RIVERSIDE COUNTY OFFICE OF EDUCATION
JUDY D. WHITE, Ed.D.
County Superintendent of Schools

SCHOOL COUNSELOR LEADERSHIP NETWORK

RIVERSIDE COUNTY

ON-THE-GO WEBINAR SERIES

Webinar Tips

- This webinar is being recorded so that others may listen to it at a later time for reference and will be uploaded to the RCEC Youtube page as well as www.rcec.us once you log in to access the content of the webinar series
- All connections to this live Webinar feature have been accounted for so please do not forward the Zoom link or invite anyone to join because you are taking someone else's spot and Zoom will automatically start kicking off connections randomly
- All participant mics have been muted and only panelists and facilitators have the ability to unmute anyone
- Since all participants have been muted, please use the Q&A and chat screens to enter your questions
- Participants can submit a question in the Q&A box at the bottom of the screen for the panelists
  - Only panelists and facilitators will be able to respond back to those questions and can do so publicly or privately to the individual
  - Participants can submit comments or questions in the chat box if they would like to engage with each other

****Every effort has been made to ensure the security of this webinar from "zoombombers" but in the event that we experience that, please stay calm and we will resume as soon as the technical difficulties have been resolved.****

RIVERSIDE COUNTY OFFICE OF EDUCATION
JUDY D. WHITE, Ed.D.
County Superintendent of Schools

SCHOOL COUNSELOR LEADERSHIP NETWORK
RIVERSIDE COUNTY
ON-THE-GO WEBINAR SERIES

Catalina Cifuentes
Executive Director,
College and Career Readiness
ccifuentes@rcoe.us

Dr. Pedro Caro
Coordinator,
College and Career Readiness
pcaro@rcoe.us

RIVERSIDE COUNTY OFFICE OF EDUCATION
JUDY D. WHITE, Ed.D.
County Superintendent of Schools

SCHOOL COUNSELOR LEADERSHIP NETWORK
RIVERSIDE COUNTY
ON-THE-GO WEBINAR SERIES

Stress to Success:
Moving High School Counseling Services Online

Tracy Steele, Ph.D., Director of Student Support, Stanford Online High School

Jill Cook, Assistant Director, American School Counseling Association

First Steps

Breathe
Students need you
Ideal vs. Real
Follow school and district policies

Stanford | Online High School

- Work with your administrator and district office to establish the new norms

- Be Informed

- Stay in communication with school personnel as needed

- Advocate when necessary and appropriate

Be Aware of the Benefits and Challenges of Online Counseling

Benefits

- Accessibility
- Safer, less emotionally exposed
- When online some people self-disclose more frequently than in person
- Opportunities to control disclosure (text, mic, video)
- Familiarity in online mediums
- Preference to write/type
- Teens can prefer online counseling over face-to-face

Challenges

- Privacy
- Technical issues
- Not all issues may be suitable for online environment
- Counselor boundaries
- Non-verbal cues and observational data can be missed
- Responding to a crisis
- Network of local referrals
- Informed consent (if appropriate)

References

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.

Bloom, J. W. (1998). The ethical practice of Web Counseling. *British Journal of Guidance and Counselling*, *26*(1), 53-59.

Boydell, K. M., Hodgins, M., Pignatiello, A., Teshima, J., Edwards, H., & Willis, D. (2014). Using Technology to Deliver Mental Health Services to Children and Youth: A Scoping Review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, *23*(2), 87–99.

Christensen, H., Griffiths, K.M., & Jorm, A.F. (2004). Delivering interventions for depression by using the Internet: Randomized controlled trial. *British Medical Journal, 328*, 265-269.

Donker, T., Petrie, K., Proudfoot, J., Clarke, J., Birch, M.-R., & Christensen, H. (2013). Smartphones for Smarter Delivery of Mental Health Programs: A Systematic Review. *Journal of Medical Internet Research*, *15*(11), e247.

King, R., Bambling, M., Lloyd, C., Gomurra, R., Smith, S., Reid, W., & Wegner, K. (2006). Online counselling: The motives and experiences of young people who chose the Internet instead of face-to-face or telephone counselling. *Counselling and Psychotherapy Research, 6*(3), 169174.

Leibert, T., Archer, A., Munson, M., & York, Y. (2006) An exploratory study of client perceptions of Internet counseling and the therapeutic alliance. *Journal of Mental Health Counseling, 28*, 69-83.

National Board of Certified Counselors. (2012). NBCC policy regarding the provision of distance professional services. Retrieved from http://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf.

Palmero, T.M., Wilson, A.C., Peters, M., Lewandowski, A., Somhegyi, H. (2009). Randomized controlled trial of an Internet-delivered family cognitive-behavioral therapy intervention for children and adolescents with chronic pain. *Pain,146(*1-2):205-13. doi:10.1016/j.pain.

Pew Research Center (2013). *Teens and Technology 2013*. The Berkman Center for Internet and Society at Harvard University. Retrieved from http://www.pewinternet.org/2013/03/13/teens-and-technology-2013/.

Rummell, C.M., & Joyce, N.R. (2010). 'So wat do u want to work on 2day?' The ethical implications of online counseling. *Ethics & Behaviors, 20(6)*, 482-496. Doi:10.1080/10508422.2010.521450

Suler, John (2004). "The Online Disinhibition Effect". *CyberPsychology & Behavior* 7 (3): 321–326. doi:10.1089/1094931041291295.

Stanford University

Legal and Ethical Considerations

What do I need to keep in mind as I work to translate counseling services online?

PLATFORMS

	Who must comply?	Protected information	Permitted disclosures[1]
FERPA	• **Any public or private school:** – Elementary – Secondary – Post-secondary • **Any state or local education agency** Any of the above must receive funds under an applicable program of the US Department of Education	**Student Education Record:** Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution	• School officials • Schools to which a student is transferring • Specified officials for audit or evaluation purposes • Appropriate parties in connection with financial aid to a student • Organizations conducting certain studies for or on behalf of the school • Accrediting organizations • Appropriate officials in cases of health and safety emergencies • State and local authorities, within a juvenile justice system, pursuant to specific state law • To comply with a judicial order or lawfully issued subpoena
HIPAA	• Every healthcare provider who electronically transmits health information in connection with certain transactions • Health plans • Healthcare clearinghouses • Business associates that act on behalf of a covered entity, including claims processing, data analysis, utilization review, and billing	**Protected Health Information[2]:** Individually identifiable health information that is transmitted or maintained in any form or medium (electronic, oral, or paper) by a covered entity or its business associates, excluding certain educational and employment records	• To the individual • Treatment, payment, and healthcare operations • Uses and disclosures with opportunity to agree or object by asking the individual or giving opportunity to agree or object • Incident to an otherwise permitted use and disclosure • Public interest and benefit activities (e.g., public health activities, victims of abuse or neglect, decedents, research, law enforcement purposes, serious threat to health and safety) • Limited dataset for the purposes of research, public health, or healthcare operations

FERPA

The **Family Educational Rights and Privacy Act (FERPA)** is a federal law enacted in 1974 that protects the privacy of **student education records**.

The Act serves two primary purposes:

1. Gives parents or eligible students more control of their educational records
2. Prohibits educational institutions from disclosing "personally identifiable information in education records" without written consent

HIPAA

The **Health Insurance Portability and Accountability Act (HIPAA)** is a national standard that protects sensitive **patient health information** from being disclosed without the patient's consent or knowledge. Via the Privacy Rule, the main goal is to

- Ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.

Considerations for Synchronous Platforms

Popular Video Conferencing Platforms

- Google Meet Up
- Zoom
- Microsoft Teams
- Adobe Connect

Best Practices

- Always use the platforms approved by your school and district.
- Be familiar with security features and read privacy policy.
- Understand the benefits and limitations.
- Advocate for a change if the platform is thought to be detrimental.

Online Counseling and Student Support

Points to Consider

STANFORD ONLINE HIGH SCHOOL

Boundaries

- Notifying students, parents, and colleagues of counselor days and hours of availability
- Making known limitations regarding immediate access during business hours
- Avoiding use of personal devices for professional communication

- Monitoring appropriate physical location for both counselor and student

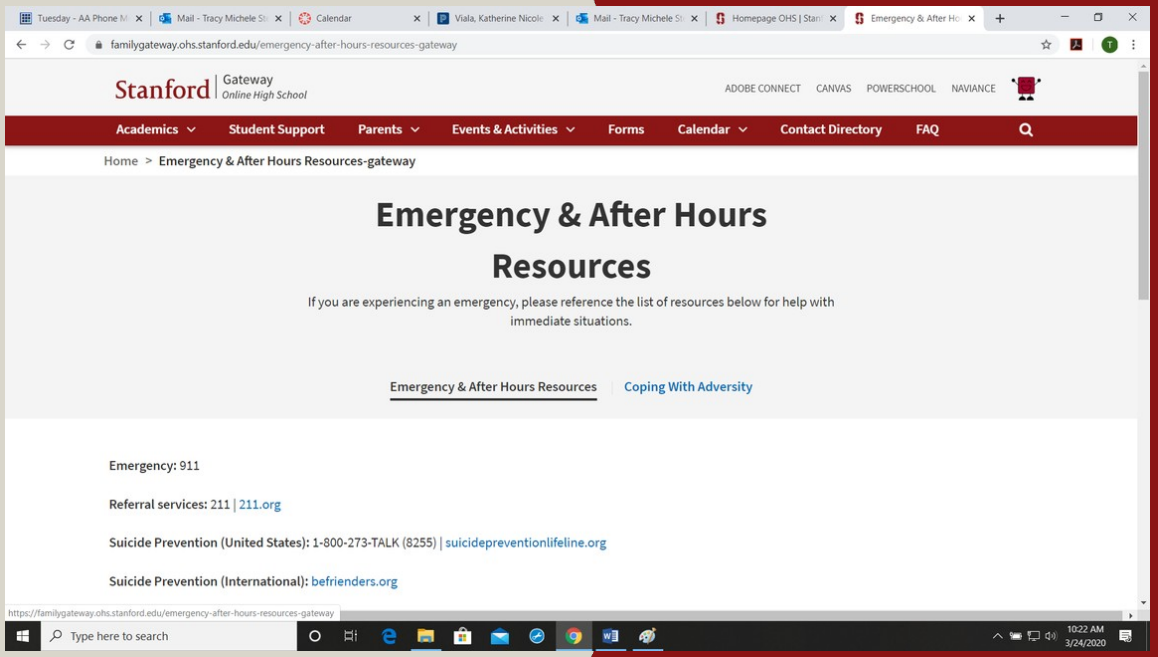
- Switching modes of communication as appropriate; for example, an especially intense or sensitive conversation may be best handled via phone or video conferencing rather than by text/email.

Setting

Emergency and After-Hours Resources

- Providing hotlines and other resources on school websites for use outside of business hours or when student support staff might not be immediately available.

- Links to in-depth resources can also be included on school websites for reference by students and parents.



Informed
consent

Do we need a signed release from parents first?

I know there are online schools with online school counselors that do this every day, but how do we as brick and mortar counselors incorporate it into our practice?

Work with administrator and district to inform students, parents and families about the process.

Considerations:

Student privacy
Family involvement as needed/appropriate

CONFIDENTIALITY

Considerations

- Headphones with a microphone
- Noise machine
- Identify a separate or private room.

You may think you are starting with an academic topic, but the discussion can go into other places.

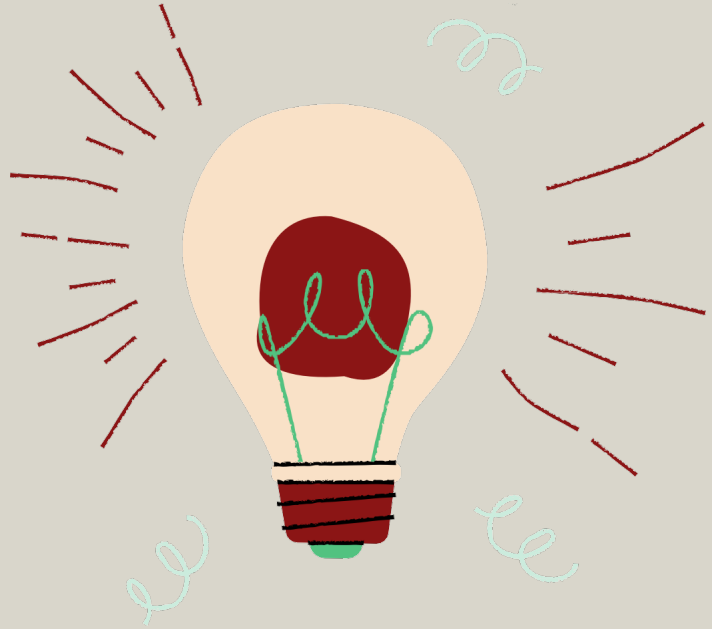
SMALL GROUPS

Student Crisis Scenario: What do you do?

- Conversation with student leads to concerns about mental health and safety.
- You are forwarded an email from a teacher that suggests suicidal ideation.

Plans and Protocols for

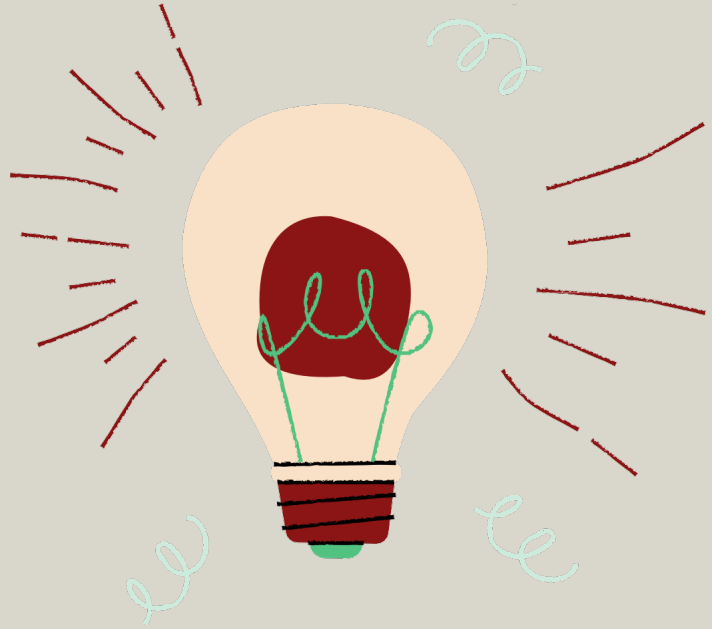
Crisis Situations



Whenever a student may be in danger of serious and foreseeable harm, contacting parents/guardians as soon as possible is even more important in an online context.

Plans and Protocols for

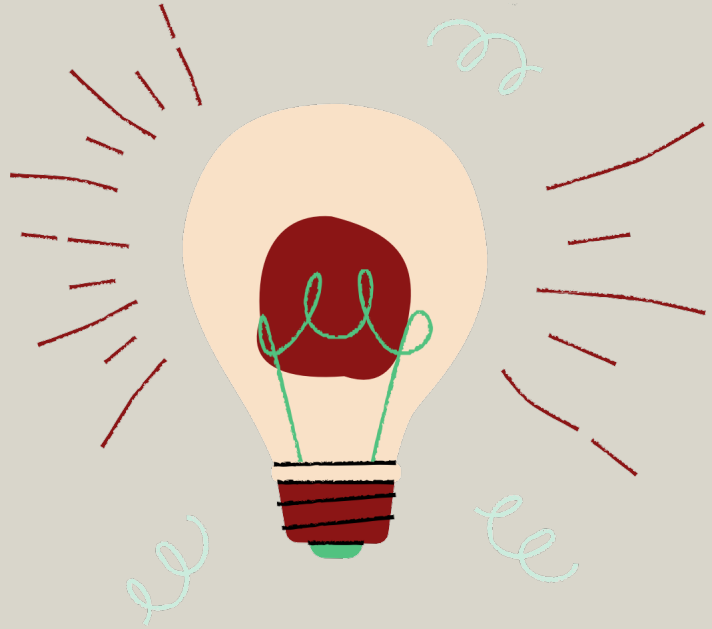
Crisis Situations



If the danger to a student is acute and parents/guardians and not immediately available, contacting local first responders for a wellness check may be necessary.

Plans and Protocols for

Crisis Situations



Protocols may address communication with instructors about a students' situations as well as processes by which students can resume their online studies and fully re-enter the school community following a crisis.

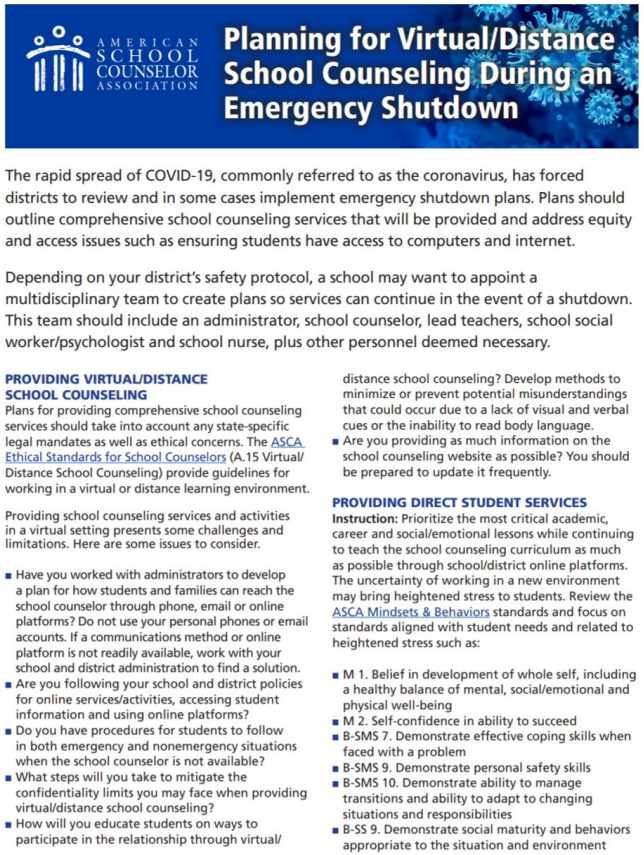
Mandated Reporters

- If you learn of or suspect child abuse or neglect, follow your school's CPS protocol.

- Within 36 hours of making the report over the phone, send a written report to the authority you phoned.

Follow your school and district policies for online services/activities, accessing student information and using online platforms

Legal and Ethical FAQ & Resources



AMERICAN SCHOOL COUNSELOR ASSOCIATION

Planning for Virtual/Distance School Counseling During an Emergency Shutdown

The rapid spread of COVID-19, commonly referred to as the coronavirus, has forced districts to review and in some cases implement emergency shutdown plans. Plans should outline comprehensive school counseling services that will be provided and address equity and access issues such as ensuring students have access to computers and internet.

Depending on your district's safety protocol, a school may want to appoint a multidisciplinary team to create plans so services can continue in the event of a shutdown. This team should include an administrator, school counselor, lead teachers, school social worker/psychologist and school nurse, plus other personnel deemed necessary.

PROVIDING VIRTUAL/DISTANCE SCHOOL COUNSELING

Plans for providing comprehensive school counseling services should take into account any state-specific legal mandates as well as ethical concerns. The ASCA Ethical Standards for School Counselors (A.15 Virtual/Distance School Counseling) provide guidelines for working in a virtual or distance learning environment.

Providing school counseling services and activities in a virtual setting presents some challenges and limitations. Here are some issues to consider.

- Have you worked with administrators to develop a plan for how students and families can reach the school counselor through phone, email or online platforms? Do not use your personal phones or email accounts. If a communications method or online platform is not readily available, work with your school and district administration to find a solution.
- Are you following your school and district policies for online services/activities, accessing student information and using online platforms?
- Do you have procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available?
- What steps will you take to mitigate the confidentiality limits you may face when providing virtual/distance school counseling?
- How will you educate students on ways to participate in the relationship through virtual/distance school counseling? Develop methods to minimize or prevent potential misunderstandings that could occur due to a lack of visual and verbal cues or the inability to read body language.
- Are you providing as much information on the school counseling website as possible? You should be prepared to update it frequently.

PROVIDING DIRECT STUDENT SERVICES

Instruction: Prioritize the most critical academic, career and social/emotional lessons while continuing to teach the school counseling curriculum as much as possible through school/district online platforms. The uncertainty of working in a new environment may bring heightened stress to students. Review the ASCA Mindsets & Behaviors standards and focus on standards aligned with student needs and related to heightened stress such as:

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

- Check out ASCA's website for further resources, examples of protocols and links to helpful information.

What types of counseling activities lend themselves to synchronous platforms?

GOOGLE HANGOUT, ZOOM, ADOBE CONNECT,

Peer Support Groups, Empathy Circles, Community Building, College Nights

Using online platforms to support students

- 1-1 check ins & advising
- Workshops and mini courses
- Homeroom/Advisory
- Peer support groups

Online Peer Support Groups

Would you like peer support in:

- Helping to manage your time?
- Reducing your stress?
- Holding you accountable to your personal or academic goals?

Group meets once a week for approximately 6-8 sessions via videoconferncing to provide students a space to share and support each other during second semester.

Provides a great opportunity to meet and connect with fellow students and make new friends.

Social & Emotional Learning Online

Activity: Empathy Circles, Building a Culture of Empathy (http://cultureofempathy.com/)

Powerful skill for developing empathy and effective interpersonal communication.

We will do an active listening exercise involving three roles:

- **Speaker**: describes an experience using the prompt given
- **Listener**: strives to empathically understand the speaker's experience, and communicates this understanding back to the speaker by paraphrasing or retelling it
- **Observer(s)**: attentively observes the session without interrupting

Debrief: Whole Group

As the listener, what was your experience of the exercise? What did you feel went well, and what aspects of the exercise were challenging?

As the speaker, how did it feel to receive the listener's attention and active listening practice? How did this differ from how you might feel in an ordinary informal conversation?

As the observer, what did you notice?

Peer and Community Connections: Staycation 2020 + Spirit Week

- All Expense Paid Virtual Vacation
- Jeopardy
- Making College Decisions in the Current Situation
- Mindfulness and Community Circle for Students
- Animals Live Webcam
- Math Puzzles and Games
- Doodling Time
- Dead Poets Society Stanford OHS Style

What types of counseling activities lend themselves to asynchronous platforms?

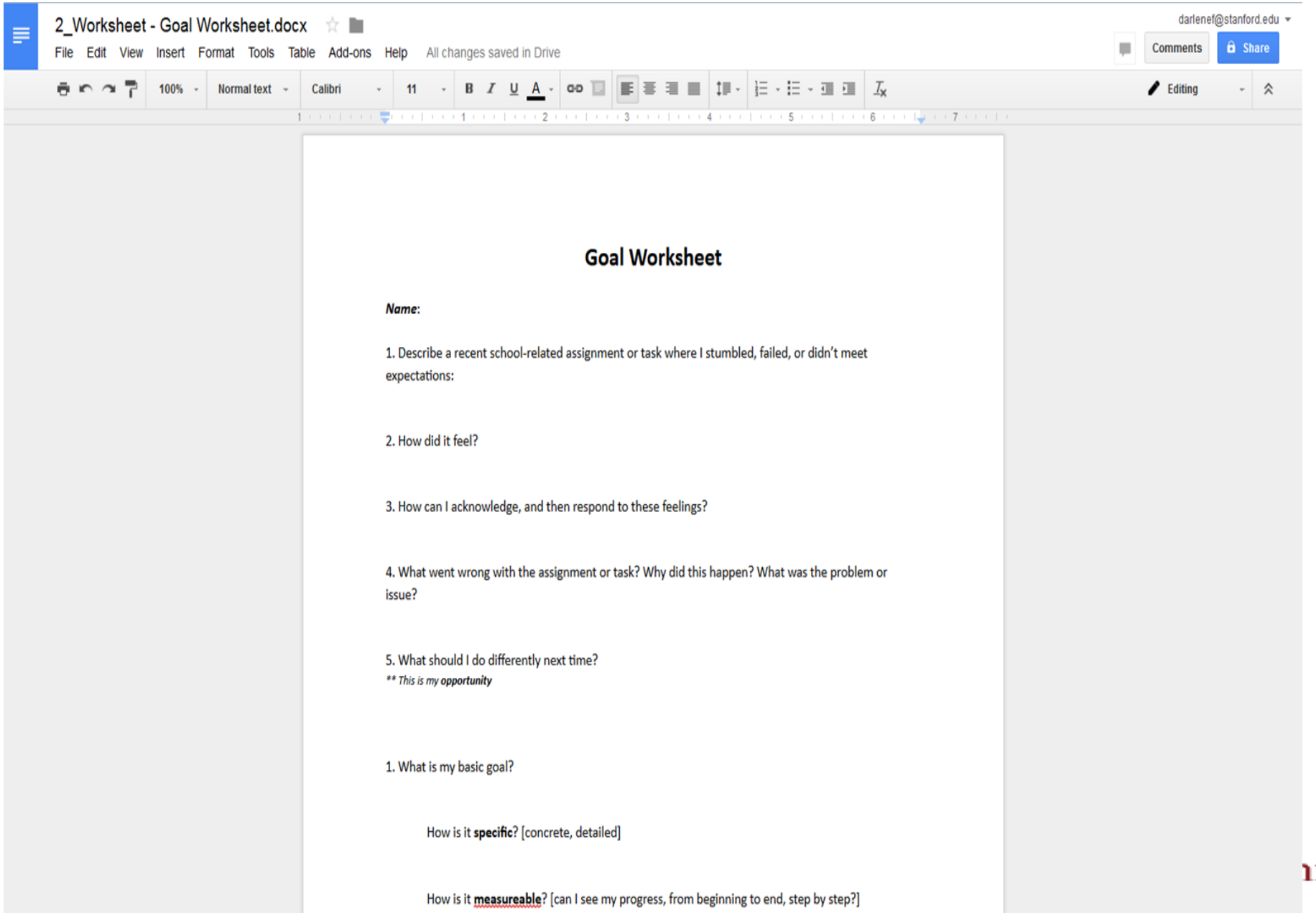
Google docs, apps, Discussion Boards

Time Management, Goal Setting, College/Career Exploration

Online tools

- Shared documents and calendars
  - Reflection and goal setting: Goal Worksheet
  - Academic example: Assignment Tracker
- Sharing tools
  - Audio files and youtube videos with meditation practice
  - Time management tools like Pomodoro timers (e.g. marinaratimer.com)
  - Noise generator for concentration (e.g. mynoise.net or simplynoise.com)
- Connecting students with supportive online communities
  - Teen Line: https://teenlineonline.org/
  - Trevor Project
- Career counseling tools like Naviance surveys and O*Net

Shared tool for developing and tracking goal



iversity

Shared doc for developing and tracking goal

1. What is my basic goal?

To get better grades on my science quizzes.

*How is it **specific**? [concrete, detailed]*
On my next science quiz grade, I want to get a grade higher than one I got previously

*How is it **measureable**? [can I see my progress, from beginning to end, step by step?]*
I can see my progress once I get the grade back from my science quiz, and its relation to my previous science quiz grade.

How is it **actionable**? [action-oriented; can be broken down into smaller, step-by-step items]
I won't take the quiz until I've reviewed the material on my own. I'll ask more questions in class if I'm unclear about the material. If I'm still unclear about the material, I can email my instructor and ask for extra practice and/or to schedule a floating office hour.

*How is it **realistic**? [goal is achievable, attainable]*
I can do it! Even if this week's science quiz's grade isn't what I want, I have other opportunities! There's always next week.

*How is it **time-bound**? [what's the finish line?]*
Next Wednesday, when my next science quiz is. [Every Wednesday from now on, really.]

2. Rewrite my basic goal as a SMART goal:

S: On next Wednesday's science quiz, I want to get at least an 80.

M: Once I get the grade back from the science quiz, I will be able to see how I did.

A: I will review the concepts before taking the quiz. I will try out different note-taking techniques from the lectures. I'll ask more questions in class if I'm unclear about the material. If I'm still unclear about the material, I can take extra steps – email my instructor, look at online resources, ask someone, schedule a floating office hour with my instructor, etc.

R: I can do it! Even if this week's science quiz's grade isn't higher than an 80, there's always next week!

T: This Wednesday.

[redacted] Resolve
1:36 AM Oct 28
I like that this can be encouraging of incremental improvement. An 80 on one quiz means that if you get an 84 on the next, you have made improvement and are on track for your goal

From imported document

[redacted] Resolve
1:38 AM Oct 28
Is this something you were not doing before? What will that review time look like (what will you do to review)?

From imported document

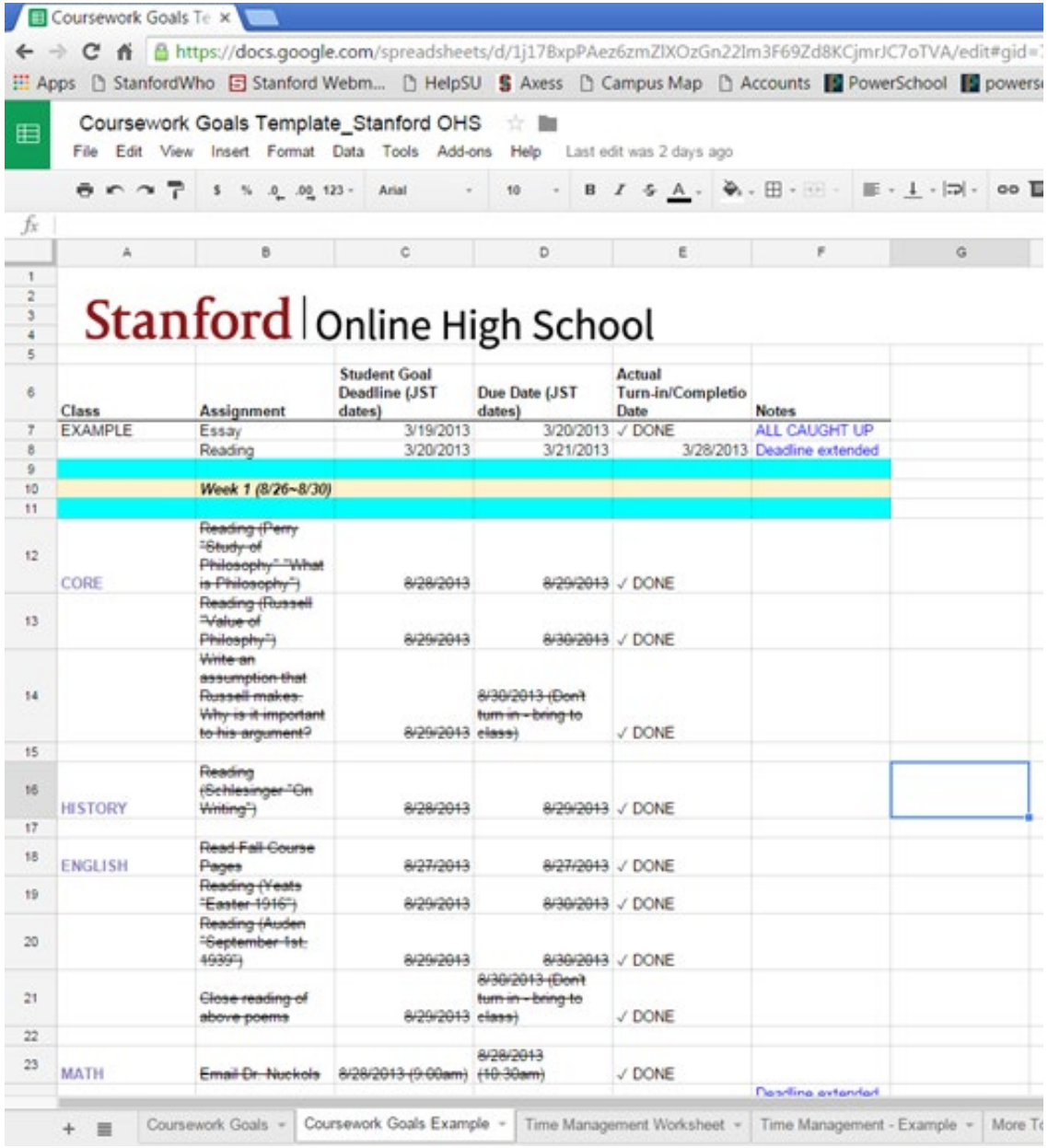
[redacted]
I was not doing all the suggested study steps before. Re-watching the weekly videos and going over the in-class polls are the steps I'll try first

[redacted]
11:43 PM Today
Perfect! Applying the concepts in practice problems is really effective for studying.

[redacted] Resolve
1:40 AM Oct 28
This is the key for your goal – this is what you will do differently to lead to the outcome that you want.

niversity

Shared tool for time management



Coursework Goals Template_Stanford OHS

File Edit View Insert Format Data Tools Add-ons Help Last edit was 2 days ago

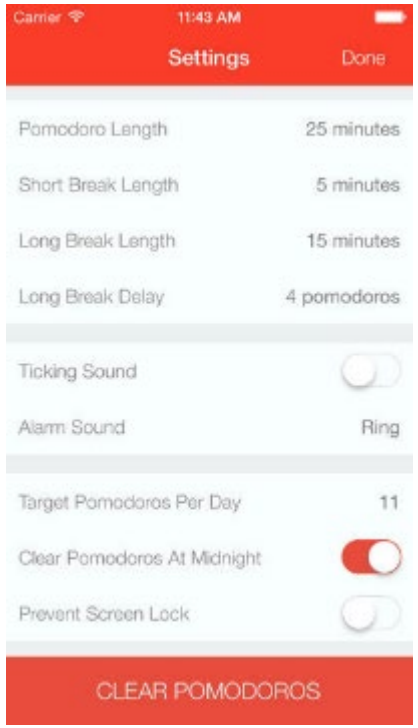
Stanford | Online High School

Class	Assignment	Student Goal Deadline (JST dates)	Due Date (JST dates)	Actual Turn-in/Completio Date	Notes
EXAMPLE	Essay	3/19/2013	3/20/2013	✓ DONE	ALL CAUGHT UP
	Reading	3/20/2013	3/21/2013	3/28/2013	Deadline extended
	Week 1 (8/26~8/30)				
CORE	~~Reading (Perry "Study of Philosophy" "What is Philosophy")~~	~~8/28/2013~~	~~8/29/2013~~	✓ DONE	
	~~Reading (Russell "Value of Philosophy")~~	~~8/29/2013~~	~~8/30/2013~~	✓ DONE	
	~~Write an assumption that Russell makes. Why is it important to his argument?~~	~~8/29/2013~~	~~8/30/2013 (Don't turn in - bring to class)~~	✓ DONE	
HISTORY	~~Reading (Schlesinger "On Writing")~~	~~8/28/2013~~	~~8/29/2013~~	✓ DONE	
ENGLISH	~~Read Fall Course Pages~~	~~8/27/2013~~	~~8/27/2013~~	✓ DONE	
	~~Reading (Yeats "Easter 1916")~~	~~8/29/2013~~	~~8/30/2013~~	✓ DONE	
	~~Reading (Auden "September 1st 1939")~~	~~8/29/2013~~	~~8/30/2013~~	✓ DONE	
	~~Close reading of above poems~~	~~8/29/2013~~	~~8/30/2013 (Don't turn in - bring to class)~~	✓ DONE	
MATH	~~Email Dr. Nuckols~~	~~8/28/2013 (9:00am)~~	~~8/28/2013 (10:30am)~~	✓ DONE	
					Deadline extended

Coursework Goals | Coursework Goals Example | Time Management Worksheet | Time Management - Example | More T

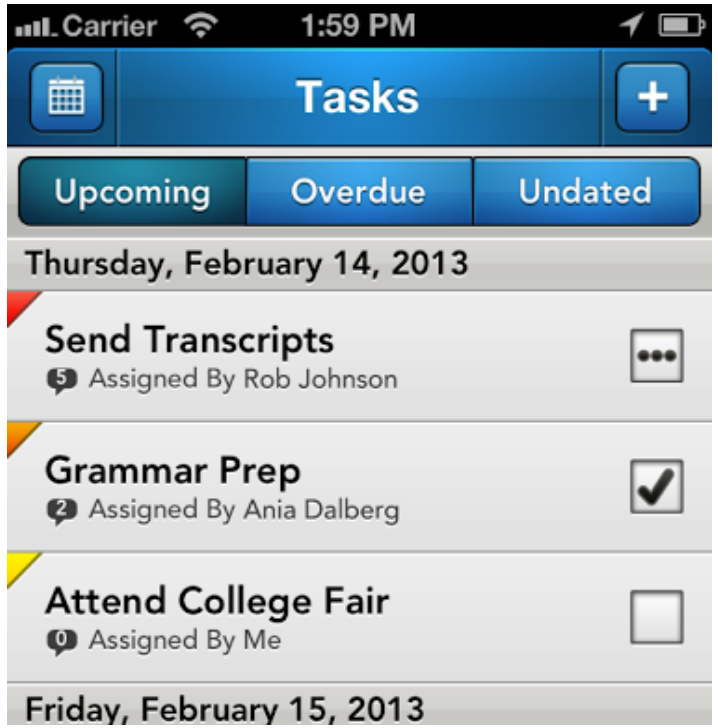
Examples of third party online tools

Time Management



Mindfulness breathing

College (Naviance)



Considerations

- Your practice needs should drive the tech you use - not the other way around
- Research new tools before adopting
  - Very few mobile apps aimed at mental health are research-supported.
  - Evaluate with an eye on security, privacy, and confidentiality.
- Make sure to discuss tools you plan to use with your adminstration and be sure to gain approval ahead of time.

School counselors are an essential aspect of student engagement, learning, and well being

CONNECT WITH SCHOOL ADMIN, COLLEAGUES, AND PROFESSIONAL ORGANIZATIONS WHO ARE HERE TO SUPPORT YOU AND THE VITAL WORK YOU DO EVERYDAY!

LELAND STANFORD JUNIOR UNIVERSITY
DIE LUFT DER FREIHEIT WEHT
1891

Q&A

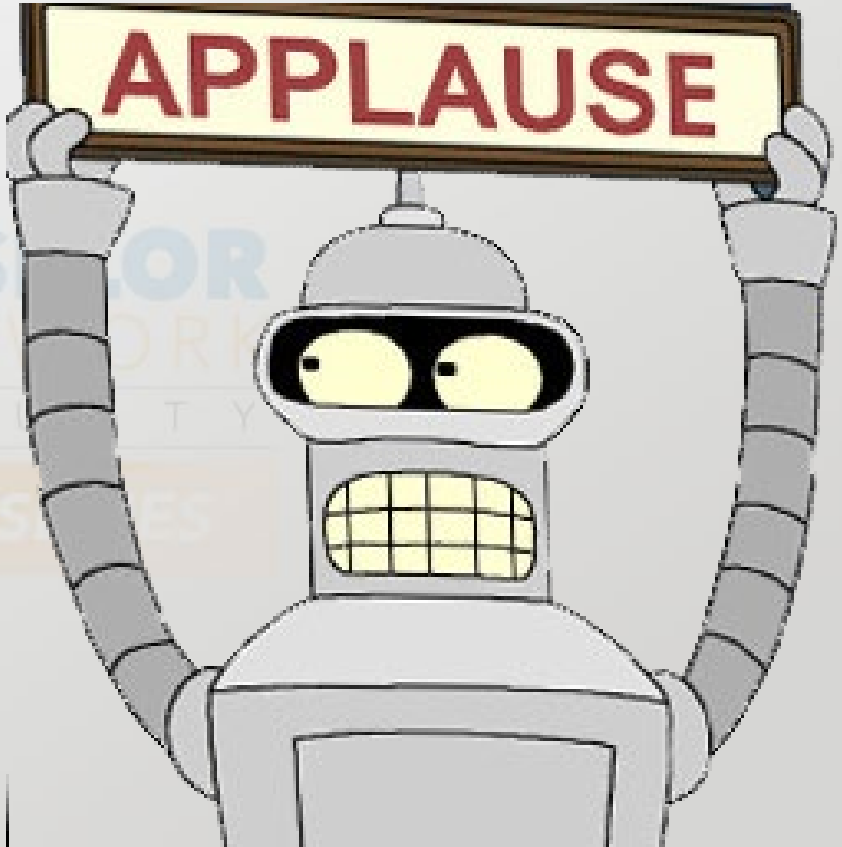
Contact Information

Tracy Steele, Director of Student Support, Stanford Online High School, tmsteele@stanford.edu

Jill Cook, Assistant Director of the American School Counselor Assocation, jcook@schoolcounselor.org

Round of Applause for our Presenters!!

- **Dr. Tracy Steele**
- **Jill Cook**



We are here to support you!

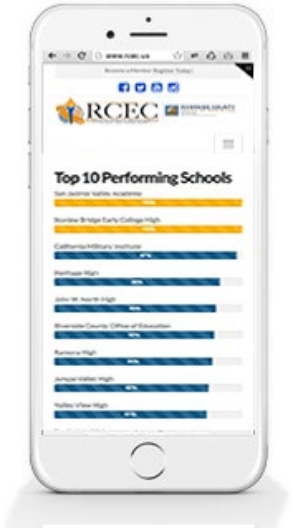
Please reach out to College and Career Readiness with any needs at your school site, professional development topics, or general questions at:

Catalina Cifuentes ccifuentes@rcoe.us

Dr. Pedro Caro pcaro@rcoe.us

FOR MORE INFORMATION AND RESOURCES PLEASE VISIT US @

www.rcec.us



thank you!