# AUBURN UNIVERSITY

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND COUNSELING**

**School Counseling**

**Course Number:** COUN 7910-D03

**Course Title:** Practicum in School Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7320, 7350, 7950; Departmental approval. Students must notify practicum coordinator one semester in advance of registering for COUN 7910

**Co-requisites:** None

# Class Meeting: Instructor:

Tuesdays 4:00pm to 6:00pm

John R. McCall, PhD

**Date Syllabus Prepared:** July 2009, January 2017, August 2018, July 2019, June 2020, June 2021, July 2022, July 2023, August 2024

# Required Texts:

# Hamlet, Helen (2021). *School Counseling: Practicum and Internship*. Sage Publications, Inc., 2nd ed.

Ebook: Theories of School Counseling for the 21st Century

<https://catalog.lib.auburn.edu/vufind/Search/Versions?id=5745416&keys%5B0%5D=AT%20dollarhidecolettet%20theoriesofschoolcounselingforthe21stcentury&keys%5B1%5D=AT%20lembergertruelovematthewe%20theoriesofschoolcounselingforthe21stcentury>

**Recommended Texts for School Counseling:**

American School Counselor Association. (2012). *The ASCA National Model: A Framework for school*

*counseling programs* (3rd ed.), Alexandria, VA: Author.

Blum, D. J, & Davis, T. E. (2010). *School counselor's book of lists* (2nd ed.). CA: Jossy-Bass.

James, R. K. (2007). *Crisis intervention strategies*. CA: Brooks/Cole Pub Co.

Jongsma, A. J., Peterson, L. M., McInnis, W. P., & Berghuis, D. J. (2014). *The child psychotherapy*

*progress notes planner*., 5th ed. Hoboken, NJ, US: John Wiley & Sons Inc.

Jongsma, A. J., Peterson, L. M., McInnis, W. P., & Berghuis, D. J. (2014). *The adolescent*

*psychotherapy progress notes planner*., 5th ed. Hoboken, NJ, US: John Wiley & Sons Inc.

Jongsma, A. J., & Berghuis, D. J. (2014). *The adult psychotherapy progress notes planner*., 5th ed.

Hoboken, NJ, US: John Wiley & Sons Inc.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work treatment planner*. NJ:

John Wiley & Sons, Inc.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work homework planner*

(W/CD). NJ: John Wiley & Sons, Inc.

Kolski, T. D., Avriette, M., & Jongsma, A. E. (2001). *Crisis counseling and traumatic events treatment*

*planner*. NJ: John Wiley & Sons, Inc.

Studer, J. R., & Diambra, J. F. (2015). *A guide to practicum and internship for school counselors-in-*

*training*. New York: Routledge.

# Course Description:

Supervised counseling experiences in which students serve as counselors at pre-arranged sites and approved community counseling settings appropriate to their program emphasis. Students will be placed through an application process that occurs the spring semester prior to the start of Practicum.

This course is considered a “blended” course. As such, the class will meet online (synchronously) each week during the regularly scheduled class time to discuss the lecture, case conceptualization as well as the practicum process. Class will meet on campus on scheduled dates and as conditions permit.

# Course Objectives:

Each week’s class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback

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| Learning Objectives | Class Requirement | Artifact |
| Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of 8 weeks consistent with the institution's academic calendar.  (CACREP 4.Q). | All students will maintain their approved placement while working directly with clients/consumers/ students. | Students will maintain a counseling log documenting all indirect and direct hours completed. |
| Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.  (CACREP 4.R.) | All students will maintain their approved placement while working directly with clients/consumers/ students. | Students will maintain a counseling log documenting all indirect and direct hours completed. |
| Throughout the duration of practicum,  each student receives individual and/or  triadic supervision on a regular schedule  that averages one hour a week and is  provided by at least one of the following:   * 1. a counselor education program   core or affiliate faculty member, or   * 1. a doctoral student supervisor who   is under the supervision of a counselor education program  faculty member, or   * 1. a site supervisor who is working   in consultation on a regular  schedule with a counselor  education program faculty  member in accordance with the supervision agreement.  (CACREP 4.S) | Supervisors will provide one hour of supervision each week. | Student will maintain a counseling log documenting all supervision hours received. |
| Throughout the duration of practicum, each student receives group supervision on a  regular schedule that averages 1½ hours  per week and is provided by at least one  of the following:  a counselor education program core or  affiliate faculty member or  a doctoral student supervisor who  is under the supervision of a counselor education program faculty member  (CACREP 4.T) | Students will meet for an average 1 ½ hour course weekly for group supervision. | Attendance will be verified by the instructor. |
| Case conceptualization skills using a variety of models and approaches (CACREP 3.E.3) | Students are required to present one client case conceptualization presentation during the course of practicum | See assignment H. in syllabus entitled “Client Case Conceptualization.” Assignment is reviewed by Practicum instructor. |
| Record keeping and documentation skills  (CACREP 3.E.16) | Students are required to upload all client documentation to University Supervisor. The University Supervisor will provide feedback on their documentation skills. | See assignment D in syllabus entitled “Client File.” Documentation is reviewed by University Supervisor. |
| Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship. (CACREP 4.B.) | Students are required by practicum instructor to obtain individual liability insurance. | See item J in the syllabus. Insurance is uploaded into Box and verified by practicum instructor and University supervisor. |
| Supervision of practicum and internship students includes secure audio/video recordings and/or live supervision of students’ interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.. (CACREP 4.C.) | Sites will provide opportunities for recording sessions, live supervision or co-led counseling services. | Information will be documented through counseling log. Audio recordings are reviewed by University Supervisor. |
| Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, during their practicum and internship. (CACREP 4.D) | Students will participate in professional development opportunities at their site as though they were a professional counselor. | During their site visit conducted by the instructor of record, professional development will be discussed and reviewed. |
| Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship. (CACREP 4.F) | Student will receive passing grades in the midterm and final evaluation to continue matriculation. | Evaluations will be submitted and reviewed by instructor of record at midterm and final of the semester. |
| Students have opportunities to evaluate their experience with the practicum and internship placement process. (CACREP 4.L.) | Students are asked to reflect on their placement process during discussion in practicum class. | Practicum instructor facilitates this discussion, records information from students and shares with Practicum/Internship Coordinator. |
| Students have regular, systematic opportunities to evaluate practicum and internship sites and site supervisors. (CACREP 4.M) | Students are required to complete an evaluation on their site at midterm and final. | Students upload their site evaluation in Box. Evaluation is verified by University supervisor and reviewed by practicum instructor. |
| In addition to the development of  individual counseling skills, during  either the practicum or internship,  students must lead or co-lead a  counseling or psychoeducational group.  (CACREP 4.E.) | Student will pursue group counseling opportunities at their practicum site. | Student will maintain a counseling log documenting all group counseling provided. |

# Class Schedule

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| **Date** | **Topic** | **Readings/Assignments** |
| Week 1 - August 20th | Introductions  *Roles, paperwork, ethics* | Professional Experiences Handbook  ASCA Code of Ethics  Lesson 1  Lesson 4 |
| Week 2- August 27th | Orientation to Practicum Site | Lesson 2  **Proof of individual professional liability insurance due**  **Mandated reporter training due**  **Memorandum of Agreement and Information Sheet due** |
| Week 3 – September 3rd | Documentation, Confidentiality and Informed Consent | Lesson 5 |
| Week 4 – September 10th | Identifying and Reporting Child Abuse and Neglect  Suicide Assessment Prevention and Postvention | Lessons 11 and 12 |
| Week 5 – September 17th | **NCC Study Session**  Crisis Management  1. | Lesson 13 |
| Week 6 – September 24th | Grief  Case Conceptualizations  1. | Lesson 23  Blueford et al., (2021) *Creating a System of Care for Early Adolescents Grieving a Death-Related Loss* |
| Week 7 – October 1st | Substance Abuse  Case Conceptualizations | Lesson 14  Mullen et al. (2021) School Counselors’ Use of SBIRT for Substance Use Screening  **Midterm evaluations due in class** |
| Week 8 – October 8th | The School Counselor and Bullying Prevention  Case Conceptualization  1.  2. | Lesson 15 |
| Week 9 – October 15th | Social Justice  Case Conceptualizations  1.  2. | Lesson 7  Dowden & Anderson (2021) SC Use of Multicultural and Social Justice Counseling Competencies. |
| Week 10 – October 22nd | Motivation Interviewing for School Counselors – Reagan North | MI Materials |
| Week 11 – October 29th | Working with Lesbian, Gay, Bisexual and Queer Students  Case Conceptualizations | Lesson 9 |
| Week 12 – November 5th | Working with Transgender and Gender Nonconforming Students  Case Conceptualizations | Lesson 10 |
| Week 13 – November 12th | Counseling in Under Resourced Communities  Case Conceptualizations | Lesson 18 |
| Week 14– November 19th | **ALCA Conference**  English Language Learners  Case Conceptualizations  1.  2. | Lesson 8 |
| Week 15 November 26th | Thanksgiving Break | **NO CLASS** |
| Week 16 - | Wrap up and Reflection | **Final Evaluations Due**  **Final Practicum Log** |

**7. General Information and Assignments/Projects**

1. **Accrual of Hours:** The expectation is held that students will attend all classes (group supervision). In addition to this group supervision, students are required to attend 1 hour of University individual supervision per week. ***As with class attendance, site and supervision attendance is mandatory.*** In case of absence due to illness or other crisis condition, practicum students will notify all supervisors (university supervisor, course instructor and site supervisor). It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site. **Students who miss more than one practicum class or supervision will automatically fail the course unless a documented medical excuse exists.**
2. **Practicum Site Experience:** Students should complete a minimum of **100 total practicum hours,** which include a minimum of **40 direct service hours** to pass this class. Students are required to spend a minimum of **10 hours on site per week and no more than 12 hours (unless otherwise directed by the Program Coordinator, Practicum/Internship Placement Coordinator, Site Supervisor or Course Instructor)**. The direct service portion of the practicum requirements can be met by providing individual counseling and group counseling.
3. **Work samples**: **Students are expected to submit an average of two recorded counseling sessions weekly throughout the semester** in which they are enrolled in practicum. Students must submit **a minimum of 15 work samples (300 taped minutes)** throughout the semester in order to complete practicum. A ***Consent to Tape*** form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student’s site supervisor, meaning the supervisor will sit in on or otherwise observe the student’s counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. A minimum of 15 live observations would be needed to complete the requirement for the course.

Recording devices can be obtained from the LRC. If you would like to purchase your own device, it will need to be approved by the instructor. You are not permitted to use your phone as a recording device. Once you have recorded the session, the session must be uploaded to Box and immediately deleted from the recording device. At the end of the semester, all recordings are to be deleted from Box. As long as there is a recording on the device, it should be kept in a safe and secure place as it contains confidential material.

1. **Client file(s):** Students will maintain the following documents in Box for each client and group with identifying data not included (students are asked to code files). Your Box folder should be shared with your University Supervisor and Practicum Instructor.

* Progress note for each counseling session

\*Note: Students must have a progress note for each direct hour documented on their hours log

* Session summaries for each recorded counseling session
* Treatment plans (required for clients with 3+ sessions)

**\* Due (Week 15): Field Experience Documentation Due**

1.Practicum Log (should be signed by the site supervisor weekly)

* Copy provided to University Supervisor

2. Three (3) Evaluation Forms

* Site Supervisor
* University Supervisor
* Student Self-evaluation

3**.** Client Information

* Intake/Assessment materials (intake is only required for case conceptualization)
* Counseling Plans
* Case Conceptualization
* Progress Notes/Session Summaries
* (these materials need to be permanently erased after being reviewed by your group supervisor at the end of the semester.)

**E. Individual Supervision:** The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own and complete a typed session summary form for every client weekly. **Students must turn in a minimum of two (2) tapes each week and all summaries 48 hours prior to supervision.** A total of 300 recorded minutes is required by the completion of the semester. In addition, students must submit evidence of their documentation (reviewed at midterm and final) that includes the practicum log, evaluation forms, \*client files (including up to date progress notes) uploaded through Box. Please note that individual supervisors may request additional materials to be added to Box for review (e.g., other evaluations forms, tape transcripts, etc). The individual supervisor will complete both a midterm and a final evaluation of the student (it is the practicum student’s responsibility to provide blank copies of the evaluation to their supervisor).

Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. ***You must attend an average of one hour of individual supervision with your University-appointed supervisor every week in order to continue to see clients.*** In the event of an emergency or illness, your supervisor will work with you to reschedule so that client sessions are not interrupted. However, if you are persistently absent or late for non- emergency reasons or fail to submit materials in a timely fashion so that you and your supervisor can be prepared for supervision, ***you may not be allowed to see clients and your continuation in the practicum class may be discontinued.*** We all have a responsibility to each and every client you see, and a large part of demonstrating commitment to these responsibilities is through your preparedness for and participation in both group and individual supervision.

It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.

**F. Group Supervision:** Group supervision occurs weekly during the designative class time for practicum, in which students participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Readings will be assigned using journals and other sources. Students are expected to link relevant material from the readings to their work with clients in discussion during group supervision.

**G. Site Supervision:** All students will have a designated site supervisor. Although these interactions may vary, this includes opportunities for on‑going supervision, consultation, and collaboration. Site supervisors have (1) a minimum of a master’s degree in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of counseling experience; (4) knowledge of the counseling program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Site supervisors will complete both a midterm and a final evaluation of the student and sign their log weekly.

**H. Client Case Conceptualization:** Students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision. The following components are required:

* Client’s presenting concern and background information gathered at first appointment
* Information gathered via formal and/or informal assessments
* Client’s goals for counseling
* Conceptualization of the client’s concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
* Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan)
* Description of a single counseling session’s focus, goals, interventions, process, and observations of progress (e.g., progress note)
* At least one 10-minute segment of the audio recording of this counseling session that demonstrate the student’s counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

**I. Field Experience Documentation:** Students must submit the following items (shared in **Tevera** and in hard copy) to their *university group supervisor* to receive final grades. These items will be placed in each student’s permanent file stored in 2084 Haley Center. The items include:

* + Practicum Information Form
  + All supervisors’ evaluation forms (Site, University)
  + Self-Evaluation Form
  + The Practicum Log
  + Proof of liability insurance

**J. Professional Liability Insurance:** All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the **Department of Risk Management and Safety,** 334-844-4870. Students are also required to purchase their own individual professional liability insurance through the American School Counselor Association (ASCA) (<https://www.schoolcounselor.org/Membership/Proof-of-Insurance>). All professional and student ASCA members are automatically covered for $1 million in excess [professional liability coverage](https://www.schoolcounselor.org/getmedia/7df2b41b-6890-4e61-b2e5-465e80b0f129/Insurance-Brochure.pdf) at no additional cost. To show proof of professional liability coverage, complete the fillable [Certificate of Insurance Form](https://www.schoolcounselor.org/getmedia/6e6946df-97d2-49b2-ba56-166b0837ae71/ASCA-Ins-Certificate.pdf).

**K. Mandated Reporter Training:** Students will be required to complete online mandated reporter training (<https://aldhr.remote-learner.net/course/index.php>). Students can choose between child abuse mandated reporters training or adult abuse mandated reporters training based on the population of focus at their site. Students must submit evidence of their completion of this training on helping abused and neglected children and vulnerable adults.

**Grading and Evaluation Procedures:** The COUN 7910 course grade is determined by classroom and site performance. To successfully pass the Practicum course, students must attend classes, complete practicum assignments, submit the appropriate documentation (including practicum hours log and evaluations) and successfully complete the 100 hour practicum experience, including a minimum of 40 direct hours that are verified by the site supervisor as evidenced in a signed counseling log. Students will not pass the course if they have poor attendance at the site or in the classroom, do not submit class assignments, do not obtain a satisfactory midterm/final evaluation, are accused of fraudulent log documentation, are accused of an ethical violation, do not demonstrate appropriate professional behaviors or any other behaviors deemed inappropriate as cited in the COUN Handbook, Professional Practice Handbook, Code of Ethics and AU Graduate School Standards. Grades are S/U.

**Class Policy Statements:** Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises **(***Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)). Should students need to be absent for any reasons, they must contact the course instructor before missing that class meeting. Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).

Dates for completing assigned class activities are noted in the course calendar. Unless otherwise notified, students should assume no deviation regarding these dates/assignments. Students anticipating difficulties in attending class on a date scheduled assignments are due should seek permission from the instructor to turn in an assignment prior to the due date. Students assume the responsibility for contacting the instructor to make suitable arrangements for making-up an assignment within 48 hours. The make-up assignment must be completed 2 weeks of the students’ return to class. Failure to comply with these stipulations may result in the student receiving a grade of (0) zero for the missed assignment.

**Students must maintain confidentiality of all case discussion.** The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. This action would be considered highly unethical behavior (see [**ACA Code of Ethics**](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a nickname) of the person in discussion and/or some other code (e.g. initials of a nickname) on all documentation will be appropriate. Classroom civility is expected. The use of laptops during class is inappropriate in this setting due to confidentiality and the nature of group supervision; also, please silence cell-phones before entering class.

**Social Media and Public Representations:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

Policy Related to the Use of AI for Classroom Assignments

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

Policy Related to the Use of Zoom for Class Meetings

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
  + You should dress and behave as you would in a normal F2F classroom.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
  + If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

Counselor Education Diversity Statement - **Counselor Education Diversity, Equity, and Inclusion Statement (CACREP 2024 Standard 1.N.6)**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

Accommodations Statement

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**Useful Websites:**

The Alabama School Counselor Association

<http://alabamaschoolcounselors.org/>

American School Counselor Association

<http://www.schoolcounselor.org/>

American Counseling Association

<http://www.counseling.org/>

Alabama Counseling Association

<http://www.alabamacounseling.org/>

US Department of Education

<http://www.ed.gov/>

Alabama State Department of Education

[http://www.alsde.edu](http://www.alsde.edu/)

Auburn City Schools

http://www.auburnschool.org/

Opelika City Schools

http://www.opelikaschools.or