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An Analysis of Beginning Counselor Education Master's Degree Candidate's Ability to Make Ethical Decisions Based on the American Counseling Association's Ethical Standards After Having Completed a Course in Professional Ethics

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AN ANALYSIS OF BEGINNING COUNSELOR EDUCATION MASTER'S DEGREE
CANDIDATE'S ABILITY TO MAKE ETHICAL DECISIONS BASED ON THE
AMERICAN COUNSELING ASSOCIATION'S ETHICAL STANDARDS AFTER
HAVING COMPLETED A COURSE IN PROFESSIONAL ETHICS

A Thesis

Submitted to the School of Education

Duquesne University

In partial fulfillment of the requirements for
the degree of Master of Science in Education

By

Richard Joseph Behun

May 2008

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Richard Joseph Behun

2008

DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION
Department of Counseling, Psychology and Special Education

Thesis

Submitted in Partial Fulfillment of the Requirements
For the Degree of Master of Science in Education (M.S.Ed.)

Counselor Education Program

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AMERICAN COUNSELING ASSOCIATION'S ETHICAL STANDARDS
AFTER HAVING COMPLETED A COURSE IN PROFESSIONAL ETHICS

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ABSTRACT

AN ANALYSIS OF BEGINNING COUNSELOR EDUCATION MASTER'S DEGREE
CANDIDATE'S ABILITY TO MAKE ETHICAL DECISIONS BASED ON THE
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By

Richard Joseph Behun

May 2007

Thesis Supervised by Dr. Joseph Maola

There are many arguments on the best methods to instruct the professional counseling candidate on the ethical implications they are most likely to encounter. This study examined a professional counselor candidate's ability to apply the information in a course in professional and ethical practices and their ability to make ethical decisions based on the American Counseling Association's *Code of Ethics*. A sample of professional counselor candidates took the Measure of Ethical Decision Making achievement test Form A on their first day of class and Form B on their last day. Professional counselor candidates in this study showed significant improvements from pre-test (Form A) to post-test (Form B) scores.

DEDICATION

This research is dedicated to all professional counselor candidates who seek quality graduate level instruction in professional and ethical practices. May you succeed in developing the cognitive ability truly needed to understand and make ethical decisions.

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First and foremost, I would like to take this opportunity to thank my mother, Patricia Behun, for not giving up on me during a time when even I had given up on myself. You believed in me during a time when it seemed that no one else did. I would never have made it this far without you.

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CHAPTER I

INTRODUCTION

Ethical issues have played a major role in and throughout both my professional and academic careers. After having enlisted in the United States Army directly after graduating high school, I can remember being introduced to the seven Army Values by my Drill Instructors on the first day of basic recruit training. The Army Values, which were designed to guide the way a soldier thinks and behaves, are the ethical guidelines that I have followed throughout my career as a United States Army Infantryman and the same ethical guidelines I continue to follow over a decade later. Upon my discharge from active duty in the United States Army, I enrolled in college where I majored in Politics and Criminal Justice. It was here that I was introduced to a new set of ethical guidelines that both law-makers and law-enforcers are expected to follow. Upon graduation, I immediately enrolled in the police academy where I found myself, once again, learning about ethical issues. With ethical issues playing a part in almost all of my professional, academic, and life experiences to date, it was no surprise that upon my acceptance to a counselor education program as an aspiring professional counselor, I was immediately introduced, once again, to the ethical implications of yet a new profession.

Ethics education in the Counselor Education program began for me at orientation and during my conditional acceptance as a professional counseling candidate. It was during this conditional acceptance that ethics education was being infused throughout my screening series courses and into an introductory course devoted solely to ethics. Upon completion of the introductory course on ethical issues in counseling, I strongly believed that I satisfied the major objective of the course; I was fundamentally introduced to

ethical issues in counseling. It was the learning of the fundamentals of ethical issues in counseling which generated a deeper passion for and a profound desire to further my research in the ethical implications pertaining solely to professional counselors. I enrolled at the University of Pittsburgh School of Law where I primarily focused on, and studied in depth, the liabilities that professional counselors have been charged with through precedent case law. After gaining a much more advanced perspective on the ethical implications that professional counselors are constantly being challenged with, I returned back to the counselor education program to question how professional counseling candidates are learning these constant ethical challenges and exactly how prepared they are to make sound ethical decisions.

In my opinion, when one chooses a profession such as a soldier, politician, police officer, or professional counselor, one should find that the education of ethics will be imminent in almost any training program. The education of ethical issues for professionals and the practice of making sound ethical decisions carry with it a great importance, not only to the professions as mentioned above but numerous other professions as well, because society holds professionals to an expected higher standard than non-professionals. To be even more specific, professionals such as community, marriage, family, and school counselors are sometimes held to an even higher ethical standard because of the *special relationship* they share with their clients (*Eisel v. Board of Education of Montgomery County*, 1991). Special relationships are usually found where “one person entrusts himself to the control and protections of another” (*Dykema v. Gus*, 1992) such as in the client-professional counselor relationship as seen in *Tarasoff v. The Regents of the University of California* (1976) or in the client-professional school

counselor relationship as found in the case of *Eisel*. With the increase in duties a counselor owes to the client comes an increase in the vulnerability to malpractice lawsuits that counselors, regardless of their setting, are being faced with daily.

Professional counselors are regularly concerned with a number of various ethical issues; this does not mean that they are unprepared to deal with such challenges. There are many variables to help determine how a professional counselor becomes well prepared to handle ethical dilemmas, but this investigator agrees mostly with Elizabeth Reynolds Welfel's theory on quality counselor education. Welfel (2002) suggests that maybe one of the first steps necessary in preparing the professional counselor to make sound ethical decisions is for the professional counselor to first receive quality graduate level instruction in counselor education. Receiving quality graduate level instruction in professional and ethical practices is important because it is essential for professional counselors to develop "a level of cognitive ability to understand the underlying ethical principles" (Daneker, 2007, p. 5). Developing a cognitive ability to understand ethical principles is important because

ethical decisions are usually not clear-cut; they tend to be in the "gray areas" rather than in "black and white." Furthermore, the right answer in one situation is not necessarily the "right" answer in a similar case at another time. As society changes, the issues change; and, indeed, as counselors change, their perspectives change. (Huey & Remley, 1990, p.

1)

Daneker (2007) agrees that it is impossible to anticipate all of the possible ethical challenges that professional counselors are going to continue to be faced with day to day.

“Ethical decision making is an ongoing practice...and it involves constant vigilance and commitment to serving the best interest of the” (Bodenhorn, 2006, p. 202) client. Because no two clients are the same, no two ethical implications are the same.

Statement of the Problem

There are many arguments on the best methods to instruct the professional counseling candidate on the ethical implications they are most likely to encounter. In their study, for example, Urofsky and Sowa (2004) reported that 31% of Council for Accreditation of Counseling and Related Educational Programs (CACREP) taught ethics as a stand alone course and 11% of CACREP programs infused ethics education throughout various courses in the curriculum. For CACREP professional counselor candidates, ethics are also infused throughout 700 hours of supervised clinical experience.

The purpose of this study will be to examine a professional counselor candidate’s ability to apply the information in a course in professional and ethical practices and their ability to make ethical decisions based on the American Counseling Association’s (ACA) *Code of Ethics*. In addition, this investigator will also examine if gender affects a professional counselor candidate’s ability to apply ethical knowledge. It is expected that when comparing professional counselor candidates who are beginning and ending a course in professional and ethical practices in counseling, they should be better able to apply the information at the conclusion of the course.

Research Questions

For this study, I am asking the following research questions:

1. Is there a difference in the ability to apply ethical knowledge attained by a sample of professional counselor candidates from the beginning to the completion of a course in professional and ethical practices?
2. Does gender affect the ability to apply ethical knowledge attained by a sample of professional counselor candidates from the beginning to the completion of a course in professional and ethical practices?
3. Is there a difference among the gain scores attained by a sample of professional counselor candidates from the beginning to the completion of a course in professional and ethical practices during the fall semesters of 2003, 2004, 2005, 2006, and 2007?

Hypotheses

1. There is no significant difference between students who are beginning a course in professional and ethical practices in Counseling's ability to apply ethical knowledge when compared with these same students at the completion of the course. The pre-test is Form A of the Measure of Ethical Decision Making achievement test and the post-test is Form B of the Measure of Ethical Decision Making achievement test.
2. There is no significant interaction with gender between students who are beginning a course in professional and ethical practices in Counseling's ability to apply ethical knowledge when compared with these same students at the completion of the course. The pre-test is Form A of the Measure of Ethical Decision Making achievement test and the post-test is Form B of the Measure of Ethical Decision Making achievement test.

3. There is no significant difference among the gain scores of students who are beginning and completing a course in professional and ethical practices in Counseling when comparing students from the fall semesters of 2003, 2004, 2005, 2006, and 2007. The pre-test is Form A of the Measure of Ethical Decision Making achievement test and the post-test is Form B of the Measure of Ethical Decision Making achievement test.

Significance of Study

“The delivery of and the philosophy behind ethics education in counselor education...vary by institution and, perhaps, by counselor educator” (Urofsky & Sowa, 2004, p. 44). The significance of this study is to advance the knowledge of professional counselor educators on their student’s level of ability to apply ethical knowledge from the beginning to the completion of a course in professional and ethical practices. For the reasons listed above, ethics education is an essential part of any quality graduate level counselor education program and this study will show whether the professional counselor candidate is receiving sufficient ethical training during a 5-week course in professional and ethical practices.

If this study shows that the professional counselor candidate is receiving the proper ethics training and gradually becoming more able to apply ethical knowledge at the completion of the course in professional and ethical practices, the professional counselor educator will become more confident in his or her teaching techniques and there will be no need for a reassessment of how professional ethics are taught in the counselor education program. If this study shows that the professional counselor candidate is not receiving the proper ethical training, the professional counselor educator will understand

the need to reassess his or her teaching philosophy and be able to successfully modify how professional ethics are taught in the counselor education program.

Definition of Terms

1. Professional ethics: “The principles of conduct governing an individual or a group” (Merriam-Webster, 2007).
2. Ethical knowledge: Familiarity, understanding, and comprehension of professional ethics.
3. Ability to apply ethical knowledge: Level of skill used in successfully applying ethical knowledge; for this study, this will be measured using the Measure of Ethical Decision Making achievement test.
4. Course in professional and ethical practices: A screening series course in the counselor education program designed to fundamentally introduce the professional counseling candidate to the ethical implications of the counseling profession.
5. Professional counselor candidates: Students who are engaged in a 60 credit CACREP approved curriculum with the goal of earning a Master of Science in Education with concentrations in at least one of the following: School Counseling, Community Counseling, or Marriage and Family Counseling.
6. Professional counselor candidates beginning a course in professional and ethical practices: For this study, this will refer to students on their first day of the course in professional and ethical practices.

7. Professional counselor candidates completing a course in professional and ethical practices: For this study, this will refer to students on their last day of the course in professional and ethical practices.
8. Counselor education program: A 60 credit master's level CACREP approved curriculum that prepares professional counselor candidates "in both didactic and clinical aspects of counseling" (CACREP, 2001).

"Ethics underlies virtually everything a counselor does or says" (Urofsky & Sowa, 2004, p. 44); "ethics form the backbone of the counseling profession" (Daneker, 2007, p. 1). For these reasons, professional ethics are introduced as a screening series course and infused throughout the counselor education program. Taking a mandatory course in professional and ethical practices is just the beginning of a never ending challenge of an ongoing practice for a professional counselor. Because no two clients are the same, no two ethical dilemmas are going to be the same. This is also true for the delivery of ethics education; though similar, no two institutions offer the same ethics education and no two professional counselor educators teach the same ethical philosophy. This study will question the delivery of ethics education and ethical philosophy in the counselor education program and whether there is a difference in the ability to apply ethical knowledge attained by samples of professional counselor candidates.

CHAPTER II

LITERATURE REVIEW

Professional counselors are regularly concerned with a number of various ethical issues; this does not mean that they are unprepared to deal with such challenges. In this chapter, this investigator will present a review of literature concerning ethical decision making and the teaching of ethics in counselor education.

For the first part of this literature review, ethical decision making will be discussed. Hill (2004) states that “ethics often refers to concrete collections of laws or rules regarding professional behavior, such as the ACA’s *Code of Ethics*” (p. 186). This section will first include a history of ethical codes and codes of ethics used by professional counselors with a concentration on the *ACA Code of Ethics*. Hill also suggests that ethics may also refer to the responsibilities held in common by the helping professions. Therefore, this chapter will also discuss how the helping professions all share very similar values in their ethical guidelines (Nuekrug, Lovell, & Parker, 1996) by showing both the strengths and limitations of ethics codes. This section will then review the ethical decision making process by showing how relevant literature on professional ethics can assist a professional counselor in practicing ethically, Kitchner’s (1984, as cited in Forester-Miller & Davis, 1996; Welfel, 2002; Corey, Corey, & Callanan, 2007.) moral principles in making ethical decisions, and conclude with Coery’s et al. (2007) decision-making model.

For the second part of this literature review, teaching ethics in counselor education will be discussed. Swensen (1997, as cited in Hill, 2004) states that “the study of ethics helps us to answer questions that have no ultimate answers and is important in

justifying, planning, and implementing decisions" (p. 186). This section will first examine Welfel's (2002) belief that maybe one of the first steps necessary in preparing the professional counselor to make sound ethical decisions is for the professional counselor to first receive quality graduate level instruction in ethics education in a counselor education program by reviewing CACREP's accreditation standards and core values. The norms for ethics education in CACREP approved counselor education programs will be reviewed by exploring Urofsky and Sowa's (2004) study which discusses the most common materials and methods used in courses devoted to professional and ethical practices. The next focus will take a look at the importance of having a course in professional and ethical practices and the significant impact that counselor educators who teach these courses have on modeling an ethical sense (Corey, Corey, Callanan, 2005) on the professional counselor candidate. Finally, this section will conclude with a discussion about the high level of importance that counselor educators place on the role of ethics codes in counselor education programs (Urofsky & Sowa, 2004).

Ethical Decision Making

Codes of Ethics

According to Corey et al. (2007), "codes of ethics are established by professional groups for the purpose of protecting consumers, providing guidelines for practitioners, and clarifying the professional stance of the organizations" (p. 11). From soldiers to police officers to professional counselors to physicians, it seems that almost all professionals follow some sort of ethical code (Baker, 1999). In that sense, following an ethical code is not something that is new to members of the helping professions. This

investigator will show below that codified instruction on how professional counselors are expected to behave today began in medicine over 1500 years ago.

History

Ethical guidelines are believed to date back to as early as the fifth century with the Oath of Hippocrates, an oath taken by physicians in the medical profession to ethically practice medicine (American Medical Association (AMA), 2007). The Oath of Hippocrates was not a formal code of conduct. Baker (1999) believes, that at one time, “ethics had nothing to do with formal codes of conduct [because] a true professional...needed no written instruction on how to behave” (§ 1). It was not until 1794 that Thomas Percival, an English physician, philosopher, and writer (AMA, 2007) proposed a code of ethics for physicians in Manchester, England (Baker, 1999). This proposal by Thomas Percival is believed by the AMA to be “the most significant contribution to Western medical ethical history subsequent to Hippocrates” (§ 2). In 1803, Percival published his *Code of Medical Ethics* (AMA, 2007) which included in it the term “professional ethics and medical ethics” (Baker, 1999, § 2).

Though Percival’s *Code of Medical Ethics* was published in England, it had great significance in America beginning with the establishment of a similar code by the Boston Medical Society in 1808 (Baker, 1999). By 1847, the AMA, at its first official meeting, adopted an ethical code based on Percival’s *Code of Medial Ethics* (AMA, 2007). Baker states that the adoption of this ethical code by the AMA is the first code to be designated with the name “code of ethics.” This code of ethics is also believed by Baker to be “the first code of ethics adopted by any national professional society anywhere” (§ 3).

Codes of Ethics for Professional Counselors

In comparison to medical ethics, ethical guidelines are relatively new to the helping professions. The ethical guidelines of the American Psychological Association (APA) were first published in 1953, the National Association of Social Workers (NASW) were established in 1960, and the American Counseling Association were developed in 1961 (Nuekrug et al., 1996). For the purpose of this paper and because the *Measure of Ethical Decision Making* achievement test, the instrument used in this study, was developed in relation to the 2002 revision of the ACA *Code of Ethics*. For this reason, the ACA *Code of Ethics* will further be discussed.

American counseling association.

In 1952, the National Vocational Guidance Association, the National Association of Guidance and Counselor Trainers, the Student Personnel Association for Teacher Education, and the American College Personnel Association consolidated their organizations to form the American Personnel and Guidance Association (later the American Association of Counseling and Development, now the ACA) (ACA, 2008). Donald Super, the first president of what is now known as the ACA, formed the Ethical Practices Committee in 1953 for the purpose of establishing a code of ethics (Walden, Herlihy, & Ashton, 2003). The first version of this newly established code of ethics was published for member review 6 years later and finally adopted in 1961 (Walden et al., 2003). The ACA *Code of Ethics* has been revised on an average of every 7 years since its establishment in 1961 with the most recent version being published in 2005 (Walden et al., 2003).

Walden et al. (2003) consider the ACA *Code of Ethics* to be “evidence of the growth and professionalization of counseling...[as well as] a living document that has evolved in response to needs of counselors, the clients they serve, and society in general” (p. 110).

According to the ACA (2005), the ACA *Code of Ethics* serves five main purposes:

1. The *Code* enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.
2. The *Code* helps support the mission of the association.
3. The *Code* establishes principles that define ethical behavior and best practices of association members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The *Code* serves as the basis for processing of ethical complaints and inquiries initiated against members of the association. (p. 3)

Urofsky and Sowa (2004) state that counseling ethics have been a consistent theme during the conferences of professional associations noting that the ACA *Code of Ethics* usually serves as a focal point for most presentations. The ACA consists of a network of 19 divisions and 56 branches throughout the United States and 50 other countries world wide (ACA, 2008). These ACA *Code of Ethics* presentations are extremely widespread to an extremely diverse population to include counseling specialties such as community, school, and marriage and family.

Regardless of a professional counselor's area of counseling, it is not uncommon that he or she, like many others in the helping professions, are members of more than one professional association and therefore may refer to two or more professional ethics codes (Welfel, 2002). For example, CACREP (2001) suggests the use of the *ACA Code of Ethics* for professional counselor candidates regardless of whether they are concentrating on community, school, or marriage and family therapy. In addition to the *ACA Code of Ethics*, it is further suggested by CACREP that professional counselor candidates concentrating in school counseling refer to the American School Counselor Association's (ASCA) *Ethical Standards for School Counselors* and that marriage and family therapists refer to the International Association of Marriage and Family Counselors (IAMFC) *Code of Ethics*. Both the ASCA and IAMFC account for two of the 19 divisions that make up the ACA and because they hold such close ties, they also share such close similarities in their ethical codes (ACA, 2008).

Strengths

Welfel (2002) states that a "major contribution of a code is the support it gives the professional who is faced with an ethical question" (p. 10). Welfel (2002) also believes that an ethical code will most likely reveal the responsible action the professional is looking for and no further action will be necessary. Nuekrug et al. (1996) note that the majority of the helping professions all share very similar values in their ethical guidelines to include the following:

1. Ethical standards protect consumers and further the professional standing of the organizations (Corey et al., 1993, p. 7).

2. They serve “as a vehicle for professional identity and a mark of the maturity of the profession” (Mabe & Rollin, 1986, p. 294). As such, the guidelines denote the fact that a particular proclaim and that a set of standards can be established that reflect this knowledge (Ansell, 1984).
3. They guide professionals toward certain types of behaviors that reflect the underlying values considered to be desirable in the profession (Corey et al., 1993; Loewenberg & Dolgoff, 1988; VanZandt, 1990).
4. They offer the professional a framework in the sometimes difficult ethical and professional decision-making process (Corey et al., 1993).
5. They represent, in case of litigation, some measure of defense for professionals who conscientiously practice in accordance with accepted professional codes (Corey et al., 1993, p. 6). (Development of and Need for Ethical Codes section, ¶ 3)

Though the majority of helping professions all share very similar values in their ethical guidelines, they also share differences (Corey et al., 2007). Welfel (2002) states that ethical codes have to reach diverse populations and therefore have to be broadly written. The *ACA Code of Ethics* is updated on an average of every 7 years (Walden et al., 2003) and therefore may not contain cutting-edge issues (Mabe & Rollin, 1986). But most importantly, Welfel (2002) adds, “codes of ethics are not cookbooks for responsible behavior” (p. 10) mainly because there are so many limitations.

Limitations

Mabe and Rollin (1986) note that professional codes have limitations and that being aware of these limitations “is a key element in developing an adequate account of professional responsibility” (p. 294). According to Mabe and Rollin, these limitations are as follows:

1. There are some issues that cannot be handled in the context of a code.
2. There are some difficulties with enforcing the code, or at least the public may believe that enforcement committees are not tough enough on their peers.
3. There are often no way to systematically bring the interests of the client, patient, or research participant into the code construction process.
4. There are parallel forums in which the issues in the code may be addressed with the results sometimes at odds with the findings of the code (e.g., in the courts).
5. There are possible conflicts associated with codes: between two codes, between the practitioner’s values and code requirements, between the code and ordinary morality, between the code and institutional practice, and between requirements within a single code.
6. There is a limited range of topics covered in the code, and because a code approach is usually reactive to issues already developed elsewhere, the requirement of consensus prevents the code from

addressing new issues and problems at the “cutting edge.” (pp. 294-295)

Even though professional ethics codes can be considered the central part for the explication of ethical responsibility, they are not the only part (Mabe & Rollin, 1986). No professional ethics code can anticipate all the possible challenges and dilemmas that professional counselors are faced with on a daily basis (Daneker, 2007). Daneker believes that because of this, memorizing professional codes is not enough. In view of the aforementioned limitations to professional ethics codes, a responsible professional counselor must look past professional ethics codes as a sole source of guidance. Therefore, to assist professional counselors who are challenged with difficult ethical dilemmas, the helping professions have also generated numerous decision-making models (Nuekrug et al., 1996).

Decision Making Models

The *ACA Code of Ethics* (2005) states in its Preamble that “when counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process” (p. 3). Urofsky and Sowa (2004) suggest that there may have been “more than 30 different ethical decision-making models appearing in counseling ethics literature” (p. 43) between 1984 and 2007. For the purpose of this paper, ethics literature, Kitchner’s (1984, as cited in Forester-Miller & Davis, 1996; Welfel, 2002; Corey et al., 2007) moral principles in making ethical decisions and Corey et al. decision-making model will be discussed.

Literature and Research

Literature helps professional counselors understand professional ethics, professional codes of ethics, ethical decision making, and the ramifications of unethical practices (Welfel, 2002). There is an increasing desire for authors to publish books, journals, and articles on ethics (Urofsky & Sowa, 2004). Current literature and research from books and journals such as the *Journal of Counseling & Development*, a publication of the ACA, *Professional School Counseling*, a publication of the ASCA, or *The Family Journal*, a publication of the IAMFC, can assist with keeping professional counselors up to date with new and emerging ethical issues in professional counseling. Literature from developmental psychology, Welfel suggests, is unlike a number of other resources because it provides professional counselors with an understanding of the internal process of ethical decision making. Developmental psychology also assists professional counselors in understanding a broader category of ethics and ethical decision making; morality and moral decision making (Welfel, 2002).

Moral Principles

Kitchener (1984, as cited in Forester-Miller & Davis, 1996; Welfel, 2002; Corey et al., 2007) has identified five moral principles as the cornerstone of all ethical guidelines which all helping professions share in common. These moral principles include autonomy, nonmaleficence, beneficence, justice, and fidelity. Corey et al. add veracity to Kitchener's original five moral principles and presents their own decision-making model which is the most commonly used model for CACREP approved counselor education programs (Urofsky & Sowa, 2004).

Autonomy.

Each client is responsible for his or her own actions (Welfel, 2002) and autonomy is the principle that promotes those clients to choose their own direction (Corey et al., 2007) based on their own values (Forester-Miller & Davis, 1996). Autonomy questions whether clients are capable of making sound competent decisions and the appropriate response from the professional counselor. Welfel suggests that a client is free to make incompetent decisions but only if that client understands the ramifications of his or her actions. Forester-Miller and Davis go as far to suggest that clients who are not capable of making sound competent decisions should not be permitted to act on those irrational decisions.

Nonmaleficence.

Nonmaleficence refers to the duty a professional counselor owes to only use interventions and techniques that will not likely do harm to the client (Welfel, 2002). Forester-Miller and Davis (1996) state that nonmaleficence refers directly to the professional counselor deliberately inflicting harm to the client or engaging in an unethical practice that presents a risk of potentially harming anyone. Nonmaleficence can also be considered a duty owed by the professional counselor to evaluate the effectiveness of his or her therapeutic approach and to act accordingly even if this means doing nothing (Welfel, 2002). Welfel goes on to suggest that if a professional counselor is unsure that a technique may do harm to the client, that professional cannot engage that client using that therapeutic approach.

Beneficence.

Beneficence suggests that professional counselors must do what is good for their clients (Forester-Miller & Davis, 1996; Welfel, 2002; Corey et al., 2007). Professional counselors are charged with the task of providing the best help possible that is promised to the clients (Welfel, 2002). Beneficence is the obligation of professional counselors and of all others who market themselves as professionals in the helping professions (Welfel, 2002) to contribute “to the growth and development of clients within their cultural context” (Corey et al., 2007, p. 18). Professional counselors and other professionals in the helping professions realize that counseling can sometimes be ineffective. “The ethical obligation of beneficence is not to a guaranteed positive outcome; rather, the obligation is to do one’s best to be of help and to offer alternatives when counseling does not appear to be succeeding” (Welfel, 2002, p. 35).

Justice.

Justice is the requirement for professional counselors to treat clients fairly and avoid biases and stereotypes (Welfel, 2002). “Everyone, regardless of age, sex, race, ethnicity, disability, socioeconomic status, cultural background, religion, or sexual orientation, is entitled to equal access to mental health services” (Corey et al., 2007, p. 18). Forester-Miller and Davis (1996) state that if a professional counselor must treat a client differently for one reason or another, that professional counselor needs to be able to offer a rationale that explains the reason for that specific treatment. Kitchener (1984, as cited in Welfel, 2002) states that “justice means treating equals equally and unequals unequally, in proportion to their inequality” (p. 35). Welfel simply suggests that this

means that there are times when clients need to be treated differently because certain accommodations need to be made.

Fidelity.

Welfel (2002) suggests that if a professional counselor's credibility is low, if his or her words and actions are unreliable, trust within the therapeutic relationship becomes impossible. "Clients must be able to trust the counselor and have faith in the therapeutic relationship if growth is to occur" (Forester-Miller & Davis, 1996, ¶ 2). Fidelity means that professional counselors are obligated to keep the promises they make to their clients (Corey et al., 2007). Fidelity also means that professional counselors are obligated to remain loyal to their colleagues and profession (Welfel, 2002). As members of various professional organizations, professional counselors have implied consent to remain loyal and follow both the implicit and explicit rules of their organizations. Welfel suggests that "fidelity means keeping commitments" (p. 37).

Veracity.

Corey et al. (2007) state that veracity is truthfulness. Corey et al. also state that "unless practitioners are truthful with their clients, the trust required to form a good working relationship will not develop" (p. 19).

Steps in Making Ethical Decisions

Corey et al. (2007), "keeping in mind the feminist model of ethical decision making, Walden's (2006) views on including the client's voice in ethical concerns, a social constructionist approach to ethics, and a transcultural integrative model of ethical decision making" (p. 21), present their approach to making ethical decisions.

Identify the problem or dilemma.

Corey et al. (2007) suggest that the professional counselor must collect as much information as possible upon recognizing that an ethical dilemma exists. Once the professional counselor realizes that there is an ethical issue at hand, Corey et al. believe that it is pertinent to clarify whether the dilemma is ethical, legal, clinical, professional, or moral. This is the stage of the ethical decision making process when the professional counselor must begin consulting with the client and begin documenting any actions taken (Corey et al., 2007). Corey et al. state that this is the time when the professional counselor needs to start looking at the many perspectives of the ethical dilemma.

Identify the potential issues involved.

Once all the relevant information is collected, the irrelevant information should be discarded (Corey et al., 2007). It is important for the professional counselor, at this time, to evaluate who is being and who could be affected by this ethical dilemma (Corey et al., 2007). Corey et al. suggest that the professional counselor consider the cultural context of the dilemma and begin applying the six basic moral principles discussed above.

Review the relevant ethics codes.

Corey et al. (2007) recommend that the professional counselor consider the relevant ethics codes at this point in the decision making process and if the ethics codes offer a possible solution. As stated above, it is not uncommon that members of the helping professions are members of more than one professional association and therefore may refer to several professional ethics codes (Welfel, 2002). Corey et al. believe that the professional counselor should consider the ethical codes of all relevant professional organizations and then determine if his or her values are consistent with those codes.

Know the applicable laws and regulations.

All professional ethics codes advise its users to act in accordance with existing laws (Welfel, 2002) and it is therefore essential for the professional counselor to stay updated and informed about both relevant state and federal laws (Corey et al., 2007). There are a few ways to do this. Professional counselors can seek guidance from their professional organizations on ethical or legal dilemmas (Corey et al., 2007). Another is through case law. Case law is the opinion of the court and sets precedence for ways that professional counselors are expected to behave (Farnsworth, 1996). These opinions, such as in the case of *Tarasoff* or *Eisel*, both relating to professional counselor negligence and duty to warn, are frequently published in legal journals. Professional counselors can also stay informed with existing state and federal laws by subscribing to the journals of their professional organizations (Welfel, 2002). Each edition of the *ASCA School Counselor*, for example, contains a section for legal and ethical issues.

Obtain consultation.

In order to obtain different perspectives on an ethical dilemma, Corey et al. (2007) suggest that a professional counselor consults with his or her colleagues. Corey et al. also point out that it is extremely important for a professional counselor not to limit who they consult with. This may include consulting with legal counsel for legal issues or an expert from another culture if the issue is a cultural one (Corey et al., 2007). Forester-Miller and Davis (1996) suggest that as other experienced professionals review the information that a professional counselor has gathered, they may find other relevant issues and be able to identify aspects of the dilemma that were overlooked. Corey et al. state that it is wise for a professional counselor to document all feedback from any

consultation in order to show that the professional counselor has attempted to satisfy the *reasonable person standard*. The reasonable person standard would question whether a professional counselor acted to the best of his or her judgment. This question can be answered by looking at what an ideal professional counselor in the same situation would do in his or her place (Restatement (Second) of Torts, 1965).

Consider possible and probable courses of action.

At this point, the professional counselor has identified that there is a problem and consulted the relevant ethical codes, state and federal laws, and with his or her colleagues. Both Welfel (2002) and Corey et al. (2007) suggest that the professional counselor needs to brainstorm the courses of action that come to mind. Welfel adds that brainstorming goes beyond the professional counselor's analysis. Welfel also notes that in the process of brainstorming, professional "counselors should acknowledge which options are intuitively appealing to them and recognize the ways in which their personal moral values are influencing their professional decision making" (p. 26). Brainstorming can help the professional counselor either identify numerous courses of action or that no course of action is even required (Corey et al., 2007).

Enumerate the consequences of various decisions.

Once the professional counselor has identified numerous courses of action, the next step is to carefully consider the implications of those courses of action (Corey et al., 2007). How will each course of action affect the client and the professional counselor" (Corey et al., 2007)? Corey et al. suggest that the professional counselor, at this stage in the ethical decision making process, should consider referring back to the six moral

principles to assist them with evaluating the implications of each course of action. The final step in the ethical decision making process is to finally decide on a course of action.

Decide on what appears to be the best course of action.

In order to finally decide on a course of action, Corey et al. (2007) suggest that the professional counselor has to now consider all of the information with which he or she received from all of his or her sources. “The more obvious the dilemma, the clearer is the course of action; the more subtle the dilemma, the more difficult the decision will be” (Corey et al., 2007, p. 23). Once the professional counselor has chosen a course of action, Frame and Williams (2005, as cited in Corey et al., 2007) believe that the professional counselor should evaluate the chosen course of action by asking the following questions: “How does my action fit with my profession’s code of ethics? To what degree does the action taken consider the cultural values and experiences of the client? How have my own values been affirmed or challenged? How might others evaluate my action? What did I learn from dealing with this ethical dilemma” (p. 23)? Corey et al. believe that it is essential for the professional counselor to ask these questions in order to learn from the experience.

Teaching Ethics in Counselor Education

Hill (2004) states that “the overall mission of ethics education seems on its face to be clear: to develop ethical practitioners” (p. 201). Welfel (2002) suggests that maybe one of the first steps necessary in developing the professional counselor into an ethical practitioner is for the professional counselor to first receive quality graduate level instruction in ethics education in counselor education. What exactly does a quality

graduate level instruction in ethics education consist of in a counselor education program?

In counselor education programs, accreditation standards have emerged to not only ensure quality graduate level education for professional counselor candidates but to also provide them with qualified instructors (McGlothin & Davis, 2004). To ensure that these accreditation standards meet the demands of professional counselor candidates engaged in quality graduate level counselor education and to ensure that these quality standards are continually evaluated, these standards were developed with the subsequent formation, in 1981, of CACREP (Schmidt, 1999).

Council for Accreditation of Counseling and Related Educational Programs

CACREP is the largest counseling-related accreditation body (McGlothin & Davis, 2004) and, according to the CACREP Directory of Accredited Programs (2007), is responsible for the accreditation of counselor education programs at 212 institutions as of August 2007. CACREP (2006) believes

in advancing the counseling profession through quality and excellence in counselor education; ensuring a fair, consistent, and ethical decision-making process; serving as a responsible leader in protecting the public; promoting practices that reflect openness to growth, change and collaboration; and creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.
(CACREP Core Values)

A counselor education program, having been accredited by CACREP, has been through an extensive evaluation and has met the standards set by the counseling profession (CACREP, 2006). “CACREP Standards are written to ensure that students develop a professional counselor identity and also master the knowledge and skills to practice effectively” (CACREP, 2001, Standards). Mastering the knowledge and skills to practice effectively includes preparing the professional counselor candidate to make sound ethical decisions.

The CACREP 2001 accreditation standards require “that counseling ethics be addressed in core and specialty area curricula” (Urofsky & Sowa, 2004, p. 37). Corey et al. (2005) concur and add “that formal course work in ethics, both in separate courses and through an integrated/infused approach with the rest of the curriculum, significantly helps students benefit from supervised fieldwork” (pp. 194-195). For professional counselor candidates in CACREP approved counselor education programs, ethics are also infused throughout 700 hours of supervised clinical experience.

Norms in CACREP.

Although all CACREP approved counselor education programs are meeting the CACREP requirement to include ethics education, Urofsky and Sowa (2004) believe that “there appears to be substantial variation in the amount of time afforded to ethics education within CACREP accredited counselor education programs” (p. 43). Urofsky and Sowa therefore question the educational expectations of ethics education in counselor education programs and report on the norms in their 2004 study titled: *Ethics Education in CACREP-Accredited Counselor Education Programs*.

In Urofsky and Sowa's (2004) study, 39% of respondents in CACREP approved counselor education programs indicated that ethics education and legal issues were combined together as one topic, 31% of respondents indicated that their counselor education program taught ethics as a stand alone course, and 11% of respondents indicated that their counselor education program infused ethics education throughout various courses in the curriculum. Eighty-four percent of respondents in CACREP approved counselor education programs indicated that their counselor education program offered a three credit course in ethics, 95% of respondents indicated that the ethics courses offered were a full semester in length, and 93% of respondents indicated that a course in professional ethics is required for all professional counselor candidates.

Materials and methods used.

Urofsky and Sowa's (2004) study also shows that case studies were used by counselor educators as the primary format for teaching ethics education in counselor education in 2004. Ninety-seven percent of all counselor educators surveyed had their students use the *Code of Ethics and Standards of Practice* (now known as the *ACA Code of Ethics*) in response to these case studies; 85% of counselor educators had their students respond by using ethical decision-making models. The primary textbook, utilized by 50% of respondents, was *Issues and Ethics in the Helping Professions* by Corey et al. which also introduced an ethical decision-making model that 67% of all respondents taught as the primary model for their course. In terms of philosophical ethics orientations, 68% of respondents discussed principal ethics and 53% discussed virtue-based ethics in their class dialogue.

Hill's (2004) study shows that class lecture was clearly the primary teaching format for teaching ethics education in counselor education with forms of case studies ranking second. Hill also notes that the class discussions of case studies were preferred to small group discussions. In Hill's 2004 study, all of the participants reported having their students use the *Code of Ethics and Standards of Practice* (now known as the *ACA Code of Ethics*). Sixty-two percent of the counselor educators also required the *Issues and Ethics in the Helping Professions* by Corey et al. as the primary textbook but Hill notes that from 1998-2004, respondents noted using a total of 33 different texts among 68 respondents. Decision-making models in Hill's 2004 study were taught as the primary theoretical model reported to be used by more than 90% of all respondents.

Methods of evaluation.

In an assessment of student outcomes in Urofsky and Sowa's (2004) study, 60% of respondents indicated that they used either presentation or analysis of ethical dilemmas as part of their evaluation and 43% of respondents indicated that they used ethics case presentations. Twenty-nine percent of respondents indicated that they assigned personal reflection papers on ethical decision-making style, 30% of respondents indicated that they assigned personal reflection papers on ethical beliefs, and 19% of respondents indicated that they administered a written examination as part of an evaluation of their students outcomes.

A Course on Professional Ethics

For this study, this investigator is concentrating on a mandatory course in professional and ethical practices as the first course administered to master's level counselor education students in their first semester of graduate level study. The majority

of counselor educators who responded in Urofsky and Sowa's 2004 study indicate that they are supportive of mandatory courses in professional and ethical practices. In fact, 60% of counselor education programs in Hill's 2004 study show that a course with the word ethics in the title are required as part of the professional counseling curriculum. Corey et al. (2005) report that it is good practice for professional counselor educators to teach professional counselor candidates the process of making ethical decisions from the very beginning in any professional counselor training program.

Faculty

Corey et al. (2005) state that "the faculty of any program in the helping professions plays a major role in modeling an ethical sense. Ways that faculty members teach their courses and relate to and supervise students have a significant impact" (p. 193) but it is unclear how significant their part may be (Hill, 2004).

This significant impact can be either negative or positive. Making, structuring, and designing a course in professional and ethical practices can prove to be extremely challenging (Jordan & Stevens, 2001). Professional counselor educators are first challenged with the negative impact which a course in professional and ethical practices has on professional counselor candidates. Professional counseling candidates, before they even enroll in a course on professional and ethical practices, often view the subject as being "dry," "boring," "legal mumbo-jumbo," and seldom as fun or interactive" (Jordan & Stevens, 2001, p. 178).

Even though a course in professional and ethical practices is often viewed by professional counselor candidates to be somewhat of a boring subject, it can just as easily be viewed as a course that professional counselor candidates enjoy if professional

counselor educators go beyond traditional teaching methods and incorporate some active learning techniques (Jordan & Stevens, 2001). Chickering and Gamson (1987, as cited in Jordan & Stevens, 2001), when speaking about why lecturing to professional counselor candidates about professional and ethical practices may not be the best practice for professional counselor educators, wrote that

learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. (p. 178)

Using such a diverse approach, as suggested above by Chickering and Gamson, rather than the traditional lecturing method, is more likely to meet different professional counselor candidate learning styles and is therefore fundamental to the teaching of professional and ethical practices (Jordan & Stevens, 2001).

There are many arguments on the best methods to instruct the professional counseling candidate on the ethical implications they are most likely to encounter. Therefore, “the delivery of and the philosophy behind ethics education in counselor education vary by institution and, perhaps, by counselor educator” (Urofsky & Sowa, 2004, p. 44). Faculty members of counselor education programs “have to determine on their own how they want to structure and design courses in ethics to assure that students receive core knowledge” (Jordan & Stevens, 2001, p. 178). Daneker (2007) states that “it is important for counselor educators to find a curriculum that will increase [professional

counselor candidates’]. . .ability to analyze ethical and moral issues in a manner that will facilitate ethical actions” (Conclusion section, ¶ 1).

Faculty and Codes of Ethics.

The majority of counselor educators who responded in Urofsky and Sowa’s (2004) study “placed a high level of importance on the role of the code of ethics in ethics education at the master’s level” (p. 43). In Hill’s 2004 study, professional counselor educators from various CACREP approved counselor education programs were asked to give feedback on the ethical competence goals they set for their students. Thirty-nine percent noted that one of the goals is the knowledge of the ACA *Code of Ethics* which ranked only second to being able to practice ethically.

One way for a professional counselor candidate to learn how to practice ethically can begin with the student learning about the professional ethics codes (Corey et al., 2005) which define the characteristics of these professional counseling organizations. Jordan and Stevens (2001) state that one of the first goals for instructing professional and ethical practices is for students to gain a basic working knowledge of the ACA *Codes of Ethics*. Daneker (2007) takes this statement one step further by saying that it is essential for professional counselor educators to teach professional counselor candidates to understand, be knowledgeable about, and consistently apply the ACA *Codes of Ethics*. Daneker also suggests that professional counselor educators are charged with the task of assuring that professional counselor candidates have “developed cognitively to understand and apply the code of ethics” (¶ 1). There is much agreement that placing emphasis on professional codes of ethics is essential in any counselor education program (Jordan & Stevens, 2001; Urofsky & Sowa, 2004; Danaker, 2007) but there has also been

much disagreement among counselor educators when determining exactly how much emphasis should be placed on the role of professional ethics codes (Urofsky & Sowa, 2004).

Summary

“Counseling practitioners, researchers, and educators are well aware of the need to address ethical questions that arise in their work” (Mabe & Rollin, 1986, p. 294). These ethical questions can be addressed by practicing sound ethical decision making. There are many resources to assist a professional counselor in practicing sound ethical decision making to include reference to ethics codes, literature and research, moral principles, and decision-making models.

The establishment of the ACA *Code of Ethics* in 1961 and the establishment of codes of ethical standards subsequent to the ACA are considered “a defining characteristic of a professional organization” (Walden et al., 2003, p. 106). Various divisions of the ACA, to include the ASCA and the IAMFC, in addition to national certification boards and state regulatory boards, all have codified documents pertaining to ethical standards as of today (Welfel, 2002). Ethics codes within the helping professions share very similar values (Nuekrug et al., 1996) but also pose a number of limitations (Mabe & Rollin, 1986).

To make up for these limitations, Welfel (2002) offers the professional counselor “an opportunity to consult with the most knowledgeable and experienced scholars in the profession on a given ethical issue” (p. 14); literature and research. Forester-Miller and Davis, (1996), Welfel (2002), and Corey et al., (2007) identify six moral principles to also assist in the ethical decision making process. These principles include autonomy

(client has a right to choose), nonmaleficence (do no harm to the client), beneficence (do good for the client), justice (treat the client fairly), fidelity (be loyal to the client), and veracity (be truthful with the client). Finally, Corey et al. add to the ethical decision making process, a decision-making model which suggests the professional counselor takes the following steps when presented with an ethical dilemma:

Identify the problem or dilemma, identify the potential issues involved, review the relevant ethics codes, know the applicable laws and regulations, obtain consultation, consider possible and probable courses of action, enumerate the consequences of various decisions, decide on what appears to be the best course of action. (pp. 21-23)

These ethical questions can be also be addressed by learning ethical decision making through receiving quality graduate level instruction in ethics education. There are also many resources to assist a professional counselor candidate in receiving a quality graduate level education such as attending a CACREP approved counselor education program, being instructed in a course devoted to professional and ethical practices, and learning to understand and apply relevant ethics codes.

Hill (2004) suggests that one way to determine how professional counselor candidates will become ethical practitioners is to identify how professional and ethical practices are taught in counselor education programs. Even though the CACREP 2001 accreditation standards require professional ethics be addressed in counselor education programs, they have not established “curriculum guidelines or requirements for counseling ethics courses” (Urofsky & Sowa, 2004, p. 39).

“Many issues need to be addressed in ethics courses; however, it is important to remember that ethics should be integrated into other courses” (Jordan & Stevens, 2001, p. 183). “The breadth of the discipline is evidenced by the percentage of professors who indicated that they either infused across courses as their primary means of teaching ethics or that they both infused ethics and taught it as a separate course” (Hill, 2004, p. 200-201). Robinson and Gross (as cited in Cole, 1993) have found that “having a counseling course in ethics significantly improves practitioners’ ability to recognize which ethical standard is being violated and to suggest appropriate ethical behaviors to correct those situations” (p. 165). “One way of addressing this need is through a code of professional ethics” (Mabe & Rollin, 1986, p. 294). Knowing the contents of professional codes is essential for professional counseling candidates and professional counselors (Huey & Remley, 1990) because those who become thoroughly familiar with their codes of ethics are more likely to make more sound ethical decisions when responding to ethical challenges (Remley & Huey, 2002).

Lastly, recognizing ethics education as a critical component of counselor education, Urofsky and Sowa note that professional organizations in professional counseling have made no specifications “as to what are considered the best practices in ethics education in counselor education” (p. 37). What are the best practices in preparing the professional counselor candidate to practice sound ethical decision making? Hill (2004) suggests that answer to this question will come only with future research on ways that ethics education in counselor education programs is taught. The purpose of this study will be to examine the professional counselor candidate’s ability to apply the information

in a course in professional and ethical practices and their ability to make ethical decisions based on the American Counseling Association's *Code of Ethics*.

CHAPTER III

METHOD

In this chapter, this investigator will present the specific method used to conduct the statistical analysis of each hypothesis. First, the participants used in this study are discussed. Next, the instrument, the Measure of Ethical Decision Making achievement test is described. The research design and procedures used for collecting data is then examined. Finally, the specific steps used to analyze the data are explored.

Participants

Participants in this study consisted of a sample ($N=78$) of both male ($n=22$) and female ($n=56$) professional counselor candidates from a private mid-sized Catholic university who were enrolled in a mandatory course in professional and ethical practices in the years 2003 ($n=18$), 2004 ($n=16$), 2005 ($n=14$), 2006 ($n=16$), and 2007 ($n=14$). Each participant completed this mandatory course in professional and ethical practices as the first 5-week course administered to them in the first semester of their graduate level study in an attempt to earn the Master of Science in Education in a minimum of one of the following concentrations: School, Marriage and Family, or Community Counseling. Each professional counselor candidate is asked to take the Measure of Ethical Decision Making achievement test Form A (see appendix A) on their first day of class and a similar Measure of Ethical Decision Making achievement test Form B (see appendix B) on their last day.

Instruments

The instrument is the Measure of Ethical Decision Making achievement test developed in relation to the 2002 revision of the ACA Code of Ethics. There are two

forms, Form A and Form B. The test was developed by the ACA committee that revised the standards and was made available for interested Counselor Education faculty to use in their courses. Because the test was developed in relation with the revision of the ACA ethical standards, the ACA Ethics committee claimed content and expert judge validity for the instrument. In addition, the test re-test reliability was calculated to be $r=0.67$ for Form A and $r=0.71$ for Form B. The alternate forms reliability for the instruments was calculated to be $r=0.79$.

Research Design and Procedures

Data has been collected by a professor on a course in professional and ethical practices in Counseling for the past 5 years. This professor has used an achievement instrument developed by the Ethics Committee of the ACA during their 2002 Ethical Standards revision. The instrument, the Measure of Ethical Decision Making achievement test, measures a professional counselor candidate's knowledge and ability to identify appropriate ethical decisions based on the 2002 Ethical Standards revision. The professor gave Form A of the instrument as a practice test at the beginning of the course and gave Form B as a final exam. The professor has saved the data from 5 years and has provided it to this investigator for statistical analysis.

This professor has given pre-test and post-test scores to this investigator to conduct analyses regarding whether or not there has been significant improvement from the pre-test to the post-test. In addition, this professor has identified the gender and the year the student took the course.

Data

Data was collected from the Measure of Ethical Decision Making achievement test which was administered to a sample ($N=78$) of both male ($n=22$) and female ($n=56$) professional counselor candidates at a private mid-sized Catholic university who were enrolled in a course in professional and ethical practices between the years 2003 and 2007. Each professional counselor candidate in the counselor education program at the private mid-sized Catholic university is required to take this mandatory course in professional and ethical practices as a screening series course which is administered as the student's first course of their first semester. The professional counselor candidate is asked to take the Measure of Ethical Decision Making achievement test (Form A) on their first day of class and a similar Measure of Ethical Decision Making achievement test (Form B) on their last day.

The data has been collected as part of course information. A paired t-test was used to determine if there was a significant difference for the entire population from pre-test to post-test for hypothesis 1. A repeated measures ANOVA was used to determine if there was a significant difference across the groups for hypotheses 2 and 3. The Bonferroni test for the post hoc analysis was used to determine significant differences for hypotheses 2 and 3.

Summary

The purpose of this chapter was to present the methodology of the study. First, the participants, a sample of both male and female professional counselor candidates from a private mid-sized Catholic university who were enrolled in a mandatory course in professional and ethical practices in the years 2003-2007 were discussed. Second, the

instrumentation, the Measure of Ethical Decision Making achievement test, is described. Third, the research design and procedures for data collection, Form A of the Measures of Ethical Decision Making achievement test was given as the pre-test and Form B of the Measures of Ethical Decision Making achievement test was given as the post-test. Finally, the specific steps used to analyze the data, a paired t-test for the first hypothesis and a repeated measures ANOVA and the Bonferroni test for the second and third hypothesis, are explored.

CHAPTER IV

RESULTS

In this chapter, this investigator will present the results of the statistical analysis of each hypothesis. Each hypothesis will be restated and the results of the analysis presented in narrative and tabular form.

Ho1. There is no significant difference between students who are beginning a course in professional and ethical practices in Counseling's ability to apply ethical knowledge when compared with these same students at the completion of the course. The pre-test is Form A of the Measure of Ethical Decision Making achievement test and the post-test is Form B of the Measure of Ethical Decision Making achievement test.

The total number of participants was $n = 78$. The pre-test mean = 23.256 with a standard deviation (sd) = 3.574. For the post-test, the mean = 27.051 with a sd = 3.699. Based upon the comparison of these two means, using a t-test, the $t = 11.614$ for degrees of freedom (df) = 76. The probability of significance is less than .0001 (see table 1). The null hypothesis is rejected; the post-test scores are significantly higher than the pre-test scores.

Table 1

Comparison of Pre-Test and Post-Test Means on the Measure of Ethical Decision

Making Achievement Test

Item	<i>M</i>	<i>df</i>	<i>t</i>	<i>p</i>
Pre-test	23.526	76	11.614*	<.0001
Post-test	27.051			

Note. * significant .05 alpha level.

Ho2. There is no significant interaction with gender between students who are beginning a course in professional and ethical practices in Counseling's ability to apply ethical knowledge when compared with these same students at the completion of the course. The pre-test is Form A of the Measure of Ethical Decision Making achievement test and the post-test is Form B of the Measure of Ethical Decision Making achievement test.

The total number of male participants $n = 22$. The pre-test mean for the males = 22.73 with a $sd = 2.93$; the post-test mean for the males = 26.91 with a $sd = 2.88$. The total number of female participants $n = 56$. The pre-test mean for the females = 23.84 with a $sd = 3.77$; the post-test mean for the females = 27.11 with a $sd = 4.00$. Based upon the analysis of the means, using an analysis of variance, the f -ratio = 12.695 with a probability of less than .00001 (see table 2).

Table 2

Comparison of Pre-Test and Post-Test by Gender on the Measure of Ethical Decision

Making Achievement Test

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between	3	505.2	168.4	12.695*	<.00001
Within	152	2016	13.3		

Note. * significant .05 alpha level.

Upon conducting the post-hoc analysis, it was determined that the significant differences were when comparing the males pre-test and post-test, $t = 3.807$ with $df = 21$; the probability of significance is less than .005. Additionally, there was a significant difference when comparing the females pre-test and post-test, $t = 4.751$ with $df = 55$; the probability of significance is less than .0005. There were no significant differences when comparing the males and females (see table 3).

Table 3

*Comparison of Pre-Test and Post-Test by Gender on the Measure of Ethical Decision**Making Achievement Test*

Group	Group	<i>t</i>	<i>df</i>	<i>p</i>
Males-Pre-Test	Males-Post-Test	3.807*	21	<.005
Males-Pre-Test	Females-Pre-Test	1.211	76	.2295
Males-Post-Test	Females-Post-Test	0.218	76	.8278
Females-Pre-Test	Females-Post-Test	4.751*	55	<.0005

Note. * significant .05 alpha level.

Ho3. There is no significant difference among the gain scores of students who are beginning and completing a course in professional and ethical practices in Counseling when comparing students from the fall semesters of 2003, 2004, 2005, 2006, and 2007. The pre-test is Form A of the Measure of Ethical Decision Making achievement test and the post-test is Form B of the Measure of Ethical Decision Making achievement test.

The total number of fall 2003 participants $n = 18$. The pre-test mean for fall 2003 = 22.89 with a $sd = 3.56$; the post-test mean for fall 2003 = 26.11 with a $sd = 3.43$. The total number of fall 2004 participants $n = 16$. The pre-test mean for fall 2004 = 23.81 with a $sd = 3.75$; the post-test mean for fall 2004 = 27.50 with a $sd = 4.38$. The total number of fall 2005 participants $n = 14$. The pre-test mean for fall 2005 = 23.21 with a $sd = 3.40$; the post-test mean for fall 2005 = 26.86 with a $sd = 2.51$. The total number of fall

2006 participants $n = 16$. The pre-test mean for fall 2006 = 24.81 with a $sd = 4.21$; the post-test mean for fall 2006 = 28.25 with a $sd = 4.23$. The total number of fall 2007 participants $n = 14$. The pre-test mean for fall 2007 = 22.86 with a $sd = 3.94$; the post-test mean for fall 2007 = 26.57 with a $sd = 3.61$. Based upon the analysis of the means, using an analysis of variance, the f -ratio = 4.534 with a probability of less than .00001 (see table 4).

Table 4

Comparison of Pre-Test and Post-Test by Year on the Measure of Ethical Decision

Making Achievement Test

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between	9	573.5	63.7	4.534*	<.00001
Within	146	2051.8	14.1		

Note. * significant .05 alpha level.

Upon conducting the post-hoc analysis, it was determined that there were no significant differences when comparing pre-test and post-test scores for fall 2003, fall 2004, fall 2005, fall 2006, and fall 2007 (See table 5).

Table 5

Comparison of Pre-Test and Post-Test by Year on the Measure of Ethical Decision

Making Achievement Test

Group	Group	<i>t</i>	<i>df</i>	<i>p</i>
Fall 2003 Pre-Test	Fall 2003 Post-Test	2.577	17	.024
Fall 2004 Pre-Test	Fall 2004 Post-Test	2.784	15	.022
Fall 2005 Pre-Test	Fall 2005 Post-Test	2.576	13	.033
Fall 2006 Pre-Test	Fall 2006 Post-Test	2.595	15	.029
Fall 2007 Pre-Test	Fall 2007 Post-Test	2.618	13	.024

Summary

The findings presented in this chapter resulted from the analysis of archival data obtained by scores from the Measure of Ethical Decision Making achievement test taken by professional counselor candidates who were enrolled in a course in professional and ethical practices between the years 2003 and 2007. Narrative and tabular formatting was used to present the results of the statistical analysis from each hypothesis.

For the first hypothesis, a paired t-test was used to determine if there was a significant difference for the entire population from pre-test to post-test. The pre-test scores were obtained from the Measure of Ethical Decision Making achievement test Form A and the post-test scores were obtained from the Measure of Ethical Decision Making achievement test Form B. Ho1 is rejected; there is a significant difference

between students who are beginning a course in professional and ethical practices in Counseling's ability to apply ethical knowledge when compared with these same students at the completion of the course.

For the second hypothesis, a repeated measures ANOVA was used to determine if there was a significant interaction with gender from pre-test to post-test. The pre-test scores were obtained from the Measure of Ethical Decision Making achievement test Form A and the post-test scores were obtained from the Measure of Ethical Decision Making achievement test Form B. Ho2 is rejected; there is a significant interaction with gender between students who are beginning a course in professional and ethical practices in Counseling's ability to apply ethical knowledge when compared with these same students at the completion of the course.

The Bonferroni test for the post hoc analysis was used to determine significant differences for the second hypothesis. Upon conducting the post-hoc analysis, it is determined that there is a significant difference when comparing males pre-test and males post-test. It is also determined that there is a significant difference when comparing females pre-test and females post-test. There are no significant differences when comparing the males with the females.

For the third hypothesis, a repeated measures ANOVA was used to determine if there was a significant difference among the gain scores from pre-test to post-test between 2003 and 2007. The pre-test scores were obtained from the Measure of Ethical Decision Making achievement test Form A and the post-test scores were obtained from the Measure of Ethical Decision Making achievement test Form B. Ho3 is rejected; there is a significant difference among the gain scores of students who are beginning and

completing a course in professional and ethical practices in Counseling when comparing students from the fall semesters of 2003, 2004, 2005, 2006, and 2007.

The Bonferroni test for the post hoc analysis was used to determine significant differences for the third hypothesis. Upon conducting the post-hoc analysis, it is determined that there is no significant differences when comparing pre-test and post-test scores for 2003, 2004, 2005, 2006, and 2007.

CHAPTER V

DISCUSSION

In this chapter, this investigator will give a summary, draw conclusions, discuss the conclusions, make recommendations from these conclusions, and show the limitations of the study.

Summary of the Study

The purpose of this study was to examine professional counselor candidate's ability to apply the information in a course in professional and ethical practices and their ability to make ethical decisions based on the *ACA Code of Ethics*. In addition, this investigator also examined if gender affects a professional counselor candidate's ability to apply ethical knowledge. For this study, this investigator asked the following research questions:

1. Is there a difference in the ability to apply ethical knowledge attained by a sample of professional counselor candidates from the beginning to the completion of a course in professional and ethical practices?
2. Does gender affect the ability to apply ethical knowledge attained by a sample of professional counselor candidates from the beginning to the completion of a course in professional and ethical practices?
3. Is there a difference among the gain scores attained by a sample of professional counselor candidates from the beginning to the completion of a course in professional and ethical practices during the fall semesters of 2003, 2004, 2005, 2006, and 2007?

The review of the literature consisted of two parts; ethical decision making and teaching ethics in counselor education. When discussing ethical decision making, this investigator began by reviewing a history of ethics codes and elaborated specifically on the *ACA Code of Ethics*. The similarities of ethics codes were discussed to include both the strengths and weaknesses. Examples of how relevant literature and research, moral principles, and the use of a decision-making model were then evaluated. When discussing teaching ethics in counselor education, this investigator began by examining exactly what a quality graduate education may consist of to include emphasis on accreditation and CACREP. Common practices in teaching ethics education to professional counseling candidates was then explored to include which materials and methods were mostly used by professional counselor educators. This investigator then examined the importance of having a course in professional and ethical practices and the significance the professional counselor educator may have on such a course. Finally, this review of literature was concluded with a discussion on ethics codes and the level of importance placed on them by professional counselor educators.

The participants in this study consisted of a sample of both male and female professional counselor candidates who were enrolled in a mandatory course in professional and ethical practices between the years 2003 and 2007. Each participant was administered the Measure of Ethical Decision Making achievement test Form A and Form B. Form A was administered as the pre-test and Form B was administered as the post-test. A paired t-test was used to compute any significant differences from pre-test to post-test. A repeated measures ANOVA was used to compute any significant differences between gender interaction and the Bonferroni test was used for the post hoc analysis. A

repeated measures ANOVA was also used to compute any significant differences among the gain scores between 2003 and 2007.

The findings resulted from the analysis of archival data obtained by scores from the Measure of Ethical Decision Making achievement test. A significant difference was found to exist between professional counselor candidates from pre-test (Form A) to post-test (Form B). A significant interaction among gender was also found to exist between professional counselor candidates from pre-test (Form A) to post-test (Form B). The post-hoc analysis shows that there is a significant difference between males pre-test (Form A) and males post-test (Form B). This significant difference is also found when comparing females pre-test (Form A) to females post-test (Form B). There are, however, no significant differences when comparing males with females. Lastly, a significant difference was found to exist between professional counselor candidates from pre-test (Form A) to post-test (Form B) when comparing gain scores from 2003 to 2007. The post-hoc analysis, however, shows that a significant difference does not exist when comparing pre-test (Form A) and post-test (Form B) gain scores for 2003, 2004, 2005, 2006, and 2007.

Conclusions

Professional counselor candidates, when instructed in a mandatory course in professional and ethical practices as the first 5-week course administered to them in the first semester of their graduate level study, showed a significant improvement from their pre-test to post-test scores on the Measure of Ethical Decision Making achievement test. It can be concluded from this significant improvement that the professional counselor candidate's level of ability to apply ethical knowledge from the beginning to the

completion of a course in professional and ethical practices increases during and throughout graduate level instruction on the *ACA Code of Ethics*.

It can be concluded from this study that male professional counselor candidates, when instructed in a mandatory course in professional and ethical practices as the first 5-week course administered to them in the first semester of their graduate level study, will most likely score significantly higher from their pre-test to post-test scores on the Measure of Ethical Decision Making achievement test. It can also be concluded from this study that female professional counselor candidates, when instructed in a mandatory course in professional and ethical practices as the first 5-week course administered to them in the first semester of their graduate level study, will most likely score significantly higher from their pre-test to post-test scores on the Measure of Ethical Decision Making achievement test. It can be concluded from this significant improvement that gender does not affect the male and female professional counselor candidate's level of ability to apply ethical knowledge from the beginning to the completion of a course in professional and ethical practices increases during and throughout graduate level instruction on the *ACA Code of Ethics*.

Lastly, it is concluded that professional counselor candidates, when instructed in a mandatory course in professional and ethical practices as the first 5-week course administered to them in the first semester of their graduate level study, will most likely score significantly higher from their pre-test to post-test scores on the Measure of Ethical Decision Making achievement test regardless of the year they were instructed. It can be also be concluded from this significant improvement in pre-test to post-test scores that the professional counselor candidate's level of ability to apply ethical knowledge from

the beginning to the completion of a course in professional and ethical practices, regardless of the year they were instructed, will increase during and throughout graduate level instruction on the *ACA Code of Ethics*.

Discussion

It is highly likely that a professional, as part of his or her professional training, is going to be confronted with a lesson in ethical practices. How this lesson in ethical practices is taught is most likely going to be guided by the instructor's ethical philosophy. The majority of professional counselor educators, though it is highly unlikely that two professional counselor educators share exactly the same ethical philosophy, almost always agree on instructing their professional counselor candidates one aspect; the *ACA Code of Ethics* (Hill, 2004; Urofsky & Sowa, 2004).

The ethical philosophy behind the teaching methods of the course discussed in this study was consistent with the majority of other professional counselor educators who agreed that instruction on the *ACA Code of Ethics* should carry with it a high level of importance in a counselor education program (Urofsky & Sowa, 2004). The results of this study suggest that if a professional counselor educator's ethical philosophy is to instruct his or her professional counselor candidates to make ethical decisions based on the *ACA Code of Ethics*, it is highly likely that his or her professional counselor candidates will significantly increase their level of ability to apply ethical knowledge at the completion of the course.

Recommendations for Practice

The majority of counselor educators who responded in Urofsky and Sowa's 2004 study indicate that they are supportive of mandatory *courses* in professional and ethical

practices. Ninety-seven percent of all professional counselor educators in Urofsky and Sowa's study, and 100% of all professional counselor educators in Hill's (2004) study, reported having their professional counselor candidates use the *ACA Code of Ethics* as part of these mandatory courses. CACREP (2001) suggests the use of the *ACA Code of Ethics* for professional counselor candidates regardless of whether they are concentrating on community, school, or marriage and family therapy. In addition to the *ACA Code of Ethics*, it is further suggested by CACREP that professional counselor candidates concentrating in school counseling refer to the *ASCA Ethical Standards for School Counselors* and that marriage and family therapists refer to the *IAMFC Code of Ethics*. The *ASCA Ethical Standard for School Counselors* and the *IAMFC Code of Ethics* should be offered as a one credit elective course for professional counselor candidates interested in advancing their ability to make ethical decisions based on these ethics codes.

Recommendations for Further Study

Each participant in this study completed a course in professional and ethical practices as the first 5-week course administered to them in the first semester of their graduate level study. Another recommendation for further studies would be to examine the traditional (Urofsky & Sowa, 2004) 15-week course in professional and ethical practices. This would measure whether there is a significant difference in the professional counselor candidate's ability to apply ethical knowledge from the beginning to the completion of a 5-week course with the professional counselor candidate's ability to apply ethical knowledge from the beginning to the completion of a 15-week course.

For CACREP professional counselor candidates, ethics are also infused throughout 700 hours of supervised clinical experience. This study simply tested how

professional counselor candidate's ability to apply the information only upon completion of a course in professional and ethical practices. Another study, conducted at the beginning of the 700 hours of supervised clinical experience would show whether or not the professional counselor candidate's ability to apply ethics is significantly greater after the completion of all other coursework. Also, a study conducted at the completion of the 700 hours of supervised clinical experience would show whether or not the professional counselor candidate's ability to apply ethics significantly increases during internship.

Limitations

This study was limited to an examination of a single teaching style. The archival data limited this investigator to only examine the professional counselor candidate's ability to apply the information in a course in professional and ethical practices which was instructed by the same professor for each of the years 2003, 2004, 2005, 2006, and 2007.

Another limitation to this study was how interactions were examined. Though this archival data permitted this investigator to study interaction among gender, it did limit this researcher's ability to question other interactions such as race, age, ethnicity, sexual orientation, religion, and disability. The archival data also limited this researcher's ability to examine the professional counselor candidate's previous job experience, education, and area of concentration (community, school, or marriage and family counseling).

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Appendix A

Measure of Ethical Decision Making Achievement Test Form A

1. A counselor is administering a high security test of national origin to a large group. Among the test security provisions is the rule that no test booklets are to be taken out of the room. The counselor notices one of the test proctors starting to leave the room with a test booklet. The counselor
 - A) Makes a note of the proctor's actions and discusses it with the proctor later rather than risk disturbing the test conditions.
 - B) Knows that the security rules were previously explained to the proctor and trusts that the booklet contents will not be divulged.
 - C) Includes mention of this situation in the official administrator's report to the testing service.
 - D) Reminds the proctor of the security requirements and requesting that the test copy remain in the room.

2. A counselor employed in a clinic dealing primarily with alcoholics is instructed to administer aversive conditioning procedures to certain patients. The counselor consults with supervisors concerning opposition to such clinical methods. In discussion, the differences are determined to be irreconcilable; the supervisors point to their effectiveness record and reaffirm that the counselor should participate. The counselor
 - A) Suppresses the opposition to avoid the staff disharmony that might result from voicing convictions.
 - B) Reaches the decision to seek employment elsewhere and gives the supervisors notice.
 - C) Objectively present the clinic's viewpoint on treatment and the counselor's to each new client thereby allowing them to begin treatment or to seek help elsewhere.
 - D) Adopts the preferred treatment procedures yet actively makes the opposing viewpoint known to staff members with the hope of changing the clinic policy.

3. An agency's counseling supervisor is concerned by the way in which a new counselor tends to look for cases that she could "sink her teeth into." She becomes more and more involved with a few clients to the exclusion of others seeking counseling. She seems to believe that she can handle anyone and makes no referrals. The rest of the counseling staff becomes concerned when several of her clients inquire about breaking off their relationship without raising her animosity. The counseling supervisor

- A) Reassures the clients of no ill-will should they wish to terminate counseling but encourages them to discuss these apprehensions with the counselor first.
 - B) Organizes a series of staff conferences which address this situation and which highlight typical client problems for which referral would be necessary.
 - C) Begins a series of conferences with the counselor in an attempt to enable her to more realistically view her capabilities and limitations.
 - D) Takes over caseload assignment in the agency to ensure that the new counselor receives only those clients that she has the training to assist.
4. A student with a wide variety of work experience drafts a resume upon completing the M.A. degree in counseling. The student
- A) Makes the résumé available to employment sites whose range of services is close the scope of the graduate training.
 - B) Asks the advisor to review the draft before using it for the purpose of job hunting.
 - C) Asks for review of the resume at the University's Career Services Office before making it available to prospective employers.
 - D) Utilizes the Dictionary of Occupational Titles to clearly define the background experience on the resume.
5. A counselor with a full-time appointment at a college also has a small private practice that he carries on at his home. One of his clients is a skilled painter who had been prompt with his payments. After one such private session, the client indicates that unexpected financial difficulties have arisen and that he will not be able to continue counseling at the present fees. The counselor
- A) Arranges for an agreement whereby the client can continue counseling in return for painting the counselor's home, accumulating credit toward counseling at the current pay rate for painters.
 - B) Establishes a line of credit for the client so that the counseling can continue uninterrupted until the financial difficulties are overcome.
 - C) Encourages the client to investigate available lending institutions such as the bank or the painter's credit union if further counseling is desired.
 - D) Draws the counseling process to a close and reassures the client that, should he wish to continue in the future, his appointment time and fee would be unchanged.
6. The counseling staff of a school is offered some column space by the Parent Teachers' Association in its local publication. They want parents to present problems they are having with their children and have the counselors answer these specific questions. The counselors

- A) Agree to the project provided they can select problems which will be of interest to a large number of parents.
 - B) Agree on a trial basis during which time they can determine the effectiveness and advisability of continuing with the project
 - C) Request their Association's Professional Practices Committee to decide upon the advisability of the PTA's offer.
 - D) Refuse but express a willingness to provide information about the school, community resources, and problems typical of school age youth
7. A counselor applies for a position in a university-counseling center. The primary responsibility of the position is advertised as vocational counseling and development of a career information center. Upon being invited to the campus for an interview, the counselor finds that, due to recent reassignments of the staff, the job description has been changed to one on one clinical assessment and personal-emotional counseling, duties for which the applicant feels only marginally qualified. At the close of the interview, the university makes the counselor an attractive offer
- A) Accepts the position only after having described to the employer her marginal areas of qualification
 - B) Decides to decline the position offered to her and notifies the university of her decision
 - C) Accepts the position after having ensured that she can upgrade her qualifications with additional training
 - D) Declines the position until she can make an objective decision on the adequacy of her training for the job responsibilities
8. A counselor in a university counseling center contends that information learned in counseling interviews with student clients should not be shared with anyone outside of the immediate center staff. Other student personnel workers (advisors, residence hall heads, deans) believe that more information should be shared with them. Instating an opinion to the non-counseling personnel workers, the counselor
- A) Holds that the issue is an extremely complex one and encourages joint discussions of the staff on how to of assistance to each other.
 - B) Indicated that this is an area of competence and that such decisions should be left to the professionals at the counseling center
 - C) Cites past instances in which disclosures of confidential information to personnel workers proved to be harmful to the student clients involved.
 - D) Points out that the personnel workers' background and experience does not qualify them to make use of confidential information.
9. A high school senior asks for an appointment to see a counselor to deliver some information. The senior states that the daughter of an important person in the town is in serious trouble. The counselor informs the senior that she certainly will treat any information received in the most confidential manner and that she would do

everything possible to make sure that no innocent parties are involved or hurt. The senior says that he cannot tell who or what the trouble is unless the counselor promises to keep it in the strictest confidence and “not tell a soul.” The counselor

- A) Reassures the senior that whatever is said will be treated with total confidentiality.
- B) States that she can only agree to the terms after having heard more of the information.
- C) States that she cannot agree to terms such as those proposed by the senior.
- D) Promises that the information will not go beyond her and other members of the counseling staff.

10. Several women apply to become part of a group being formed at a clinic. The group is for women who are thirty or over and who are searching for educational, occupational, or personal alternatives from their present situations. The counselor who will lead the group

- A) Admits women to the group on a “first come –first served” basis until the quota for membership is reached.
- B) Gives each applicant the option of entering into other therapy modalities such as individual counseling
- C) Requires each applicant to read a description of what typically occurs in this group before signing the membership roster
- D) Interviews and gives a personality inventory to each applicant before assigning membership in the group.

11. Sue relates to her counselor the considerable conflict she experiences at home with her stepmother. They always seem to be fighting. Over a period of five interviews no progress seems to be resulting from the counseling. The counselor

- A) Sets up a conference with one of Sue’s favorite teachers in the school to gain a broader understanding of the situation
- B) Reappraises Sue’s home situation and the lack of counseling movement before renewing efforts to facilitate change.
- C) Decides to call a staff conference on Sue’s case with others in the counseling office.
- D) Asks Sue’s best friend if she can help understand the problems blocking counseling.

12. A counselor for the juvenile court is working with a young woman who has no respect for authority figures. She constantly belittles, insults, ridicules, and otherwise disdains police, administrators, etc. The counselor feels increasingly negatively towards the client because of these attitudes. The counselor

- A) Decides to terminate the relationship with this client and does so.
- B) Decides to refer this client to another counselor and does so.

- C) Tries to suppress these feelings in dealing with this client.
 - D) Arranges less frequent contacts with the client to decrease the impact of these negative feelings on the counseling process.
13. A college freshman goes to the counseling center to get assistance on improving his study skills. The student feels inadequate to handle college work and mentions that it was once suggested that he had dyslexia (a reading disability). He feels that although he was able to get through high school, the “dyslexia” is interfering with his college work. The counselor
- A) Initiates a series of counseling sessions that address the student’s sense of inadequacy and self-recriminations.
 - B) Directly attempt to resolve the dyslexia issue by referring the student to a college-level tutoring service.
 - C) Refers the student to a diagnostic evaluation clinic as a first step in understanding the problem.
 - D) Refocuses attention on the issue of study skills by describing the unlikelihood of anyone with dyslexia even reaching college.
14. A juvenile court counselor learns from a disgruntled client of a situation entailing a group of young shoplifters who are being organized by a successful “fence” and who are moving into the bigger game of stealing cars. The court counselor
- A) Takes responsible action by informing the “fence” of intentions to contact the police unless the plans are immediately dropped.
 - B) Takes no direct action other than strongly encouraging the client to inform the proper authorities of the details of the illegal operation.
 - C) Takes no direct action due to “confidence obligations” but seriously discusses with the client the possible outcomes of this criminal activity.
 - D) Divulges enough of this information to the police so that they can deal with the situation described by the client.
15. A distressed student rushes into the counselor’s office to report a clash with a teacher. The counselor allows the student’s criticism of the teacher to be stated and “hears out” the student’s explanation of the damage to his ego caused by the teacher. The counselor
- A) Assumes the job of helping the student to work through the conflict situation that has been presented
 - B) Listens to both the student’s criticisms and to the teacher’s explanations before offering any involvement as a mediator
 - C) Advises the student that complaints lodged against teaching staff members should be presented to the principal.
 - D) Invites the student to return for more counseling should further clashes with the teacher take place.

16. A school counselor has a client who is the son of the principal. The principal asks to see the interview notes on his child. The counselor
- A) Declines providing the notes but discusses the child within the same limits that would be discussed of any child with his parents
 - B) Reviews the interview notes with the principal in the same manner that would be discussed of any child with his parents.
 - C) Reviews the interview notes with the principal but withholds other file materials such as diagnostic classification, formal test results, and prognostic summary
 - D) Agrees to the principal's request provided that the son's permission is obtained to review the interview notes.
17. In the course of several counseling sessions with a client, the counselor learns from her that she has a recent problem entailing excessive consumption of alcohol on occasions. The client, a senior at ABC College, is aware that it is her emotional problems that lead her to this periodic outlet. Considerable time and courage have been required before she reveals her situation to the counselor because of the counselor's official capacity on the college staff. The counselor
- A) Informs the college's Dean of Students about the client's usage of alcoholic beverages while continuing the counseling relationship.
 - B) Advises the client that, in order to continue their relationship, she must avoid mentioning the specifics of the drinking problems.
 - C) Continues the counseling relationships with the client informing no one about the drinking condition mentioned.
 - D) Strongly encourages the client to take the responsibility of informing the college's Dean of Students about her infractions of the college policy.
18. A counselor is facilitating a growth group session. During one of the meetings, a group member expresses some personal concerns that indicate to the counselor that he may have serious emotional problems. The counselor
- A) Privately reassures the member after the group session that his concerns are not beyond the range of difficulties frequently encountered in growth counseling groups.
 - B) Refrains from sharing this impression and avoids preferential treatment that might stigmatize this individual's membership in the group.
 - C) Works to provide the group member with the necessary condition to allow him to feel comfortable enough to share his problems in the group.
 - D) Guides the group attention away from that group member and, after the meeting, privately encourages him to seek individual counseling.
19. A counselor sees a client who has become progressively more disturbed. Finally, the client threatens to kill her sister in one of the sessions. The counselor

- A) Impresses upon the client the seriousness of such threats and the intention to contact her family should the threats be repeated.
 - B) Gives the client the opportunity to appreciate the seriousness of her condition and to defuse those feelings which give rise to such violent expressions.
 - C) Informs the parents of the seriousness of their daughter's condition and the specific threats that were mentioned.
 - D) Informs the parent of their daughter's potential for violence but avoids mention of the specific threats due to "confidence obligations".
20. An eighth-grade girl, one of ten children from a low economic background, is in a special class for children with mild disabilities. She is discovered stealing items from the girl's locker room. During subsequent counseling, it develops that the girl is concerned about her menstrual cycle. A second session, the next day, discloses that she has had frequent sexual intercourse with her father witnessed by some of her siblings. The counselor calls in the school nurse to assist in the interpretation of the girl's remarks and to confirm the counselor's understanding of the girl's statements. The school physician is consulted and confirms subsequently that the girl is pregnant. The counselor and school principal
- A) Call in the girl's parents for a frank and open discussion.
 - B) Confer with the county welfare department about the situation.
 - C) Arrange for the girl's entrance into the county children's shelter.
 - D) Help the girl contact an agency that helps women with problem pregnancies.
21. A college counselor decides that one client's problem is beyond the personal level of education and experience and proposes to the client the possibility of an interview with a private practicing psychiatrist. The client agrees, is interviewed by the psychiatrist, and decides to begin intensive psychotherapy with the psychiatrist. The psychiatrist feels that confidential information such as personal data, academic achievement, and counselor observations might be helpful in understanding the new client. The psychiatrist requests this information from the counselor before obtaining the client's written permission as required by college policy. The college counselor
- A) Telephones the psychiatrist to explain that these requests cannot be met until the client's written approval is obtained.
 - B) Asks the College's Dean of Students to approve the information release to the psychiatrist in the interest of finding immediate help for the client.
 - C) Forwards the achievement test data to the psychiatrist but retains the more personal counseling observations until the written permission is obtained
 - D) Telephones the psychiatrist to explain the college policy and to answer any immediate questions that the psychiatrist might have.

22. A counselor in a college counseling center is holding conferences with a student who is having scholastic difficulties. During the course of the counseling relationship, the client tells the counselor of a tire-stealing ring in which she is involved. The counselor decided that this situation would be a good one to use for instructional purposes in a graduate level course he is teaching. The counselor
- A) Fully describes his intended presentation to the client and informs her that it will be used for instructional purposes only.
 - B) Delivers the presentation only after first establishing the rule of confidentiality among the graduate students in his class.
 - C) Exercises reasonable caution in determining that the graduate students who will listen to the presentation are unfamiliar with the client.
 - D) Alters any information in his presentation that might tend to identify the client to students in the counselor's graduate course.
23. Mark approaches his psychology teacher after class one day and reveals to her that he has been extremely depressed lately and even thinking of suicide as a way out. He asks the psychology teacher for help since she is also on the staff of the counseling center. The psychology teacher
- A) Arranges a series of counseling sessions with Mark to assess the severity of the problem and to make an informed referral.
 - B) Agrees to begin counseling with Mark at the counseling center and provides him with the necessary application for service.
 - C) Gives Mark the option of seeing another counselor at the center before honoring his request.
 - D) Tells Mark that she should not see him as a client and gives him assistance in contacting another counselor.
24. A counselor is required to keep counseling files open to the teachers in the school while seeing a client who starts to reveal very confidential information. The counselor
- A) Interrupts the client to suggest that the client might wish to say nothing further due to the school's open-file policy
 - B) Carefully words the interview notes in the file so as to mask the true nature of the client's disclosures.
 - C) Notes on the client's file "confidential" so that the teachers can respect the privacy of the information within.
 - D) Places the confidential information in school file with the intention of removing it when the client's case is closed.
25. A vocational teacher requests the school counselor to administer a test of manual dexterity to candidates for a course in auto mechanics. The test, chosen by the teacher, is of unknown validity. The counselor

- A) Administers the test after warning the teacher that it is one of unknown validity.
 - B) Does not honor the vocational teacher's request after explaining that the test is of unknown validity.
 - C) Discusses the teacher's request and the test's limitation with the school principal who then makes the final decision.
 - D) Administers the test but asks the teacher to report back on the correspondence between test scores and performance scores.
26. A high school director of testing holds a master's degree in guidance. Included in her preparation are both course work and field practicum in group testing. However, her experience with individual testing is limited to one portion of a psychological testing course where several individual tests were surveyed and demonstrated. Curriculum plans are completed in her school for a special group of slow learners. It is decided that individual psychological tests should be used in the process of selecting student for the special group. As director of the testing program, the counselor has been chosen by the principal to administer the individual tests. The testing director
- A) Leaves the final decision of who will administer the tests up to the principal after discussing with him his own limitations
 - B) Recommends that group testing be used for the selection of students or that a qualified person be hired to do the individual testing.
 - C) Reviews the test manuals for administration and scoring procedures before using the individual tests for selecting students.
 - D) Administers the individual test materials but consults with a qualified colleague on the score and interpretation of the test results.
27. A student is scheduled to take a college entrance examination. The counselor who schedules the examination becomes aware that the students have recently experienced the death of a close family member and appears quite anxious regarding the loss. The counselor
- A) Does not allow the student to take the examination on the scheduled day because of the loss he has experienced.
 - B) Completes the student's exam registration and, apart from expressing condolences, avoids influencing the student's decision about the date.
 - C) Suggests to the student to postpone taking the college examination on the scheduled date because of the loss.
 - D) Reassures the student that anxiety should not handicap test performance since all students' scores reflect measurement error to some degree.
28. A high school student requests a counselor to evaluate personal vocational interests. The counselor administers an interest inventory. The counselor finds interesting data in the student's file from a personality inventory that had been obtained earlier and which concerns underlying psychopathology. The counselor

- A) Interprets and discusses the results of the interest inventory with the student without mentioning the results of the personality inventory
 - B) Augments the interest inventory data with the personality results to provide the student with a more comprehensive discussion of vocational interest patterns.
 - C) Asks the student if the student would like to have feedback on personality from previous testing as well as on vocational interests.
 - D) Discusses the interest test data with the student and suggests to the student the idea of seeking counseling for personal growth.
29. A counselor administers a newly developed ability test to a prospective college student. The test has been modeled after a highly regarded ability test but independent predictive validity has not been firmly established. In discussing the score with the student, the counselor
- A) Carefully explains the test's limitations and makes interpretations that conform to the guidelines provided by the established ability test.
 - B) States that the student can only compare his score with those of other students and that only very limited inferences can be drawn regarding success in college.
 - C) Compensates for the test's lack of technical data by addressing the student's current achievement level and realism of his college interests.
 - D) Refrains from making any predictions regarding the student's potential for successful college work due to the experimental nature of the test.
30. A foreign student who has taken training in a non-English speaking country is administered a mathematical reasoning test. Based upon the student's poor performance on this test, the student is placed in a remedial mathematics course. The student objects, saying that other data can attest to superior mathematical abilities, and points that the test performance is due to language difficulties. The counselor
- A) Advises the student to seek an appropriate level for mathematics instruction in a course conducted in the native language as an alternative.
 - B) States that the placement was made on an objective basis and is keeping with the schools' policy of treating every student in a consistent, impartial manner.
 - C) Helps the student deal with frustration after pointing out the test should not reflect language difficulties since it measures mathematical rather than verbal reasoning.
 - D) Explains to the student that the placement in the remedial mathematics will be reconsidered in light of this information.

31. By empirical study, a counselor determines that a measure of academic motivation can be devised by drawing selected items from each of several published personality and interest inventories. In assembling the independent scale of academic motivation, the counselor
- A) Sufficiently modifies the borrowed items so that the instrument becomes the counselor's own work.
 - B) Includes acknowledgements to the personality and interest inventories at the end of the scale.
 - C) Requests permission to use the items from each of the publishers of the personality and interest inventories.
 - D) Administers the scale to a large sample of students and subjects the resulting data to rigorous empirical study before considering the possibility of publication.
32. A group of counseling consultants meets every other week in a group discussion setting for the purpose of professional discussions. The sessions take on a group-counseling orientation, and it becomes obvious to the others that Consultant A has personal needs that could cause considerable trouble to the consultant-client relationships. The other consultants
- A) Take no direct action to correct Consultant A's troubles, but do not communicate with the Association's Ethics Committee to request advice.
 - B) Try to help Consultant A to gain enough self-awareness to limit the cases to those that do not involve personal limitations.
 - C) Strongly urge Consultant A to seek another line of work or private counseling before continuing with consultant work.
 - D) Communicate apprehensions about Consultant A's limitations to the state's licensing bureau who offices regulate professional consulting service.
33. A consultant to a large company finds herself in conflict with top management in regard to the aims and objectives of the counseling she is offering to an employee. This employee had some serious problems of adjustment that obviously have reduced his job efficiency. The local manager informed the consultant that she has lost confidence in the employee and suggests that the consultant counsel the employee to resign and find another job. The consultant realizes that there are some company policies involved and delays suggesting to the employee that he resign. The company manager interprets the consultant's behavior to mean that she does not accept company policy. Shortly thereafter, the employee is discharged. The consultant confers again with the management regarding their mutual roles and goals and realizes that their expectations are incompatible with her own. The consultant
- A) Decides to resign from her position as consultant to the company and informs the management representatives of her decision.

- B) Continues to implement those values which she feels are in her client's best interest until she can determine whether her differences with the management will moderate with time.
 - C) Presents to each new client her understanding of company policy and her own viewpoint on goals before initiating a counseling relationship.
 - D) Continues her active efforts to change the management's positions to one that is more consistent with her own viewpoint.
34. A school counselor is approached by the parents of a student for the purposes of discovering and evaluating possible learning disabilities of the student. The counselor tells the parents that he does not feel competent to make such an evaluation. The parents persist, and offer to pay a fee for such a service. The counselor
- A) Undertakes the evaluation charging only enough fees to gain more qualified supervision of the testing process.
 - B) Refers the family to a more qualified colleague at another agency and accepts for the school a small fee for the referral service.
 - C) Refers the family to a more qualified colleague at another agency and accepts for himself a small fee for the referral service.
 - D) Declines both the fee and the request for testing, but refers the family to a more qualified colleague at another agency.
35. A counselor employed in a family services agency begins seeing a client for counseling. During the course of treatment, the counselor determines that members of the client's family should be involved to aid the therapeutic process. Although family counseling can be secured at the agency, the client's wife fears that it would become known that the family was being counseled if this course of action were taken. The counselor
- A) Offers to see the family on a private basis as an alternative.
 - B) Offers to help the family contact a private practitioner and accepts, for the agency, a referral fee.
 - C) Suggests that the family members themselves investigate private sources from which the counseling help might be obtained.
 - D) Explains to the wife the range of services available at the agency before suggesting outside alternatives.

Appendix B

Measure of Ethical Decision Making Achievement Test Form B

1. Two counselors provide in-service training to plant supervisors in a large industrial organization. One of them hears that the other uses illustrative material, which is so oversimplified it misleads the supervisors in their understanding of their employee's behavior. The counselor
 - A) Informs the Association's Ethics Committee about the colleague's behavior and outlines the possibly harmful ramifications of the situation.
 - B) Remains silent to avoid undermining the colleague's consultant role, but decides to take action should similar misrepresentations take place in the future.
 - C) Expresses concern to the colleague and also alters the presentation to counteract the possible misinterpretations.
 - D) Consults with the union shop steward to ensure that the colleague's error does not have any harmful effects upon the worker's employment status.

2. A school system adds a psychometrist to the staff of its elementary schools. The local newspaper reports that a psychologist has been added. The state has a psychologist licensing law in effect and the psychometrist knows that she does not qualify for licensing. The psychometrist
 - A) Writes to the editor of the newspaper in order to request publication of her correct title and qualifications.
 - B) Acknowledges this misrepresentation to both her school's principal and newsagent to avoid any subsequent errors.
 - C) Thereafter correctly portrays her qualifications to the school staff, students and parents who mistakenly refer to her as a psychologist.
 - D) Communicates the details of this misrepresentation to the state licensing board and requests advice on corrective actions.

3. A counselor suffers a prolonged illness that forces him to leave his position as director of a university-counseling center. When he regains his health, he moves to another state where he opens a private counseling center and must decide upon a fee schedule. The counselor
 - A) Draws upon his knowledge of an established, equitable system by utilizing a fee schedule comparable to that currently used at the university center.
 - B) Undertakes a survey of families randomly selected from the community and bases his fee schedule on the financial resources that he discovers.
 - C) Consults with another psychologist who operates a private practice in the same area and institutes a fee scale, which is comparable.
 - D) Contacts the public and private agencies in the area and state and local professional associations regarding the establishment of a fee scale.

4. In a newspaper account concerning the life of a recently murdered young woman, they report her I.Q. The Newspaper report only partly reveals the source, a nameless counseling and guidance service. The school system's counselors have been suspicious about the ethics of a new employment agency in the town and they ascertain that no school personnel revealed the information. The counselors
 - A) Write to the newspaper and give comprehensive information on how to properly interpret intelligence test information.
 - B) Request publication of a commentary, which pulls together the reported facts in a manner that, dispels possible misunderstandings of the I.Q.
 - C) Write to the newspaper in order to state their position on this kind of misuse of psychological test information.
 - D) Communicate their suspicions to the state mental health advocate's office and request that an investigation be undertaken.

5. A television station plans to promote the counseling services of the local university. The plan is to have the counselor describe a vocational interest test on the initial program and then any interested person could send his fee to the station and receive the test by mail. In a subsequent program, the counselor would give a demonstration of how vocational interest tests are interpreted using one of the people who had responded to the first program. The counselor
 - A) Agrees to the project provided that the university services are prompted in a professional rather than a commercial manner.
 - B) Indicates that he/she will not participate in the project that has been proposed by the television station.
 - C) Indicates that she will not participate unless the complete anonymity is ensured of the person whose test will be interpreted on the subsequent show.
 - D) Agrees to the project provided that the person whose test will be interpreted on the subsequent show gives written permission.

6. A counselor whose primary interest is in one-to-one personal counseling accepts a position in an employment service whose major concern is job placement. The counselor
 - A) Limits activities to those that accomplish the job of helping clients to obtain gainful employment.
 - B) Attempts to change the focus of the agency to personal counseling as a first step to employment counseling.
 - C) Assists new clients in determining whether their difficulties are vocational or personal in nature.
 - D) Presents the clients with the option of beginning personal counseling when it is indicated in the course of employment counseling.

7. Joe comes to the counselor at the university clinic looking quite subdued in comparison to his usual extroverted self. He says to the counselor that he has done something quite wrong and wants to confess. The counselor
- A) Reassures Joe by stating that his disclosure will be treated with full confidentiality.
 - B) Points out that if it is something, that severely violates university rules, it will have to be reported to the dean of students.
 - C) Listens to Joe's confession after first questioning his willingness to work toward a solution of the problem.
 - D) Comments upon the "confessional" nature of Joe's request before allowing him to disclose the secret.
8. A professor of counseling psychology selects some tapes of counseling sessions to illustrate the process of psychotherapy to his graduate students. In one of the tapes the client reveals student and professor names involved in the client's problem. The professor
- A) Ensures that there are no negative implications regarding anyone mentioned before using the tape.
 - B) Tells the graduate students that the taped information is strictly confidential and not to be discussed with anyone outside of the class.
 - C) Takes the precaution of making certain that all of the graduate students are unfamiliar with the persons mentioned before playing the tape.
 - D) Reviews the selected tape to edit out the names that are mentioned before using the tape.
9. A counselor is conducting several small personal growth groups made up of senior high school volunteers. The principal has observed various members of these groups and feels that they are benefiting a great deal from their group experiences. When Joan comes into her office for her fifth truancy violation of one semester, the principal gives Joan the option of becoming a member of one of these groups or being suspended. Joan chooses to participate in a group and is sent to the counselor's office to make the necessary arrangements. The counselor talks to Joan who appears quite hostile and defensive. Joan says her only goal for being in such a group is to keep from getting kicked out of school and she would go to the group but no one could make her talk about her feelings or anything like that. The counselor
- A) Clarifies with the principal the unlikelihood that Joan will show much progress as a member due to the circumstances of her entrance.
 - B) Discusses with the members of the group the unfortunate circumstances that surround Joan's entrance into the group.
 - C) Advises Joan that coming into the group as a "silent member" is a better option than being kicked out of school.

- D) Recommends to the principal that Joan should not participate in any of the existing groups since the other members have different goals.
10. A counselor has had three interviews with a client concerning severe emotional problems. After careful consideration, he decides that the client would benefit only from long-term, intensive therapy, which he does not feel qualified to give. He informs the client of this and offers to refer the client to a qualified person. The client refuses to accept the suggested referral. The counselor
- A) Explains to the client that he feels it is necessary to terminate their relationship and does so.
 - B) Studies intensive therapy techniques, which he begins to implement in bi-weekly sessions with the client.
 - C) Continues the relationship after explaining to the client that the attainment of positive counseling growth may be doubtful.
 - D) Makes certain the fact that the client will not accept the referral before fulfilling his obligation to continue the counseling relationship.
11. A girl who has just learned that she is pregnant, and is very upset, approaches a school counselor. While discussing the situation the counselor finds out that the girl is very ambivalent about her alternatives. There are several agencies in the community that help women with problem pregnancies, and each one has a somewhat different value approach to unwanted pregnancies. The counselor
- A) Invites the girl to begin a series of counseling sessions to help resolve her ambivalence as the first step to dealing with the situation.
 - B) Offers to help the girl contact the agency of her choice, but avoids describing the agencies as to not bias her decision.
 - C) Discusses each agency and recommends that she goes to the one that provides an objective approach to the problem.
 - D) Recommends that the girl contact an agency whose services would be affordable should she decide not to involve her parents.
12. A clinic counselor begins counseling with a new client. After three interviews, the counselor realizes that he is not prepared to deal with the degree of hostility and resentment that is coming forth during the sessions with the client. The counselor
- A) Undertakes a course of relaxation training designed to ameliorate his own responsiveness to the client's negative expressions.
 - B) Arranges a "time out" procedure so that the counselor can briefly disengage during counseling at points where the client's anger impairs his therapeutic efficiency.
 - C) Terminates the relationship with the client when it becomes clear that he cannot be of professional assistance.
 - D) Informs the client of his intention to locate another counselor who can give the client the kind of help that is needed.

13. In the course of his regular counseling appointments, Dick reveals to his counselor the plans for retaliating against a gang from a rival school. The counselor and Dick review all aspects of the brawl, which followed the previous week's football game that was broken up by school officials. Dick assures the counselor that for the next week's game everything will be under control because the ringleaders will bring some of their really effective weapons such as homemade zip guns and other ingenious juvenile adaptations. The counselor
- A) Takes direct action by strongly discouraging Dick from participating in the brawl and explores alternative solutions with him.
 - B) Reports the essence of the situation described by Dick to the principal of the school.
 - C) Advises Dick that should an outbreak occur, he would have to report Dick's involvement to the principal.
 - D) Relays this information to Dick's parents and encourages them to keep him home over the upcoming weekend.
14. Jane went to an encounter-type group shortly after the death of her husband. She is experiencing a great deal of loneliness and confusion and thinks being with others will help. However, the group experience is intensely painful and results in her breaking into uncontrollable tears at the slightest thing. When the group facilitator talks with Jane she communicates that she "just cannot deal with people very well yet". The group facilitator
- A) Provides support and encouragement for Jane's efforts to make contact and to "deal" with several group members.
 - B) Allows Jane to leave the group for a while until she is able to regain her composure and return.
 - C) Encourages Jane to leave the group and seek individual counseling in order to better deal with the grieving process.
 - D) Suggests that Jane talk to another counselor who is available for individual counseling rather than to remain in the group.
15. A high school senior interested in athletics indicates an interest in attending College X, because some friends do. The student indicates a strong desire to major in physical education. The admissions counselor at College X knows that this college offers only a minimum curriculum in this field and also perceives that the liberal arts program required will probably not satisfy this student. The counselor
- A) Informs the student of these limitations of College X in the light of his professed interest in a physical education major.
 - B) Informs the student to look elsewhere since it is doubtful that he would be interested in the liberal arts curriculum.
 - C) Describes the application procedure of College X in a way that does not influence directly the student's decision on whether to apply or not.

- D) Describes the advantages of liberal arts education and the routine transfer process should a more specific major be decided upon.
16. A counselor is conducting group counseling with six emotionally disturbed children from a special education program. In the third session, one of the children becomes agitated and physically combative. The counselor
- A) Terminates the session by sending the other children back to their regular classrooms and remains with the agitated child.
 - B) Intervenes in a protective fashion only when physical harm to other children seems eminent during the session.
 - C) Allows the counseling session to continue after first removing from the group room any objects that could be used to inflict injury.
 - D) Escorts the agitated child to his private office with an invitation to return to the group when he has “cooled off”.
17. In leading a counseling group, a counselor, during the first session, explains to the members of the group that everything said within the group is to be confidential. The group agrees to this. One day, while at the student union, the counselor chances to hear one of the group members discussing things that happened in the last meeting with some friends who are not group members. The counselor
- A) Contacts each group member by phone to describe the breach of contract and to solicit independent opinions on what action should be taken.
 - B) Reemphasizes the importance of confidentiality at the next group meeting in the abstract fashion that it doesn't allude to anyone directly.
 - C) Immediately confronts the group member about the violation of the group's confidence and asks the friends not to repeat the information that was revealed.
 - D) Discusses this incident at the next group meeting again, stressing the importance of confidentiality in the group.
18. With written parental permission, the counselor tapes an interview with a sixth grade girl. The mother, after discussing the interview with the daughter, shows up at the counselor's home that evening and demands to hear the tape on the grounds that the counselor has pried into the client's relationship with the mother. The mother remains adamant despite the counselor's repeated assurances that the tape was concerned solely with educational and vocational planning. The counselor
- A) Refuses to comply with the mother's demands and withholds the tape.
 - B) Attempts to empathetically explore the mother's concerns before playing selected innocuous segments of the tape.
 - C) Agrees to the mother's request, provided that she first obtains her daughter's permission to play the tape.
 - D) Plays and discusses the tape with the mother in a regular parent conference the next day at school.

19. A boy and his mother confer with the counselor about taking a machine shop course in the high school. The mother had told the counselor previously that she does not want any more teachers to know about the boy's problem with epilepsy. When the counselor discusses alternative electives, the boy angrily insists on the chance to try one of the shop machines to show what he is able to do. The counselor
- A) Advises them that while no student can be barred from public education the responsibility for any accidents would rest with the parents.
 - B) Confers with the principal and the school physician about the request after the boy and the mother have left.
 - C) Insists that it is a danger for the boy to be enrolled in the course and, in the boy's own interests, the request cannot be met.
 - D) Postpones the decision until the shop instructor can objectively evaluate the boy's ability to manage the shop machinery.
20. Jane tells the counselor that she has planned to kill her sister. Jane is quite well known for emotional outbursts. She has hurt several people at school during situations in which she could not control herself. The threat is taken seriously by the counselor who pursues in some depth how Jane feels during such emotionally aggressive outbursts. The counselor
- A) Strongly supports Jane's exploration of these feelings in subsequent sessions and in mindful of any other statements, which might corroborate.
 - B) Immediately informs Jane's parents of their daughter's serious need for continued treatments, but maintains confidentiality by avoiding mention of the specific threat.
 - C) Convinces Jane that it will be in her own best interests to supplement their counseling by joining a group where she can learn how other students deal with their anger and isolation.
 - D) Immediately, thereafter, arranges a session with Jane and her parents in order to frankly discuss Jane's recent aggressive outbursts and the specific threat.
21. A state legislative committee is investigating a state university. As part of their investigation, the committee requests information on the counseling center including counseling records. The director of the counseling center
- A) Informs the committee that their request will have to be approved by the University Dean of Students.
 - B) Provides all the information that has been requested with the exception of counseling records.
 - C) Furnishes all of the information that has been requested by the state legislative committee.

- D) Provides all information requested after exercising reasonable caution and determining no committee members are acquainted with the center's clients.
22. A counselor receives a frantic call from his best friend Ed whose wife has been seeing another counselor in treatment for about eighteen months. The counselor has been out of town on vacation for almost three weeks. During this time Ed's wife has become increasingly troubled. She is presently so depressed that she hasn't come out of her room for two days. Ed is frightened and asks the counselor to come talk with his wife just this once. Her counselor will be back next week but Ed is afraid to wait that long. The counselor
- A) Reassures Ed that the counselor probably discussed the vacation with his wife and explored with her ways to handle the feelings that might arise.
 - B) "Coaches" Ed as to how to talk to and be of help to his wife until the counselors return.
 - C) Agrees to see Ed's wife on an interim basis until her counselor returns from vacation.
 - D) Tells Ed that he should not counsel his wife, even if no other resources are available, due to her long-standing relationship with another counselor.
23. When being hired in a community agency of religious affiliation, a counselor is informed by the directors that their organization is strictly against abortions and that she will be expected not to advise any client to have an abortion. In fact, she will be expected to strongly urge individuals to take any alternative other than abortion. The counselor accepts the job. With clients concerned with unwanted pregnancies, the counselor
- A) Gives each client a choice of seeking assistance elsewhere, or continuing with her after explaining the agencies position.
 - B) Actively supports each client's right to decide upon treatment of their choice, even if this occasionally contradicts the agencies position.
 - C) Tacitly approves abortion as an alternative with those clients for whom abortion is clearly the best solution.
 - D) Automatically refers them to another agency which advocates the client's right to treatment of choice.
24. A school system requests that the local employment service send a staff counselor to the high school to test student's ability for college work. The employment services staff counselor feels that the tests typically used in their office, and the preparation of their staff, are inappropriate for this purpose. The staff counselor
- A) Honors the school systems requests, but qualifies the test results with misgivings about the appropriateness of the testing.
 - B) Administers the tests, which are familiar, and exercises reasonable caution in extending interpretations to the area of college aptitude.

- C) Expresses willingness to accept the job after explaining to the school system that it will be necessary to use test materials which are unfamiliar.
 - D) Declines the request, and suggests that the school system contact a college counseling center in order to determine alternative procedures.
25. During the administration of a test for national testing service, a breakdown in clocks causes the time to be two minutes short for a sub-test. The error is discovered a week later when the clocks are used again. The principal is reluctant to report the matter to the testing service. The counselor involved in test administration
- A) Reassures the principal that the breakdown can be excused since it was a constant error that affected all of the test-takers the same way on the subtest.
 - B) Insist that the clock break down be included in the report that is sent to the National Testing Service.
 - C) Discusses the timing error with the principal, but does not attempt to directly influence the principal's administrative decision on what will be included in the report.
 - D) Corrects each student's score by adding an estimate of how many more items the average student would have gotten correct in the additional two minutes.
26. A counselor who is employed as administrator of a college testing program has applied for admission to a university to complete doctoral training. It is learned that the university of choice requires a certain academic ability test as part of its admissions procedure. The counselor has administered and scored the test often and knows of its contents. The counselor
- A) Takes the test with the intentions of clarifying the results, if invited to the university for an Interview.
 - B) Informs the academic department of familiarity with the particular academic ability test.
 - C) Avoids administering or scoring the test for several months prior to taking it in order to minimize the advantage that might accrue from recent exposure to the test.
 - D) Arranges to take the test at another testing center, and informs the administrators of past experience with the particular test.
27. A counselor at a college counseling center receives a request for test information from a mental health center regarding a former client. The request is accompanied by a release signed by the former client and the counselor is generally sure that there are staff at the mental health center who are competent to interpret the test results. The counselor

- A) Makes sure that a complete interpretation accompanies any raw test data sent to the mental health center.
 - B) Sends the raw test data and scores that have been requested to the mental health center.
 - C) Sends the raw test data and scores with an accompanying cover letter promising to answer any interpretive questions that might arise.
 - D) Sends the raw test data and scores accompanied by an explanation of the former client's presenting problem to which the testing was addressed.
28. A university professor accepts a position as consultant to a research study, understanding that they need help on the measurement and evaluation as part of their study. After several meetings it becomes clear that they expect the counselor to be able to provide them with explicit technical help with computer procedures – knowledge that the professor does not possess. The university professor
- A) Keeps to the area of expertise rather than their technical need by redirecting their attention to the measurement and evaluation deficiencies of the study.
 - B) Sets apart some of the consulting fees in order to secure the necessary technical help from a reputable computer specialty firm.
 - C) Decides to resign from the consultant position, and notifies the research team of the difficulty in meeting their expectations.
 - D) Consults with a colleague skilled in computer procedures for the necessary technical information, which is then passed on to the research team.
29. A counselor designs an experimental, shortened version of the Minnesota Multiphasic Personality Inventory. Early indications are that the new test can save valuable testing time. One client learns of the experimental test and insists upon taking it instead of the longer form. The counselor
- A) Encourages the client to reconsider the choice after explaining that the convenience of the new test may be offset by the lesser confidence in its results.
 - B) Refuses the client's request on the grounds that there is insufficient technical data to establish confidence in the shortened version of the MMPI.
 - C) Administers the experimental test after explaining to the client that the preliminary research findings are that the test reveals important personality dimensions.
 - D) Administers the test only after explaining that, due to the experimental status of the shorter test, less confidence will be placed upon interpretations of the client's personality profile.
30. A counselor learns from several journal articles that there are several race-related or race-sensitive items on the MMPI; enough so that standard scores and norms of

the MMPI might not be fully appropriate for use with African-American clients. The counselor

- A) Avoids using the MMPI with minority clients under any circumstances in light of this information.
- B) Continues to use the MMPI with African-American clients, but carefully checks subsequent journals for corroborating evidence.
- C) Adheres to the standardized procedures of the MMPI in all respects, but advises African-American clients to omit those items identified as race-related or race-sensitive.
- D) Conducts a study that enables adjusting the scoring of the MMPI for African-American clients so that the standard interpretation aids can be used.

31. A counselor who has authored an inventory on study skills learns that a researcher has mimeographed the inventory with a new idea label on the cover. The counselor

- A) Accepts the research application of the inventory, but contacts the publisher to ensure that no attempt has been made to publish under a new label.
- B) Contacts the Association's Ethics Committee to request that an investigation be made of the unauthorized reproduction of the inventory.
- C) Informs the researcher that unless immediate changes are made, the situation will be referred to the Association's Ethics Committee.
- D) Requests that the Association's official journal publish a statement detailing the unauthorized appropriation, reproduction, and modification of the inventory.

32. A counseling consultant is asked to advise an administrative panel on the reorganization of the student personnel division of a college. She learns that the newly hired president is eager to relocate the clinical functions to the academic departments, e.g., psychology, speech, etc. The consultant

- A) Seeks to remain an independent observer and therefore avoids direct input from the staff and panel members in arriving at her recommendations.
- B) Does not offer a solution herself, but draws a full report of the pros and cons as outlined to her by all persons involved through a series of conferences.
- C) Bases her recommendation on the feasibility of the president's solution in the light of opinions presented by staff and panel members.
- D) Acknowledges the likelihood of the president's plan becoming a reality by offering concrete recommendations that would maximize its effectiveness.

33. A school counselor, wishing to go into full-time private practice, looks for ways to notify the public of his services. He arranges for space in the yellow pages of

the telephone book and lists himself as a vocational guidance counselor. In completing the advertisement, the counselor

- A) Secures the aid of an advertising consultant to prepare a listing which is both comprehensive and informative.
- B) Does not site his Association membership, but lists his experience as a school counselor and his degree.
- C) Lists his degree, experience as a school counselor as well as his full and associate memberships in the Association and other professional organizations.
- D) Lists his degree, experience as a school counselor, and only his full memberships in the Association and other professional organizations.

34. A counselor employed in a state rehabilitation agency is approached by a representative about a private concern that offers occupational rehabilitation training. The representative encourages the counselor to refer “suitable” clients to her practice and, in return, the counselor will receive a referral fee. The counselor

- A) Postpones a decision until she can determine if the private concern is effective in their training program and non-discriminant in their entrance procedure.
- B) Agrees to the plan only for those clients that present problems that might be better handled through a private rehabilitation agency.
- C) Decides not to accept the offer that has been made, and communicates this to the private concern’s representative.
- D) Postpones her decision until she can obtain a ruling on this arrangement from her immediate counseling supervisor.

35. An eighth-grade girl, one of ten children from a low-economic background, is in a special education class for children with mild disabilities. She is discovered stealing items from the girls’ locker room. During subsequent counseling, it develops that the girl is concerned about her menstrual cycle. A second counseling session, the next day, discloses that she has had frequent sexual intercourse with her father witnessed by some of her siblings. The counselor

- A) Calls in the school nurse to listen to the girl’s statements to assist in their interpretation.
- B) Keeps the information in confidence until the girl’s mother is consulted for permission to take further action.
- C) Immediately calls in the girl’s parents for a frank and open discussion of the situation.
- D) Calls in the father to inform him that if his behavior is repeated, his actions will be reported directly to the police.