

# SECTION I: SUPERVISION, TRAINING, AND TEACHING

## INTRODUCTION

Supervision and training promote the mission, goals, values, and knowledge of the rehabilitation counseling profession by fostering supervisee growth and welfare and supporting them in development and progression toward professional goals. Supervision and training occur in both the academic and work environment and may occur in face-to-face, online, and/or hybrid formats. In employment settings, supervision may include both clinical supervision and administrative oversight of an employee's work performance in areas other than clinical counseling. The standards in this section pertain to clinical supervision, although the standards may also provide useful guidance in performing other administrative functions, such as performance evaluations. To promote ethical behavior and safeguard client welfare, CRC/CCRC supervisors and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of supervisees and students. CRC/CCRC supervisors and educators strive to assist students and supervisees in developing their counseling knowledge and skills and to address barriers to competent practice. They also serve an important gatekeeping function to ensure that a minimal level of competency is achieved before supervisees assume professional counseling roles. CRC/CCRC supervisors, and educators strive to assist students and supervisees in developing their counseling knowledge and skills and to address barriers to competent practice. They also serve an important gatekeeping function to ensure that a minimal level of competency is achieved before supervisees assume professional counseling roles.

### I.1. CLINICAL SUPERVISOR RESPONSIBILITIES

**a. CLIENT WELFARE.** A primary obligation of CRC/CCRC supervisors is to monitor client welfare by overseeing supervisee performance and professional development. To fulfill these obligations, CRC/CCRC supervisors meet or communicate regularly with supervisees to review the supervisees' work and help them become prepared to serve a diverse client population.

**b. CRC/CCRC CREDENTIALS.** CRC/CCRC supervisors make reasonable efforts to ensure that supervisees maintain and communicate their qualifications and credentials to render services to their clients. CRC/CCRC supervisors also make reasonable efforts to maintain and communicate their own qualifications and credentials to potential and current supervisees.

**c. CLIENT RIGHTS AND INFORMED CONSENT.** CRC/CCRC supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. They ensure that supervisees are advised of their ethical obligations under the Code to (1) provide clients with professional disclosure information, (2) inform clients of how the supervision process influences the limits of confidentiality, and (3) make clients aware of anyone who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed. Clients are also informed that supervision and case consultation is a regular practice in the profession, with the privacy rights of clients maintained.

**d. SUPERVISEE RIGHTS AND INFORMED CONSENT FOR SUPERVISION.** CRC/CCRC supervisors have an obligation to review, in writing and verbally, the rights and responsibilities of both the supervisor and supervisee. CRC/CCRC supervisors disclose to supervisees organizational policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. Issues unique to the use of distance supervision are included.

**e. RECORDKEEPING AND CONFIDENTIALITY IN SUPERVISION.** CRC/CCRC supervisors shall keep accurate records of supervision, goals, and progress. All information gained in supervision is confidential except to prevent clear, imminent danger to the client or others or when legally required. When supervisory records are legally required to be released, the supervisor shall make reasonable attempts to promptly notify the supervisee.

**f. EMERGENCIES AND ABSENCES.** CRC/CCRC supervisors establish and communicate to supervisees the procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

**g. TERMINATION OF THE SUPERVISORY RELATIONSHIP.** CRC/CCRC supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors. CRC/CCRC supervisors recognize when the supervision is no longer effective and make reasonable efforts to remediate.

## **I.2. CLINICAL SUPERVISOR COMPETENCE**

**a. SUPERVISOR PREPARATION.** Prior to offering supervision services, CRC/CCRC supervisors are trained in supervision methods and techniques. CRC/CCRC supervisors who offer supervision services regularly pursue continuing education activities, including both rehabilitation counseling and supervision topics and skills.

**b. MULTICULTURAL AND DIVERSITY ISSUES IN SUPERVISION.** CRC/CCRC supervisors are sensitive to the role of multiculturalism and diversity in their supervisory relationships with supervisees. CRC/CCRC supervisors understand and use multiculturally sensitive and competent supervision practices. They assist supervisees in gaining knowledge, personal awareness, sensitivity, dispositions, and skills necessary for developing cultural humility. CRC/CCRC supervisors identify and address any gaps in multicultural knowledge or skills that could impede the supervisee relationship or learning experience.

**c. TECHNOLOGY-ASSISTED SUPERVISION.** When using technology in online or remote supervision, CRC/CCRC supervisors are competent in the use of those technologies. CRC/CCRC supervisors take necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

## **I.3. ROLES AND RELATIONSHIPS BETWEEN CLINICAL SUPERVISORS AND SUPERVISEES**

**a. RELATIONSHIP BOUNDARIES WITH SUPERVISEES.** CRC/CCRC supervisors clearly define and maintain ethical professional relationships with their supervisees. CRC/CCRC supervisors are aware of the career influence and power differential in their relationships with current and former supervisees. They do not engage in electronic, virtual, online, and/or in-person interactions or relationships that compromise the supervisory relationship. CRC/CCRC supervisors consider and clearly discuss the risks and benefits of extending boundaries with their supervisees and take appropriate professional precautions to minimize the risk of harm to supervisees.

**b. SEXUAL OR ROMANTIC RELATIONSHIPS WITH CURRENT SUPERVISEES.** CRC/CCRC supervisors are prohibited from engaging in any form of sexual or romantic interactions or relationships (e.g., in-person, electronic, virtual, online) with their current supervisees.

**c. EXPLOITATIVE RELATIONSHIPS.** CRC/CCRC supervisors do not engage in exploitative relationships with their current or former supervisees.

**d. HARASSMENT.** CRC/CCRC supervisors do not condone or participate in any form of harassment, including sexual harassment.

**e. RELATIONSHIPS WITH FORMER SUPERVISEES.** CRC/CCRC supervisors are aware of the power differential in their relationships with former supervisees. CRCs/CCRCs give careful consideration to the potential for sexual or romantic relationships to be seen as coercive or exploitive in any way and/or cause harm to former supervisees. CRC/CCRC supervisors discuss with former supervisees potential risks when they consider engaging in romantic, sexual, or other intimate relationships and do not exploit or harass former supervisees.

**f. SUPERVISION OF RELATIVES AND FRIENDS.** CRC/CCRC supervisors do not accept close relatives, current or former romantic or sexual partners, or friends as supervisees.

**g. REPORTING CONCERNS OF SUPERVISION IN THE WORKPLACE.** When CRCs/CCRCs observe ethical concerns in their work setting (e.g., exploitation, harassment, inappropriate boundary-crossing), CRCs/CCRCs proactively follow professional and organizational procedures to protect the supervisee/trainee, including disclosure to the counselor education program.

#### **I.4. SUPERVISION EVALUATION, REMEDIATION, AND ENDORSEMENT**

**a. EVALUATION OF SUPERVISEES.** CRC/CCRC supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

**b. GATEKEEPING AND REMEDIATION FOR SUPERVISEES.** Through initial and ongoing evaluation, CRC/CCRC supervisors are aware of and address supervisee limitations that might impede performance. CRC/CCRC supervisors explore and introduce additional supervisory interventions (including direct observation) to foster supervisee development and protect client welfare. If remedial assistance does not resolve concerns regarding supervisee performance and supervisees are unable to demonstrate they can provide competent professional services to a range of diverse clients, CRC/CCRC supervisors may recommend dismissal from training programs or supervision settings. CRC/CCRC supervisors seek consultation and document their decisions to recommend dismissal. They make reasonable efforts to ensure that supervisees are aware of options available to them to address such decisions. If the supervisee is a student intern, CRC/CCRC site supervisors maintains communication with the supervisee's counselor education program to discuss concerns and explore solutions.

**c. PARTNERSHIP WITH COUNSELOR EDUCATION PROGRAMS.** CRC/CCRC supervisors communicate in a timely manner with the supervisee's counselor education program to discuss the supervisee's performance. CRC/CCRC supervisors take an active role in understanding the school's experiential learning objectives and expectations and participate in supervisory training offered by the academic institution. The supervisor shall release supervision records consistent with the terms of agreement from the program.

**d. REFERRING SUPERVISEES FOR COUNSELING.** If supervisees request counseling or if counseling services are suggested as part of a remediation process, CRC/CCRC supervisors assist supervisees in identifying appropriate services. CRC/CCRC supervisors do not provide direct clinical counseling services to supervisees but may address interpersonal competencies in terms of the impact of these issues on the supervisory relationship, professional functioning, and/or clients.

**e. ENDORSEMENT.** CRC/CCRC supervisors endorse supervisees for certification, licensure, employment, or completion of academic or training programs based on satisfactory progress and observations while under supervision or training. Regardless of qualifications, CRC/CCRC supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement. Responsibility to maintain the standards of the profession of rehabilitation counseling supersedes the preferences of the supervisor or supervisee.

#### **I.5. CRC/CCRC EDUCATOR RESPONSIBILITIES**

**a. PROGRAM INFORMATION AND ORIENTATION.** CRC/CCRC educators recognize that orientation to the graduate program and the rehabilitation counseling profession is a developmental process that continues throughout the educational and clinical training of students. CRC/CCRC educators have an ethical responsibility to provide information to prospective or current students about program expectations for them to make informed decisions about entering into and continuing in a program.

**b. STUDENT CAREER ADVISING.** CRC/CCRC educators provide career advisement to their students and make them aware of employment and educational opportunities in the field.

- c. SELF-GROWTH EXPERIENCES.** Self-growth is an expected component of rehabilitation counselor education. CRC/CCRC educators are mindful of ethical principles when they require students to engage in self-growth experiences. CRC/CCRC educators inform students they have a right to decide what information will be shared or withheld when other students are present.
- d. STUDENT DISCLOSURE OF PERSONAL INFORMATION.** CRC/CCRC educators do not require students to disclose highly personal and private information in course- or program-related activities, either orally or in writing (e.g., sexual history, history of abuse and neglect, medical treatment, and relationships with parents, peers, and spouses or significant others).
- e. DIVERSITY IN RECRUITMENT AND RETENTION.** CRC/CCRC educators in a position of student recruitment actively attempt to recruit a diverse student body. CRC/CCRC educators work to retain a diverse student body. CRCs/CCRCs demonstrate commitment to multicultural competence by recognizing and valuing diverse cultures and types of abilities that students bring to the training experience.
- f. TEACHING CULTURAL DIVERSITY.** CRC/CCRC educators infuse material related to cultural diversity into all courses and trainings for the development of professional CRCs/CCRCs.
- g. MULTICULTURAL CONSIDERATIONS IN TEACHING AND SUPERVISION.** CRC/CCRC educators and supervisors provide comprehensive multicultural training. CRC/CCRC educators and supervisors ensure that supervision, training, and teaching is multiculturally inclusive and expands student knowledge of the historical background, cultural heritage, life experiences, and sociopolitical issues of diverse groups. CRC/CCRC educators and supervisors employ learning strategies that foster the development of multicultural counseling knowledge and skills and address barriers to competent practice.
- h. TEACHING AND EVALUATION.** CRC/CCRC educators ensure they teach rehabilitation counseling students how to integrate contrasting worldviews, meanings, customs, traditions, and perceptions into the service delivery process. CRC/CCRC educators encourage the development of empathy and discourage cultural encapsulations and unwillingness to adopt culturally appropriate counseling values and behaviors. CRC/CCRC educators evaluate the student's ability in the above areas.
- i. CRC/CCRC EDUCATION AND GATEKEEPING.** CRC/CCRC educators prepare students to uphold their moral and ethical obligation to recognize systematic oppression of marginalized groups and how this is embedded in norms, values, policies, and practices. CRC/CCRC educators create learning opportunities and teach macro skills to combat large-scale social issues, including but not limited to ableism, racism, nativism, classism, sexism, heterosexism, and cisgenderism.
- j. TEACHING ETHICS.** CRC/CCRC educators are responsible for teaching students about the Code and how to use the Code as a tool in their education and clinical practice. CRC/CCRC educators infuse ethical considerations throughout the curriculum and make students aware of their ethical responsibilities and standards of the profession.
- k. INTEGRATION OF STUDY AND PRACTICE.** CRC/CCRC educators establish education and training programs that integrate academic study and supervised practice.
- l. USE OF CASE EXAMPLES.** The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (1) the client, student, or supervisee has reviewed the material and agreed to its presentation or (2) the information has been sufficiently modified to obscure identity.
- m. STUDENT-TO-STUDENT SUPERVISION AND INSTRUCTION.** CRC/CCRC educators make reasonable efforts to ensure the rights of students are not compromised when their peers lead experiential counseling activities in traditional, online, and/or hybrid formats (e.g., counseling groups, skills classes, clinical supervision). CRC/CCRC educators ensure that students who are presenting in class or leading activities understand they have the same ethical obligations as CRC/CCRC educators.

**n. INNOVATIVE TECHNIQUES/PROCEDURES/MODALITIES.** CRC/CCRC educators promote the use of techniques/procedures/modalities that are grounded in research and accreditation standards. When CRC/CCRC educators discuss innovative or developing techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities.

**o. FIELD PLACEMENT.** CRC/CCRC educators in charge of field placements develop clear policies within their training programs regarding field placement and other clinical experiences and provide direct assistance with securing an appropriate field placement. CRC/CCRC educators provide clearly stated roles and responsibilities for students, site supervisors, and program supervisors. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

**p. STUDENT STATUS DISCLOSURE.** CRC/CCRC educators make reasonable efforts to ensure that clients at field placement sites are aware of the services rendered and the qualifications of the students rendering those services as part of the informed consent process. CRC/CCRC educators reinforce the requirement for students to disclose their status as a student and how this status affects the limits of confidentiality.

## **I.6. CRC/CCRC EDUCATOR COMPETENCE**

**a. EDUCATOR KNOWLEDGE AND SKILL.** CRC/CCRC educators who are responsible for developing, implementing, and supervising educational programs are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students aware of their responsibilities. CRC/CCRC educators conduct counselor education and training programs in an ethical manner.

**b. TECHNOLOGY-ASSISTED EDUCATION.** CRC/CCRC educators have an obligation to stay up to date on current technologies used in the field for the benefit of the students who are entering the field. When using technology, CRC/CCRC educators are competent in its use. If they are not competent in the use of the technology, they seek training or education to become competent. CRC/CCRC educators take necessary precautions to protect confidential student information transmitted through any electronic means.

**c. CULTURAL DIVERSITY IN REHABILITATION COUNSELOR EDUCATION.** CRC/CCRC educators are sensitive to the role of cultural diversity in their relationships with students. CRC/CCRC educators understand and use culturally sensitive and competent teaching practices. They assist students in gaining knowledge, personal awareness, sensitivity, disposition, and skills necessary for becoming a culturally competent CRC/CCRC working with a diverse client population.

## **I.7. ROLES AND RELATIONSHIPS BETWEEN EDUCATORS AND STUDENTS**

**a. RELATIONSHIP BOUNDARIES WITH STUDENTS.** CRC/CCRC educators are aware of the power differential in their relationships with students. They do not engage in electronic and/or in-person interactions or relationships that knowingly compromise the academic relationship. CRC/CCRC educators consider and clearly discuss the risks and benefits of extending boundaries with their students and take appropriate professional precautions to minimize the risk of harm to the student.

**b. SEXUAL OR ROMANTIC RELATIONSHIPS WITH CURRENT STUDENTS.** CRC/CCRC educators are prohibited from engaging in any (e.g., virtual, online, electronic, and/or in-person) sexual or romantic interactions or relationships with current students.

**c. EXPLOITATIVE RELATIONSHIPS.** CRC/CCRC educators do not engage in exploitative relationships with students.

**d. HARASSMENT.** CRC/CCRC educators do not condone or participate in any form of harassment, including sexual harassment.

**e. RELATIONSHIPS WITH FORMER STUDENTS.** CRC/CCRC educators are aware of the power differential in their relationships with former students. CRC/CCRC educators discuss with former students potential risks when they consider engaging in romantic, sexual, or other intimate relationships.

**f. ACADEMIC RELATIONSHIPS WITH RELATIVES AND FRIENDS.** CRC/CCRC educators make every effort to avoid accepting relatives, romantic partners, or friends as students. When such circumstances cannot be avoided, CRC/CCRC educators utilize a formal review mechanism and recuse themselves from the final admissions decision. In the event that a relative, romantic partner, or friend is admitted into the educational program, CRC/CCRC educators do not serve as faculty advisors to those individuals as students and recuse themselves from any situations where academic or professional disposition evaluation occurs.

## **I.8. EDUCATION EVALUATION, REMEDIATION, AND ENDORSEMENT**

**a. EVALUATION OF STUDENTS.** CRC/CCRC educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies, as well as professional dispositions. CRC/CCRC educators provide students with ongoing feedback regarding their performance throughout the training program.

**b. GATEKEEPING AND REMEDIATION FOR STUDENTS.** CRC/CCRC educators, through ongoing evaluation, are aware of and address the inability of some students to achieve required competencies, which may be due to academic performance, personal concerns (e.g., physical or mental health, chronic illness), and professional dispositions (e.g., values, characteristics) aligning with rehabilitation counseling philosophy. CRC/CCRC educators do the following: (1) assist students in securing remedial assistance, including counseling, when needed; (2) seek professional consultation and document the decision to recommend dismissal or refer students for assistance; and (3) make reasonable efforts to ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance, or to dismiss them and provide students with due process, according to institutional policies and procedures.

**c. REFERRING STUDENTS FOR COUNSELING.** If students request counseling or if counseling services are suggested as part of a remediation process, CRC/CCRC educators assist students in identifying appropriate services. CRC/CCRC educators do not provide counseling services to currently enrolled students but may address interpersonal competencies in terms of the impact of these issues on academic performance, professional functioning, and/or clients.

**d. ENDORSEMENT.** CRC/CCRC educators endorse students for certification, licensure, employment, or completion of academic or training programs based on satisfactory progress and observations while under supervision or training. CRC/CCRC educators do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.