceptualization is achieved. Also, the ability to accept mistakes on both yours and my part as the supervisors is an important ability for this process. The willingness to acknowledge limits is a very important professional trait and as ethical practitioners of psychological services we must understand clients should receive no less.

What is not expected? You are not expected to know everything or to agree with me as the supervisor about everything. I specifically feel amicable disagreement is a salient component to professional growth. As a professional in the field you are not expected to model me as the supervisor or my therapeutic approach. You will bring your own relational style and philosophical approach to treatment, which will be honored and supported when appropriate.

Video and/or audio tapes are required as part of your training program and are essential as a supervision tool. I also feel it is important to have a basis from which we are on the same page as far as client conceptualization.

**What happens if I disagree with you or there is a supervisory issue?**

Issues do and will arise in supervision. This is a normal and appropriate outcome of this process. My ultimate goal when conflict arises is to always maintain the best interest of the client and PT regardless of personal thoughts or opinions. The first step in resolving conflict in all professional settings is to address the issues openly and honestly in the supervisory session. At that point all effort should be made from you and I to resolve this conflict in an ethical and professional way. If this process does not resolve the conflict, there are guidelines indicated in the Student Catalog indicating the method to handle conflict.

I will also follow the guidelines indicated in the Student Catalog. It is my statement to you that I will keep the best interest of the client and counselors-in-training in mind while protecting, even in conflict, your trust and reputation as a professional.

**So what makes you think you can supervise me?**

I have approximately 20 years of experience working with various types of clients in a community mental health centers, private practice, and two college counseling centers. In addition to my academic and practical training I have taught at the undergraduate and graduate level for 13 years. I also have taken a course in supervision and have experience supervising hundreds of graduate students in the past in various settings.

I have my Ph.D. in Counseling Psychology and I am a licensed mental health counselor in the state of Indiana. Despite my experience I want to learn from you and your experience. It is you, the supervisee, who must educate me as your supervisor regarding your needs and the needs of your clients.

Tammy Schultz, Ph.D., LMHC, Counseling Supervisor

Counseling Supervisee

Date

*“The freest person in the world is one with an open heart, a broken spirit, and new direction in which to travel.”*  
Gordon MacDonald
References


