As members of the profession of counseling, the faculty members of the Counselor Education program of The Ohio State University are aware of the ethical responsibilities relative to the training and supervision of graduate students in counseling (American Counseling Association [ACA] (2005); Association for Counselor Education and Supervision [ACES], 2003). Specifically, we affirm our role to develop clear policies regarding field placement (ACA, 2005, F.6.g.), to state to students the levels of competency that are expected in both didactic and clinical experiences (F.9.a), and to “address the inabilities of some students to achieve counseling competencies that might impede performance” (F.9.b.). To accomplish these goals, we follow F.9.b. of the Code of Ethics (ACA, 2005) that we will inform students of the need for remediation; assist students in securing remedial assistance when needed; seek professional consultation and document the decision regarding remediation, retention, or dismissal; and ensure that students have access to due process. In addition to the ethical issues involved, we are also aware of various legal and judicial implications (see Guest and Dooley, 1999; McAdams, Foster, & Ward, 2007; McAdams & Foster, 2007).

PRIORITIES, EXPECTATIONS, AND STUDENT COMPETENCIES

As posted on the program webpage (http://ehe.osu.edu/paes/couned/mission.htm), we hold certain priorities, values, and expectations to be important in our training process.

The faculty members of the Counselor Education Program at The Ohio State University foster, promote and infuse the following values and guiding principles throughout every aspect of the program. Every student, faculty member, and field supervisor is expected to exhibit these values at all times:

- The highest academic and professional standards;
- Evidence-based best practices in counseling;
- Ethical and social responsibility;
- Personal and professional growth;
- Respect for diversity and the importance of culture, family, and values in the counseling process;
- Collaboration with the community and outside agencies;
- Leadership, continued learning, service and professional identity in the counseling profession;
- Development and dissemination of new knowledge and best practices in professional counseling and counselor education;
- The integration of research, teaching, and practice.

From these priorities and expectations, the following are the PROGRAM OBJECTIVES specific to students, noting italicized text:
Prepare and graduate interpersonally and interprofessionally skilled, culturally competent, professionally knowledgeable, ethical, self-reflective, compassionate and license-eligible counselors and counselor educators.

In addition to these objectives, the faculty of the Community Counseling track and the faculty of the School Counseling track have articulated specific competencies that address the unique skills and behaviors that embody the ideal counselor in each setting. Together, these Priorities, Expectations, and Competencies are the measures by which all students will be assessed for professional appropriateness for the field, and students will be asked to sign that they have seen and agree to abide by these guidelines while they are in training in this program.

**EVALUATION TIMEFRAMES**

In this program, there are both formal and informal assessments that take place during coursework, before practicum placement is approved, and during practicum and internship.

First, as each student progresses through the curriculum, individual faculty members are conducting both academic and professional/personal assessment in a continuous and on-going observation of each student. Concerns about individual students are brought to the program faculty as a whole, and consultation is sought during faculty meetings throughout the student’s program. This means that at any time, a student may be identified as needing remediation as outlined below. (Academic struggles that exceed the limits of the Graduate School policy on grade point averages will cause the student to fall under the Graduate School’s retention policy. In addition, behavior deemed by The Ohio State University community to be unacceptable will subject the student to immediate dismissal per The Ohio State University’s Code of Student Conduct. See the “Dismissal” section in this document.)

In addition to ongoing assessment, a comprehensive review of each student’s performance is done before the student is approved for practicum, and at this point, the faculty members must agree that this student has:

a) attained mastery over the didactic experiences thus far in the program, and
b) exhibited professionally appropriate attitudes and behaviors thus far in the program.

When both these conditions are met, the student will be approved for practicum field placement.

Documentation of this evaluation will be retained by the program. In addition, there are track-specific requirements for entry into practicum (e.g., background check for individuals working with children, proof of liability insurance, on-site supervisor’s and/or faculty member’s willingness to place a student on his/her license). These are outlined in the program’s Practicum and Internship manuals for each track.

In addition to this formal review before practicum, the student will be continuously evaluated during both practicum and internship to determine continued academic success, skill development (professional issues), and appropriateness for the field (personal issues).
REMEDIATION

If at any point during the student’s program, the student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that prevent a student from performing the duties of a professional counselor, a remediation plan will be initiated and documented (assuming that the concerns do not warrant immediate removal from the program as specified in the Graduate School’s academic policies, the University’s Code of Student Conduct, or as deemed necessary to protect the public). This remediation plan, designed to address the issue(s) of concern, will be:

1. Established by the student’s advisor with consultation from other program faculty, and when appropriate, the student’s on-site supervisor, doctoral supervisors, and other professionals who have relevant input into the situation;
2. Presented to the student;
3. Discussed relative to the faculty’s concerns, and if applicable, protection of the public and field placement site; and
4. Agreed upon and signed by advisor, student, and the faculty member who will monitor the student’s progress relative to the remediation plan, with notification to the program faculty.

These remediation plans may involve any or all of the following:

A. For Academic Remediation:
   a. Retaking courses
   b. Engaging in tutoring
   c. Study skills training
   d. Test-taking training
   e. Writing lab assistance
   f. Spoken and/or written language skills remediation
   g. Other academic interventions, as deemed necessary and appropriate by the program faculty

B. For Professional Skill Remediation:
   a. Retaking courses (eg., skills courses, ethics, content courses)
   b. Removal from placement site
   c. Reassignment of placement site
   d. Specific assigned activities in placement site
   e. Writing reflection papers
   f. Additional supervision meetings
   g. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

C. For Personal Remediation:
   a. Personal counseling
   b. Writing reflection papers
c. Writing apology letters  
d. Additional supervision meetings  
e. Other personal remediation interventions, as deemed necessary and appropriate by the program faculty

The remediation plan will include, at a minimum:
   1. Specific activities to be completed;  
   2. Target measures of accomplishment, which will be documented;  
   3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student’s advisor);  
   4. A timeframe for accomplishment; and  
   5. Contact information for the faculty member responsible for monitoring the student’s progress.

Copies of the plan will be retained by the student’s advisor, the monitoring faculty member, the program coordinator, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

RETENTION

At the completion of the remediation plan timeframe, the faculty member responsible for monitoring the remediation plan, the advisor, and the student will meet to discuss the success of the plan. If the evidence suggests that the plan has been successful, the advisor and responsible faculty member will advise the program faculty of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary, with all the conditions of appropriate remediation as outlined above. All of these discussions will be documented.

DISMISSAL

There are four entities that have published policies that determine continued enrollment at The Ohio State University. The policies that determine continued enrollment are itemized here and discussed below:
   1. Those determined by the University in terms of behavior,  
   2. Those determined by the Graduate School in terms of academic standards,  
   3. Those determined by the College of Education and Human Ecology in terms of criminal background checks, and  
   4. Those determined by the Counselor Education Program in terms of academic success, professional success, and personal success.

Determined by the University
Students may be dismissed from the University for behaviors that have been deemed unacceptable by the University community. These behaviors are listed on The Ohio State University’s Code of Student Conduct found on the Student Affairs webpage at http://studentaffairs.osu.edu/resource_csc.asp. Some examples of these behaviors include:
Academic misconduct
Endangering health or safety
Sexual misconduct
Destruction of property
Dangerous weapons or devices
Theft/unauthorized use of property
Drugs
Alcohol
Hazing

Determined by the Graduate School
Academic standards are addressed by the Graduate School. These standards can be found in the Graduate School Handbook, found at http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf.

Determined by the College of Education and Human Ecology
Evidence of a background check indicating criminal convictions that would preclude the student from obtaining a professional counseling license or professional school counseling certification in the State of Ohio would lead to a discussion of the student’s purpose in remaining in the program.

Determined by the Counselor Education Program
If the student is unable or unwilling to complete the remediation plan outlined in this document, then the faculty of the program would have the option of using dismissal from the program as an action of last resort. If this action is taken, the faculty will:
1. Document all evidence leading to this decision;
2. Inform the student of the decision;
3. Inform the Director of the School of Physical Activity and Educational Services of the decision;
4. Inform the student of his/her due process options; and
5. Provide the contact information for the person to whom an appeal would be made.
See the Office of Academic Affairs Academic Rights and Responsibilities document found at http://oaa.osu.edu/acad_rts_respons.php.

Questions about this policy are welcome. Please see the program coordinator or your advisor if you have concerns.

I understand the terms of this policy and agree to abide by the terms outlined herein. I understand that I can obtain a copy of this policy from the Counselor Education website.

_____________________________________  __________________________ 
Student Signature      Date

_____________________________________
Student Name -- Printed
REFERENCES


