



# A Comparison of the 2016 and the 2022 ASCA Ethical Standards for School Counselors

## Preamble:

Wording changes: 2022 version includes the following (new wording bolded):

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

All students have the right to:

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

## Purpose:

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

## A. RESPONSIBILITY TO STUDENTS

### A.1 Supporting Student Development

School counselors:

- b. **Foster and affirm all students and their identity and psychosocial development. (new)**
- c. **Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development. (new)**
- d. **Provide culturally responsive instruction and appraisal and advisements to students. (new)**
- e. Provide **culturally responsive** counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/**mental health** counseling. (was "b" in 2016 standards)
- f. Do not diagnose but **recognize how** a student's diagnosis **and environment** can potentially affect the student's **access, participation and ability to achieve academic, postsecondary and social/emotional** success. (was "c" in 2016 standards)
- g. Acknowledge the vital role and right of parents/guardians, families **and tribal communities**. (was "d" in 2016 standards)
- h. Respect students' and families' values, beliefs **and cultural background**, as well as students' sexual orientation, gender **identity and gender expression**, and exercise great care to avoid imposing personal **biases**, beliefs or values rooted in ones' religion, culture or ethnicity. (was "f" in 2016 standards)

- i. Are knowledgeable of **local, state and federal** laws, **as well as school and district** policies **and procedures** affecting students and families and strive to protect and inform students and families regarding their rights. (was “g” in 2016 standards)
- j. **Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining** interventions to address student needs. (was “h” in 2016 standards)
- k. **Involve diverse networks of support, including but not limited to** educational teams, **community and tribal agencies and partners**, wraparound services **and vocational rehabilitation services as** needed to best serve students. (was “i” in 2016 standards –)
- l. Same as “j” in 2016 standards

## A.2 Confidentiality

### School counselors:

- b. Same as the first part of “b” in 2016 standards
- c. Recognize that informed consent requires competence, voluntariness and knowledge on the students’ part to understand the limits of confidentiality and therefore can be difficult to obtain from students of certain developmental levels and special-needs populations. **The school counselor should make attempts to** gain assent **appropriate to the individual student (e.g. in the student’s preferred language) prior to disclosure.** (was second part of “b” in 2016 standards)
- d. Was “c” in 2016 standards
- e. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; **classroom lessons**; verbal notification to individual students; and school counseling department websites, brochures **and social media accounts.** (was “d” in 2016 standards – reworded)
- f. Was “e” in 2016 standards
- g. Was “f” in 2016 standards
- h. Was “g” in 2016 standards – beginning worded was change to “**Collaborate with and involve students**”... At the end “consultation with **professional** peers...”
- o. Avoid using software programs without the technological capabilities to protect student information based upon **legal specifications** and currently acceptable security standards.
- p. **Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students’ communications and records. (new)**

Standard A.2.h from 2016 standards was deleted in the 2022 version – dealt with communicable diseases and was outdated.

### A.3 Comprehensive **School Counseling** Program

Entire section was reordered for better flow as it relates to the school counselor's responsibility when it comes to building a comprehensive school counseling program.

School counselors:

- a. Provide students with a **culturally responsive** school counseling program that **promotes** academic, career and social/emotional development **and equitable opportunity for achievement outcomes** for all students. (was "b" in 2016 standards)
- b. Collaborate with administration, teachers, staff and **stakeholders for equitable** school improvement goals. (was "a" in 2016 standards)
- c. Was "f" in 2016 standards
- d. Review **and use** school and student data to assess **and address** needs, including but not limited to **data on strengths and** disparities that may exist related to gender, race, ethnicity, socioeconomic status, **disability** and/or other relevant classifications. (was "c" in 2016 standards)
- e. **Deliver research-based** interventions to help close attainment, information, **attendance, discipline, resource** and opportunity gaps. (Was "d" in 2016 standards)
- f. Collect **and analyze** participation, **ASCA** Mindsets & Behaviors and outcome data to determine the progress and effectiveness of the school counseling program. (was "e" in 2016 standards)

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

School counselors:

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

### A.5 **Sustaining Healthy Relationships and Managing Boundaries** (was Dual Relationships and Managing Boundaries in 2016 standards)

School counselors:

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

- b. **Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations). (new)**
- c. **Assess potential risks and benefits prior to extending relationships beyond the school building and school hours (e.g., attending students' off-site extracurricular activities, celebrations honoring students, hospital visits, funerals).** (was part of "b" in 2016 standards)
- d. Document the nature of **relationship extensions**, including the rationale, potential benefit and possible consequences for the student and the school counselor. (was part of "b" in 2016 standards)
- e. **Act to** eliminate and/or reduce the potential for harm to students and stakeholders in any relationships or interactions by using safeguards such as informed consent, consultation, supervision and documentation. (was part of "a" in 2016 standards)
- f. **Prevent potential harm** to students and **stakeholders with whom the school counselor's judgment may be compromised** (e.g., family members, children of close friends) **by helping facilitate the provision of alternative services or resources when available.** (was "a" in 2016 standards)
- g. **Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders. (new)**
- h. **Refrain from** the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders. (was "d" in 2016 standards)
- i. Avoid **inappropriate roles and relationships** such as providing direct discipline, teaching courses that involve grading students and accepting administrative duties in the absence of an administrator.
- j. **Strive to avoid a conflict of interest through self-promotion that would benefit the school counselor personally and/or financially (e.g., advertising their products and/or services). (new)**

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

School counselors:

- a. Collaborate with all relevant stakeholders, including students, **school faculty/staff** and parents/guardians when students need assistance, including when early warning signs of student distress **are identified.**
- b. Provide a list of outside agencies and resources in their community, **or the closest available,** to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district-vetted list **of referrals options** and are careful not to indicate an endorsement or preference for one individual or practice. School counselors encourage parents/guardians to **research** outside professionals' **skills/experience to inform** their personal decision regarding the best source of assistance for their student.
- e. Rewording begins "... School counselors maintain the highest respect for student **cultural identities and worldviews.** School counselors pursue additional training and supervision **when their values are discriminatory in nature (e.g. sexual orientation, gender identity, gender expression, reproductive rights, race, religion, ability status).** ..."
- g. Removed the word "objective" from the 2016 standard

## A.7 Group Work

School counselors:

- a. **Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data. (new)**
- b. **Provide equitable access to participation in groups, including alleviating physical, language and other obstacles. (new)**
- c. **Assess student needs to determine if participating in the group is appropriate for the student.**
- d. Inform parents/guardians of student participation in **and the purpose of** the small group.
- e. Facilitate **short-term groups to address students' academic, achievement, postsecondary and career exploration, and social/emotional well-being.** (was "g" from 2016 standards)
- f. Use data **to inform group topics**, establish well-defined expectations and measure the outcomes of group participation. (combination of "d" and "i" from 2016 standards)
- g. **Reflect on group outcomes and determine adjustments that may improve future group interventions. (new)**
- h. Was "e" in 2016 standard; "minor" from 2016 standard was changed to "students" in 2022 standard
- i. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools **(e.g., incest survivorship, eating disorders, dating violence)** and accordingly take precautions to protect members from harm as a result of interactions with the group. (was "f" in 2016 standards)
- j. Was "g" in 2016 standards, added "**culturally sustaining**"
- k. Was "h" in 2016 standards
- l. Provide necessary follow-up **and/or referrals to additional resources** for group members. (was "j" in 2016 standards)

## A.8 Student Peer-Support Program

School counselors:

- a. **Share the student peer-support programs' goal and purpose with stakeholders. (new)**
- b. Was "a" in 2016 standards
- c. **Strive to protect the confidentiality of students receiving peer-support services by not sharing or disclosing personal information (e.g., special education services, academic information).** (based on "b" in 2016 standards)
- d. **Work to select peer helpers who reflect the diversity of the population to be served. (new)**
- e. **Facilitate equitable access, representation and cultural sustainability in peer-support programs. (new)**



- f. **Develop, train** and supervise students in **school counseling peer-support programs, using culturally relevant frameworks that promote inclusion and belonging.** (part of “b” in 2016 standards)
- g. Last part of “b” from 2016 standards

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

School counselors:

- a. Inform parents/guardians and **school administration** when a student poses a serious and foreseeable risk of harm to self or others. **This notification** is to be done after careful deliberation and consultation with other appropriate professionals, **such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if danger appears relatively remote, parents/guardians must be notified.** The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.
- b. **Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify.** If required to use a risk assessment, **it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process.** When reporting risk-assessment results to parents/guardians, school counselors do not negate the risk of **students’ potential harm to self** even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. **The purpose of reporting** risk assessment results to parents/guardians is to underscore the need for **parents/guardians** to act, **not to report a judgment of risk.**
- c. **Collaborate with school administration to ensure a student has** proper **supervision** and support. If parents/guardians will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services.
- d. **Provide culturally responsive mental health resources to parents/guardians. (new)**
- e. Report to **administration** and/or appropriate authorities (**e.g., law enforcement**) when a student discloses a perpetrated or perceived threat **to another person’s** physical or mental well-being. This threat may include, but is not limited to, **verbal abuse**, physical abuse, sexual abuse, dating violence, bullying or harassment. The school counselor follows applicable federal and state laws and school and district policy.

#### A.10 Marginalized Populations (new title)

School counselors:

- a. Advocate **with and on behalf of** students to ensure they remain safe at home, **in their communities** and at school. A high standard of care includes determining what information is shared with parents/guardians when information creates an unsafe environment for students. (was “b” in 2016 standards)
- b. **Actively work to establish** a safe, **equitable, affirming** school environment in which all members of the school community demonstrate respect, **inclusion and acceptance.** (was “a” in 2016 standards)

- c. Identify and **advocate for** resources needed to optimize **and support academic, career and social/emotional development opportunities.**
- d. Collaborate with parents/guardians when appropriate **and strive** to establish **consistent, constructive two-way** communication **in their preferred language** to ensure students' needs are met.
- e. Understand **and advocate for all** students' right to be treated in a manner that **honors and respects their identity and expression, including but not limited to race,** gender identity, gender expression, **sexual orientation, language and ability status,** and to be free from any form of discipline, harassment or discrimination based on their identity or expression.
- f. Advocate for the **equitable** right and access to free, appropriate public education for all youth in which students are not stigmatized or isolated based on **race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement,** housing, **socioeconomic status,** ability, foster care, **transportation,** special education, mental health and/or any other exceptionality or special need.
- g. **Advocate for access to and inclusion in opportunities (e.g., Advanced Placement, International Baccalaureate, gifted and talented, honors, dual enrollment) in which students are not stigmatized, isolated or excluded based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need. (new)**
- h. **Actively advocate for systemic and other changes needed for equitable participation and outcomes in educational programs when disproportionality exists regarding enrollment in such programs by race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need. (new)**
- i. Same as "i" in 2016 standards, but removed "current research"

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

School counselors:

- a. **Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies. (new)**
- b. **Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice. (new)**
- c. **Advocate for accessible, effective tools for students or community to report incidents of bullying, hate or bias. (new)**
- d. Split apart – the first part of "a" in the 2016 standards



- e. **Recognize that bias incidents are not only potentially traumatizing for students but can lead to significant damage and disruption of the school environment. Facilitate and monitor schoolwide prevention of bullying, harassment, discrimination, hate and bias through active practices that support a positive school climate, culture and belonging. (new)**
- f. **In response to a hate or bias incident (e.g., discrimination, explicit bias, hate speech), collaborate with administrative teams to ensure safety, provide support for targeted students, facilitate effective communication, provide education, connect students to resources and promote healing and recovery within the school community. (new)**
- g. **In developmentally appropriate ways and in the context of the incident, support victims, and encourage growth and provide tools for accountability and change (e.g., restorative practices) in perpetrators, and promote healing in the school community** while deferring to administration for all discipline issues or any other violation of federal and state laws or district and school policies. (second half of “a” from 2016 standards)
- h. **Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community. (new)**

#### A.12 Child Abuse (now its own section)

School counselors:

- a. Report to the proper authorities, as mandated by the state, all suspected cases of child abuse and neglect, **recognizing that certainty is not required, only reasonable suspicion. School counselors are held to a higher standard regarding their absolute duty as a mandated reporter to report suspected child abuse and neglect.** (pieces of A.11.b from 2016 standards, expanded)
- b. Same as A.11.d from 2016 standards, but the word “encourage” is changed to “advocate for”
- c. Take reasonable precautions to protect the privacy of students for whom abuse or neglect is suspected **from those who do not have a legitimate need to know.** (split from A.11.b in 2016 standards)
- d. Same as A.11.c from 2016 standards, except “are knowledgeable about” is changed to “**Know**”
- e. **Connect** students who have experienced abuse and neglect with services provided **through the local school district and community agencies.** (was A.11.e in 2016 standards)

#### A.13 Student Records (was A.12)

School counselors:

- c. Recognize the difficulty in **adhering to FERPA’s definition of** sole-possession records.

#### A.14 Evaluation, Assessment and Interpretation (was A.13)

School counselors:

- a. Use only valid and reliable **research-based** tests and assessments **that are culturally sensitive, in the student’s preferred language and free from** bias.

- b. Adhere to all professional standards **and regulations** when selecting, administering and interpreting **standardized** assessment **tools**, and use only assessment **instruments** that are within the scope of practice for school counselors and for which they are licensed, certified, competent and **trained to use**.
- c. Changed “are mindful of” to “**Follow**” (A.13.c 2016 standard)
- d. Consider the student’s developmental age, language skills, **home language** and competence level when determining an assessment’s appropriateness.
- e. Use multiple data points, **both quantitative and qualitative** whenever possible, to provide students and families with **complete** and accurate information to promote students’ well-being.
- f. Provide interpretation, **in the student’s preferred language**, of the nature, purpose, results and potential impact of the assessment/evaluation measures **in terms** students and parents/guardians can understand.
- h. Added “when selecting” to A.13.h of 2016 standard
- i. Conduct **and disseminate the results of** school counseling program assessments to determine the effectiveness of activities supporting students’ academic, **college**/career and social/emotional development through accountability measures, especially examining efforts to close opportunity gaps.

#### A.15 Technical and Digital Citizenship

School counselors:

- a. Was A.14.f
- b. Added “equitable use of culturally sustaining” (was A.14.a)
- c. Was A.14.b
- d. Was A.14.c
- e. Was A.14.d
- f. Was A.14.e
- g. **Understand challenge with confidentiality when using email and establish protocols and boundaries for responding to emails. (new)**
- h. **Advocate for the use of virtual learning tools that include safeguards and protocols protecting highly sensitive student information. (new)**
- i. **Advocate against alert tools or apps requiring constant monitoring by school personnel. These tools are not aligned with the nature and function of school counseling. (new)**

#### A.16 Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same legal and ethical **standards** in a virtual/distance/**hybrid** setting as in face-to-face settings.

- b. Recognize, acknowledge **and problem-solve the unique** challenges and limitations of virtual/distance/**hybrid** school counseling.
- c. **Establish procedures, in collaboration with school administrators and other support staff**, for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Changed “and mitigate” to “**and address**” and included **hybrid** in the virtual/distance school counseling (A.15.d from 2016 standards)
- e. Added **hybrid** to virtual/distance school counseling (A.15.e from 2016 standards)
- f. Same as A.15.f
- g. **Recognize the challenges in virtual/distance/hybrid settings of assisting students considering suicide, including but not limited to identifying their physical location, keeping them engaged on the call or device, contacting their parents/guardians and getting help to their location. (new)**

## **B. Responsibilities to Parents/Guardians, School and Self**

### B.1 Responsibilities to Parents/Guardians

School counselors:

- a. Recognize, **honor and respect the importance of parents/guardians when** providing services to **students** in a school setting and collaborate with students’ parents/guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship **to facilitate and advocate for** students’ maximum **growth in the areas of academic, career and social/emotional development.**
- c. **Promote equity and inclusion through culturally affirming and sustaining practices honoring the diversity of families.** Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to the law. (was B.1.d in 2016 standards)
- d. Was B.1.e in 2016 standards – added word to this portion of the standard “learning process **and outcomes** for all students”
- e. **Adhere to the Protection of Pupil Rights Amendment when using universal screeners, surveys or needs assessments by informing parents/guardians prior to their use in accordance with school district policies and local, state and federal law. (new)**
- f. **Engage a diverse sample of parents/guardians and caregivers to provide opportunities for meaningful contributions to the school counseling program. (new)**
- g. Adhere to **federal, state, local laws; district policy;** and ethical practice when assisting parents/guardians experiencing family difficulties interfering with their student’s welfare. (was B.1.c in 2016 standards)
- h. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student, **while recognizing parents/guardians have inherent legal rights to student information.** (was B.1.f in 2016 standards)

- i. Respect **the privacy** of parents/guardians in accordance with the student’s best interests. (changed the word “confidentiality” from B.1.g in 2016 standards)
- j. Provide parents/guardians with accurate, comprehensive and relevant information in a caring manner as appropriate and consistent with legal and ethical responsibilities to the students and parents/guardians. **Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students’ safety and welfare.** (was B.1.h in 2016 standards)
- k. Follow direction and stipulations of the legal documentation in divorce, separation or custody cases maintaining focus on the students. **Adhere to clear boundaries and a position of neutrality when working with parents/guardians.** (was B.1.i in 2016 standards)

## B.2. Responsibilities to the School

School counselors:

- b. Design and deliver comprehensive school counseling programs that are integral to the school’s academic mission **informed by analysis of** student data, **based on the ASCA National Model.**
- c. Removed “as inappropriate to the school counselor’s role.”
- d. **Exercise** leadership to create systemic change **to create a safe and supportive environment and equitable outcomes for all students.**
- e. Added language: **in promoting equitable student outcomes.**
- f. Added language: **when appropriate to enhance school climate and student outcomes.**
- g. Inform appropriate officials, in accordance with **federal and state law and school district** policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property, while honoring the confidentiality between students and school counselors to the extent possible.
- h. Advocate for administrators to place **licensed/certified** school counselors who are competent, qualified and hold a master’s degree or higher in school counseling from an accredited **institution.**
- j. **Advocate for the use of** vetted, bilingual/multilingual translators to represent languages used by families in the school community **and support broader cultural communication and engagement.**
- k. Reworded and more concise
- l. Provide **culturally responsive** information to families to increase understanding, improve communication, promote engagement and **improve student outcomes.**
- m. Promote **culturally sustaining practices** to help create a safe and inclusive school environment **with equitable outcomes for all students.**
- o. **Use school** and community resources to promote equity and access for all students.
- p. Use inclusive language in all forms of communication **and ensure students and stakeholders have access to materials in their preferred languages when possible.**

- q. Collaborate as needed to provide optimum services with other **school and community** professionals **with legitimate educational interests** (e.g., school nurse, school psychologist, school social worker, speech-language pathologist), **following all local, state and federal laws.**
- r. **Strive to address and remedy the work environment and conditions that do not reflect the school counseling profession's ethics, using advocacy and problem-solving skills.** (combination of B.2.r and B.2.s)

### B.3. Responsibilities to Self

#### School counselors:

- a. Have earned a master's degree or higher in school counselor **or the substantial equivalent** from an accredited institution.
- b. Language was made more concise
- d. Added "**profession's.**"
- e. Engage in **routine, content-applicable** professional development **to stay up to date on trends and needs of students and other stakeholders**, and regularly attend training on current legal and ethical responsibilities.
- f. **Explore and examine implicit biases and the impact on practice and interaction with students; apply learning to program practice and development.** (rewrite of B.3.k from 2016 standards)
- g. **Develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g. multicultural counseling, anti-racism, culturally sustaining practices)** to further develop skills for systemic change and equitable outcomes for all students. (rewrite of B.3.i from 2016)
- h. **Recognize the potential for stress and secondary trauma. Practice wellness and self-care through** monitoring **mental**, emotional and physical health, **while seeking consultation from an experienced school counseling practitioner and/or others when needed.** (rewrite of B.3.f from 2016)
- i. Same at B.3.f from 2016
- j. **Apply an ethical decision-making model** and seek consultation and supervision from **colleagues** and other professionals who are knowledgeable of **the profession's practices** when ethical questions arise. (reworded B.3.h from 2016)
- k. **Honor the diversity and identities of students** and seek training/supervision when prejudice or biases interfere with providing comprehensive school counseling services to all **pre-K-12** students. **School counselors will not** refuse services to students based solely on personally held beliefs/values rooted in one's religion, culture or ethnicity. **School counselors work toward a school climate that embraces diverse identities and promotes equitable outcomes in academic, career and social/emotional development for all students.** (rewrite of B.3.j from 2016)
- l. **Have an awareness of** and make clear distinctions between actions and statements (verbal and written) made as a private individual versus those made as a representative of the school counseling profession and of the school district/**school entity.**

## C. SCHOOL COUNSELOR DIRECTORS/ADMINISTRATORS/SUPERVISORS

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

- a. Added “**and the school community’s needs.**”
- b. Advocating for fair and open distribution of resources among programs supervised, using an allocation procedure that is nondiscriminatory, **equitable**, informed by **comprehensive** data and consistently applied.
- d. Added “**competencies.**”
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the laws and ethics related to the **school counseling** profession **or equitable outcomes for students.**
- g. **Using and/or advocating for performance appraisal instrument aligned with the ASCA School Counselor Professional Standards & Competencies that assesses school counselors’ knowledge, skills and attitudes. (new)**
- h. **Understanding the ASCA Ethical Standards for School Counselors, the ASCA National Model and the ASCA School Counselor Professional Standards & Competencies. (new)**
- i. **Providing staff with opportunities and support to develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students. (new)**
- j. **Collaborating and consulting with school counseling graduate programs to support appropriate site placement for supervisees and ensure high-quality training that is essential for school counselor preparation. (new)**

## D. SCHOOL COUNSELING PRACTICUM/INTERNSHIP SITE SUPERVISORS

Practicum/internship site supervisors:

- a. Are licensed or certified school counselors **with** an understanding of school counseling programs and school counselors’ ethical practices.
- b. Have the education and training to provide **school counseling** supervision and regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Removed the word “collaborative” and added the word “**developmental.**”
- d. **Engage in culturally affirming supervision, maintain** cultural competence and consider cultural **and historic** factors and **power dynamics** that may have an impact on the supervisory relationship.
- e. Changed “do not engage” to “**avoid.**”
- g. Added “**and negative outcomes**” to the end
- h. Slight rewording
- i. Slight rewording to standard D.j. from 2016



- j. Was standard D.i. in 2016, removed the word “request.”
- k. **Understand** supervisee limitations and communicate concerns to the university/college supervisor in a timely manner. (was standard D.l. in 2016)
- l. **Help** supervisees **select appropriate professional development based on identified needs.** (reword of standard D.m. from 2016)
- m. Contact university/college supervisors **and consult with school administrators** to recommend **assistance** or dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies. Document recommendations and ensure supervisees are aware of such decisions and the resources available to them. (reworded D.n. from 2016 standards)
- n. **Recognize and acknowledge the specific roles of school counselor educators, site supervisors and the practicum/internship student. Supervisors ensure that supervisees are able to participate in a variety of academic, college/career and social/emotional activities through individual group and classroom interventions. (new)**

## E. MAINTENANCE OF STANDARDS

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

- a. School counselors **confidentially** consult with professional colleagues to discuss the potentially unethical behavior and **determine** if the situation is an ethical violation.
- c. School counselors understand mandatory reporting **responsibilities** in their respective districts and states. (was the second part of E.a. in 2016 standards)
- d. **School counselors take appropriate action in the following sequence** if the matter remains unresolved at the school, **school district, state department of education and/or professional** practice/standards commission **level**:
  - 1. Contact the state school counselor association’s ethics committee if applicable.
    - i. If no such committee exists, contact the state school counselor association leadership.**
    - ii. If the issue remains unresolved, proceed to step 2.**
  - 2. **Contact the** American School Counselor Association. **Formal documentation of the steps taken and the response of the complainant and respondent should be** submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.

## F. ETHICAL DECISION MAKING

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

- a. Define the **ethical dilemma.** (changed the word “problem” to **“ethical dilemma”** and removed the words “emotionally and intellectually”)
- b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma. (new)**

- c. Apply the ASCA Ethical Standards for School Counselors **and the relevant district policies and procedures.**
- d. Consult **with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).** (was “h” in 2016 standards)
- e. Was “c” in 2016 standards
- f. Consider parental/guardian and **students’** rights (was “d” from 2016 standards)
- g. Apply the ethical principles of:
  - Beneficence: **working for the good of the individual and society by promoting mental health and well-being**
  - Autonomy: **fostering the right to control the direction of one’s life**
  - Nonmaleficence: **avoiding actions that cause harm**
  - Justice: **treating individuals equitably and fostering fairness and equality**
  - **Fidelity: honoring commitments and keeping promises, including fulfilling one’s responsibilities of trust in professional relationships**
  - **Veracity: dealing truthfully with individuals with whom school counselors come into professional contact.**
- h. Same as “f” in 2016 standards
- i. Same as “g” in 2016 standards
- j. Implement the course of action **and analyze the outcome.**
- k. Identify any inconsistencies in school/district policy for potential revision. (new)**
- l. See other ethical decision-making models:**
  - **Intercultural Model of Ethical Decision Making (Luke, et al., 2013)**
  - **Solutions to Ethical Problems in Schools (STEPS; Stone 2003)**
  - **Ethical Justification Model (Kitchener, 1984)**

## **GLOSSARY OF TERMS:**

**Anti-racist – new**

**Bias Incident – new**

**Bullying – new**

**Culturally Sustaining School Counseling – new**

**Custodial and Noncustodial – new**

Diversity – the inclusion of individuals representing more than one national origin, gender identity, **gender expression, ethnicity,** religion, socioeconomic stratum, sexual orientation and the intersection of cultural and social identities (slight reword)

**Equity – new**

Feasible – capable of being done, affected or accomplished **easily or conveniently**

Gender identity – removed “transsexual”

**Guardian Ad Litem – new**

**Oppression – new**

**Racial Bias – new**

**Racism – new**

Sole-Possession Records – reworded, but same definition

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

**Systemic change – new**

**Universal screener – new**