



From the *GSCA Journal*  
Editorial Assistant

It is with enthusiasm that I work to assist the senior editorial staff and the state journal editor,

Dr. Rhonda Bryant, with tasks essential to the production of this publication. I consider it an honor to serve on the *GSCA Journal* staff this year to work with Dr. Bryant and to support, in some small way, the development of new professional school counselors and the counseling profession through the *Journal*.

I am excited as a professional school counselor in training to learn first-hand, through the review of professional manuscripts from around the state, of issues and trends addressed, and researched by school counseling professionals. As practicing professional school counselors and counseling trainees collaboratively build and strengthen our collective capacity for K-12 and higher education advocacy, all are uniquely positioned to advance the profession and the significance of professional school counselors.

---

Debra Knowles is a graduate of the University of Wisconsin-Milwaukee where she earned a B.S. in special education and an M.S. in education with an emphasis in urban education. After a number of years in the classroom and over a decade of work as a recruitment/retention specialist in higher education she moved to Georgia in 2006; she returned to work in the public school setting where she served as a district coordinator advocating for parental involvement. Mrs. Knowles is enrolled in the master's degree program in school counseling at Albany State University.

## The Revised 2010 Ethical Standards for School Counselors

Wayne C. Huey  
Johns Creek, Georgia  
Author Note

Wayne C. Huey, Ph.D., retired, is former director of counseling, Lakeside High School, Atlanta, Georgia, which is part of the DeKalb County school system. He served as chairperson of the American School Counselor Association Ethics Committee from 1983 to 1986 and from 1990 to 1992. Correspondence regarding this article should be emailed to [waynehuey@att.net](mailto:waynehuey@att.net).

*Keywords:* professional school counselor ethics, school counseling ethics, ethical code updates

### Abstract

The American School Counselor Association (ASCA) recently revised its ethical code for professional school counselors, the *Ethical Standards for School Counselors*, in 2010. Professional school counselors have a unique challenge in counseling minors in that they provide services in an educational setting. Consequently, school counselors not only have a primary allegiance and ethical responsibilities to student clients, but also have an ethical responsibility to advocate for students with significant others such as parents/guardians, the school, and community. Additionally, school counselors have responsibilities to self, colleagues, and the profession to act in an ethical manner. Changing societal and professional issues require future ethical code revisions to meet the needs of contemporary counselors. This article describes the more than forty new standards and other significant changes on a section-by-section basis.

*Keywords:* ethics, school counselors, ASCA, ethical standards, counseling minors

One characteristic of a profession is the adoption of a formal code of ethics. This code represents the collective concept of what constitutes ethical behavior within that specific group at any particular point in time. The code also provides members with a frame of reference for

making decisions in what are often ambiguous, difficult, and complex situations. The American School Counselor Association (ASCA) recently revised the *Ethical Standards for School Counselors* (2010), which the Georgia School Counselors Association (GSCA) and most other state school counselor associations will adopt to serve as their state professional ethics code. GSCA has done that since the initial development and adoption of the *Ethical Standards for School Counselors* in 1984.

ASCA's latest revision of the *Ethical Standards for School Counselors* contains about forty new standards as well as significant changes in existing standards. This represents a greater increase in the number of new standards than the two previous revisions in 2004 and 1998 combined. Why are there so many additions and changes in this revision? Generally, codes of ethics tend to be reactive to changes in the profession and in society as a whole. As the issues confronting school counselors change, so must the profession's code of ethics change? Ethical standards are not static (Huey, Salo, & Fox, 1995).

Numerous environmental forces and societal movements have affected school counselors and provided the impetus for the addition of new ethical standards. These include (a) innovations in technology (Stone, 2009; Williams, 2007; Williams, 2009); (b) changing demographics and inequities in accessing services and resources for multicultural populations (Gysbers & Henderson, 2001; Paisley & McMahon, 2001); (c) violence and school safety, (Hermann & Finn, 2003; Stone, 2010; Williams, 2009); (d) demands for counselor accountability, (Paisley & McMahon, 2001; Stone, 2005); (e) liability issues, (Huey & Remley, 1988; Stone, 2005; Stone, 2009); and the (f) current economic climate (Tucker, 2010).

Initially developed as ASCA position statements, several of these issues became so pervasive and significant that they evolved into ethical standards (Williams, 2007). Topics such as technology, violence and safe schools, and multicultural equity are examples of issues that were elevated to ethical standards. The ASCA 2010 version of the *Ethical Standards for School Counselors* provides guidelines to address many of these concerns.

The format of this article is essentially identical to one used previously by the author in describing the 1992 revision of

the ethical standards (Huey, 1992) and provides a section-by-section overview of the new standards and other major changes in the revised ethical standards. Because the focus of this article is restricted to the new standards and those with major changes, it is important that counselors obtain a complete copy of the updated standards. Counselors can obtain the latest version of the ASCA Code of Ethics at <http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136>.

Mental health professionals generally accept that "the single characteristic that best distinguishes school counselors from other mental health professionals is a direct result of their work setting" (Huey, 1986, p. 321). The uniqueness of the educational work setting includes having minors for clients, and owing responsibilities to collaborate with other significant groups in the students' lives, such as parents/guardians, and the school and community.

Regardless of the amount of detail, no article can replace the knowledge gained from personal reading, review of ethics codes, and attendance at professional development programs and workshops on this topic. As professionals, school counselors must continuously update their knowledge and expertise with respect to ethical decision-making (Huey & Remley, 1988; Williams, 2007). Adherence to ethical standards, as stipulated in a formal code, provides a best practice rationale if it becomes necessary for a practitioner to support or defend his or her actions. According to Remley, Huey, and Sikes (2010), school counselors who know their code of ethics are in a much better position to engage in ethical manners and conduct (p. 8). Consequently, all professional school counselors should become familiar with the changes in the new and revised standards. The *Ethical Standards for School Counselors* is an invaluable document for providing guidance in discerning the best course of action and for reassuring counselors that they acted in a professional and ethical manner.

The 1984 version of ASCA *Ethical Standards for School Counselors* initially consisted of six sections corresponding to the professional school counselors' traditional areas of responsibilities to students, parents, colleagues and professional associates, school and community, self, and profession. Two additional supportive sections were included in the 1992 revision: Section G Maintenance of

Standards and Section H Resources. Revisions made in the 1998 revision deleted Section H due to the growing size of the code of ethics. Revision efforts added the Subsections throughout the document in the 1998 revision providing more structure for the growing number of standards (36 standards in 1984 and over 100 in 2010).

## Preamble

Several items in the preamble have been expanded to specifically address the inclusion of counseling program directors/supervisors and counselor educators as not only qualified for ASCA membership, but mandated to know, support and up-hold the standards as guides for ethical practice. The code states that school counselor educators should "... know them, teach them [ethical standards] to their students and provide support for practitioners and school counseling candidates to uphold them" (ASCA, 2010, preamble).

A new fifth item in the tenets of professional responsibility states, "Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence" (ASCA, 2010, preamble). Some educators have commented that it should be the role of the school counselor to initiate and assume responsibility for this task. From this author's perspective, the words to "*help create...*" a safe school climate define the professional school counselor's role in creating and maintaining a safe school environment. There is an important distinction to note that the primary responsibility rests with the administrative staff for coordinating building security and maintaining a safe learning environment. It is, however, critical that professional school counselors are involved in what should be a joint school and community effort to achieve this goal for all students. According to Remley, Hermann, and Huey (2003), school violence remains a key legal and ethical issue for the school counselor. Counselors promote non-violence by 1) supporting programs related to violence prevention and intervention; 2) learning violence risk factors and warning signs; identifying students potentially at-risk as victims or as aggressors; 3) collaborating with other school and community resources to teach non-violent conflict resolution and communication skills; and 4) promoting acceptance and appreciation of diversity.

Supervisors/directors and counselor educators have been added to the preamble paragraph which describes the three purposes of the ethical standards. The third purpose in the previous revision was a generalized statement about informing those served by the school counselor of acceptable practices and expected behavior. In the 2010 revision, the wording is much more specific, "Inform all stakeholders including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional" (ASCA, preamble).

## Section A. Responsibilities to Students

**A. 1. Responsibilities to Students.** This section contains three new standards relating to: (f) the involvement of support networks valued by the student; (g) the importance of maintaining appropriate professional distance in relationships between professional school counselors and current or former students, and specifically prohibits any romantic or sexual relationship with students; and (h) cautions against entering into a relationship with former students or one of their family members.

**A. 2. Confidentiality.** This section was expanded to: (a) place more emphasis on limits to disclosure of personal data, third party requests including (g) requests from the court, the vulnerability of confidentiality (h) with stored and transferred electronic records, and the necessity for signed informed consent. When informed consent is needed and attempts to obtain consent are unsuccessful, the counselor will make decisions on students' behalf.

**A. 3. Academic, Career/College/Postsecondary Access and Personal/Social Counseling Plans.** Revisions to the code include some slight modifications made in this section including a name change from Counseling Plans in the 2004 code. This standard (a) promotes the ASCA National Model and (b) stresses equitable access to academic, career, postsecondary access, and personal/social opportunities for all students. Counselors should use data to close gaps in achievement and opportunities.

**A. 4. Dual Relationships.** Two new standards caution the counselor (b) to maintain appropriate professional distance with students, and (c) warns against dual relationships

with students through communication mediums such as networking sites.

**A. 5. Appropriate Referrals.** This section adds two new standards which (b) expand the referral process to address student concerns that are beyond the professional school counselors' level of education and training, and identifies some therapeutic topics that are difficult or inappropriate in the school setting such as eating disorders, sexual trauma, drug dependency and other addictions. The second new item is (c) which reminds counselors to request a signed release of information when attempting to develop a collaborative relationship with other service providers assigned to the student.

**A. 6. Group Work.** Three new standards regarding group work are (b) recommend notification of the parents of children participating in small groups, (e) counselors need to develop competence in group facilitation skills, and (f) conduct brief and solution-focused groups that are on appropriate topics.

**A. 7. Danger to Self or Others.** The new standard (c) cautions school counselors that when making a determination as to whether a student is a danger to self or others, to be sure that they understand the legal and ethical liability for releasing the student.

**A. 8. Student Records.** The only new item regarding student records, (e), serves to up-date the required compliance with the Family Education Rights and Privacy Act (FERPA) regulations and clarifies requirements for safeguarding student records. This standard guides counselors in assisting parents in having a voice in the sharing of their student's information.

**A. 9. Evaluation, Assessment and Interpretation.** The only new standard, (c), in this section recommends consideration of additional personal data such as developmental age, language skills, and level of competence prior to student assessments.

**A. 10. Technology.** Two new technology related standards (d) clarify the intent of FERPA regarding electronic record keeping and, (e) suggest monitoring the educational program for instances of cyber-bullying interfering with a student's educational progress.

**A. 11. Student Peer Support Program.** Emphasizes the responsibilities of the professional school counselor for the training and supervision of peer programs.

## Section B. Responsibilities to Parents/Guardians

**B. 1. Parent Rights and Responsibilities.** The new standard (e) simply reminds counselors to adhere to the FERPA act regarding disclosure of student information.

**B. 2. Parents/Guardians and Confidentiality.** In cases of separation and/or divorce, standard (e) addresses the importance of maintaining the focus on the student and the avoidance of supporting one parent over the other.

## Section C. Responsibilities to Colleagues and Professional Associates

**C. 1. Professional Relationships.** The schools counseling program director/site supervisor and the school counselor educator have been added to this group of responsibilities. The new standard (c) encourages counselors to recognize the importance of establishing and maintaining positive relationships with all teachers, staff, and administrators who can be powerful allies in supporting student success.

**C. 2. Sharing Information with Other Professionals.** Two new standards advocate for counselors to be open and cooperative with other professionals working with the student. Item (e) asserts that professional school counselors work with high functioning faculty and administrators in supporting student success and filter confidential student information on a need to know basis. Consultation with other school counselors may provide assistance in determining *how much* to share *with whom*. Section (f) suggests that counselors keep appropriate records on individual students and develop a plan to manage their transfer to another professional school counselor, if needed.

**C. 3. Collaborating and Educating Around the Role of the School Counselor.** Two new standards encourage counselors to (a) share the role of the counseling program with counseling supervisor/director and counselor educators to ensure data-driven success competencies resulting in specific outcomes and (b) to broker services

both internal and external to the school to ensure that every student receives the benefits of data-driven programs and specific academic, career/college, and personal/social competencies.

### **Section D. Responsibilities to School, Communities and Families**

**D. 2. Responsibility to the Community.** Two new standards (c) promote equity for all students through collaboration with community services, and (d) caution not to use the role of being a professional school counselor to benefit any type of private or consultative practice.

### **Section E. Responsibilities to Self**

**E. 1. Professional Competence.** Four new standards in this section refer to professional competence: (c) self-monitors personal effectiveness and refrains from activities that may lead to inadequate services or diminish effectiveness with the school community, (e) ensure a variety of professional development opportunities are available for self and other educators, (f) enhance personal awareness and professional effectiveness in the area of ethical practice, and (g) maintain membership in professional associations.

**E. 2. Multicultural and Social Justice Advocacy and Leadership.** The name of this section was Diversity in the 2004 version of the ethics code. This section contains five new standards. Professional school counselors should (a) monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills, and strive to ensure personal beliefs or values are not imposed on others; (b) develop competencies in how discrimination influences self, students and all stakeholders; (c) use inclusive and culturally responsible language in all forms of communication, (d) provide workshops and written information to families to increase understanding, two-way communication provide a welcoming school, and (e) work as advocates and leaders to create equity-based counseling programs close any achievement, opportunity, and attainment gaps.

### **Section F. Responsibilities to the Profession**

The new ethical code augments this section from two to four areas of responsibilities.

**F. 1. d. Professionalism.** One new standard addresses guidelines relating to consent from institutions and parent/guardians to participate in research.

**F. 2. c. Contribution** to the Profession. This item re-emphasizes responsibility of professional school counselors to read and abide by the ASCA Ethical Standards and adhere to applicable laws and regulations.

**F. 3. Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences.** This is a new sub-section and it contains five new standards about supervision of school counselor candidates. These include (a) providing support and appropriate supervision for interns, (b) ensuring that candidates have experiences in developing, implementing, and evaluating a data-driven program like the ASCA Model, (c) ensuring that practicum and internship experiences have accountability systems in place, (d) ensuring that candidates maintain liability insurance, and (e) ensuring site visits by counselor educators for each practicum and internship student.

**F. 4. Collaboration and Education about School Counselors and School Counseling Programs with Other Professionals.** This is a new sub-section. School counselors and school program directors/supervisors work with other school-related and community personnel to advocate for optimal services for students and all other stakeholders.

### **Section G. Maintenance of Standards**

Professional school counselors are expected to maintain ethical behavior at all times. Restructuring this section includes (a) identifying the procedures to follow when questioning the ethical behavior of a colleague, including keeping documentation of all the steps followed; and (b) defining appropriate procedural steps for professional school counselors to take when forced to work in situations or follow policies, which are unethical. The professional school counselor works in a responsible manner through

the appropriate channels to remedy the condition. Another new item, (c), states that when facing an ethical dilemma, professional school counselors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) to seek a solution.

### Summary

Within the revised code, it clearly states that professional school counselors have a “responsibility to read and abide by the ASCA *Ethical Standards for School Counselors*” (F.2.c.) and to “adhere to the ethical standards of the profession” (F.1.e.). Nevertheless, Hermann, Remley, and Huey (2010) state that “...few counselors actually know their ethical standards well, and counselors seldom read codes when problems arise” (p. 5).

As the increased number of new standards in the 2010 revision of the code of ethics illustrates so well, “the profession of school counseling continues to evolve as does the educational system and the world in which we live” (Williams, 2007, p. 9). Practitioners and counselor educators who view the profession from a best practices perspective agree that new ethical issues will continue to emerge as professional school counselors face the inevitable changes in the profession and society as a whole. To maintain relevance, ethical standards should mirror current and emerging school counseling professional issues and will evolve as issues and trends emerge (Herlihy & Remley, 1995; Huey & Gray, 2010). Williams (2009) states for example, “Technology is here to stay, but not in the same forms as we know it now...With each new technological discovery, unintended consequences erupt that often affect students...We must intervene and protect our students, using whatever means available” (p. 9). The reality is that the profession will never finish defining a code of ethics. With each revision, professional school counselors must update their knowledge and expertise continuously with respect to ethical decision-making. Because the concept of what is ethical changes as values, the profession itself and society change, ethical standards which serve as guidelines for proper ethical practice will also continue to develop and undergo further revision. ASCA has a major responsibility to assist members in this pursuit (Huey & Remley, 1988).

### References

- American School Counselor Association. (2004). *Ethical standards for school counselors*. Alexandria, VA: Author.
- American School Counselor Association. (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.
- Ethical and legal issues in school counseling* (2<sup>nd</sup>. ed. pp. 94-110). Alexandria, VA: American School Counselor Association.
- Gysbers, N. C., & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling, 4*, 246-256.
- Herlihy, B., & Remley, T. P., Jr. (1995). Unified ethical standards: A challenge for professionalism. *Journal of Counseling and Development, 74*, 130-133.
- Hermann, M. A., & Finn, A. (2003). An ethical and legal perspective on the role of school counselors in preventing violence in schools. In T. P. Remley, Jr., M. A. Hermann, & W. C. Huey, (Eds.). (2003).
- Hermann, M. A., Remley, T. P., Jr., & Huey, W. C. (Eds.). (2010). *Ethical and legal issues in school counseling* (3rd. ed.). Alexandria, VA: American School Counselor Association.
- Huey, W. C. (1986). Ethical concerns in school counseling. *Journal of Counseling and Development, 64*, 321-322.
- Huey, W. C. (1992). The revised 1992 ethical standards for school counselors. *The School Counselor, 40*, 89-92.
- Huey, W. C., & Gray, N. D. (2010). The ASCA ethics code and committee: A historical perspective. In M. A. Hermann, T. P. Remley, Jr., & W. C. Huey (Eds.). *Ethical and legal issues in school counseling* (3rd. ed., pp.94-108). Alexandria, VA: American School Counselor Association.
- Huey, W. C., & Remley, T. P., Jr. (1988). *Ethical and legal issues in school counseling*. Alexandria, VA: American School Counselor Association.

- Huey, W. C., Salo, M. M., & Fox, R. W. (1995). An ethics quiz for school counselors. *The School Counselor*, 42, pp. 393-398.
- Paisley, P. O., & McMahon, G. (2001). School counseling for the 21<sup>st</sup> century: Challenge and opportunities. *Professional School Counseling*, 5, pp. 106-115.
- Remley, T. P. Jr., Hermann, M. A. & Huey, W. C. (Eds.) (2003). *Ethical and legal issues in school counseling* (2<sup>nd</sup> ed.). Alexandria, VA: American School Counselor Association.
- Remley, T. P. Jr., Huey, W. C., & Sikes, A. (2010). Ethics quiz for school counselors: Updated. In M. A. Hermann, T. P. Remley, Jr., & W. C. Huey (Eds.). *Ethical and legal issues in school counseling* (3rd. ed., pp. 8-26). Alexandria, VA: American School Counselor Association.
- Stone, C. (2005). *School counseling principles: Ethics and law*. Alexandria, VA: American School Counselor Association.
- Stone, C. (November, 2009). High tech and the high courts. *ASCA School Counselor*, 17-19.
- Stone, C. (September, 2010). Ethical standards for school counselors revised. *ASCA School Counselor*, 17-19.
- Tucker, C. (2010). Low-income African-American caregivers' experiences of being referred to mental health services by the school counselor: Implications for best practice. In M. A. Hermann, T.P. Remley, Jr., & W. C. Huey (Eds.), *Ethical and legal issues in school counseling* (3rd. ed., pp. 428-450). Alexandria, VA: American School Counselor Association.
- Williams, R. (July, 2007). Does evolution exist? *ASCA School Counselor*, 8-9.
- Williams, R. (November, 2009). Facing the facebook ethics. *ASCA School Counselor*, 8-9.

## Status of Clinical Supervision Among School Counselors in Southeast Georgia

Anna Lila Black  
Haven Elementary School  
Carrie Lynn Bailey  
Georgia Southern University  
James J. Bergin  
Georgia Southern University  
Author Note

Point-of-contact for this article is Dr. Carrie Lynn Bailey. Please email inquiries to cbailey@georgiasouthern.edu.

### Abstract

Previous studies have investigated the role of clinical supervision in school counseling practice. This research explored the status and meaning of clinical supervision to school counselors employed in two southeastern Georgia counties. Results indicate that participants value clinical supervision even though their employers did not necessarily support their efforts to access supervision.

*Keywords:* clinical supervision and school counseling; clinical supervision and school counselors; clinical supervision

“Counselors in training during graduate school studies experience practicum and internships in order to develop basic competencies in the clinical skills of counseling. Clinical supervision, viewed as one of the most important pedagogical practices used in these training experiences, is one of the ways future professional counselors gain feedback and direction for further improvement and maintenance of these counseling competencies” (Ehrmann, 2003).

The above statement and the American Counseling Association (ACA) Code of Ethics (ACA, 2005) both make the point that supervision, particularly *clinical* supervision is an excellent tool used to help counselors learn and maintain basic competencies. If ongoing clinical supervision shapes counselor trainee effectiveness, then ongoing clinical supervision of professional school counselors should continue to support optimal professional functioning in the work environment. Further, if clinical supervision is