

**KAPI'OLANI COMMUNITY COLLEGE
COUNSELING FACULTY
STANDARDS OF PRACTICE**

PURPOSE

These Standards of Practice are to be used in the design, development, and review of counseling practices and policies at Kapi'olani Community College (KCC). Counseling faculty should be knowledgeable about their role and function relative to academic advising, career counseling and personal support for students while also being aware of the ethical, legal, and regulatory aspects of their profession and should be skilled in applying that knowledge in their training of others. There should be standardized and consistent hiring and training for all counseling faculty, regardless of full or part-time status or specific program. The training should include familiarization of all counseling faculty, with all programs and services, issues of student equity, specific campus populations, confidentiality, and student and counseling faculty rights and responsibilities.

Counseling faculty should contribute to the continuous improvement of counseling services through assessments and reviews in alignment with college-wide initiatives.

The Standards of Practice has adopted the core values from the following:

- American Counseling Association (ACA) Governing Council 2014 approved Code of Ethics
- National Career Development Association Guidelines
- National Academic Advising Association (NACADA) Board of Directors endorsed documents:
 - Concept of Academic Advising (approved by the Board of Directors in October 2006),
 - Statement of Core Values (revised 2005), and
 - Council for the Advancement of Standards (CAS) in Higher Education: Standards and Guidelines for Academic Advising (updated 2005).

ROLE AND FUNCTION

Counseling faculty are both counselors and educators who specialize in students' personal and academic growth and development (University of Hawai'i Community Colleges Faculty Classification Plan, 2007). To accomplish their mission in providing essential support to community college students, counseling faculty perform a set of CORE FUNCTIONS, as defined by the University of Hawai'i Community Colleges Faculty Classification Plan for Counseling, through individual and group interactions.

While differences in student populations and departmental priorities may affect the degree of emphasis of functions by the counseling faculty, nevertheless, these CORE FUNCTIONS are fundamental to the mission of academic advising and counseling.

These CORE FUNCTIONS are:

- 1) **Academic Advising**
- 2) **Career Counseling**
- 3) **Personal Support**

ACADEMIC ADVISING

Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. Counseling faculty may serve as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary (Winston et. al, 1982). Counseling faculty services may include assessments of students' academic abilities, disabilities, strengths, and weaknesses; help in clarifying academic goals and selecting a major; educational planning for transfer, associate degree, and certificate programs; referrals to other support services when indicated; interventions when students' academic performances are at risk; and follow-ups (e.g., academic mentoring, early alert intervention, and probation counseling).

Counselors can also assist students in their college transition to Kapi'olani Community College and beyond; advocate by ensuring articulation agreements reflect the needs of students; assist students through courses and workshops to develop skills needed for academic success; develop curriculum that encourages the holistic development of the student as a functioning member of society.

CAREER COUNSELING

Career counseling is a process where students learn to make decisions regarding career goals, future potential career paths, and decisions about their future. Counselors can assist students in the following areas:

1. Learn about Self and the world of work
 - a. Assessing interests, abilities, values, and personality
 - b. Exploring various options related to their personal attributes
 - c. Understanding their role in a dynamic multicultural society
2. Gain educational and occupational information

- a. Align potential career goals with educational pathways
- b. Gather and process job market, working conditions, employment outlook and earnings information for careers relevant to their interests
- 3. Learn about decision making and career planning
 - a. Identify various decision making styles and strategies
 - b. Clarify and set realistic and achievable goals
 - c. Assess resources to develop and implement an action plan
- 4. Prepare for the job search process and lifelong career transitions
 - a. Build a marketable portfolio that includes relevant accomplishments
 - b. Develop and maintain professional documents and identify career hiring processes
 - c. Enhance communication skills with potential employers
 - d. Create a plan to become marketable and to remain competitive within their chosen field
- 5. Incorporate additional educational goals.
 - a. Identify programs that match career interests
 - b. Clarify education needed for future career goals
 - c. Develop written and interpersonal skills to access other training programs
 - d. Establish lifelong learning values to maintain a competitive edge in their field.

PERSONAL SUPPORT

- 1) Counseling faculty should possess the skills and knowledge of resources to support students whose personal life issues interfere with their academic success. While counseling faculty may have the skills and experience to assist students in certain situations, referrals must be made to a mental health or KCC identified professional such as a Title IX Confidential Space Counselors.
- 2) Counseling faculty may help develop curriculum that could be infused into courses and workshops that encourage the holistic development of the student as a functioning member of society (e.g., courses in personal development and life-coping skills).
- 3) Counseling faculty and their respective departments should support administration and outside agencies to ensure that the needs of students are met.
- 4) Counseling faculty should assume an active role in interpreting and advocating the needs of students to administrators, faculty, and staff. Such advocacy should include curriculum, academic policies and practices, and student rights and responsibilities.
- 5) Counseling faculty should be familiar with disaster plans and be prepared to assist students in the event of a disaster on campus.

PROFESSIONAL DEVELOPMENT AND TRAINING

- 1) The College and the Counseling faculty's respective department share a responsibility to provide funding and opportunities for professional development to increase competencies, knowledge, skills, and abilities in the CORE FUNCTIONS.
- 2) Counseling faculty should participate in formal orientation and training to ensure that they possess the current knowledge to perform their CORE FUNCTIONS.
- 3) Counseling faculty who supervise the counseling services of others, such as interns, should take reasonable steps to ensure that the services provided are professional. They should clearly state in advance to the individuals they train, the levels of competency and responsibility expected, the appraisal methods, and the timing of evaluations.

PROFESSIONAL ETHICAL PRACTICE

Professional ethical practice forms the cornerstone of high quality counseling services as ethical and legal issues arise in the course of providing counseling services.

- 1) Counseling faculty should know the laws relevant to their work. The college administration, in particular, is responsible to see that the college's policies and procedures follow both the law and the ethical standards of the profession.
- 2) Counseling faculty should adhere to one or more of the following ethical standards recommended by:
 - National Academic Advising Association (NACADA)
 - Council for the Advancement of Standards (CAS)
 - American Counseling Association (ACA)
 - National Career Development Association (NCDA)
 - National Association of Colleges and Employers (NACE)
 - NASPA: Student Affairs Administrators in Higher Education
 - or other relevant professional associations

PROFESSIONAL CONDUCT

Counseling faculty should only counsel within the parameters of their level of competence based on their credentials, state and national certification, education, experience, and training. Counseling faculty should abide by the University of Hawai'i Executive Policies.

- 1) Counseling faculty should evaluate their effectiveness and take steps to improve when necessary. Counseling faculty have the responsibility of maintaining their professional competence by engaging in continuing education activities. Counseling faculty with questions about ethical obligations should consult with other counseling faculty and approach administrators, legal advisors, and professional organizations, as appropriate.

2) Counseling faculty who feel an inability to competently perform professional responsibilities due to physical, mental, or emotional causes should limit, suspend, or terminate services until it is determined to safely return to work. Counseling faculty who deem a colleague to be showing signs of impairment should intervene, as appropriate, to protect the student.

3) Counseling faculty should be aware of how their own backgrounds and experiences may influence their attitudes, values, and biases toward students. Counseling faculty should actively seek educational and life experiences that enrich their knowledge, understanding, and skills in order to provide effective counseling.

CONFIDENTIALITY

The College should ensure that counseling practices takes place in an environment where confidentiality can be assured as in an individual office.

1) Counseling faculty should keep confidential any information related to a student's use of counseling services and the nature of those services. Unwarranted disclosure of information should be avoided however, there are exceptions. The rule of confidentiality does not apply when disclosure is required to prevent clear and imminent danger to the student or others, or when legal requirements demand that confidential information be revealed, in which case an effort should be made to release the minimum amount of information required.

2) Counseling faculty when consulting with colleagues should not disclose confidential information that reasonably could lead to the identification of a student unless they have obtained the prior consent of the student or the disclosure cannot be avoided. Counseling faculty should disclose information only to the extent necessary to achieve the purposes of the consultation.

3) Counseling faculty have the obligation to ensure that counseling records are stored and transmitted in accordance with the College's procedures.

4) Counseling faculty should provide consultation with parents, spouses, and agencies that bear some responsibility for particular students within the limits of confidentiality and with the student's consent.

ASSESSMENT¹

1) Counseling faculty should provide assessment services for which they have been trained and are competent.

2) Counseling faculty should apply professional standards in the selection of test instruments, administration of the tests, security of the tests, scoring, and interpretation.

3) Counseling faculty are encouraged to consult with the Office for Institutional

¹ In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of **students**.

Effectiveness for guidance around assessment.

FACILITIES and RESOURCES

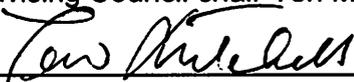
- 1) Each full-time counseling faculty member should be provided with an office that ensures student confidentiality. Part-time counseling faculty should be allowed use of an office when they are counseling students. Each office should have a telephone with messaging capabilities, a computer with access to student records and other pertinent information, and secure file storage. Overall, offices should create an inviting environment for students and a safe and functional work site for counseling faculty.
- 2) Counseling faculty should have up-to-date computers, copiers, and other equipment to support record keeping, research, and publication activities. Technical resources for media presentations should also be available.
- 3) Counseling faculty when counseling with technology should follow the appropriate transmission of information using technology and sensitive information guidelines

DISTANCE EDUCATION ADVISING

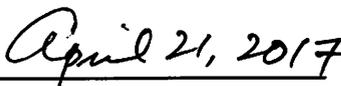
Counseling faculty should provide all Kapi`olani Community College Counseling Faculty Standards of Practice core functions to distance education students, providing equitable access to counseling services. Counseling faculty are minimally required to provide services to students taking distance education courses through the following modes of delivery:

- 1) Email – as defined by the Electronic Communication Procedures for Online Advising (Counselor to Student) (2006)
- 2) Telephone
- 3) Student online advising system, e.g., STAR
- 4) Kapi`olani Community College website
 - a. Contact information - telephone - email
 - b. Academic program counselors - advising sheets available in electronic format
 - c. Support services counselors - eligibility requirements, services offered, and how to access those services

April 21, 2017 approved by the Kapi`olani Community College counseling and academic advising faculty and by signature affirmed by the 2016-17 Counseling and Academic Advising Council chair Teri Mitchell.



Signature



Date

References

UNIVERSITY OF HAWAI'I, COMMUNITY COLLEGES, FACULTY CLASSIFICATION PLAN, COUNSELING

Counseling faculty are both counselors and educators who specialize in students' personal and academic growth and development. Counselors help students to integrate educational and career-life goals by improving student ability at problem-solving, decision-making, interpersonal skills, self-management, and self-expression. In addition, counselors assist students to remove barriers that impede academic progress and to establish and work towards realistic career goals. Counselors facilitate such instructional activities as workshops and seminars to assist students to examine personal, educational, and social values; establish and work towards realistic career goals; and identify appropriate resources to meet individual needs.

Counseling faculty must also be sensitive to the needs of a widely diverse student population and to specific groups of students with special needs - for example, immigrants, students with disabilities, persons with limited English proficiency, and adult learners, among others. Counselors must, therefore, be familiar with the stages of student development and with new developments in counseling theory. It is expected that they will constantly refine their skills in interpersonal relations and communication. (July 17, 1992)

Counseling and Academic Advising Council (CAAC) General Guidelines, Purpose, approved Leon Richards, Chancellor, September 27, 2007

CAAC (Counseling and Academic Advising Council) has a commitment to improve the counseling and academic advising process for current and potential students at Kapi`olani Community College.

CAAC is responsible for discussion, analysis and recommendations on issues related to 1) academic advising; 2) counseling, such as student engagement, development, and success; and 3) collegewide counseling and academic advising professional standards and practices.

University of Hawai'i Executive Policies - <https://www.hawaii.edu/policy/>

[EP 1.101: Implementation and Maintenance of Regents Policy on Faculty Participation in Academic Decision-Making and Academic Policy Development](#)

Implementation and Maintenance of Regents Policy on Faculty Participation in Academic Decision-Making and Academic Policy Development

[EP 1.202: University Statement of Nondiscrimination and Affirmative Action](#)

University Statement of Nondiscrimination and Affirmative Action

[EP 1.203: Policy on Consensual Relationships](#)

Policy on Consensual Relationships

[EP 1.204: Interim Policy and Procedure on Sex Discrimination and Gender-Based Violence](#)

Interim Policy and Procedure on Sex Discrimination and Gender-Based Violence

[EP 2.201: Systemwide Policies and Procedures](#)

Systemwide Policies and Procedures

[EP 7.208: Systemwide Student Conduct Code](#)

Systemwide Student Conduct Code

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author. Retrieved - - September 22, 2009 from

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>,

Council for the Advancement of Standards (CAS). (2005). Academic Advising: CAS Standards and Guidelines. Retrieved - September 17, 2009 from

http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardsForAdvising.pdf

National Academic Advising Association. (2006). NACADA concept of academic advising. Retrieved - September 22, 2009 from

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm>

National Academic Advising Association. (2005). NACADA statement of core values of academic advising.

Retrieved - September 17, 2009-from the *NACADA Clearinghouse of Academic Advising Resources* Web site:

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>

National Career Development Association (2015)

http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

White, E. R. (2006). Using CAS Standards for Self-Assessment and Improvement.

Retrieved - September 17, 2009 from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm>

Winston, Jr. R. B., Enders, S. C., & Miller, T. K. (Eds.) (March 1982). Developmental approaches to academic advising. *New Directions for Student Services*, 17.