
Appendix A

Guidance Education Learning Outcomes and Curricular Connections

Guidance Education Learning Outcomes A3

Curricular Connections: Using Online Resources and Curriculum Navigator A6

 Sample 1: Early Years Personal/Social Development Text Sample A7

 Sample 2: Middle Years Personal/Social Development Text Sample A10

 Sample 3: Senior Years Educational Development Text Sample A14

Guidance Education Learning Outcomes

PERSONAL/SOCIAL DEVELOPMENT

Early Years

Middle Years

Senior Years

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs/learning styles/individuality/culture)

Safe Communities

- violence prevention
- personal safety
- harassment/intimidation
- bullying

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Safe Communities

- violence prevention—risk taking
- youth issues—gang awareness, safe neighbourhoods
- personal safety—Internet safety, luring, home alone
- harassment/intimidation/cyberbullying
- bullying/manipulation
- *Youth Criminal Justice Act*

Human Dynamics

- youth issues (emotional maturation [moods, grief, anxiety, suicide, depression])
- self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management
- alcohol/drugs/extremes
- connections (family/supportive adults/agencies/peers)
- personal responsibility

Social Skills

- conflict resolution/mediation/respect
- peer helper/peer mediator/volunteerism
- active listening
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence)
- lifestyles (decision making, sexuality)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Safe Communities

- youth issues—gang awareness, safe neighbourhoods
- personal safety—Internet safety, luring
- harassment/intimidation/cyberbullying
- bullying/manipulation
- legal issues (charter and human rights, criminal code, YCJA)

EDUCATIONAL DEVELOPMENT

Early Years

Middle Years

Senior Years

Self and Learning

- metacognition: thinking about thinking
- learning styles
- habits of mind
- problem-solving strategies

Self and Learning

- study skills/test preparation
- strategies to reduce frustration/test anxiety
- notetaking skills
- learning styles and learning differences (including exceptional learning needs, ADHD, etc.)
- goal setting
- research skills
- time management/organization skills/agenda books
- connections (skill/knowledge transfer)

Self and Learning

- educational planning/course selection/graduation requirements/entrance requirements
- self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management
- notetaking and précis writing
- aptitudes/interests/strengths

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

Social Skills for Learning

- conflict resolution/mediation/respect
- peer tutors
- presenting learning
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

Community Learning

- listening skills
- thinking aloud
- homework strategies

Community Learning

- homework habits
- study schedules

Community Learning

- portfolio writing
- Internet research/plagiarism

CAREER DEVELOPMENT

Early Years

Middle Years

Senior Years

Self and Work

- self-awareness/awareness of others (home chores, school chores)
- career discovery

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Self and Work

- youth issues—Employment Standards Act
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

Social Skills for Working

- diversity (exceptional learning needs/learning styles/individuality/culture)

Social Skills for Working

- conflict resolution/mediation/respect
- summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture) in the workplace

Social Skills for Working

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/multiple intelligences/individuality/culture) in the workplace

Safe Workplaces

- types of workplaces

Safe Workplaces

- youth issues—part-time work/babysitting safety
- bullying in the workplace

Safe Workplaces

- youth issues—part-time work
- personal safety—workplace safety and health
- work skills/certification/training/on-the-job training
- bullying in the workplace

Curricular Connections: Using Online Resources and Curriculum Navigator

All compulsory curriculum learning outcomes that are linked to the guidance education component of the Comprehensive Guidance and Counselling program are available online.

To access Curriculum Navigator:

Step 1: Go to the *Guidance and Counselling* website at www.edu.gov.mb.ca/k12/specedu/guidance/ and click on the *Curriculum Navigator* link.

Step 2: Log in with your user name and password.

Step 3: Follow the navigation directions. An online “Help” file will assist you.

- Select “school counselling.”
- Key in your search term.

Step 4: The terms for the related subject area (e.g., language arts, social studies, physical education/health education) will appear.

Step 5: Select the information you wish to use.

To view printable versions of the learning outcome connections, please go to www.edu.gov.mb.ca/k12/specedu/guidance/.

Sample 1: Early Years Personal/Social Development Text Sample

EARLY YEARS

Personal/Social

Educational

Career

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Self and Learning

- metacognition: thinking about thinking
- learning styles
- habits of mind
- problem-solving strategies

Self and Work

- self-awareness/awareness of others (home chores, school chores)
- career discovery

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs/learning styles/individuality/culture)

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Social Skills for Working

- diversity (exceptional learning needs/learning styles/individuality/culture)

Safe Communities

- violence prevention
- personal safety
- harassment/intimidation
- bullying

Community Learning

- listening skills
- thinking aloud
- homework strategies

Safe Workplaces

- types of workplaces

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PERSONAL/SOCIAL DEVELOPMENT

Early Years

Curricular Connections—Grade 3

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Grade 3

Physical Education/Health Education

- | | |
|------------|---|
| K.4.3.A.2b | Discuss how attributes and desires affect personal progress and achievement. |
| K.4.3.A.3 | Explore the steps in the decision-making/problem-solving process. |
| K.4.3.B.2a | Identify appropriate and inappropriate ways of communicating emotions. |
| K.4.3.B.2b | Recognize the importance of friends and groups that are safe and dependable. |
| K.4.3.B.3a | Recognize anger triggers for self and others, and strategies to reduce, control, or avoid anger in emotional situations. |
| K.4.3.B.3b | Show an understanding of the steps in a conflict resolution process. |
| K.4.3.B.3c | Identify mediation skills that can be used as part of the conflict resolution process. |
| K.4.3.B.4 | Recognize verbal and non-verbal behaviours associated with assertiveness. |
| S.4.3.A.2 | Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues. |
| S.4.3.A.4 | Demonstrate the use of mediation strategies as part of a conflict resolution process in different case scenarios. |
| K.5.3.D.2 | Identify helpful and/or harmful substances and their effects on a healthy body. |
| K.5.3.D.3 | Recognize the factors that can influence making decisions regarding substance use. |
| S.5.3.A.4 | Use avoidance and assertiveness skills in scenarios related to potentially dangerous situations. |

Social Studies

- | | |
|----------|--|
| 3-KI-007 | Identify factors that may influence their identities. |
| 3-KP-033 | Identify ways of resolving conflict in groups and communities. |
| 3-VG-009 | Be willing to accept differences among people, communities, and ways of life. |
| 3-VG-010 | Appreciate their connections to people and communities elsewhere in the world. |

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PERSONAL/SOCIAL DEVELOPMENT

Early Years

Curricular Connections—Grade 3 (*continued*)

Self and Family

- feelings/anger management/
behaviour management
- self-awareness/awareness of
others (Who am I?)
- connections (family/supportive
adults)
- personal responsibility

Grade 3

English Language Arts

- | | |
|-------|---|
| 1.1.1 | Describe personal observations, experiences, predictions, and feelings. |
| 1.1.2 | Consider others' ideas and observations to discover and explore personal understanding. |
| 1.2.1 | Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections. |
| 1.2.4 | Ask questions to clarify information and develop new understanding. |
| 3.1.1 | Use self-questioning to determine personal knowledge of a topic and identify information needs. |
| 3.2.1 | Record and share personal knowledge of a topic. |
| 5.1.1 | Record ideas and experiences and share them with others. |

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Sample 2: Middle Years Personal/Social Development Text Sample

MIDDLE YEARS		
Personal/Social	Educational	Career
<p>Family Dynamics</p> <ul style="list-style-type: none"> • adolescent issues (emotional development [fears/phobias/trauma/tragedy]) • self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management • alcohol/drugs • connections (family/supportive adults/peers) • personal responsibility and risk taking 	<p>Self and Learning</p> <ul style="list-style-type: none"> • study skills/test preparation • strategies to reduce frustration/test anxiety • notetaking skills • learning styles and learning differences (including exceptional learning needs, ADHD, etc.) • goal setting • research skills • time management/organization skills/agenda books • connections (skill/knowledge transfer) 	<p>Self and Work</p> <ul style="list-style-type: none"> • adolescent issues (chores, workload) • connections (role models, mentors, volunteerism) • matching interests to aptitudes • career exploration
<p>Social Skills</p> <ul style="list-style-type: none"> • conflict resolution/mediation/respect • relationships (peer pressure, realistic expectations, responsibility, abusive relationships) • diversity (exceptional learning needs/multiple intelligences/individuality/culture) • social responsibility 	<p>Social Skills for Learning</p> <ul style="list-style-type: none"> • attitudes/critical inquiry skills • group work • communication skills • writing skills • diversity (exceptional learning needs/multiple intelligences/individuality/culture) 	<p>Social Skills for Working</p> <ul style="list-style-type: none"> • conflict resolution/mediation/respect • summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities) • diversity (exceptional learning needs/multiple intelligences/individuality/culture) in the workplace
<p>Safe Communities</p> <ul style="list-style-type: none"> • violence prevention—risk taking • personal safety—Internet safety, luring, home alone/ babysitting • harassment/intimidation/ cyberbullying • bullying/manipulation • <i>Youth Criminal Justice Act</i> 	<p>Community Learning</p> <ul style="list-style-type: none"> • homework habits • study schedules 	<p>Safe Workplaces</p> <ul style="list-style-type: none"> • youth issues—part-time work/ babysitting safety • bullying in the workplace

PERSONAL/SOCIAL COMPONENT

Middle Years

Curricular Connections—Grade 7

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Grade 7

Physical Education/Health Education

- | | |
|------------|---|
| K.3.7.B.1 | Describe ways to respond to dangerous situations in the community. |
| K.3.7.B.4 | Describe ways to seek help related to different types of accidents and/or dangerous situations. |
| K.3.7.B.5a | Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships. |
| K.3.7.B.5b | Develop strategies for avoiding situations that can potentially lead to conflict and violence. |
| K.3.7.B.6a | Establish safety guidelines to protect self and others from sexually abusive situations. |
| K.3.7.B.6b | Demonstrate an understanding of skills in dealing with case scenarios related to sexually abusive situations and ways to seek help. |
| K.4.7.A.1 | Compare attitudes and behaviours that contribute to a sense of belonging. |
| K.4.7.B.1b | Describe conduct and ethical behaviours appropriate for engaging in physical activity and/or social events. |
| K.4.7.B.2a | Identify the characteristics associated with each of the communication styles and leadership qualities. |
| K.4.7.B.2b | Identify areas within the school and community that offer opportunities to make new friends and belong to a group. |
| K.4.7.B.3a | Identify anger-management skills as alternatives to aggression and violence. |
| K.4.7.B.3b | Describe how conflict situations affect personal behaviour and development. |
| K.4.7.B.3c | Review strategies, possible outcomes, and behaviours for conflict resolution among friends and/or peers. |
| K.4.7.B.4 | Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations. |
| S.4.7.A.4 | Apply conflict-resolution strategies to different scenarios. |
| K.5.7.D.3 | Identify the positive and negative social factors that may influence avoidance and/or use of substances. |
| K.5.7.E.3b | Identify the effects of social influences on sexuality and gender roles. |
| S.5.7.A.4 | Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse. |
| S.5.7.A.5 | Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours. |

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PERSONAL/SOCIAL COMPONENT

Middle Years

Curricular Connections—Grade 7 (*continued*)

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Grade 7

Social Studies

- | | |
|----------|--|
| 7-S-100 | Collaborate with others to establish and carry out goals and responsibilities. |
| 7-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 7-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 7-S-104 | Negotiate constructively with others to build consensus and solve problems. |
| 7-S-105 | Recognize bias and discrimination and propose solutions. |
| 7-S-301 | Evaluate the advantages and disadvantages of solutions to a problem. |
| 7-S-303 | Evaluate personal assumptions based on new information and ideas. |
| 7-S-304 | Distinguish fact from opinion and interpretation. |
| 7-S-306 | Assess the validity of information sources. |
| 7-S-308 | Compare diverse perspectives in the media and other information sources. |
| 7-S-309 | Interpret information and ideas in a variety of media. |
| 7-S-311 | Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. |
| 7-S-400 | Listen to others to understand their perspectives. |
| 7-S-401 | Use language that is respectful of human diversity. |
| 7-S-402 | Persuasively express differing viewpoints regarding an issue. |
| 7-S-404 | Elicit and clarify questions and ideas in discussions. |
| 7-S-405 | Articulate their beliefs and perspectives on issues. |
| 7-KC-002 | Describe the impact of various factors on quality of life in Canada and elsewhere in the world. |
| 7-KI-006 | Identify diverse cultural and social perspectives regarding quality of life. |
| 7-KI-007 | Describe the impact of discriminatory attitudes and practices on quality of life. |
| 7-VC-001 | Respect the inherent dignity of all people. |
| 7-VC-002 | Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life. |
| 7-VC-003 | Be willing to contribute to their groups and communities. |
| 7-VI-005 | Respect others' rights to express their points of view. |
| 7-VP-013 | Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power. |
| 7-VI-006 | Be willing to broaden personal perspectives and experiences beyond the familiar. |
| 7-VE-017 | Be willing to consider the consequences of their consumer choices. |

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PERSONAL/SOCIAL COMPONENT

Middle Years

Curricular Connections—Grade 7 (*continued*)

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Grade 7

English Language Arts

- | | |
|-------|---|
| 1.1.2 | Compare own and others' insights and viewpoints. |
| 3.1.3 | Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes. |
| 3.2.1 | Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research. |
| 3.2.2 | Extend inquiry and research questions using a variety of information sources. |
| 5.2.1 | Contribute to group efforts to reach consensus or conclusions. |
| 5.2.2 | Present group conclusions or findings to classmates. |
| 5.2.3 | Respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community. |
| 5.2.4 | Evaluate group process and personal contributions according to pre-established criteria; set group and individual goals and record action plan. |

Sample 3: Senior Years Educational Development Text Sample

SENIOR YEARS		
Personal/Social	Educational	Career
<p>Human Dynamics</p> <ul style="list-style-type: none"> • youth issues (emotional maturation [moods, grief, anxiety, suicide, depression]) • self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management • alcohol/drugs/extremes • connections (family/supportive adults/agencies/peers) • personal responsibility <p>Social Skills</p> <ul style="list-style-type: none"> • conflict resolution/mediation/ respect • peer helper/peer mediator/ volunteerism • active listening • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) • lifestyles (decision making, sexuality) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) • social responsibility <p>Safe Communities</p> <ul style="list-style-type: none"> • youth issues—gang awareness, safe neighbourhoods • personal safety—Internet safety, luring • harassment/intimidation/ cyberbullying • bullying/manipulation • legal issues (charter and human rights, criminal code, YCJA) 	<p>Self and Learning</p> <ul style="list-style-type: none"> • educational planning/course selection/graduation requirements/ entrance requirements • self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management • notetaking and précis writing • aptitudes/interests/strengths <p>Social Skills for Learning</p> <ul style="list-style-type: none"> • conflict resolution/mediation/ respect • peer tutors • presenting learning • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) <p>Community Learning</p> <ul style="list-style-type: none"> • portfolio writing • Internet research/plagiarism 	<p>Self and Work</p> <ul style="list-style-type: none"> • youth issues—Employment Standards Act • resumé writing/portfolio writing • application forms/cover letters • connections (mentorships, volunteerism) • time management • entrepreneurship • matching aptitudes and interest to career choices <p>Social Skills for Working</p> <ul style="list-style-type: none"> • conflict resolution/ mediation/respect • interview skills • job shadowing • balancing work and school • workplace attitudes/expectations/ responsibilities • diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace <p>Safe Workplaces</p> <ul style="list-style-type: none"> • youth issues—part-time work • personal safety—workplace safety and health • work skills/certification/training/ on-the-job training • bullying in the workplace

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EDUCATIONAL COMPONENT

Senior Years

Curricular Connections—Grade 9

Self and Learning

- educational planning/course selection/graduation requirements/entrance requirements
- self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management
- notetaking and précis writing
- aptitudes/interests/strengths

SELF AND LEARNING

Grade 9

Physical Education/Health Education

- S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices.
- S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices.

Social Studies

- 9-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-104 Seek consensus in collaborative problem solving.
- 9-S-301 Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
- 9-S-400 Listen to others to understand their perspectives.
- 9-S-401 Use language that is respectful of human diversity.
- 9-S-402 Express informed and reasoned opinions.
- 9-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
- 9-S-405 Articulate their perspectives on issues.
- 9-S-406 Debate differing points of view regarding an issue.
- 9-VI-004 Be willing to consider diverse social and cultural perspectives.
- 9-VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

English Language Arts

- 1.2.1 Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.
- 1.2.2 Review and refine personal viewpoints through reflection, feedback, and self-assessment.
- 1.2.4 Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.
- 3.1.1 Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research.
- 3.2.1 Access, record, and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research.
- 5.2.1 Recognize that differing perspectives and unique reactions enrich understanding.

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Appendix B

Guidelines for Ethical Behaviour

The Manitoba Teachers' Society Code of Professional Practice *B3*

Making Decisions about Confidentiality *B5*

Manitoba School Counsellors' Association Guidelines for Ethical Behaviour *B11*

Canadian Counselling Association Code of Ethics *B15*

Other Codes of Ethics *B29*

The Manitoba Teachers' Society Code of Professional Practice*

The Code of Professional Practice establishes the required standards of conduct for all members of The Manitoba Teachers' Society. A teacher's professional behaviour must reflect the spirit as well as the letter of the Code.

1. A teacher's first professional responsibility is to her or his students.
2. A teacher acts with integrity and diligence in carrying out professional responsibilities.
3. A teacher avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists, and refrains from exploiting that relationship for material, ideological, or other advantage.
4. A teacher speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights.
5. A teacher respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the student's welfare.
6. A teacher's conduct toward colleagues is characterized by consideration and good faith.
7. A teacher first directs any criticism of the professional activity of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials. It shall not be considered a breach of the Code
 - a) to report reasonable grounds for suspecting child abuse to proper authorities according to legal requirements
 - b) to consult with The Manitoba Teachers' Society or the president of the member's local association in good faith
8. A teacher does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication.

* Source: The Manitoba Teachers' Society. "Code of Professional Practice." Rev. 2003. <www.mbteach.org/aboutmts.htm>. (7 Feb. 2007). Reproduced with permission.

9. A teacher makes an ongoing effort to improve professionally.
10. A teacher adheres to collective agreements negotiated by the professional organization.
11. A teacher neither applies for nor accepts a position which is included in a Society in-dispute declaration.
12. A teacher or group of teachers makes only authorized representations to outside bodies on behalf of the Society or its local associations. Without the express permission of the Society, no member(s) conferring with outside bodies may explicitly or implicitly claim that they represent the Society or its local associations.

(Violation of the Code shall be addressed through application of MTS bylaws.)
(revised, Annual General Meeting, 2003)

Making Decisions about Confidentiality*

To make decisions about the disclosure of confidential information, teachers must be aware of the law, the Code of Professional Practice, administrative policies, and contractual obligations, and should remember that law takes precedence over ethics. Nevertheless, teachers must often make difficult choices about confidential issues. In making decisions, teachers should

- identify potential issues and consider the ethical principles that apply to them
- review relevant codes and guidelines
- consult with colleagues and professional authorities for different perspectives
- consider all possible alternatives, using ethical principles as a framework for evaluating the consequences of each course of action
- make a decision, implement it, and evaluate its effectiveness

The teachers should have knowledge of legislation and professional guidelines related to their work with children around confidential issues:

- Manitoba Teachers' Society Code of Professional Practice
- *The Public Schools Act*
- Guidelines for Ethical Behaviour, Manitoba School Counsellors' Association
- *The Child and Family Services Act*
- Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection
- *Youth Criminal Justice Act*
- *The Manitoba Human Rights Code*
- Manitoba legislation on privacy
- *Canadian Charter of Rights and Freedoms*
- The United Nations *Convention on the Rights of the Child*

* Source: The Manitoba Teachers' Society. "Making Decisions about Confidentiality." <www.mbteach.org/confidentiality.htm>. (7 Feb. 2007). Reproduced with permission.

Article 1. Understanding confidentiality

Confidentiality is the obligation not to disclose willingly any information obtained in confidence. Therefore, information disclosed in response to a search warrant, a subpoena, or a legal requirement for mandatory reporting is not a breach of confidentiality.

Child protection:

The teacher who has reason to believe that a child is or might be in need of protection shall forthwith report the information to the appropriate authorities in accordance with legal obligations pursuant to child protection legislation.

Potential harm:

If the behaviour of the student threatens potential harm to him/herself or another person, the teacher shall take appropriate action to protect the student and/or the other person.

Legal action:

The teacher may be required by the courts to provide records and relevant information regarding a student.

Basic principles:

Confidentiality is based on four basic principles:

1. Respect for an individual's right to privacy
2. Respect for human relationships in which personal information is shared
3. Appreciation of the importance of confidentiality to both individuals and society
4. Expectations that those who pledge to safeguard confidential information will do so

Confidential information in its broadest form is any information given in confidence to a teacher. Confidential information may include, but is not restricted to, disclosures of physical, mental, or emotional abuse; family problems; substance abuse; criminal behaviour; sexual activity; or suicidal thinking.

A teacher respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the students' welfare. (Article 5, Code of Professional Practice, The Manitoba Teachers' Society)

Article 2. Protecting confidentiality

Confidentiality is very important to establishing and maintaining a strong teacher-student relationship. It is important that teachers are aware of the rights of individuals to privacy and to respect the confidential nature of information concerning students. A teacher, however, may consult and collaborate with other professionals for purposes of more effectively helping the student.

Some guidelines for protecting confidentiality are

1. A teacher shall consult with the student and attempt to obtain the consent of the student before divulging confidential information.
2. A teacher may consult and collaborate with other professionals for purposes of more effectively helping the student. The teacher shall share only such information that will serve the student's best interests, and divulge the student's name only when necessary.
3. A teacher shall share information verbally with other professional colleagues rather than giving them copies of notes and ensure that colleagues respect the confidential nature of the information being shared.
4. A teacher shall take care, when sharing information about students, that the information is accurate and unbiased.
5. A teacher shall guard against sharing confidential information in halls, staff rooms, or other public places where persons who do not need to know can overhear it.
6. A teacher shall not leave reports, student service records, computer files, or log books where unauthorized people can have access to them.
7. A teacher who is in doubt as to the reasonableness of a course of action regarding the sharing of confidential information should consult the school counsellor or school administrator before making a decision.

Article 3. Record keeping

A teacher shall keep accurate and objective records to facilitate the provision of services to students. Failure to keep records is negligence. There are no risks to having good records—well-organized, well-written, comprehensive notes will establish the teacher as a competent, caring professional.

Personal records are kept by a teacher to refresh his/her memory and to document important information regarding students for use in consultation, referrals, case conferences, and court proceedings. A teacher should record enough information to meet students' needs and to demonstrate effectively that she or he has acted in an appropriate and professional manner.

Notes should be made as immediately as possible to the time of the event(s), and the original notes should never be changed. Any additions should be initialled, signed, and dated.

A teacher shall make the student aware that confidential information is being recorded, share such information with the student, clarify the information, and inform the student of the possible need to report such information for legal or professional purposes.

Article 4. Maintaining records

Schools/school divisions should develop policies and procedures for the maintenance of records, including in such policies provisions for

- physical security of records
- access to records
- periods of maintenance for different types of records
- destruction of records

Teachers must take care that their personal records are kept in secure locations.

Article 5. Requests for information

Schools should develop procedures to ensure that the confidentiality of material is maintained when it is being received or sent by the school. A teacher must keep the best interests of the student in mind when making decisions to divulge confidential information. A teacher shall consult with the student and attempt to obtain the consent of the student before divulging confidential information to authorized personnel or agencies directly concerned with the student's welfare.

The teacher should be aware of the Manitoba *Public Schools Act (PSA)* [Part III, Section 41(1)] regarding the sharing of information with parents/guardians. The Act states, in part, that

Every school board shall . . .

(r) determine the times when and the manner in which reports and other information respecting pupils shall be delivered or provided or made available by teachers under section 96

The *PSA* in Part III Section 42.1 to 42.6 sets out the procedures for the collection, storage, retrieval, and use of information respecting pupil files.

The school/school division should develop policies and procedures for the sharing of information regarding court orders or other legal restrictions on the sharing of information about a student.

Teachers should be aware of all court orders regarding custody of students in their care, and any policies regarding the rights of non-custodial parents to information and access to a child. If non-custodial parents or other individuals involved with the student request information or access, a teacher should refer questions or concerns to the school administrator.

No information should be given without a documented request.

Schools should develop procedures to ensure that the confidentiality of material is maintained when it is being received or sent by the school. Particular care should be taken when giving information by phone or by fax.

Article 6. Legal proceedings

A teacher must never destroy records of confidential information.

Records that may be required in court proceedings should be maintained indefinitely, both to assist the student and to prove that the teacher acted responsibly.

The teacher should be aware of divisional policies regarding sharing of information with legal authorities. Information should not be given without a subpoena or a court order (e.g., search warrant).

There is no inherent right of a probation officer or the police to confidential information unless they have a search warrant. If police are executing a search warrant in the school, teachers should cooperate and immediately inform the administration.

If a teacher receives a subpoena requesting records, the teacher should inform administration and seek legal advice as soon as possible. The teacher should not automatically turn over records because the subpoena may be challenged as not serving the best interests of the student. The teacher should be aware that keeping records secret or storing them out of the school does not protect them from a subpoena which usually asks for all records kept under all circumstances in any location.

It is important to be aware that the law holds us responsible for our decisions. The defense of “following regulations or policies” does not alleviate a teacher’s accountability in making appropriate decisions about a student.

Article 7. So what if you don’t agree?

Teachers have a professional obligation to protect confidences. They also have the obligation to act in a professional manner in their interactions with students and with their peers.

School divisions should develop procedures whereby a teacher can comply with this protocol without breach of confidentiality or refuse to provide the information without being subject to disciplinary action by the division. A conflict may arise when there is a demand by the police or school administration to have confidential information released with which a teacher is reluctant to comply because doing so would violate this protocol. The teacher should immediately seek advice from a staff officer of The Manitoba Teachers' Society.

When in doubt, the teacher should

- remember that confidentiality resides with the student
- advise administration
- request Society help
- know the pertinent laws and regulations
- be accountable for decisions regarding students
- above all, act professionally

Manitoba School Counsellors' Association Guidelines for Ethical Behaviour*

Basic Principles

This document is intended to provide guidelines for the ethical behaviour of school counsellors.

The guidelines complement the Manitoba Teachers' Society Code of Professional Practice by clarifying the nature of the ethical responsibilities of counsellors in a school setting.

The guidelines are based on the following principles:

- that each person has the right to be treated with respect, dignity, and integrity
- that each person is entitled to freedom of choice and, with that freedom, must accept responsibility for choices and decisions
- that full potential for each person depends upon the development of self-awareness, self-direction, and skills in interpersonal relationships, problem solving, and decision making
- that each person has the right to personal growth and development within the context of the personal liberties set out in *The Canadian Charter of Rights and Freedoms* and the United Nations *Convention on the Rights of the Child*

1. Primary Responsibility

The school counsellor's first responsibility is to act in the best interest of students.

2. Informed Student

The school counsellor shall inform students of the purposes, goals, techniques, and specific policies under which they may receive counselling, at or before the time when the counselling relationship is entered.

Such information includes concerns about confidentiality, legal restraints on counsellors, and the possible necessity for consulting with other professionals.

* Source: Manitoba School Counsellors' Association. "Guidelines for Ethical Behaviour." Rev. Oct. 1997. <www.msca.mb.ca>. (8 Feb. 2007).

3. Confidentiality

Confidentiality is the obligation not to disclose willingly information obtained during counselling.

Confidentiality is crucial to establishing and maintaining a strong counsellor-student relationship. Therefore, the school counsellor shall attempt to obtain the consent of the student before divulging information received during counselling. Confidentiality is, nevertheless, not absolute.

Some exceptions to maintaining confidentiality are

1. *Child Protection*

The school counsellor who has reason to believe that a child is or might be in need of protection shall forthwith report the information to the appropriate authorities in accordance with legal obligations pursuant to child protection legislation.

2. *Potential Harm*

If behaviour of the student threatens potential harm to self or others, the school counsellor shall take appropriate action to protect the student and/or others.

3. *Legal Action*

The school counsellor may be required by the courts to release all counselling records and relevant information.

4. *Consultation & Collaboration*

The school counsellor may consult and collaborate with other professionals for purposes of more effectively helping the student. The school counsellor shall share only such information that will serve the best interests of the student.

4. Record Keeping

The school counsellor shall keep accurate and objective records of counselling sessions to facilitate the provision of services to students. Information received in the counselling process shall be kept as part of the counsellor's confidential records and not part of the records kept in the office of the school.

5. Group Counselling

The school counsellor shall make clear the purpose of group counselling and the techniques to be used in group sessions. The school counsellor shall strive to protect members of the group from physical or psychological harm.

6. Impartiality

School counsellors shall be aware of their personal values and shall strive to remain impartial in assisting students with decision making and problem solving.

7. Referrals

School counsellors recognize their boundaries of competence and provide only those services and use only those techniques for which they are qualified by training or experience.

School counsellors shall make appropriate referrals when their professional assistance cannot adequately meet students' needs.

School counsellors shall be knowledgeable about referral resources.

Whenever possible and appropriate, school counsellors shall make referrals with the knowledge and consent of students. At all times, counsellors shall act in the best interests of the students.

8. Testing and Assessment

The school counsellor shall adhere to established standards regarding the selection, administration, and interpretation of standardized tests and assessment techniques.

The school counsellor shall consider socio-economic, cultural, and ethnic factors in standardized tests.

The school counsellor shall explain the nature, purposes, and results of standardized tests in language that is understandable to the students, parents, and other professionals.

The school counsellor shall interpret test results with reference to other relevant information.

9. Programs and Services

School counsellors share with other educators the responsibility for establishing and maintaining counselling and guidance programs which are responsive to the needs of students and the community.

School counsellors shall provide parents with information on the role and function of the school counsellor.

School counsellors shall notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing programs and services.

10. Professional Standards

School counsellors shall strive to attain the standards of formal professional preparation that are recommended by the Manitoba School Counsellors' Association and the Manitoba Teachers' Society.

School counsellors shall strive to maintain professional competence by taking advantage of professional development opportunities.

School counsellors shall accept only those positions for which they are professionally qualified.

11. Professional Relationships

The school counsellor does not knowingly enter or continue a counselling relationship with a student who is receiving counselling from another professional person, without consultation with that other professional, except where the best interests of the student clearly demand such an extraordinary intervention.

In relationships with employers, colleagues, and professional organizations, the school counsellor shall abide by the Code of Professional Practice of the Manitoba Teachers' Society.

The school counsellor shall observe both the spirit and the letter of these guidelines.

*Guidelines approved by Manitoba School Counsellors' Association/
Association Manitobaine des Conseillers d'Orientation Executive Council
Jan 23, 1992*

Revised October 1997

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Canadian Counselling Association Code of Ethics*

Ethical Principles

The expectations for ethical conduct as expressed in this Code are based on the following fundamental principles:

- a. Beneficence** — being proactive in promoting the client's best interests
- b. Fidelity** — honouring commitments to clients and maintaining integrity in counselling relationships
- c. Nonmalificence** — not wilfully harming clients and refraining from actions that risk harm
- d. Autonomy** — respecting the rights of clients to self-determination
- e. Justice** — respecting the dignity and just treatment of all persons
- f. Societal Interest** — respecting the need to be responsible to society

A. Professional Responsibility

A1. General Responsibility

Counsellors maintain high standards of professional competence and ethical behaviour, and recognize the need for continuing education and personal care in order to meet this responsibility. (See also C1, F1.)

A2. Respect for Rights

Counsellors participate in only those practices which are respectful of the legal, civic, and moral rights of others, and act to safeguard the dignity and rights of their clients, students, and research participants.

* Source: Canadian Counselling Association / Association canadienne de counseling. *CCA Code of Ethics*. Rev. ed. Ottawa, ON: Canadian Counselling Association / Association canadienne de counseling, Jan. 2007.

A3. Boundaries of Competence

Counsellors limit their counselling services and practices to those which are within their professional competence by virtue of their education and professional experience, and consistent with any requirements for provincial and national credentials. They refer to other professionals, when the counselling needs of clients exceed their level of competence. (See also F2.)

A4. Supervision and Consultation

Counsellors take reasonable steps to obtain supervision and/or consultation with respect to their counselling practices and, particularly, with respect to doubts or uncertainties which may arise during their professional work. (See also B10, C4, C7.)

A5. Representation of Professional Qualifications

Counsellors claim or imply only those professional qualifications which they possess, and are responsible for correcting any known misrepresentation of their qualifications by others.

A6. Responsibility to Counsellors and other Professionals

Counsellors understand that ethical behaviour among themselves and with other professionals is expected at all times.

A7. Unethical Behaviour by Other Counsellors

Counsellors have an obligation when they have serious doubts as to the ethical behaviour of another counsellor to seek an informal resolution with the counsellor, when feasible and appropriate. When an informal resolution is not appropriate or feasible, or is unsuccessful, counsellors report their concerns to the CCA Ethics Committee.

A8. Responsibility to Clients

When counsellors have reasonable grounds to believe that a client has an ethical complaint about the conduct of a CCA member, counsellors inform the client of the *CCA Procedures for Processing Complaints of Ethical Violations* and how to access these procedures.

A9. Sexual Harassment

Counsellors do not condone or engage in sexual harassment, which is defined as deliberate or repeated verbal or written comments, gestures, or physical contacts of a sexual nature.

A10. Sensitivity to Diversity

Counsellors strive to understand and respect the diversity of their clients, including differences related to age, ethnicity, culture, gender, disability, religion, sexual orientation, and socio-economic status. (See also B9, D10.)

A11. Extension of Ethical Responsibilities

Counselling services and products provided by counsellors through classroom instruction, public lectures, demonstrations, publications, radio and television programs, computer technology, and other media must meet the appropriate ethical standards consistent with this Code of Ethics.

B. Counselling Relationships**B1. Primary Responsibility**

Counsellors have a primary responsibility to respect the integrity and promote the welfare of their clients. They work collaboratively with clients to devise integrated, individualized counselling plans that offer reasonable promise of success and are consistent with the abilities and circumstances of clients.

B2. Confidentiality

Counselling relationships and information resulting therefrom are kept confidential. However, there are the following exceptions to confidentiality:

- (i) when disclosure is required to prevent clear and imminent danger to the client or others
- (ii) when legal requirements demand that confidential material be revealed
- (iii) when a child is in need of protection

(See also B15, B17, E6, E7, F8.)

B3. Duty to Warn

When counsellors become aware of the intention or potential of clients to place others in clear or imminent danger, they use reasonable care to give threatened persons such warnings as are essential to avert foreseeable dangers.

B4. Client's Rights and Informed Consent

When counselling is initiated, and throughout the counselling process as necessary, counsellors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services to be performed, and other such pertinent information. Counsellors make sure that clients understand the implications of diagnosis, fees and fee collection arrangements, record keeping, and limits of confidentiality. Clients have the right to participate in the ongoing counselling plans, to refuse any recommended services, and to be advised of the consequences of such refusal. (See also C5, E5.)

B5. Children and Persons with Diminished Capacity

Counsellors conduct the informed consent process with those legally appropriate to give consent when counselling, assessing, and having as research subjects children and/or persons with diminished capacity. These clients also give consent to such services or involvement commensurate with their capacity to do so. Counsellors understand that the parental or guardian right to consent on behalf of children diminishes commensurate with the child's growing capacity to provide informed consent.

B6. Maintenance of Records

Counsellors maintain records in sufficient detail to track the sequence and nature of professional services rendered and consistent with any legal, regulatory, agency, or institutional requirement. They secure the safety of such records and create, maintain, transfer, and dispose of them in a manner compliant with the requirements of confidentiality and the other articles of this Code of Ethics.

B7. Access to Records

Counsellors understand that clients have a right of access to their counselling records and that disclosure to others of information from these records only occurs with the written consent of the client and/or when required by law.

B8. Dual Relationships

Counsellors make every effort to avoid dual relationships with clients that could impair professional judgment or increase the risk of harm to clients. Examples of dual relationships include, but are not limited to, familial, social, financial, business, or close personal relationships. When a dual relationship cannot be avoided, counsellors take appropriate professional precautions such as role clarification, informed consent, consultation, and documentation to ensure that judgment is not impaired and no exploitation occurs. (See also B11, B12, B13, C5, C7, F10.)

B9. Respecting Diversity

Counsellors actively work to understand the diverse cultural background of the clients with whom they work, and do not condone or engage in discrimination based on age, colour, culture, ethnicity, disability, gender, religion, sexual orientation, or marital or socio-economic status. (See also D10.)

B10. Consulting with Other Professionals

Counsellors may consult with other professionally competent persons about the client. However, if the identity of the client is to be revealed, it is done with the written consent of the client. Counsellors choose professional consultants in a manner which will avoid placing the consultant in a conflict of interest situation.

B11. Relationships with Former Clients

Counsellors remain accountable for any relationships established with former clients. Those relationships could include, but are not limited to, those of a friendship, social, financial, and business nature. Counsellors exercise caution about entering any such relationships and take into account whether or not the issues and relational dynamics present during the counselling have been fully resolved and properly terminated. In any case, counsellors seek consultation on such decisions.

B12. Sexual Intimacies

Counsellors avoid any type of sexual intimacies with clients, and they do not counsel persons with whom they have had a sexual relationship. Counsellors do not engage in sexual intimacies with former clients within a minimum of three years after terminating the counselling relationship. This prohibition is not limited to the three-year period but extends indefinitely if the client is clearly vulnerable, by reason of emotional or cognitive disorder, to exploitative influence by the counsellor. Counsellors, in all such circumstances, clearly bear the burden to ensure that no such exploitative influence has occurred, and to seek consultative assistance.

B13. Multiple Clients

When counsellors agree to provide counselling to two or more persons who have a relationship (such as husband and wife, or parents and children), counsellors clarify at the outset which person or persons are clients and the nature of the relationship they will have with each person. If conflicting roles emerge for counsellors, they must clarify, adjust, or withdraw from roles appropriately.

B14. Multiple Helpers

If, after entering a counselling relationship, a counsellor discovers the client is already in a counselling relationship, the counsellor is responsible for discussing the issues related to continuing or terminating counselling with the client. It may be necessary, with client consent, to discuss these issues with the other helper.

B15. Group Work

Counsellors have the responsibility to screen prospective group members, especially when group goals focus on self-understanding and growth through self-disclosure. Counsellors inform clients of group member rights, issues of confidentiality, and group techniques typically used. They take reasonable precautions to protect group members from physical and/or psychological harm resulting from interaction within the group, both during and following the group experience.

B16. Computer Use

When computer applications are used as a component of counselling services, counsellors ensure that: (a) client and counsellor identities are verified; (b) the client is capable of using the computer application; (c) the computer application is appropriate to the needs of the client; (d) the client understands the purpose and operation of client-assisted and/or self-help computer applications; and (e) a follow-up of client use of a computer application is provided to assist subsequent needs. In all cases, computer applications do not diminish the counsellor's responsibility to act in accordance with the CCA Code of Ethics, and in particular, to ensure adherence to the principles of confidentiality, informed consent, and safeguarding against harmful effects. (See also D5.)

B17. Delivery of Services by Telephone, Teleconferencing, and Internet

Counsellors follow all additional ethical guidelines for services delivered by telephone, teleconferencing, and the Internet, including appropriate precautions regarding confidentiality, security, informed consent, records, and counselling plans, as well as determining the right to provide such services in regulatory jurisdictions.

B18. Referral

When counsellors determine their inability to be of professional assistance to clients, they avoid initiating a counselling relationship, or immediately terminate it. In either event, members suggest appropriate alternatives, including making a referral to resources about which they are knowledgeable. Should clients decline the suggested referral, counsellors are not obligated to continue the relationship.

B19. Termination of Counselling

Counsellors terminate counselling relationships, with client agreement whenever possible, when it is reasonably clear that: the goals of counselling have been met, the client is no longer benefitting from counselling, the client does not pay fees charged, previously disclosed agency or institutional limits do not allow for the provision of further counselling services, and the client or another person with whom the client has a relationship threatens or otherwise endangers the counsellor. However, counsellors make reasonable efforts to facilitate the continued access to counselling services when services are interrupted by these factors and by counsellor illness, client or counsellor relocation, client financial difficulties, and so forth.

C. Consulting and Private Practice

C1. General Responsibility

Counsellors provide consultative services only in those areas in which they have demonstrated competency by virtue of their education and experience.

C2. Undiminished Responsibility and Liability

Counsellors who work in private practice, whether incorporated or not, must ensure that there is no diminishing of their individual professional responsibility to act in accordance with the CCA Code of Ethics, or in their liability for any failure to do so.

C3. Accurate Advertising

Counsellors, when advertising services as private practitioners, do so in a manner that accurately and clearly informs the public of their services and areas of expertise.

C4. Consultative Relationships

Counsellors ensure that consultation occurs within a voluntary relationship between a counsellor and a help-seeking individual, group, or organization, and that the goals are understood by all parties concerned.

C5. Informed Consent

Counsellors who provide services for the use of third parties acknowledge and clarify for the informed consent of clients all obligations of such multiple relationships, including purpose(s), entitlement to information, and any restrictions on confidentiality. Third parties include: courts, public and private institutions, funding agencies, employees, and so forth.

C6. Respect for Privacy

Counsellors limit any discussion of client information obtained from a consulting relationship to persons clearly involved with the case. Any written and oral reports restrict data to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

C7. Conflict of Interest

Counsellors who engage in consultation avoid circumstances where the duality of relationships or the prior possession of information could lead to a conflict of interest.

C8. Sponsorship and Recruitment

Counsellors present any of their organizational affiliations or membership in such a way as to avoid misunderstanding regarding sponsorship or certification. They also avoid the use of any institutional affiliation to recruit private practice clients.

D. Evaluation and Assessment

D1. General Orientation

Counsellors adequately orient and inform clients so that evaluation and assessment results can be placed in proper perspective along with other relevant information.

D2. Purposes and Results of Evaluation and Assessment

Counsellors take responsibility to inform clients about the purpose of any evaluation and assessment instruments and procedures and the meaning of evaluation and assessment results.

D3. Evaluation and Assessment Competence

Counsellors recognize the limits of their competence and offer only those evaluation and assessment services for which they have appropriate preparation and which meet established professional standards.

D4. Administrative and Supervisory Conditions

Counsellors ensure that evaluation and assessment instruments and procedures are administered and supervised under established conditions consistent with professional standards. They note any departures from standard conditions and any unusual behaviour or irregularities which may affect the interpretation of results.

D5. Use of Technology

Counsellors recognize that their ethical responsibilities are not altered, or in any way diminished, by the use of technology for the administration of evaluation and assessment instruments. Counsellors retain their responsibility for the maintenance of the ethical principles of privacy, confidentiality, and responsibility for decisions regardless of the technology used.

D6. Appropriateness of Evaluation and Assessment

Counsellors ensure that evaluation and assessment instruments and procedures are valid, reliable, and appropriate to both the client and the intended purposes.

D7. Reporting Evaluation and Assessment Results

Counsellors ensure that when reporting evaluation and assessment results to clients and other individuals, care is taken to provide, in an appropriate manner, accurate and sufficient information for an understanding of any conclusions and recommendations made, and to identify the basis for any reservations which might exist.

D8. Release of Evaluation and Assessment Data

Counsellors ensure that evaluation and assessment data are released appropriately and only to the client and persons qualified to interpret and use them properly.

D9. Integrity of Evaluation and Assessment Instruments and Procedures

Counsellors who use psychological tests and other assessment instruments, the value of which depends on their novelty to the client, ensure that they are limited to and safeguarded by those with the professional interest and competence to do so.

D10. Sensitivity to Diversity when Assessing and Evaluating

Counsellors proceed with caution when judging and interpreting the performance of minority group members and any other persons not represented in the group on which the evaluation and assessment instruments and procedures were standardized. They recognize and take into account the potential effects of age, ethnicity, disability, culture, gender, religion, sexual orientation, and socio-economic status on both the administration of, and the interpretation of data from, such instruments and procedures.

D11. Security Maintenance

Counsellors ensure the integrity and security of evaluation and assessment instruments and procedures consistent with any legal and contractual obligations. They refrain from appropriating, reproducing, or modifying established evaluation and assessment instruments without the expressed permission and adequate recognition of the original author, publisher, and copyright holder.

E. Research and Publications**E1. Researcher Responsibility**

Counsellors plan, conduct, and report on research in a manner consistent with relevant ethical principles, professional standards of practice, federal and provincial laws, institutional regulations, cultural norms, and standards governing research with human subjects.

E2. Subject Welfare

Counsellors are responsible for protecting the welfare of their research subjects during research and avoid causing injurious psychological, physical, or social effects to persons who participate in their research activities.

E3. Principal Researcher Responsibility

Counsellors, when in the role of principal researcher, are responsible for ensuring that appropriate ethical research practices are followed and, with respect to research involving human subjects, for obtaining an independent and appropriate ethical review before proceeding with the research. Research associates involved in the research activities share ethical obligations and full responsibility for their own actions.

E4. Voluntary Participation

Counsellors ensure that participation in research is voluntary. However, involuntary participation may be appropriate when it can be shown that participation will have no harmful effects on subjects, is essential to the research, and meets ethical review requirements.

E5. Informed Consent of Research Subjects

Counsellors inform all research subjects of the purpose(s) of their research. In addition, subjects are made aware of any experimental procedures, possible risks, disclosures, and limitations on confidentiality. Subjects are also informed that they are free to ask questions and to discontinue at any time.

E6. Research Confidentiality

Counsellors ensure that research information on subjects is confidential and the identity of participants is protected unless otherwise authorized by them, consistent with all informed consent procedures.

E7. Use of Confidential Information for Didactic or Other Purposes

Counsellors do not disclose in their writings, public presentation, or public media, any personally identifiable information obtained in confidence about clients, research participants, students, or organizational clients unless (1) there is legal authorization to do so, (2) reasonable steps are taken not to identify the person or organization, or (3) the person or organizational client has given informed written consent.

E8. Further Research

Counsellors have an obligation to collaborate with colleagues by making available original research data to qualified researchers who may wish to replicate or verify the research.

E9. Research Sponsors

Counsellors, when conducting research, obtain informed consent from sponsors and institutions and ensure that sponsors and institutions are given feedback information and proper acknowledgement.

E10. Review of Manuscripts

Counsellors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted the research.

E11. Reporting Results

In reporting research results, counsellors mention any variables and conditions that might affect the outcome of the investigation or the interpretation of the results, and provide information sufficient for others who might wish to replicate the research.

E12. Research Contributions

Counsellors give due credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, and to those who have done previous work on the topic. For an article that is based mainly on a student thesis or dissertation, the student is listed as principal author.

E13. Submission for Publication

Counsellors do not submit the same manuscript or one essentially similar in content for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or in substantial part in another journal or published work should not be submitted for publication without acknowledgement and permission from the previous publication.

F. Counsellor Education, Training, and Supervision

F1. General Responsibility

Counsellors who are responsible for counsellor education, training, and supervision adhere to current CCA guidelines and standards with respect to such activities and conduct themselves in a manner consistent with the *CCA Code of Ethics and Standards of Practice for Counsellors*.

F2. Boundaries of Competence

Counsellors who conduct counsellor education, training, and supervision have the necessary knowledge and skills to do so, and limit their involvement to such competencies.

F3. Ethical Orientation

Counsellors who are responsible for counsellor education, training, and supervision have an obligation to make their students, trainees, and supervisees aware of the ethical responsibilities as expressed in the *CCA Code of Ethics and Standards of Practice for Counsellors*.

F4. Clarification of Roles and Responsibilities

Counsellors who engage in counselling supervision of students or trainees take responsibility for clarifying their respective roles and obligations.

F5. Welfare of Clients

Counsellors who engage in counselling supervision of students or trainees take steps to ensure the welfare of clients during the supervised practice period and intervene, when necessary, to ensure that this obligation is met.

F6. Program Orientation

Counsellors responsible for counsellor education programs and training activities take responsibility to orient prospective students and trainees to all core elements of such programs and activities, including to a clear policy with respect to all supervised practice components, both those simulated and real.

F7. Relational Boundaries

Counsellors who work as counsellor educators, trainers, and supervisors establish relationships with their students, trainees, and supervisees such that appropriate relational boundaries are clarified and maintained, and dual relationships avoided.

F8. Obligation to Inform

Counsellors who work as counsellor educators, trainers, and supervisors take steps to inform students, trainees, and supervisees, at the beginning of activities associated with these roles, of all reasonably foreseeable circumstances under which confidentiality may be breached during such activities.

F9. Self-Development and Self-Awareness

Counsellors who work as counsellor educators, trainers, and supervisors encourage and facilitate the self-development and self-awareness of students, trainees, and supervisees, so that they learn to integrate their professional practice and personal insight.

F10. Dealing with Personal Issues

Counsellors responsible for counsellor education, training, and supervision recognize when such activities evoke significant personal issues for students, trainees, and supervisees, and refer to other sources when necessary to avoid counselling those for whom they hold administrative or evaluative responsibility.

F11. Self-Growth Activities

Counsellors who work as counsellor educators, trainers, and supervisors ensure that any professional experiences which require self-disclosure and engagement in self-growth activities are managed in a manner consistent with the principles of informed consent, confidentiality, and safeguarding against any harmful effects.

Other Codes of Ethics

American Association for Marriage and Family Therapy, Code of Ethics:

<www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp>

American Association of Pastoral Counselors, Code of Ethics:

<www.aapc.org/ethics.htm>

American Psychiatric Association, The Principles of Medical Ethics with Annotations Especially Applicable to Psychiatry:

<www.psych.org/psych_pract/ethics/ethics.cfm>

American Psychological Association, Ethical Principles of Psychologists and Code of Conduct: <www.apa.org/ethics/code.html>

American School Counselor Association, Ethical Standards for School Counselors: <www.schoolcounselor.org/content.asp?contentid=173>

British Association for Counselling and Psychotherapy, Ethical Framework for Good Practice in Counselling and Psychotherapy:

<www.bacp.co.uk/ethical_framework/>

British Institute of Career Guidance, The Code of Ethics for Members of the Institute of Career Guidance: <www.icg-uk.org/ethics.html>

Canadian Psychological Association, Canadian Code of Ethics for Psychologists, 3rd ed.: <www.cpa.ca/publications/>

The Canadian Traumatic Stress Network, Ethical Principles:

<http://play.psych.mun.ca/~dhart/trauma_net/ethics.html>

Counsellors and Psychotherapists Association of New South Wales, Code of Ethics & Good Practice:

<www.capa.asn.au/files/CAPAGoodPractice.pdf>

Irish Association for Counselling and Therapy, Code of Ethics and Practice: <www.irish-counselling.ie/infosheet7.htm>

National Association of Social Workers, Code Of Ethics:

<www.socialworkers.org/pubs/code/code.asp>

National Career Development Association, Ethical Standards:

<www.ncda.org/pdf/EthicalStandards.pdf>

Appendix C

Sample Forms

Child Protection/Suspicion of Abuse Report	C3
Manitoba Pupil File Transfer Request Form	C5
Communication Record	C7
Classroom Instructional Record	C8
Informed Consent Form for School Counsellors	C9
Confidential Counselling Referral	C10
Confidential Post-counselling Form	C11
Case Note	C12
Follow-up to Confidential Counselling Referral	C13
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Functional Assessment and Intervention Team Meeting Record	C15
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Child Protection/Suspicion of Abuse Report

Date: _____

Time: _____

Full name of student: _____

Date of birth: _____

School: _____

Nature of concern: neglect physical sexual emotional

Description of Injury: (if physical, include size, shape, colour, location on body—see diagram on reverse side of page)

Description of incident: (include direct quotes)

Description of student's health or behaviour: (include drastic changes, chronic problems, relevant artwork, or acting out)

Signature

- original document
- school division copy

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Child Protection/Suspicion of Abuse Report

Full name of student: _____ Gender: _____

Name of custodial parent(s)/guardian(s) (indicate *P* or *G*):

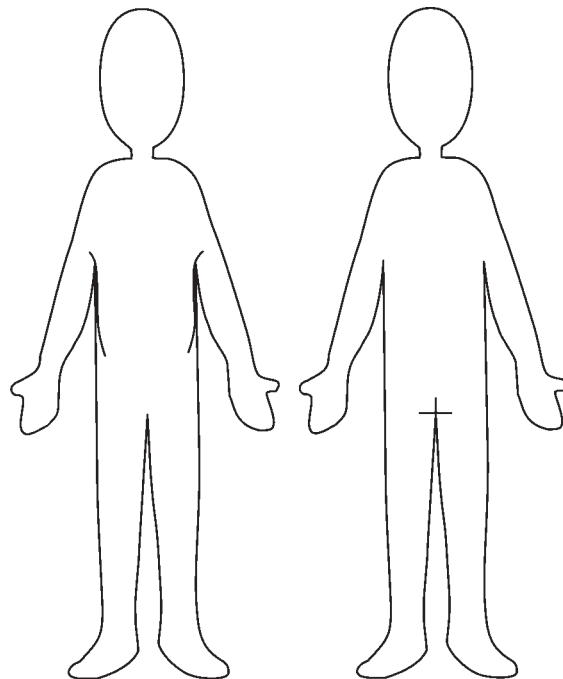
Names and ages of siblings: _____

Address: _____

Telephone: _____

Name and address of individual(s) disclosed as (D) or suspected of (S) causing incident (if known):

Physical location of injury



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Transfer Request Form

Manitoba Pupil File



Section 29(3) of Manitoba Regulation 468/88 requires that a principal must provide the pupil file of a pupil who has transferred to another school to that school within one week of the school requesting it. To facilitate the transfer process, PART I of this form may be completed by the principal of the school that the student has transferred to (the receiving school) and forwarded to the last school that the student attended (the sending school).

Upon receipt of the transfer form, the principal of the sending school will complete PART II and return it, along with the pupil file, to the receiving school. (Principals enrolling students who last attended a school outside of Manitoba should contact the previous jurisdiction for instructions regarding pupil file transfer requests.)

PART I: TO BE COMPLETED BY THE RECEIVING SCHOOL

Student:
 (Complete Legal Name(s)) Surname Given Name Middle Name(s)

 MET#

Current Address:
 Street or P.O. Box

 City, Town Province Postal Code Telephone No.

Previous Address: Not applicable, same as current address; or

 Street or P.O. Box

 City, Town Province Postal Code Telephone No.

Name of Parent(s)/Legal Guardian(s):

Address: Same as student; or

Last School Attended
 (Sending School) Name of School

 Street or P.O. Box

 City, Town Province Postal Code

Receiving School
 Name of Principal

 School Name

 Street or P.O. Box

 City, Town Province Postal Code Telephone No.

Enrollment Date:

.....
 Receiving School Principal's Signature Date

PART II: TO BE COMPLETED BY THE SENDING SCHOOL

Date Student Last Attended

Grade at Time of Transfer: K 1 2 3 4 5 6 7 8 9 10 11 12

Please list any relevant educational information that may affect placement or provision of services to the transferring student:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Date pupil file sent:

Sending School Principal's Name:

Sending School Principal's Signature:

Communication Record

Student: _____ Date of birth: _____

Referred by: self peer teacher parent
 administration resource external agency
 other _____

Home telephone: _____ Contact/Phone: _____

Area of concern: _____

<i>Date</i>	

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Classroom Instructional Record

	<i>Classroom I.D.</i>	<i>Date</i>	<i>Referred by</i>	<i>Area of Concern</i>	<i>Comments</i>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

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Informed Consent Form for School Counsellors

What You Should Know About Me and My Services

By agreeing to talk to me, I want you to understand that I will not release any information about you without your consent.

There are some exceptions, however:

1. If you have been or are being neglected or abused, I must inform Child and Family Services.
2. If you are thinking of harming yourself or someone else, I must inform someone in authority.
3. If I suspect that you are under the influence of alcohol or other drugs in school, I must inform the principal.
4. My files are kept confidential, but they can be subpoenaed to court.
5. I may consult with another professional about how to help you, but I would share only necessary information.
6. I must keep records, but if you change schools, your file information can be sent to that school's counsellor or that division's clinician.

I may let the principal or teachers know that you are meeting with me so you will be able to leave class.

Date

Student Signature

Counsellor Signature

Instructions for Use:

This Informed Consent Form explains confidentiality to students and explains when there will be exceptions to confidentiality.

Student signatures are optional but a counsellor must sign and date the form and place it in that student's file.

Adapted with permission. Evergreen School Division (June 2006).

Confidential Counselling Referral

Date: _____

Student Name: _____ Date of Birth: _____

Status: **CRITICAL** **Urgent** **as soon as possible**

Is the student aware of this referral? **yes** **no**

Referral by: self
 peer name _____
 teacher name _____
 administrator name _____
 parent name _____
 other name _____

Area of Concern:

- Academic school achievement school leaving
 attendance course change/timetable
 subject area concern study skills
 test-taking preparation scholarships
 post-secondary requirements

- Behaviour classroom returning from suspension
 social skills mediation

- Career making a career/educational choice
 CHOICES/Bridges/Career Cruising/inventory session
 resumé writing
 portfolio

- Personal stress friendship
 social/emotional finances/money
 health conflict resolution
 self-esteem home relations
 peer pressure gang
 mental health weight
 sexuality housing

- Abuse harassment bullying
 physical emotional
 sexual verbal
 drug/alcohol/substance self

- Other: _____

Additional information: _____

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Confidential Post-counselling Form

Date: _____

Student Name: _____ Date of Birth: _____

Pre-counselling Status: **CRITICAL** **Urgent** **as soon as possible**
 Current Status: **unstable** **stable with support** **stable**

Area of Concern:

- Academic school achievement school leaving
 attendance course change/timetable
 subject area concern study skills
 test-taking preparation scholarships
 post-secondary requirements

- Behaviour classroom returning from suspension
 social skills mediation

- Career making a career/educational choice
 CHOICES/Bridges/Career Cruising/inventory session
 resumé writing
 portfolio

- Personal stress friendship
 social/emotional finances/money
 health conflict resolution
 self-esteem home relations
 peer pressure gang
 mental health weight
 sexuality housing

- Abuse harassment bullying
 physical emotional
 sexual verbal
 drug/alcohol/substance self

• Other: _____

Follow-up: _____

Notes: _____

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Case Note

Date: _____

Student Name: _____ Date of Birth _____

Counsellor Name: _____

Features present:

Key points:

Homework:

Next steps for student/Future plans:

Further counsellor action/Information required:

Comments:

Counsellor Signature _____

**Follow-up to
Confidential Counselling Referral**

Date of Referral: _____

Student Name: _____ Date of Birth: _____

Status at time of referral: *CRITICAL* *Urgent* *as soon as possible*

Current status: *CRITICAL* *Urgent* *stable*
 follow up in ___ days
 no further action required

Referral by: teacher name _____
 administrator name _____
 parent name _____
 other name _____

The following action(s) resulted from your referral:

Signature: _____

Date: _____

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Confidential Transition Form

Date: _____

Student Name: _____ Date of Birth: _____

Regular Program **IEP** **BIP**

Current Status: **stable** **stable with support** **unstable**
 attending regularly **attending irregularly** **not attending**

Areas of Success:

- Differentiation visual cues written reminders
 outline of major lessons photocopied notes
 advance notice of participation group work
 work with educational assistant move while working
 work in isolation "chunked" lessons
 extended timelines pre-organized textbooks
 use of calculator use of manipulatives
- Primary contact mother father
 student only other: _____
- Effective discipline immediate private conversation conversation after "cool-down"
 concrete plan creation of self-management rules
 time out in class time out beyond class

Areas of Concern:

- Academic school achievement attendance
 transition to workplace study skills
 homework test taking preparation
- Behaviour classroom level difficulties suspension history
 large group difficulties small group difficulties
 social skills violence (self others)

• Personal support personnel intervention

• Contact: _____

Notes: _____

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Functional Assessment and Intervention Team Meeting Record

Student Name: _____ Meeting Date: _____

Referring Person: _____ Date of Referral: _____

Team Members Present:

Referral Information

Reason for Referral

Source: Terrance Scott, Carl Liaupsin, and C. Michael Nelson. *Functional Behavior Assessment and Intervention Planning*. Reproduced with permission from Sopris West Educational Services.

Place information about behaviour and environment in the columns below.

<i>What happens immediately before and after the problem behaviour?</i>		
Problem Antecedents	Problem Behaviour	Problem Consequences

<i>What happens immediately before and after instances of positive behaviour?</i>		
Positive Antecedents	Positive Behaviour	Positive Consequences

Summarize important information obtained by team discussions.

<i>What do we know about the student that might help us better understand the problem he or she is having?</i>

General Antecedents

Under what conditions is this behaviour most likely to occur? (e.g., when a peer bumps or when asked to work quietly)

--

General Consequences

What outcomes does the student get from problem behaviour? (e.g., access to attention or escape from aversive tasks)

--

Predictable Explanation of Behaviour

When are you likely to see the problem behaviour and what are the likely consequences?

General Antecedents	Problem Behaviours	General Consequences

Function of Behaviour

Does the problem behaviour allow the student to access and/or avoid attention, tasks, items, or sensory stimulation? (e.g., When in math class, Bart engages in disruptive behaviour to gain teacher attention.)

--

Intervention

Replacement Behaviour

<i>What should the student be doing instead? (What do others do for the same function?)</i>

Design Instruction

<i>Can the student perform this behaviour? Under what conditions will this behaviour be successful and unsuccessful? What teaching examples will help make this clear to the student? (e.g., behaviour will work when getting attention from teachers but not peers; examples of different ways to get teacher attention)</i>

Predicting and Preventing Failure

<i>What are some circumstances or conditions that might tend to predict failure, and what can be done to prevent or remove those conditions?</i>

Predictable Failure	Temporary Solution
<i>What would make this intervention fail?</i>	<i>How can we prevent this failure?</i>

Facilitating Success

What are some strategies that will make the replacement behaviour more likely? (e.g., manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, change routines, etc.)

--

Positive Consequences for Problem Behaviour

How can natural positive consequences be made available to the student when desired behaviour occurs?

What enhancements can be made to increase the power of natural positive consequences?

Natural Positive Consequence

Artificial Positive Consequences

--	--

Negative Consequences for Replacement Behaviour

What can be done when the student displays the problem behaviour so that the desired function cannot be realized?

--

Measure

How will behaviour change be measured? (e.g., when the student is asked to complete a task, a tally will be made as a measure of whether task was completed)

--

Behaviour Objective

What are the conditions under which behaviour will be measured and what are the criteria for success? (e.g., When in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80% opportunities.)

Condition	Behaviour	Criteria
<i>When should the behaviour occur?</i>	<i>What do you want the student to do?</i>	<i>How much is enough? (Use the measure from above)</i>

Set a date for follow-up meeting to discuss intervention outcomes.

Date and time _____

Was the intervention successful—did behaviour meet criterion levels? YES NO

If Yes, move on to new skill or increase criterion levels—specify below.

If No, team must make decisions regarding how to proceed.

(e.g., further assessment, adapt existing intervention, change intervention, lower criteria, hands off with further monitoring)

*This page may be copied and added on to this report as necessary.

Guidance and Counselling Data: Frequency Charts

Month: _____ Year: _____

Frequency:

	Individual	Group/Classroom
Instruction: Guidance Education		
Counselling: Proactive/Preventive		
Counselling: Critical/Responsive		
Counselling: Urgent/Responsive		
Counselling: Non-urgent/Responsive		
Total		

Summary Comments: _____

Duration:

- | | | |
|--------------------|--|--------------------|
| 1 = one time only | 2 = bimonthly | 3 = once per month |
| 4 = once per cycle | 5 = once per week | 6 = biweekly |
| 7 = daily | 0 = other (e.g., once per day for one week only) | |

	Individual	Group/Classroom
Instruction: Guidance Education		
Counselling: Proactive/Preventive		
Counselling: Critical/Responsive		
Counselling: Urgent/Responsive		
Counselling: Non-urgent/Responsive		
Total	1. 2. 3. 4. 5. 6. 7. 0.	1. 2. 3. 4. 5. 0.

Summary Comments: _____

Core Content:

	Individual	Group	Total
Academic 1. school achievement 2. attendance 3. subject area concern 4. test-taking preparation 5. school leaving 6. course change 7. study skills 8. scholarships 9. post-secondary requirements			
Behaviour 1. classroom 2. social skills 3. suspension-related 4. mediation			
Career 1. career/educational choice 2. CHOICES/Bridges/Career Cruising/inventory session 3. resumé writing 4. portfolio			
Personal 1. stress 2. social/emotional 3. health 4. self-esteem 5. peers 6. mental health 7. friendship 8. financial/money 9. conflict 10. home relations 11. gang 12. transition 13. sexuality 14. weight 15. housing			
Abuse 1. harassment 2. physical 3. bullying 4. emotional 5. sexual 6. verbal 7. electronic 8. self 9. drug/alcohol/substance			
Other			
Total			

Summary Comments: _____

Referral Sources:

	Self	Peer	Teacher	Admin	Parent	Other
Instruction/Guidance						
Counselling: Proactive/Preventive						
Counselling: Critical/Responsive						
Counselling: Urgent/Responsive						
Counselling: Non-urgent/Responsive						
Total						

Summary Comments: _____

Agency Referrals:

Clinical staff	
Mental Health	
Public Health	
Child and Family Services	
Addictions Counselling	
Other	
Total	

Summary Comments: _____

Sample Needs Assessment (Senior Years)

Form submitted by

Student Parent Teacher Other: _____

Instructions: Rank the importance of the following services provided by a school counsellor by circling a number from 1 to 5 for each item below, where 1 indicates “not at all important” and 5 means “very important.”

It is important for a school counsellor to	Not at all					Very
1. meet with every student in the school	1	2	3	4	5	
2. discuss students' personal problems with them	1	2	3	4	5	
3. lead small-group discussions on current student problems	1	2	3	4	5	
4. provide in-class instruction on sensitive issues	1	2	3	4	5	
5. discuss with students which courses they will take in school	1	2	3	4	5	
6. show students the relationship between education and careers	1	2	3	4	5	
7. provide career information to students	1	2	3	4	5	
8. provide information about universities, colleges, trades schools, apprenticeship programs, and other post-secondary education opportunities	1	2	3	4	5	
9. work with students who are failing or considering dropping out of school	1	2	3	4	5	
10. work with students who are experiencing behaviour problems at school	1	2	3	4	5	
11. plan and implement various activities such as study skills workshops, peer helper programs, and so on	1	2	3	4	5	
12. provide other services such as _____ (Please list any on the back of this form.)	1	2	3	4	5	

Reference: Gibson, Robert L., and Marianne H. Mitchell. *Introduction to Counseling and Guidance*. 6th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2003. 385–386.

Sample School Counsellor Activities

Component	Common Activities
1. Counselling	<p>Service</p> <ol style="list-style-type: none"> 1.1 Offer effective counselling to students based on appropriate, consistent, and established counselling strategies. 1.2 Counsel students to meet specific and exceptional learning needs to enhance the success of all learners. 1.3 Identify students in need of additional counselling. 1.4 Refer students whose needs are beyond scope of practice or training. 1.5 Develop a network of school division and community referral and consultation resources. 1.6 Establish, disseminate, and use a consistent protocol for obtaining informed consent, as appropriate. 1.7 Establish, disseminate, and use a consistent procedure for obtaining counselling services. 1.8 Use and maintain appropriate confidentiality and information-sharing protocols. 1.9 Provide developmentally appropriate counselling strategies, especially for young children and students with exceptional learning needs and mental health issues. 1.10 Provide culturally appropriate counselling strategies for all students. 1.11 Maintain professional records and notes of counselling sessions. <p>Referrals</p> <ol style="list-style-type: none"> 1.12 Use professional judgment in referring high needs students whose requirements exceed the time available for provision of adequate care. 1.13 Make and follow up on referrals to school division, community, and external agency services.
2. Prevention	<ol style="list-style-type: none"> 2.1 Counsel individual students to meet primary, secondary, and tertiary needs (including crisis, developmental, and preventive needs). 2.2 Provide group counselling to meet primary, secondary, and tertiary needs (including crisis, developmental, and preventive needs). 2.3 Provide group guidance sessions to meet school-specific and classroom-/grade-specific needs.
3. Guidance Education	<ol style="list-style-type: none"> 3.1 Encourage and assist classroom teachers in guidance education component of the guidance and counselling program. 3.2 Assist students in educational and career planning. 3.3 Assist students in transitioning between grade levels, schools, institutions, and home. 3.4 Help students understand the interrelationships among and between personal/social development, educational development, and career development. 3.5 Conduct student sessions for those areas of the personal/social, educational, and career development components of the guidance and counselling services that are not covered within specific subject area classrooms during a regular instructional day.

Component	Common Activities
4. Coordination	<p>4.1 Collaborate in identifying, obtaining, and disseminating appropriate personal, educational, and career development resources.</p> <p>4.2 Share appropriate levels of information in the best interest of the student.</p> <p>4.3 Consult with teachers, administrators, and staff to meet individual student needs in areas requiring a team approach.</p> <p>4.4 Share information that will impact school attitude, performance, and attendance with those individuals directly affected.</p> <p>4.5 Conduct workshops, information sessions, or presentations on specific issues or concerns related to typical developmental concerns.</p> <p>4.6 Assist teachers in developing and implementing instructional plans related to guidance and counselling, particularly sensitive issues, psychosocial development, and career development.</p> <p>4.7 Encourage teachers to integrate available guidance and counselling resources in all related aspects of curricula.</p> <p>4.8 Conduct staff development on issues affecting students, such as depression, suicide, ADD/ADHD, violence, risk of failure.</p> <p>4.9 Develop and implement an effective protocol for obtaining clinical and other specialized services.</p> <p>4.10 Alert student support teams of mental health issues that may affect the individual planning for particular students.</p> <p>4.11 Consult and collaborate with other professionals who may be providing services to a student requesting or requiring counselling, prior to engaging in counselling.</p> <p>4.12 Use data-informed decision making to assess the needs of all students and others served by the guidance and counselling services.</p> <p>4.13 Ensure that the guidance and counselling services are inclusive of all students and address specific and special needs.</p> <p>4.14 Inform appropriate educational partners about the available guidance and counselling services.</p> <p>4.15 Use data to monitor and enhance guidance and counselling services.</p> <p>4.16 Use federal and provincial legislation related to areas such as education, privacy, and the retention and disposal of records to inform professional activities.</p> <p>4.17 Use the Manitoba Teachers' Society Code of Professional Practice, and school division and individual school policies and procedures to guide professional activities.</p> <p>4.18 Use the Manitoba School Counsellors' Association's Code of Ethics as a baseline for guidance and counselling ethics.</p>

Appendix D

***(This section is reserved for specific school
and school division information)***
