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MULTIPLE CHOICE QUESTIONS

Chapter 1 Introduction

1. Law and ethics differ from one another in that:
 - a. laws dictate minimum standards of behavior that society will tolerate, whereas ethics represent the ideal standards expected by the profession.
 - b. ethics dictate minimum standards of behavior that society will tolerate, whereas laws represent the ideal standards expected by the profession.
 - c. ethics and laws have the same standards.
 - d. laws require that counselors always follow the profession's ethical standards.
 - e. ethics and laws are often in conflict because they are so different from one another.
2. The best statement about the nature of professional ethics in counseling is that:
 - a. if counselors study ethical codes and keep current with the professional literature, they can be assured of practicing in an ethical manner.
 - b. in order to practice in an ethical manner, counselors must always be in compliance with federal and state laws.
 - c. because there are few absolute right answers to ethical practice questions, consultation with counseling colleagues is very important when making ethical decisions.
 - d. because there are few absolute right answers to ethical practice questions, consultation with lawyers is very important when making ethical decisions.
 - e. the ethical standards have changed very little in the last 50 years, so if counselors learn the rules, they will be able to practice in an ethical manner.
3. The personal values of counselors:
 - a. have no place in the counseling session.
 - b. should be completely altruistic.
 - c. are influenced by their families of origin and their cultures, among other factors.
 - d. are rooted in universal moral principles.
 - e. should prevail over ethics when there is a conflict between the counselor's values and the client's behavior.

4. From the perspective of principle ethics, a counselor who is counseling a client planning a violent act against another person, and who intervenes to notify the client's family members is:
 - a. sacrificing client autonomy in order to prevent harm and to do good.
 - b. sacrificing fidelity in order to be truthful.
 - c. sacrificing justice in order to be faithful to promises made.
 - d. sacrificing veracity in order to protect the client's anonymity.
 - e. sacrificing beneficence in order to promote fidelity.
5. While principle ethics asks the question "What should I do?," virtue ethics asks the question:
 - a. "What would an ethical counselor do?"
 - b. "What should counselors who want to follow the law do?"
 - c. "Who should I be?"
 - d. "Who am I?"
 - e. "What does virtue mean?"
6. Virtue ethicists believe that:
 - a. to determine whether a counselor is ethical, each decision the counselor makes must be carefully weighed.
 - b. people exist in connection to and in relationship with one another.
 - c. actions speak louder than words.
 - d. there are no universal moral principles.
 - e. counselors should always be truthful.
7. At their most fundamental level, codes of ethics serve to:
 - a. protect and promote the welfare of the client.
 - b. protect and promote the welfare of the counselor.
 - c. protect and promote the welfare of the profession.
 - d. protect and promote the welfare of the counselor's agency.
 - e. protect and promote the welfare of the client's family unit.
8. Counselors who function according to mandatory ethics:
 - a. believe that employers should require specific behaviors of counselors they hire.



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- believe that their duty is to comply with basic “must” and “must not” statements in codes of ethics, and nothing more.
- c. believe counselors should determine what is ethical based on the specific situations in which they find themselves.
- d. _____ would favor ethical standards that use the word “should,” instead of the word “must.”
- e. would favor judging the actions of counselors based on the circumstances, rather than on strict rules.
9. When attempting to make an ethical decision, it is recommended that counselors take all of the following steps EXCEPT:
- a. tune into their feelings.
- b. _____ involve the client in the decision-making process.
- c. consider the moral principles.
- d. _____ consult with an attorney.
- e. identify desired outcomes.
10. Once counselors have disclosed their legal questions to their immediate supervisors, and have received a response either from the supervisor or from an attorney who is advising them as to the proper course of action,
- a. it is essential for counselors to seek a second opinion.
- b. _____ it is essential for counselors to choose and act on their own choice.
- c. it is essential for counselors to follow legal advice given to them, even if they do not agree with it.
- d. _____ it is essential for counselors to follow legal advice given to them, but only if they agree with it.
- e. it is essential for counselors to ask the ACA Ethics Committee for an opinion.
11. All of the following are situations in which it is necessary to consult with colleagues EXCEPT:
- a. when counselors face issues that require them to exercise judgment.
- b. _____ when there are no clear right or wrong answers.
- c. when deciding whether to respond to a subpoena.
- d. _____ when it is possible that clinical decisions will be challenged later.
- e. when they are not certain whether a client might be suicidal.

12. Laws:
- a.always support professional values and behaviors.
 - b. dictate maximum standards of behavior for professionals in a position of trust who provide services to the public.
 - c.are similar to ethics in that they represent ideal standards.
 - d. often conflict with an ethical standard related to a similar issue.
 - e.are agreed upon rules that are set forth by principles allowing people to live together in a society.
13. External forces that can support counselors in their efforts to practice ethically include all of the following EXCEPT:
- a. supervision.
 - b. intentionality.
 - c. consultation.
 - d. codes of ethics.
 - e. continuing education workshops and seminars.
14. The ACA Code of Ethics:
- a. helps to stabilize the profession.
 - b. answers nearly all questions that a counselor might have.
 - c. sets forth ethical responsibilities that never change.
 - d. is the single, universally accepted code of ethics for counselors.
 - e. is updated every two or three years.
15. When a counselor discovers that a client holds values that are dramatically different from the counselor's own values, the counselor should:
- a.try to gently persuade the client to re-examine his or her values.
 - b. respect the client's values, even though the counselor disagrees with them.
 - c.immediately refer the client to another counselor.
 - d. give the client some reading material that will broaden his or her perspective.
 - e.ask the client how he or she would feel if people discriminated against him or her because of values held.

Chapter 2

Professional Identity of Counselors

1. Counselors with a strong professional identity are able to do all of the following EXCEPT:
 - a. describe the services their profession renders to the public.
 - b. articulate the similarities and differences between their profession and other similar groups.
 - c. show pride in belonging to the counseling profession.
 - d. demonstrate that they hold a master's degree from a CACREP-accredited program.
 - e. explain the philosophy that underlies the activities of counselors.
2. A core belief that members of the counseling profession hold concerning helping others with their mental health concerns is:
 - a. it is important to identify the illness presented by clients.
 - b. the goal is to help clients return to the level of functioning enjoyed before the illness occurred.
 - c. remediation is the most appropriate means in dealing with emotional and personal problems.
 - d. prevention and early intervention are the most appropriate means to deal with emotional and personal problems.
 - e. in most cases, giving support is all that is necessary for people to resolve their personal crises.
3. Within the counseling profession, the primary goal of counseling is to:
 - a. help clients achieve wellness.
 - b. cure illnesses of clients.
 - c. identify and treat mental illnesses.
 - d. understand the illnesses with which clients present for counseling.
 - e. help clients understand unresolved emotional issues.
4. Counselors who practice from a developmental perspective:
 - a. focus on the physical development of their clients because physical development has a significant impact on the emotional well-being of clients.



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- focus on the intellectual development of their clients because clients must be taught to understand themselves in order to function more effectively.
- c. see personal development as a difficult goal to attain and requires the help of counselors who understand the human condition.
- d. view most problems people encounter as natural and normal since all developmental stages of life bring challenges.
- e. believe that all stages of life traumatize clients and, thus, the counselor's role is to treat the trauma their clients have experienced.
5. Counseling aims to help clients:
- a. become autonomous and no longer need other people in their lives.
- b. have a place to go that is comforting and supportive.
- c. learn to counsel themselves.
- d. have a person who can offer sound advice and solve their problems for them.
- e. be empowered to problem-solve independently.
6. Within the counseling profession, the primary national voluntary certification agency is:
- a. American Mental Health Counselors Association
- b. American Counseling Association
- c. American Association for Counseling and Development
- d. National Board for Certified Counselors
- e. National Registry of Certified Counselors
7. The school counseling movement in the United States resulted as a consequence of which major event?
- a. the Russians launching Sputnik.
- b. the assassination of John F. Kennedy.
- c. the Cuban Missile Crisis.
- d. The American Psychological Association's declaration that only doctoral-level psychologists would be recognized as professionals.
- e. the national legislation that ensured education for all handicapped persons.
8. All of the following are steps toward professionalization EXCEPT:
- a. getting state laws passed that regulate the practice of the profession.
- b. changing names to reduce identification with other professions.



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developing a code of ethics.

d. requiring members of the profession to possess specialized knowledge and skills.

e. offering services that are identical to services offered by other similar professions.

9. The most significant problem within the counseling profession today, according to the authors of the text, appears to be:

a. receiving third party reimbursement.

b. increasing salaries for master's level clinicians.

c. becoming a united and societally-recognized profession.

d. increasing the publication of experimental research studies.

e. convincing legislators to make counseling services available to everyone for a reasonable charge.

10. Certification is a process:

a. that is exclusively for school counselors.

b. through which official state agencies certify individuals as qualified to hold certain state jobs.

c. that protects the title of "counselor" in some states.

d. is always voluntary, whereas licensure is required.

e. that prevents individuals from practicing counseling unless they hold at least a master's degree.

11. All of the following statements about advertising one's services in an ethical manner are true, EXCEPT:
 - a. the ACA Code of Ethics imposes strict criteria and restrictions on advertising.
 - b. counselors must correct misrepresentations of their qualifications if they learn about such misrepresentations.
 - c. counselors are required to distinguish between paid and volunteer work experience when they advertise their qualifications.
 - d. counselors must present their credentials accurately.
 - e. many counselors hold multiple credentials and it is ethical to list all relevant credentials on their business cards.
12. Professionalism in counseling includes all of the following EXCEPT:
 - a. being intrinsically motivated to achieve best practices in counseling.
 - b. taking pride in one's profession.
 - c. holding a doctorate in counseling or a related field.
 - d. understanding the history and philosophy of the profession.
 - e. representing the profession to the public in a positive and vigorous manner.
13. A fundamental tenet of the wellness model is that:
 - a. traditionally, it has been espoused by members of all the helping professions (e.g., counselors, social workers, and psychologists), rather than by medical professionals.
 - b. the primary goal is to alleviate suffering.
 - c. people can transcend their environmental limitations.
 - d. mental health exists along a continuum.
 - e. scientific principles are applied to cure the client's identified mental illness.
14. The Council for Accreditation of Counseling and Related Educational Programs (CACREP):
 - a. sets standards for preparing counselors, social workers, and school psychologists.
 - b. requires that an individual hold a doctoral degree in order to be CACREP-certified.
 - c. encourages faculty who train counselors to have diverse backgrounds as counselors, counseling psychologists, and clinical social workers.
 - d. requires that training programs offer a 300-clock-hour practicum and a 300-clock hour internship.
 - e. has been generally accepted as the model curriculum for training counselors.

15. The primary difference between counselors and other mental health professionals is:
- a. only counselors provide mental health counseling services.
 - b. only counselors use the term “counseling” to describe the service that they provide to clients.
 - c. counseling is the primary professional service that counselors provide.
 - d. counselors do not diagnose and treat mental illnesses.
 - e. the primary service that counselors provide to clients is to connect them with resources in their communities that can help the clients achieve greater wellness.

~~Instructor's Manual and Test Bank~~

For

~~Ethical, Legal, and Professional Issues in Counseling~~

~~6th Edition~~

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CONTENTS

Foreword.....	iv
Mock Licensure Board Ethics Hearing.....	1
Guidelines for Using Instructor's Manual.....	10
Chapter 1 Introduction.....	12
Chapter 2 Professional Identity of Counselors.....	16
Chapter 3 Multiculturalism, Values, Social Justice, and Advocacy.....	20
Chapter 4 Client Rights and Counselor Responsibilities.....	24
Chapter 5 Confidentiality and Privileged Communication.....	28
Chapter 6 Records and Subpoenas.....	33
Chapter 7 Competence, Assessment, and Diagnosis.....	36
Chapter 8 Malpractice and Resolving Legal and Ethical Challenges.....	41
Chapter 9 Boundary Issues.....	46
Chapter 10 Technology in Counseling.....	50
Chapter 11 Counseling Children and Vulnerable Adults.....	54
Chapter 12 Counseling Families and Groups.....	58
Chapter 13 Professional Relationships, Private Practice, and Health Care Plans.....	62
Chapter 14 Issues in Counselor Education.....	66
Chapter 15 Supervision and Consultation.....	71
Chapter 16 Professional Writing, Conducting Research, and Publishing.....	76
Multiple Choice Questions.....	79
Answers to Multiple Choice Questions.....	135

FOREWORD

——— We hope this Instructor's Manual will be useful to professors who use our text in teaching counseling courses. Professors and trainers who use the text have permission to duplicate handouts, materials, and the test for their students for their own instructional purposes.

——— At the beginning of the course, you may want to complete the Mock Licensure Board Ethics Hearing exercise. This activity illustrates in a dramatic fashion how difficult it is to resolve ethical issues, how important it is for counselors to behave in an ethical manner, and how powerful state licensure boards are. We have found that students enjoy preparing for the mock hearing, serving as actors in the process, and participating in the final decision making as board members. It appears that students understand, after completing this mock hearing, that ethical decisions are difficult to make, that ethical standards are often vague and difficult to apply, and that having a complaint filed against you can be very distressing.

——— Included in the manual are suggested in-class activities, possible topics for debate, possible outside-of-class activities, questions for self-reflection or journaling, a case study, suggested student paper or presentation topics, and resource materials that might be utilized.

——— There are multiple-choice questions and answers at the end of the manual that might be used for examinations. The examination is formatted so that quizzes might be given for each chapter or the entire test (or selected items) might be used as a final examination for a course.

——— We are professors in the Counseling Graduate Programs at Old Dominion University and the University of New Orleans. In the event you have questions or suggestions as you use our text, please contact us by e-mail at tremley@odu.edu or bherlihy@uno.edu.

——— Our thanks go to our former doctoral students who contributed to the 1st edition of this manual, and whose work has been carried over into the 3rd edition: Dr. Lauri Ashton, Dr. Cathy Komisky, Dr. Vanessa Blanchard, Dr. Wellington Coleman, Dr. Neal Gray, Dr. Mary Hermann, and Dr. Meredith Nelson. We appreciate their time and effort.

Theodore P. Remley, Jr.
Barbara Herlihy

~~MOCK LICENSURE BOARD ETHICS HEARING~~

~~Ethics Complaint Hearing Held by a State Licensure Board~~

~~Directions for Classroom Exercise~~

~~———— This exercise is a bit complicated, but the learning that results is worth the preparation effort. Be sure that you, as the course instructor, have a thorough understanding of the details and the process to be used before beginning this exercise.~~

~~———— Assign the following roles to students in the class:~~

~~Hearing Officer
Prosecuting Attorney for the Board
Board Members
The Accused LPC (male)
Complainant One (female)
Complainant Two (male)
Witness for Complainant One (female)
Witness for Complainant Two (female)
Witness One for the Counselor (female)
Witness Two for the Counselor (female)
Witness Three for the Counselor (male or female)~~

~~———— The professor for the course may want to take the role of prosecuting attorney for the board. This is a key role and the individual assuming it must be self-confident and authoritative in performing his or her functions.~~

~~———— All class members who do not have other roles should be assigned the role of board members. At least six board members are necessary to provide a lively discussion during deliberations. If there are more than 12 students in the role of board member, divide them into two or more groups and allow them to deliberate and report their findings independently. Students should use their own names in the roles they are playing.~~

~~———— The room should be arranged like a courtroom. The hearing officer should sit in the front center behind a desk. To the hearing officer's right should be the prosecuting attorney for the board. The accused LPC should be to the hearing officer's left. The board members should be facing the hearing officers. Witnesses should sit directly to the hearing officer's left, facing the board members.~~

~~———— The class meeting before the mock hearing will be held, give the class a copy of the handout that is provided below, which includes the facts plus role descriptions for the hearing officer, prosecuting attorney for the board, board members, and the accused LPC. Do not give them the role descriptions of the witnesses.~~

———Emphasize that this licensure board is interested in whether the accused LPC violated the ACA Code of Ethics. Require class members to read carefully each section of the ACA Code of Ethics that are alleged to have been violated in this case. These include A.5, A.11.b, C.2.a, C.3.d, C.4.a, and C.6.d. In the class meeting before the mock hearing is held, go over each of the Code articles with the class and answer any questions class members may have about the relevant articles of the ACA Code.

———The hearing officer will convene the proceeding. The hearing officer will state that the purpose of the hearing is for the board members to hear the complaints that have been lodged against the accused LPC, and if they determine that the LPC has violated any of the following Code articles: A.5, A.11.b, C.2.a, C.3.d, C.4.a, and/or C.6.d., the board members will impose sanctions on the LPC. The hearing officer will tell the prosecuting attorney for the board to begin and will rule on any procedural matters but will not participate in the proceedings otherwise.

———The prosecuting attorney for the board will begin by explaining the nature of the case to the board members. The prosecuting attorney for the board will call witnesses in the following order: complainant one; witness for complainant one; complainant two; witness for complainant two. The prosecuting attorney for the board will first question the witnesses in an attempt to present all relevant information to the board members. After questioning each witness, the hearing officer will allow board members to ask each witness any questions they might have. After presenting the case against the LPC, the prosecuting attorney for the board will allow the LPC to present his defense. The prosecuting attorney for the board will call witnesses in the following order: the accused LPC; witness one for the LPC; witness two for the LPC; and witness three for the LPC. Again, after questioning each witness, the hearing officer will allow board members to ask each witness any questions they might have. After all the witnesses have testified, the prosecuting attorney for the board will ask any additional questions he or she has of any of the witnesses and will invite the board members to do the same. The prosecuting attorney for the board will not allow any questions from board members that are not relevant to the case or are not reasonable.

———The accused LPC and all other witnesses should be instructed to answer only questions posed to them and not offer any information unless asked a question that would elicit that information. They should also be instructed to make up reasonable responses to questions if the role information they have been given does not contain that information.

———When this process has ended, the hearing officer will instruct the board members that they are to deliberate and determine by majority vote whether the LPC violated one or more ethical standard. All class members with roles (including the accused LPC and all witnesses) should be instructed at the end of hearing to switch roles and become a licensure board themselves. They should also deliberate and determine by majority vote whether the LPC violated one or more of the ethical standards. In the event that one or more violations are found, the hearing officer will instruct the board members to determine the sanction to impose. Each group of students who comprise a board must deliberate in separate rooms.

———At the beginning of the deliberations, the board members will elect a chair who will manage the deliberations and will report the findings at the end of the deliberations.

~~When the deliberations have ended, the chair of the board members will announce their findings to the class. The chair will announce each standard of practice and whether or not a violation was found and will announce any sanctions to be imposed, if any violations were found. The course instructor should record the findings on a board for all class members to see.~~

~~The entire process can then be discussed, and learning points can be emphasized.~~

~~Each of the following role descriptions should be given only to the individual who is assuming the role. Each witness should be given only his or her role individually. Witnesses should not see the roles of other witnesses.~~

~~In addition, these directions and all witness roles should be given to the individuals who are assuming the roles of the prosecuting attorney for the board and the hearing officer.~~

WITNESSES

ACCUSED LPC

———The LPC should present himself as a responsible, conscientious mental health professional. He should admit that perhaps, in retrospect, he should not have hired the sons of his clients to work at his home, but he does not believe that his one mistake should in any way affect his license or his ability to practice as a counselor. He believes dating the sister of a client is acceptable because of the manner in which they met, which was not related to the counseling relationship. He assures the licensure board that he never discussed his client's issues with her sister. He believes that having a session with a client over lunch was appropriate, given the circumstances, although he admits it would not be something he would do on a regular basis. Regarding the video he showed Witness Two for the Counselor, he obtained written permission from all the group members to show the video to future clients.

COMPLAINANT ONE (A FORMER CLIENT)

———Complainant one wrote the board describing her discontent with the fact that her former counselor took her as a client even though she was a graduate student in the same program in which he was employed as an adjunct professor. She never had a class from him, but he knew she was in the program and she went to him because she knew he was an adjunct professor. She felt the counselor damaged her self-esteem because she had come to the counselor because of the repeated difficulties she had in relationships with men and the jealousy she experienced in relation to her older sister. She explained that the counselor had met and dated her older sister while she was still a client of his, and that she felt this was inappropriate. She believed that her counselor viewed her as a "friend" and something more than just a "client." She felt betrayed by him on several levels. She was very upset, reported loss of weight and sleep because of the experience with her counselor and felt that her counselor had, in general, violated the principle of *do no harm*.

COMPLAINANT TWO (A FORMER CLIENT)

———Complainant two and his wife had been counseled by the accused LPC for sexual problems they were experiencing in their marriage. They chose the counselor because he had a Ph.D. and was a specialist in sexuality counseling. Complainant two wrote the board expressing his discontent with the fact that the counselor had asked his two teenage sons to do some yard work and painting at his home and then became dissatisfied with the complainant's sons' work. He was upset when he realized that the counselor's Ph.D. was from a distance learning university and was not in counseling, but in a different field. He also felt that the counselor's specialty in human sexuality was questionable because of lack of in-depth training and supervision in this area.

WITNESS FOR COMPLAINANT ONE

———The accused LPC's first client asked her older sister to attend and to provide testimony during the hearing conducted by the licensure board. This witness described the stress, depression, sleeplessness, and weight loss her younger sister experienced after she began dating her sister's counselor. It seems that she met the counselor of her younger sister at a get-together planned by a mutual friend. She and the counselor remembered meeting each other in the counselor's reception room eight months earlier, expressed surprise that they had a friend in common, and decided to meet for coffee later in the week. Eventually, she and the counselor began to date but stopped dating, at her suggestion, based on the effect the relationship was having on her younger sister. She and the counselor resumed dating shortly after her younger sister announced that she would no longer be coming for counseling. She and the counselor are still dating at the time of the hearing. She is adamant that the LPC never revealed any confidential information to her that her sister told the LPC during their counseling sessions.

WITNESS FOR COMPLAINANT TWO

———Complainant two asked his wife to provide testimony for the licensure board. It seems the accused LPC asked the two teenage boys of complainant two to do yard work and some painting at his house. At first, the wife of complainant two wondered about the counselor hiring their sons, given the fact that she and her husband were clients. She assumed that this was above-board, ethically, and appreciated the opportunity their sons had to earn extra money. As time passed, however, the accused LPC began calling the house and complaining about the quality of some of the yard work. Finally, the counselor became very angry when one of the boys spilled paint on the living room carpet. The accused LPC insisted that the client and his wife pay the bill for cleaning the rug. The clients paid and terminated their sessions with the accused LPC when they discovered that his Ph.D. was not in counseling and was "from a correspondence school," and that he had not obtained any type of certification or credential for his claimed specialty in human sexuality.

WITNESS ONE FOR THE COUNSELOR

———This client was most supportive of the accused LPC. She called him after a friend gave her his business card and was impressed with the fact that he had a Ph.D., was an LPC, and had a human sexuality specialty. He had successfully assisted her to resolve some relationship issues with a former spouse and had met her expectations in all respects. She reported that she was especially pleased when he agreed to do a counseling session with her, on a day she was feeling "desperate," by counseling with her over lunch at a local restaurant. She paid for her own lunch and the session and reported some initial concern that the session might have been "overheard." She dismissed that concern because she felt he had gone out of his way to see her on a day on which he had 11 other clients. Overall, she believes that the accused LPC is an outstanding counselor.

~~WITNESS TWO FOR THE COUNSELOR~~

~~——— This client had been in one of the accused LPC’s groups on issues connected with assertiveness. She had been in the group for a year and had recently switched to individual counseling. At one point, when she was discouraged with her progress, the LPC had allowed her to watch a video of a session with another group. She felt that the experience was a turning point because it gave her helpful ideas about other ways to become more assertive. She believes that the accused LPC is a “master counselor” and she has referred many of her friends to him for counseling. They have all been very satisfied with the results of their counseling experience.~~

~~WITNESS THREE FOR THE COUNSELOR~~

~~——— This witness is a professor in the counseling graduate program in which the accused LPC teaches one course each semester. The professor has been president of the state counseling association, is well known in the community, and recently received an award given by the university for excellence in research. The professor believes that the accused LPC is an exemplary professional. He or she believes that the accused LPC has the highest ethical standards, enjoys an outstanding reputation among his peers, and is an expert in the areas in which he practices. The professor and the accused LPC completed their master’s degree programs together several years ago, and the LPC is a friend of the professor and his or her spouse and they often socialize together.~~

HANDOUT FOR ENTIRE CLASS

Ethics Complaint Hearing Held by a State Licensure Board

FACTS

———The role of a state licensure board is to protect the citizens of the state from harm that might occur if they were treated by individuals who are not qualified to render effective counseling services. The reason the state agreed to set up a licensure board for counselors is because the state legislature was convinced that the general public does not have the knowledge or expertise necessary to decide for themselves who is qualified to practice counseling and, of those who are licensed, who is practicing in an ethical and professional manner. In protecting the public, board members determine who is eligible for a license as a counselor (based on the state statute) and impose sanctions on LPCs who are found guilty of violating the ACA Code of Ethics.

———A Licensed Professional Counselor (LPC) has been accused by two former clients of violating the ACA Code of Ethics. The LPC board has adopted the ACA Code of Ethics as the ethical principles to which counselors must conform. Relevant sections of the ACA Code of Ethics may be consulted when determining whether specific code sections have been violated.

———Both clients, independently of each other, filed written complaints with the Board of Licensed Professional Counselors 12 months ago. When a complaint is filed with the board, only the prosecuting attorney for the board sees the complaint and corresponds with individuals regarding the complaint up until the time of the hearing. At the hearing stage of the process, board members know the complaint exists, but have no information regarding the identity of the LPC, the facts of the case, or the testimony that will be presented at the hearing. The former clients are accusing the LPC of violating ACA Code articles A.5, A.11.a, C.2.a, C.3.a, C.3.d, C.4.a, C.4.d, and C.6.d. At the time the complaint was filed, the prosecuting attorney for the board made the determination that, if the allegations were true, it is possible that the LPC had violated the ACA Code of Ethics.

———The LPC was notified of the complaints and was ordered by the prosecuting attorney for the board to respond in writing. The LPC provided a written response. After reading the response, the LPC prosecuting attorney for the board decided to schedule a hearing because the position of the complaining clients was much different from the position of the LPC and it would take a hearing for board members to come to some fair conclusion on this matter. At this hearing, the two former clients will be asked to present their complaints and answer questions about those complaints. Witnesses identified by the former clients will also be asked to appear and provide testimony. The LPC will be asked to present his version of the facts and to respond orally to the complaints. He will be notified that he may also ask witnesses to provide testimony on his behalf during the hearing. The board members will be directed to ask questions of all those who are present. At the conclusion of the hearing, the board members will decide whether the LPC violated the ACA Code of Ethics, and if so, which sanction will be imposed on the LPC.

———When deliberating after hearing all of the testimony, board members will first have to decide whether the LPC violated any of the following identified Code articles: A.5, A.11.a,

C.2.a, C.3.a, C.3.d, C.4.a, C.4.d, and C.6.d. In doing this, board members have to decide which witnesses to believe and which witnesses not to believe. If a violation of one or more Code articles is found, then board members have to decide which sanction to impose on the LPC. Possible sanctions are limited to those listed below. No remedial sanctions (such as taking additional courses, receiving additional clinical supervision, or completing workshops) are allowed. Any sanctions imposed will be published in the quarterly board newsletter and will be sent out as a press release to the state counselor association's newsletter and newspapers in the area in which the LPC practices. Only one of the sanctions listed below may be imposed. The possible sanctions include:

- [1.] A written reprimand placed in the LPC's licensure file. The reprimand would become a part of the LPC's permanent record.
- [2.] A period of probation. If the LPC is found guilty of any additional violations during the probation period, additional sanctions such as extended probation, suspension, or revocation may be imposed. The probation period may be from one to five years.
- [3.] Suspension of the LPC's license. If suspension is imposed, the LPC may not practice for that period of time and his license will be reinstated automatically upon the expiration of the period of time. If the LPC is found guilty of any additional violations during the probation period, additional sanctions such as extended suspension or revocation may be imposed. The suspension period may be from three months to three years.
- [4.] Revocation. If a revocation is imposed, the LPC may never practice counseling again in the state. He may reapply after five years for licensure, but the burden of proof will be on him to demonstrate that he has rehabilitated himself. The board will not be required to issue a new license to him.

ROLES

HEARING OFFICER

———The hearing officer is an assistant attorney general for the state. He or she is a lawyer. The hearing officer's role is to act as the judge in the proceeding. He or she convenes the proceeding, rules on procedures, and directs activities in the proceeding. The hearing officer reminds all parties that the hearing is being held to determine whether the accused LPC has violated the ACA Code of Ethics, and if so, to impose sanctions. Once the board members are sent off to deliberate, the hearing is concluded.

PROSECUTING ATTORNEY FOR THE BOARD

———The prosecuting attorney for the board has been hired by the board to prosecute licensees, is on the staff of the state attorney general's office, and has extensive experience serving as a prosecutor. The prosecuting attorney for the board has no relationship with the board other than to prosecute licensees in relation to complaints against them in a fair manner. The prosecuting attorney's role is to present the complaints made by former clients to the board members, to allow the LPC to present his side of the story (including his witnesses), and to ensure that a fair and impartial hearing is held. Since the LPC is not allowed to have an attorney represent him at this quasi-judicial proceeding, the prosecuting attorney is careful to be unbiased, fair, and thorough in performing his or her duties.

THE ACCUSED LICENSED PROFESSIONAL COUNSELOR (LPC)

———The accused LPC is an ambitious practitioner. He holds a Ph.D. in Student Personnel Services from a university that offers external degree programs and is accredited by the regional accrediting body. His M.Ed. was in counseling from a CACREP-accredited counselor education program. He completed his Ph.D. while maintaining a private practice. He facilitates four to six groups per week and sees 30 to 35 clients on an individual basis each week. His training in sexuality was gained by taking one course in human sexuality during his master's degree program, reading some books on the subject, and attending two two-day workshops. He does training for other mental health professionals on human sexuality across the life span, sexual dysfunction, and sexual addiction. He teaches one course each semester for a counseling master's degree program located in his community. He markets for new clients in an assertive manner and is viewed as personable and somewhat charismatic. He admits the facts alleged by the complainants but denies any wrongdoing. He does not believe any of his actions constitute a violation of the ACA Code of Ethics.

GUIDELINES FOR USING INSTRUCTOR'S MANUAL

FOCUS QUESTIONS

In the class session before a chapter is assigned to be read, instructors may want to lead a class discussion of the focus questions for that chapter. It is anticipated that students' interest in the topics will be stimulated by discussing the questions before reading the chapter. After having thought through these questions and listened to discussion surrounding them, hopefully, students will find the chapter materials more interesting than if they had read the chapter without any prior discussion.

——— For each chapter, we have provided points instructors may want to make. Instructors should address these points after students have had an opportunity to explore each question in class.

IN-CLASS ACTIVITY

——— We have provided an in-class activity for each chapter. Instructors could use these activities to illustrate issues brought up in the chapter.

POINT/COUNTERPOINT (DEBATE) ACTIVITY

——— For each chapter, we have provided one or two topics that students might debate in a “point/counterpoint” discussion in class. For each activity, we suggest that 2 small groups of (3 or 4) students be assigned or be allowed to choose sides of the debate and then prepare a 5-minute presentation in which they try to persuade class members that their viewpoint is correct. During class time, each side presents its point of view. Next, each side is given 2 minutes to “huddle” and prepare to rebut the other side's arguments, while class members make notes on the arguments presented by each side. Each side then takes 2 minutes to present its rebuttals. To complete the activity, the class members who were the audience will vote for the side they believed was most persuasive.

——— For courses taught on-line, these point/counterpoint debate topics could be used as discussion board activities.

OUTSIDE CLASS ACTIVITY

——— We have also provided an outside of class activity for each chapter. If instructors want students to be engaged in activities outside of class, we have offered suggestions for doing that.

TOPICS FOR SELF-REFLECTION/JOURNALING

——— For instructors who wish to engage students in self-reflection on the material to personalize what they are learning, we have provided a topic for each chapter that students can reflect upon in a personal journal.

CASE STUDY

———— We have provided an additional case study that is not included in the textbook. If an instructor is oriented toward the case study method of instruction, this case study could be utilized in addition to the ones printed in the textbook.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

———— For each chapter, we have provided topics instructors could assign for short papers or oral class presentations.

MULTIPLE CHOICE QUESTIONS

———— Some programs utilize multiple choice questions for comprehensive examinations at the end of the master's degree program. In addition, students must take a multiple choice exam in all states to become licensed and to become National Certified Counselors. To help students prepare for these later multiple choice exams in the areas of ethics, law, and professional issues, multiple choice exam items are provided for each of the 16 chapters in the textbook.

———— Instructors may want to give short tests for each chapter, give a mid-term and a final exam, or give one exam at the end of the course. If some chapters are not assigned, test items for those chapters could be eliminated.

Chapter 1 Introduction

FOCUS QUESTIONS

[1.] Assuming that you are a moral and responsible person (as are most counselors), why do you think it is important for you to study ethical and legal principles and the decision-making process?

Points instructors may want to make:

- The counseling profession has a written code of ethics. The code's guidelines for practice must be read and understood. Simply acting as you think is right and moral may not lead to your being in compliance with the American Counseling Association Code of Ethics (or other counseling codes, as well).
- Although counselors often have good intentions, if they violate an ethical principle or a law, they can get into serious trouble.
- It is important to understand that there are few *right* answers when making ethical decisions. Furthermore, consultation with other mental health professionals is very important.
- It is vital that counselors understand that when they are facing a legal issue, they should request and obtain legal advice.

[2.] What are the differences among legal standards, ethical standards, and best practice?

Points instructors may want to make:

- Legal standards are the minimum behavior society will tolerate from a professional. Legal standards are created by society to protect citizens from bad professionals.
- Ethical standards are the minimum behavior other counselors will tolerate from counselors. Ethical standards are created by counselors themselves to ensure that counselors practice in a way that helps clients and does not hurt them.
- Best practice represents the ideal for counselor practice. It may be difficult to get a group of counselors to agree upon what best practice would be, but all counselors want to strive for best practice, not just meeting minimum ethical or legal standards of practice.

[3.] What resources can you use when you need help in resolving an ethical dilemma?

Points instructors may want to make:

- The best approach counselors can use to resolve ethical dilemmas is to consult with colleagues. If a counselor's supervisor is a mental health professional, that person certainly should be consulted. Other possible consultants include counselors who perform similar duties as the counselor, counselors in other settings that are similar, experts in the counseling field, and perhaps former professors.
- Relevant sections of the ACA Code of Ethics and other relevant codes of ethics should be read.

- Journal articles and textbook chapters that deal with the issue should also be read.

[4.] How should you get legal advice when a legal issue presents itself?

Points instructors may want to make:

- Generally, counselors should ask their immediate supervisor to obtain legal advice for them. The supervisor then obtains the advice and reports it to the counselor.
- The ACA professional liability insurance company provides a legal *hot line* that insured counselors can call and talk to an attorney free of charge.
- Counselors employed in an agency do not need to pay for legal advice themselves. The only exception would be if the agency is planning to take adverse action against the counselor because of the legal problem. Under those circumstances, a counselor should hire his or her own lawyer.

IN-CLASS ACTIVITY

Title: In-Vivo Ethical Decision-Making Process

Learning

Goal: To apply ethical decision-making models to possible scenarios that may arise in a practicum or internship site.

Procedures: Assign students to groups (preferably 3-4 students in each). Present various ethical and legal scenarios from the text. Have the students discuss the scenarios in the context of an agency or school staffing. Ask one student to act as the agency or school counselor coordinator. Have the individual groups role play the dilemma for 15 minutes and then ask a representative from each group, one at a time, to discuss the process by which the particular decision or decisions were made. Allow the groups to interact with audience members.

Point/Counterpoint (Debate) Topics

Title: Approaches to Ethical Decision-Making

Learning

Goal: To consider the strengths and limitations of the primary approaches to ethical decision-making.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: *The best approach for counselors to use in making ethical decisions is principle ethics.*

vs.

~~Counterpoint: The best approach for counselors to use in making ethical decisions is virtue ethics.~~

Title: ~~Multiple Codes of Ethics or a Unified Code?~~

Learning

Goal: ~~To consider the pros and cons of having a single, unified code of ethics for counselors versus having multiple, specialty codes.~~

~~Point: The counseling profession should have one unified code of ethics for counselors in all settings.~~

~~vs.~~

~~Counterpoint: There should be different codes of ethics for each main specialty area within counseling (e.g., schools, community agencies, private practice, colleges).~~

OUTSIDE CLASS ACTIVITY

Title: ~~Ethical and Legal Standards in the Workplace~~

Learning

Goal: ~~To apply ideas from the course to the workplace.~~

Procedures: ~~Ask students to summarize policies at their practicum or internship sites, or their work sites—if they are working at counseling-related sites—concerning the handling of legal and ethical issues in the workplace. Students may also request an interview with the agency attorney or administrators, if possible.~~

Self-Reflection/Journaling

Journal Entry: ~~Reflect on and discuss your motivations for choosing counseling as your profession, as opposed to another mental health profession such as psychology or social work?~~

Using the Internet as a Learning Tool

Assignment: ~~Search the Internet and find an ethical decision-making model that is not discussed in the text. In what ways is this model similar to and different from the ethical decision-making process described in the text? Briefly explain which particular model you believe would be most useful to you, personally, given your current site or anticipated future setting.~~

CASE STUDY

~~At your agency you notice that information concerning clients is not being filed properly and, at times, is being left in open view in rooms where counseling sessions occur. You speak to your supervisor who thanks you and reports that the problem will be handled. After two weeks, you notice the same instances occurring. What do you do?~~

Case Study Discussion

- [1.] Why is this issue a problem, or is it a problem?
- [2.] You probably would want to bring the issue up to the supervisor at least one more time. If the problem continues, speaking to the supervisor's supervisor may be warranted. What issues are involved in going over the supervisor's head?
- [3.] If this issue is not addressed, what possible legal ramifications or ethical complaints could the agency face?

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Take an ethical decision-making model and apply it to a specific scenario (If possible, use an example from a practicum or internship site.).
- [2.] Look at the scenario from both a legal and an ethical perspective. Does considering the situation from both points of view make it easier or harder to come to a decision?
- [3.] Have students present on current literature related to contemporary legal and ethical issues in which counselors may become involved. Examples might include: internet counseling, dealing with managed care companies, navigating dual relationships in small communities, determining whether or not to counsel client with a presenting issue outside of your scope of training or experience, responding to subpoenas as an independent private practitioner.

Chapter 2

Professional Identity of Counselors

FOCUS QUESTIONS

[1.] How do you respond when your friends and relatives ask you what you are studying in graduate school?

— Points instructors may want to make:

- — Defining counseling as a profession that is similar to another profession, such as psychology or social work, is not helpful in educating the public about the profession of counseling...or in helping counselors establish our unique professional identity.
- — It would be best to explain that you are earning a master's degree in counseling, which is a professional degree that allows graduates to provide professional counseling and mental health services to the public.
- — It would also be appropriate to explain the wellness orientation of counselors, which is described below under question 2.

2. How do you think the wellness model of mental health espoused by counselors is different from the illness model or medical model of mental health?

— Points instructors may want to make:

- — In the illness or medical model of mental health, the first thing a mental health professional does is diagnose a client's mental or emotional disorder. Once the disorder has been treated successfully, the client is discharged until another disorder appears. Then the client returns to the professional again for treatment.
- — The wellness model of mental health is founded on the following beliefs:
 - — The best perspective for assisting individuals in resolving their emotional and personal issues and problems is the wellness model of mental health.
 - — Most of the issues and problems individuals face in life are developmental in nature and, thus, understanding the dynamics of human growth and development is essential to success as a helping professional.
 - — Prevention and early intervention are far superior to remediation in dealing with personal and emotional problems.
 - — The goal of counseling is to empower individuals to resolve their own problems, independently of mental health professionals, and to teach them to identify and resolve problems autonomously in the future.

3. What are some of the major challenges facing the counseling profession today?

— Points instructors may want to make:

- — Fragmenting into separate groups along the lines of specialties, instead of working toward public recognition as one unified profession of counseling.

- Working toward standardization of licensure requirements and school counselor certification requirements across the 50 states, the District of Columbia, and possessions of the United States.
- Ensuring that other mental health professional groups do not interfere with counselors diagnosing and treating mental and emotional disorders or limit the testing practices of counselors.
- Establishing job classifications in state governments and at the federal level for counselors.

IN-CLASS ACTIVITY

Title: Counselor Professional Identity in the 21st Century

Learning

Goal: To understand contemporary issues facing the profession.

Procedures: Convene a class forum concerning the current state of the profession of counseling and challenges to the profession in the 21st century. Have students discuss measures they personally can take to promote and advance the counseling profession. Also have students discuss what they would like to see happen in the profession in the short term (10 years) and the long term (25–50 years).

Discussion

Questions: What role can students play in the standardization and professionalization of counseling?

What do you believe to be the major obstacles facing the counseling profession in the 21st century? Discussion topics may include problems with managed care; supervision provided by professionals other than counselors (e.g., social workers, psychologists); and non-uniformity of state laws concerning licensure and supervision requirements, or other problems.

Point/Counterpoint (Debate) Topics

Title: Is counseling a profession?

Learning

Goal: To consider the criteria for being considered a profession and to compare the status of counseling to those criteria.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3–5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: *Counseling should be considered to be a bona fide profession.*

vs.

Counterpoint: *Counseling should still be considered to be a semi-profession.*

Title: Is counseling truly a unique mental health profession that should have its own licensure?

Learning

Goal: To consider the differences and similarities between counseling and other, related mental health professions.

Point: *The counseling profession is unique and distinctly different from other mental health professions; therefore, counselors should have their own specific licensure process.*

vs.

Counterpoint: *There are more similarities than differences between counseling and other mental health professions and it would be more efficient and less confusing for consumers if there were just one state license as a “mental health professional.”*

OUTSIDE CLASS ACTIVITY

Title: Becoming a licensed professional counselor, becoming a national certified counselor, obtaining liability insurance, and joining ACA.

Learning

Goal: To begin taking the steps necessary to develop the identity of counselor.

Procedures: Ask students to visit the web site of their state licensure board to determine the procedures necessary to become licensed or certified as a counselor in the state. Have students present a plan to acquire the credential (how much supervised experience, who can supervise, what type of setting allows for hours toward licensure, how to register and study for the licensure test, deadline schedule for submission and board review of licensure application: rolling, monthly, quarterly, etc.). Have students visit the web site of the National Board for Certified Counselors (www.nbcc.org) to learn about the National Certified Counselor credential. Have students present a plan concerning the steps they must take to acquire the credential. Have students visit the ACA web site (www.counseling.org) and summarize the steps needed to become a member. Also have students obtain information regarding the purchase of ACA professional liability insurance (www.counseling.org/membership/membership-savings/liability-insurance), both in their status as practicum or internship students, and as working professional counselors after they complete their degrees.

Question for Self-Reflection/Journaling

Question: What is my responsibility to advocate for my profession, and what are some actions I will take, both now and when I am a counseling practitioner, to fulfill that responsibility?

CASE STUDY

——Mike is a newly hired counselor at your agency. He comes highly recommended and is an LPC. After talking briefly with Mike, you find out that he graduated from a master's degree program in clinical psychology and was *grandparented* as an LPC. You also discover that his past clinical supervision has been with a licensed social worker.

Case Study Discussion

- [1.] What issues are present that might possibly affect Mike's identity and role as a counselor?
- [2.] How might Mike's supervisor and co-workers help Mike develop a strong identity as a counselor?
- [3.] Why is it important for Mike's supervisors and co-workers to express understanding and respect for the differing approaches of clinical psychologists, social workers, and counselors?

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Present on the American Counseling Association and the specialty areas within the association (e.g., ACES, AMHCA, ASGW, etc.). Have students discuss the advantages of being a member of ACA and one or more specialty divisions. Additionally, why is becoming a member of professional counseling associations important for one's identity as a counselor?
- [2.] Have students interview counselors and other mental health professionals in the community, or at their practicum site, or a school or agency, concerning their knowledge about the differences among the various mental health professionals. Have students present their results in class.
- [3.] Ask students to review current legislation issues in your state concerning the counseling profession (e.g., third party reimbursement legislation, privileged communication, funding of elementary school counselors, etc.). The state counseling association web site will have information available on state legislative initiatives. Have students discuss what they can personally do to get involved in advocating for and advancing the profession.

Chapter 3

Multiculturalism, Values, Social Justice, and Advocacy

FOCUS QUESTIONS

[1.] What do you see as the characteristics of a “culturally competent counselor”?

— Points instructors may want to make:

- — Culturally competent counselors seek to understand clients’ diverse cultural backgrounds, as well as their own cultural identities. Counselors must explore their personal cultural identities and the ways in which these identities impact their values and beliefs relative to the counseling process.
- — Counselors have an ethical obligation to be culturally competent.
- — The Association for Multicultural Counseling and Development (AMCD) has published cross-cultural competencies and objectives (https://www.counseling.org/Resources/Competencies/Cross-Cultural_Competencies_and_Objectives.pdf), and ACA has published Advocacy Competencies and Multicultural and Social Justice Counseling Competencies, which can be retrieved from the ACA web site (<https://www.counseling.org/knowledge-center/competencies>).

2. — In what ways is cultural competence an ethical issue?

— Points instructors may want to make:

- — The introduction to Section A of the ACA Code of Ethics states that counselors must take an active role in attempting to understand clients’ diverse cultural backgrounds and the ways that their own cultural identities affect their values and beliefs relative to the counseling process.
- — The ACA Code of Ethics requires that counselors respect the diversity of clients, trainees, and research participants (Section A.4.b.). All sections of the ACA Code of Ethics require that counselors pay attention to the diversity of their clients.
- — Counselors wield power over clients; therefore, avoiding the abuse of that power in areas of cultural differences is an ethical responsibility of counselors.
- — The ACA Code of Ethics states that multicultural counseling competency is required in all counseling specialties (C.2.a.).

3. — How would you define “social justice”?

— Points instructors may want to make:

- — Social justice has been defined as a commitment to promote access and equity, with the aim of empowering and ensuring full participation of all people in a society, especially those who have been marginalized and systematically excluded on the basis of race, ethnicity, gender, age, ability status, sexual orientation, socioeconomic status, or other characteristic of group membership.

- Issues of social justice and advocacy have become more prominent in the 21st century and counselors must learn how to be effective advocates for their clients.
- Counselors advocate at individual, group, institutional, and societal levels to address possible barriers to client access and/or growth and development.

4. How can you ensure that you are competent to provide counseling services to the culturally diverse clients who may seek your assistance?

Points instructors may want to make:

- Counselors must ensure they understand the differences clients bring to the counseling relationship through reading, attending workshops, and having discussions with other counselors.
- It takes conscious effort, especially for members of the dominant culture, to become aware of one's cultural biases.
- Sue (1996) has said that counselors must become culturally aware of their own values, biases, and assumptions about human behavior; must increase their knowledge of the cultural values, biases, and assumptions of the diverse groups of clients with whom they will work; and must develop culturally appropriate intervention strategies for assisting diverse clients.
- Certain forms of bias—including racism, sexism, classism, homophobia, ableism, ageism, and spiritual and religious bias—are prevalent in society. Consequently, counselors in training are not immune from these biases and must take proactive steps toward identifying, processing, and remediating problematic perspectives and attitudes.

IN-CLASS ACTIVITY

Title: In-Vivo Multicultural/Diversity Discussion

Learning

Goal: To include issues of diversity when working with clients.

Procedure: Place students into groups of 3-4 participants. Present case studies of clients presenting with issues for which counseling is being sought. Have students, in the venue of a staffing, discuss the cases for 15-20 minutes. Following the discussion session, provide client demographic information to the groups in which diversity issues are introduced and allow members to determine whether this new information changes their responses to the individuals being counseled.

Point/Counterpoint (Debate) Topics

Title: Should counselors in secular settings pray with their clients?

Learning

Goal: To consider the fundamental professional questions involved in addressing religious issues within the counseling relationship.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: Counselors should be willing and prepared to pray with clients who request it.

vs.

Counterpoint: Counselors should refer clients to members of the clergy when clients ask the counselors to pray with them during counseling sessions.

Title: Should counselors refer clients for conversion/reparative therapy?

Learning

Goal: To consider the conflicting issues involved in whether to refer clients for requested services, when those services may cause harm to the client.

Point: Counselors should refer clients to conversion/reparative therapists when clients continue to request these services after the counselors have explained their concerns about this approach.

vs.

Counterpoint: Counselors should never refer clients for conversion/reparative therapy or other services that might cause harm to the clients.

OUTSIDE CLASS ACTIVITY

Title: What it Feels Like to be Different

Learning

Goal: To help students understand the feelings and experiences of people who are members of cultural minority groups.

Procedure: Ask students to attend a function at which they are the only person of their race or culture. Assign students the task of describing their experiences in a two-page paper.

Topic for Self-Reflection/Journaling

Topic: What forms of cultural bias or prejudice am I most likely to hold without being aware of these biases? How might these biases affect my future work with my clients?

CASE STUDY

Dr. Linwood, a counselor educator, is talking with Jay, a new White student in the master's degree program. Jay tells Dr. Linwood that he is totally unbiased toward African-American people. Jay says he is *color blind*, in that he does not even notice if a person has dark skin. He

goes on to say that all people are the same and should be treated the same. He adds that he has a friend who is African American.

Case Study Discussion

- [1.] How do you think Dr. Linwood should respond?
- [2.] How can Dr. Linwood help Jay become more culturally competent?

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Have students write a reflection paper concerning how their values can affect their clients.
 - [2.] Have students prepare a document containing the goals they must accomplish to become a competent multicultural counselor. Have students discuss these goals within the class setting.
 - [3.] Have students access the AMCD web site (www.amed-aca.org) to learn more information about multicultural counseling and share what they learned.
-

Chapter 4

Client Rights and Counselor Responsibilities

FOCUS QUESTIONS

[1.] What are some steps that counselors should take to safeguard the welfare of their clients?

— Points instructors may want to make:

- Counselors are responsible for safeguarding clients' welfare from the initiation of the counseling relationship and extend through termination of the relationship.
- Counselors have a fiduciary relationship with their clients, meaning that counselors are responsible for acting in the best interest of their clients and avoiding interactions that are solely directed toward benefitting themselves. Counselors should remain aware of their motivations and needs, to ensure that their personal needs are not being met at the expense of their clients and, furthermore, that they are not fostering dependency.
- The personal values of counselors might conflict with those of their clients in some of the following situations: abortion, assisted suicide and the right to die, beliefs and behaviors of members of cults, beliefs and behaviors of gang members, child or elder neglect or abuse, genetic engineering, interracial dating and marriage, premarital sex or extramarital sex, and sexual identity. It is not unusual for counselors to hold values that are in conflict with the values of their clients.
- Counselors who hold values that are different from the values of their clients can provide effective counseling services, but only if counselors avoid imposing their values on their clients. Additionally, it is critical for counselors to make sincere efforts to understand and appreciate client perspectives that differ from their own.

2. Do you believe a counselor should be allowed to refuse to provide counseling services to some groups of people who request them? If so, which groups and under what circumstances?

— Points instructors may want to make:

- Counselors in private practice do not have to counsel any clients; however, private practitioners should not unfairly discriminate against individuals and they should not arbitrarily terminate their relationships with clients.
- Counselors who work for employers might be expected to provide services to any client who legitimately requests counseling services and, if counselors refuse to counsel particular clients, they could be legally terminated from their jobs.
- Some of the legitimate reasons a counselor might ask not to be required to counsel a particular client might include: the counselor does not have expertise in the area of concern expressed by the client, the counselor already has too many clients, or the counselor will be closing his or her practice soon. Conversely, it is not appropriate for a counselor to refuse to counsel a client because the counselor does not approve of a client's lifestyle, values, religion, sexual orientation, or other personal trait.

- Recent court cases have indicated that counselors may be terminated from their jobs if they refuse to provide counseling to clients based on the clients' sexual orientation.
- Two other court cases have indicated that counselors in training may be dismissed from their training programs if they are unwilling to learn how to affirmatively counsel LGBTQIQ clients.

3. What kinds of information do you think clients need, in order to be able to give their fully informed consent to enter into a counseling relationship? When does the information given become too much information so that it inhibits clients from entering into counseling relationships?

Points instructors may want to make:

- The kinds of information clients need to be able to give fully informed consent often depends on the setting, the type of counseling clients will receive, and other circumstances relative to particular counseling relationships.
- All clients need to know what they are getting into when they enter into a counseling relationship.
- Counselors must provide clients with adequate information regarding treatment choices.
- Informed consent should include the following: the purposes, goals, techniques, procedures, limitations, and potential risks and benefits of services; the counselor's qualifications; information about termination and referrals; emergency protocols and crisis resources; the role of technology; the implications of diagnosis and intended use of testing and reports; fees and billing information; confidentiality and its limitations; the right to obtain records and actively participate in ongoing counseling plans; and the right to refuse recommended services or modality change and be advised of the consequences of refusal.
- Federal laws such as the Health Insurance Portability and Accountability Act (HIPAA) and state laws require specific written consent to treatment be obtained from clients, prior to counseling services being rendered.
- Having a written disclosure statement can help ensure that clients have received the information they need to make wise choices.
- Informed consent is an ongoing process, not simply a one-time event that occurs at the onset of the counseling relationship.

4. Under what circumstances do you think it would be acceptable to terminate counseling services to a client?

Points instructors may want to make:

- From an ethical standpoint, termination is acceptable when the client is no longer benefitting from or is being harmed in some way by counseling.
- Counselors must give clients adequate notice of intended termination and should make a reasonable attempt to facilitate an appropriate referral.
- Counselors should not terminate counseling relationships while clients are in crisis.

IN-CLASS ACTIVITY

Title: Exploring One's Values

Learning

Goal: To increase self-awareness of personal values that might affect the counseling process.

Procedure: Ask students to write a brief description of the "most difficult client" that they can imagine being asked to counsel in the future. Put the students in small groups and instruct them to discuss the values and value conflicts that their descriptions elicit.

Point/Counterpoint (Debate) Topics

Title: Determining the Counselor's Boundaries of Competence

Learning

Goal: To consider various ways that counselor competence can be assured.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: Counselors, as professionals, should be allowed to determine their own boundaries of competence.

vs.

Counterpoint: Specialty licensure should be required for counselors to practice in specialty areas such as marriage and family or substance abuse, as a measure to protect consumers of counseling services

Title: Duty to Warn when Clients May Pose a Danger to Others

Learning

Goal: To consider the issues involved in having a legal duty to warn intended or foreseeable victims of a potentially dangerous client.

Point: Counselors should be held to the legal duty to warn intended or foreseeable victims.

vs.

Counterpoint: Counselors should be "held harmless," legally, when they exercise their best judgment regarding whether or not to warn an intended or foreseeable victim.

OUTSIDE CLASS ACTIVITY

Title: ~~Personal Informed Consent Document~~

Learning

Goal: ~~To begin acquiring the legal and ethical skills necessary to become a competent counselor.~~

Procedure: ~~Assign students to develop a personalized informed consent document.~~
~~Resources that can be utilized include the examples given in the text, consent documents from counselors at practicum or internship sites, examples provided on the website of your state's counseling licensure board, or a professor's personal consent document. Have students bring rough drafts of their document to class and break the students into groups of 3-4 to discuss possible additions or deletions to the documents. The next week, have students turn in the completed documents.~~

Topic for Self-Reflection/Journaling

Topic: ~~What are some of my strongest personal values, and how might those values potentially interfere with my counseling effectiveness?~~

CASE STUDY

~~Joan, a counselor in private practice in central Texas, has been asked to accept a new client who is Asian American and who is having difficulty adjusting to her new home in Texas. There are very few Asian American individuals in Joan's community. Consequently, Joan is wondering whether she is competent to accept this new client.~~

Case Study Discussion

- ~~[1.] What are the particular concerns and issues Joan might be thinking about?~~
- ~~[2.] What steps should Joan take before seeing this client for the first time?~~

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- ~~[1.] Developing practices for promoting counselor self-awareness and/or strategies for working through "unfinished business."~~
- ~~[2.] Determining when it is necessary—or why it would be beneficial—for counselors to enter personal counseling.~~
- ~~[3.] An overview of best practices and legal requirements for providing adequate Informed Consent.~~

Chapter 5 Confidentiality and Privileged Communication

FOCUS QUESTIONS

[1.] What do you think are the key distinctions between the terms “privacy,” “confidentiality,” and “privileged communication?”

—Points instructors may want to make:

- Privacy refers to the right of persons to decide what information about themselves will be shared with or withheld from others.
- Confidentiality is primarily an ethical concept that refers to the counselor’s obligation to respect a client’s privacy. We promise clients that the information they reveal during counseling will be protected from disclosure without their consent (with certain exceptions).
- Privileged communication is a legal concept. A statute is required for privilege to exist. Privileged communication statutes protect clients from having confidential communications with their counselors disclosed in a court of law without their permission.

[2.] Some studies have shown that clients are not very concerned about privacy or confidentiality when they seek counseling services. What do you think about such findings?

—Points instructors may want to make:

- Counselors should not assume that all clients want information they share with counselors to be kept secret. Furthermore, clients have the right to waive their privacy.
- Mandated clients often waive their privacy.
- Some clients tell their secrets to just about anyone who will listen.
- Perhaps our society has become more open, and people are less concerned than they once were, regarding keeping their personal lives private.
- In spite of the points above, counselors must assume that clients want their privacy protected unless clients specifically inform counselors to the contrary.

[3.] How would you respond if a client asked to see the notes you have taken related to his or her counseling sessions?

—Points instructors may want to make:

- — Counselors might feel a bit nervous about letting a client see the content of counseling notes, particularly if the counselor wrote the notes under the assumption that the client would not read them.
- — HIPAA requires that clients have access to their records upon request.

- Counselors should write notes so that clients and other people can read them without the counselor feeling uncomfortable.
- Unless counselors believe clients would be harmed from seeing the notes counselors have written about their counseling sessions, counselors should allow clients to view their case notes. Conversely, if counselors believe that their clients would be harmed by viewing their case notes, counselors may ethically refuse to show the notes to clients. This refusal will be upheld, even under HIPAA rules, if outside mental health professionals agree.

[4.] What do you think should happen to clients' records after they die?

—Points instructors may want to make:

- The common law doctrine is that privilege does not end with a client's death. Some states have statutes that specify how privilege is handled after death.
- Contingent upon state law, the person who handles the client's estate may get to decide what happens to the client's records.
- If a counselor believes that privilege must be asserted or waived after a client's death, the counselor should contact the client's family members, probate attorney, or executor, to determine whether a legal representative is available to deal with the matter.

IN-CLASS ACTIVITY

Title: Awareness of Exceptions to Confidentiality

Learning

Goal: To clarify students' understanding of exceptions to confidentiality.

Procedures: Break the class into small groups, with three or four students in each group.
 — Each group is to list as many exceptions to confidentiality as the members can recall. Next, group members should discuss their personal experiences with a specific limit or a particular exception to confidentiality. Students should also outline an appropriate manner for responding to each situation discussed (If the students have not yet worked in the field, hypothetical situations can be discussed.). After 15–20 minutes, regroup for class discussion.

Discussion

Questions: Can you think of any exceptions to confidentiality that have not already been discussed in this class?

Describe any instance in which your group had difficulty reaching consensus on appropriate response(s) to a particular situation.

Were there strong reactions to any of the situations your group discussed? If so, discuss the strong reactions.

Point/Counterpoint (Debate) Topics

Title: Confidentiality in Couples Counseling

Learning

Goal: To consider the issues involved in keeping secrets when counseling couples.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: If one partner in a relationship reveals a secret to the counselor, in the absence of the other partner, the counselor should respect the confidentiality of that revelation if asked.

vs.

Counterpoint: If one partner in a relationship reveals a secret to the counselor, in the absence of the other partner, the counselor should not promise to keep that secret from the other partner.

Title: Confidentiality of Minor Clients

Learning

Goal: To consider the pros and cons of confidentiality when counseling minor clients.

Point: Laws and ethical standards should be changed so that counselors can uphold the confidentiality of minors over the age of 12.

vs.

Counterpoint: The limits on privacy and confidentiality with minors should not be changed, as parents have the right to know what their children are discussing in counseling.

OUTSIDE CLASS ACTIVITY

Title: Written Confidentiality Agreement Relative to Counseling Minor Clients

Learning

Goal: To consider specific difficulties or misunderstandings that can arise when parents demand information and minor clients refuse to authorize the counselor to provide it, and to formulate an agreement to minimize such misunderstandings.

Procedures: Prepare a brief confidentiality agreement for use by counselors, their minor clients, and the parents (or legal guardians) of minors. The agreement should state in clear, simple language, the manner in which specific types of information will be handled with regard to confidentiality (i.e., instances in which certain information will need to be reported to the parent(s)/guardian(s) and whether such disclosure will be discussed with the minor client beforehand). Key considerations include: the client's right to privacy, the

right of the parent(s) or legal guardian(s) to determine what is in the best interest of their child, and the counselor's ethical and legal responsibilities.

Topic for Self-Reflection/Journaling

Topic: Project yourself into your future as a counselor—what types of clients (e.g., minors or adults, individuals seeking counseling to deal with normal life transitions, or clients who are chronically and severely mentally ill) will you be working with, and in what type of setting? Reflect on how you will explain confidentiality to these clients.—What will you tell them, and what points will you emphasize, to ensure that you are providing your clients with clear and effective explanations?

CASE STUDY

Marcie is a new client, a 22-year-old female who works as a receptionist in a doctor's office. She has just revealed to you, during the intake session, that she has recently lost interest in most activities, has been experiencing fatigue despite sleeping a great deal, and sometimes wishes she could cease to exist. She mentioned feeling as though she were “on an emotional roller coaster” during the past year, throughout her on-again, off-again relationship with a 35-year-old married man. The last breakup with him seemed really final, and Marcie has felt herself sinking deeper and deeper ever since. When probed further about suicidal ideations, Marcie admitted that she has considered killing herself, although she is uncertain whether or not she would actually do it. She said that she is currently in possession of a gun that her friend allowed her to keep in her home, following a rash of burglaries in the neighborhood, but she doesn't know whether she would actually use it. You have consulted with your supervisor, who has agreed that Marcie should be referred immediately for a psychiatric evaluation and has instructed you to arrange for Marcie to go directly from your office to a nearby hospital. Marcie told you that her mother accompanied her to this appointment and is in the waiting room, but she has emphatically stated that she does not want her mother to know what is going on with her. How should this sensitive situation be handled?

Case Study Discussion

You should inform Marcie at the very beginning of the intake session, when discussing the issue of confidentiality, that counselors are mandated by their professional ethics and the law to protect clients from harming themselves. At this time, you will need to express your concern for Marcie's well-being, and explain to her the need for a psychiatric evaluation to ensure her safety and to determine whether medication or hospital treatment would be appropriate for her at this time. You will probably need to spend some time talking with Marcie about her refusal to disclose to her mother that she is feeling depressed and sometimes suicidal, and you should encourage her to discuss these issues with her mother now (unless Marcie has revealed a sound reason not to do so). Marcie must be informed that someone will have to take her to the hospital for evaluation, for her own protection. That individual could be her mother since she is on the premises, or it could be an official whose job is to see Marcie safely to the hospital (perhaps an ambulance, but you probably do not need to mention that option at this time). You should reiterate that confidentiality is waived when disclosure is required to prevent clients from

harming themselves or others, while at the same time reassuring Marcie that *only* the facts related to her suicidal ideations and her possession of a gun will be disclosed. You should also tell Marcie that it is critical that the gun no longer be in her possession, in light of her suicidal thoughts, and advise that she give the gun to her mother or some other responsible adult to ensure that it is safely returned to its owner.

[1.] How did you feel as you thought about how you would handle this situation?

[2.] What were your primary ethical and legal concerns related to this case?

[3.] If you have previously encountered a client who admitted to having suicidal ideations or a plan to kill himself or herself, how did you handle the situation?

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

[1.] Privileged Communication Statutes of this State Regarding Counseling Relationships

[2.] Abuse Reporting Laws of this State

[3.] Suicide Risk Assessment

[4.] Confidentiality and Non-Suicidal Self-Injury

Chapter 6 Records and Subpoenas

FOCUS QUESTIONS

[1.] Why should counselors keep records?

Points instructors may want to make:

- To refresh their memories from one session to the next.
- To review progress toward goals, together with the client.
- To document important actions and decisions.
- To maintain an overall perspective on the counseling process.

[2.] Why is it important to carefully document events in emergency situations?

Points instructors may want to make:

- For self-protection.
- At some point, someone may question what a counselor did or said. In such instances, counselors need to have carefully documented notes, which clearly, succinctly, and dispassionately describe: objective details such as dates, times, and theoretical techniques, etc.; peer consultation/clinical supervision and/or ethical decision-making model utilized, if applicable; clinical justifications for a particular action or inaction, in light of the abovementioned considerations and relevant best practices).

[3.] Why should counselors consult with an attorney if they receive a subpoena?

Points instructors may want to make:

- Counselors can get into trouble if they do what a subpoena says in instances when they should not. For example, a subpoena may be invalid because of privileged communication, in which case the counselor should not comply.
- Counselors can also get into trouble if they do not comply with a subpoena when they should comply. For example, a counselor may believe that privileged communication precludes him or her from turning over records, only to later find out that there is a valid legal exception to privilege in that particular case.
- Because it is impossible to know whether a particular subpoena is valid, counselors must always consult with lawyers to determine validity. In most cases, counselors should ask their direct supervisors for legal advice.

IN-CLASS ACTIVITY

Title: Documenting for Self-Protection

Learning

Goal: Learning how to write detailed notes.

Procedures: — Ask a student to role play with you. The student role plays a clinical counselor — and you role play a parent who has come to see the counselor after his/her adult son/daughter committed suicide. Their son/daughter had seen the counselor for 10 sessions a year ago. They tell the counselor that they believe their child would still be alive if the counselor had done a better job. The parent also tells the counselor that they have talked with their lawyer and they plan to file a lawsuit. —

Point/Counterpoint (Debate) Topics

Title: — Client audio/visual recordings of counseling sessions.

Learning

Goal: — To consider the advantages and disadvantages of clients keeping recordings of — their therapy sessions.

Procedures: — Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 — students per group) to each take one of the positions described below and — prepare a 5-minute argument in favor of that position. Have each group present — its argument. Next, allow the groups to confer for 2 minutes and then have each — group present its rebuttal to the other group's argument. Lastly, have the class — members who served as the audience vote for which side was most persuasive.

— *Point: Clients should always have a right to create and keep recordings of their counseling sessions for personal use.*

— vs.

— *Counterpoint: Clients should not have a right to keep recordings of their counseling sessions due to the potential risks to their confidentiality and issues of counselor liability.*

Title: — Client review of clinical case notes.

Learning

Goal: — To consider the benefits and risks involved in disclosing clinical case notes to — clients.

— *Point: Counselors write clinical case notes with knowledge that clients can review notes at any time and, thus, clients may review their clinical case notes upon request.*

— vs.

— *Counterpoint: Information in clinical case notes can be misinterpreted by clients and harm the counseling relationship and, thus, should be released at the discretion of the counselor.*

— OUTSIDE CLASS ACTIVITY

Title: — Handling a Request for Transfer of a Client's Records vs. Responding to a — Subpoena

Learning

Goal: ——— To be aware of the similarities and differences among the steps a counselor should take in responding to a request for transfer of a client's records and in responding to a subpoena.

Procedures: ——— List the considerations relevant to each of the two types of situations, and then outline specifically the steps the counselor should take in responding to each.

Topic for Self-Reflection/Journaling

Topic: ——— Imagine that a client with whom you have been working with for several months has disclosed that he or she has been making audio recordings of your counseling sessions together without your knowledge. Consider the ethical issues associated with this situation, and how you might discuss these with your client. Also, consider the reactions that you might have to this situation.

CASE STUDY

——— Sheila came to your office about eight months ago, seeking counseling and stating that she “hoped to save her marriage.” After a few sessions with Sheila, you suggested that couples counseling might be helpful, but her husband, Roy, refused to participate. Three months ago, Sheila and Roy went through a very nasty breakup of their marriage, and now you have been subpoenaed to produce all of your records pertaining to Sheila's treatment. Sheila has told you to comply with the subpoena, saying that she has nothing to hide. Despite your suggestion to Sheila that it may not be in her best interest to disclose those records, she has refused to assert the privilege. What should you do?

Case Study Discussion

——— You should tell Sheila that you respect her decision to waive confidentiality and that you would like to discuss the matter with her in greater detail. It may be therapeutically advisable to have this discussion with Sheila in your office, in order to explore the thoughts and feelings behind her decision to release her counseling records. If her decision appears to have been driven by irrational thoughts, fears, or painful emotions, perhaps a counseling session will prove helpful to her. If, after discussing all aspects of her decision, she persists in her refusal to assert the privilege, then you must comply with her decision. Before she leaves your office, you need to get her to sign an authorization to release the records pursuant to the subpoena.

[1.] What types of issues might be related to Sheila's decision to release her records?

[2.] How might Sheila be disadvantaged by releasing her records?

[3.] Describe the specific steps you would take in responding to the subpoena.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

[1.] Provisions of the Buckley Amendment (FERPA) and Its Implications for School Counselors

[2.] Counselors' Responsibilities in Securing the Safety and Confidentiality of Client Records

[3.] Legal and Ethical Considerations for Writing Clinical Case Notes

[4.] Determining the Validity of Subpoenas

Chapter 7

Competence, Assessment, and Diagnosis

FOCUS QUESTIONS

[1.] If you were a prospective client seeking counseling, how would you go about finding a counselor who is competent to help you?

— Points instructors may want to make:

- — Prospective clients may consider factors such as education, licensure, credentials, specialty areas, and continuing education.
- — Additional considerations might include a counselor's gender, theoretical orientation, fees and accepted insurance, and past ethical/legal complaints.
- — Prospective clients may utilize word-of-mouth, professional directories, and referrals from other professionals to select a counselor.

[2.] How do counselors determine whether they are competent to counsel a particular client?

— Points instructors may want to make:

- — Counselors should have the basic knowledge, skills, and diligence to appropriately work with clients.
- — Competence is a fluid concept, and competence to enter into the counseling field may vary from competence to maintain practice. Burnout and impairment can pose challenges to counselors' abilities to maintain competency.
- — Counselors should consider their experience relative to individual clients and their presenting problems. For example, a counselor that primarily works with the geriatric population may not be competent to work with children or adolescents. Additionally, a counselor who works with high functioning clients with adjustment disorders may not be competent to treat a client with a psychotic disorder and significant impairments in completing activities of daily living.

[3.] Do you think it is appropriate for a counselor to refer a client whose beliefs and behaviors conflict with the personal values of the counselor?

— Points instructors may want to make:

- — The ACA Code of Ethics states that counselors do not refer clients to other providers based *solely* upon conflicting beliefs, behaviors, and personal values.
- — Ethical counselors make referrals when continuing to work with clients would require them to work outside of their boundaries of competence.
- — Ethical referrals are based upon competence and are not discriminatory.

[4.] What do you think should be done if a counselor becomes addicted to alcohol and is not counseling effectively?

— Points instructors may want to make:

- — If impaired counselors are employed, they should be suspended until they have sought treatment, are in sustained recovery, and can counsel effectively.
- — If impaired counselors are licensed, their license should be suspended until they have sought treatment, are in sustained recovery, and can counsel effectively.
- — They should have to demonstrate their recovery before being allowed to begin practicing again.

[5.] Evaluation, as an end in itself, is a very different process from counseling. Why would a counselor want to be an evaluator?

— Points instructors may want to make:

- — The skills evaluators utilize are similar to those used by counselors. Evaluators know about human behavior, know how to gather information, and know how to develop hypotheses about future human behavior.
- — Counselors can generate excellent income in their practices conducting evaluations.

[6.] To what degree do you believe counselors are competent to administer and interpret psychological tests?

Points instructors may want to make:

- — Although counselors do not use testing as frequently as psychologists, counselors commonly conduct a variety of evaluations in which they use psychological tests.
- — The question of who is qualified to use psychological tests and other instruments remains a contentious issue among the various professional branches of the mental health field.
- — Counselors have an ethical obligation to administer and interpret only the tests that they are qualified to administer and interpret.
- — Some state laws restrict the types of tests that counselors may use.

[7.] The *DSM-5* system for diagnosis is based on pathology and the medical model of mental illness, whereas counseling is grounded in the wellness model. Why must counselor learn to diagnose clinical disorders?

— Points instructors may want to make:

- — The primary focus in mental health in the U.S. is the medical model, which informs the language of mental health services. Counselors must be able to use the language of the medical model to communicate with fellow health professionals.
- — It is useful for counselors to know the clinical disorders and be able to determine whether individuals have met the criteria to be diagnosed with particular disorders.
- — Counselors who receive third-party reimbursement for their services must be able to provide diagnoses in order for their clients to be reimbursed for the services.

IN-CLASS ACTIVITY

Title: _____ Personal Definitions of Competence

Learning

Goal: _____ To learn about students' and others' understanding of competence and to
_____ explore personal feelings of incompetence related to the counseling profession.

Procedures: _____ Give a brief introduction to the concept of competence and then assign class
_____ members to small groups. Allow each member of the group to discuss what he
_____ or she believes competence to be. Then, allow group members to discuss their
_____ own areas of personal and professional competence and areas in which they
_____ question their competence.

Discussion

Questions: _____ What do you think it means to be competent? With which clients or in what
_____ situations would you feel incompetent to counsel right now and why? What did
_____ you learn about yourself and others through the in-class activity? What
was this _____ exercise like for you?

Point/Counterpoint (Debate) Topics

Title: _____ Responding to Illegal Activities of Other Counselors

Learning

Goal: _____ To consider the arguments for reporting illegal conduct of colleagues that do not
_____ pose a direct risk to clients.

Procedures: _____ Assign (or allow students to volunteer) 2 groups of students (preferably 3-5
_____ students per group) to each take one of the positions described below and
_____ prepare a 5-minute argument in favor of that position. Have each group
present _____ its argument. Next, allow the groups to confer for 2 minutes and
then have each _____ group present its rebuttal to the other group's argument. Lastly,
have the class _____ members who served as the audience vote for which side
was most persuasive.

_____ *Point: Counselors should not be expected to report activities of their colleagues that
are illegal (i.e., lying to healthcare companies for reimbursement, not reporting
income to IRS, having a sexual relationship with a minor), but do not pose direct
harm to clients.*

_____ vs.

_____ *Counterpoint: Counselors should have a duty to report illegal activities of their
colleagues (i.e., lying to healthcare companies for reimbursement, not reporting
income to IRS, having a sexual relationship with a minor), even if they do not pose
direct harm to clients.*

Title: _____ Filing Ethical Complaints Anonymously

Learning

Goal: _____ To consider the arguments both for and against counselors filing ethical
complaints anonymously.

Procedures: _____ Assign (or allow students to volunteer) 2 groups of students (preferably 3-5
students in each) to each take one of the positions described below and prepare a

5-minute argument in favor of that position. Have each group present its argument. Allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Have the class members who served as the audience vote for which side was most persuasive.

Point: Counselors should be able to submit ethical complaints anonymously. Anonymity allows counselors to submit complaints without fear of retaliation, which might prevent reporting.

vs.

Counterpoint: Counselors should not be able to submit ethical complaints anonymously. Anonymity may lead to the filing of unwarranted complaints.

OUTSIDE CLASS ACTIVITY

Title: Reflections on Incompetence

Learning

Goal: To reflect on personal and professional areas of competence and how to further develop as a counselor.

Procedures: Write a 3–6-page paper reflecting on your personal and professional feelings of incompetence, as they relate to counseling. Discuss ways in which you intend to continue to develop competence as a professional counselor throughout the course of your career.

Topic for Self-Reflection/Journaling

Topic: Reflect on what you have learned about cultural bias in diagnosis. Consider the cultural characteristics of your intended future clientele and discuss steps you will take, as a counseling practitioner, to assure that you do not perpetuate bias in diagnosis.

CASE STUDY

Bill is an elementary school counselor. A child he counsels has told him that his father drinks heavily and seldom works. The child also states that his mother works all the time and does her best to care for him and his siblings. The mother asks Bill if he would be willing to testify in court that she is a better parent than her son's father, so that she can get custody of her children. Bill appropriately declines, saying that his role is to counsel children, not to evaluate which parent is better. Despite Bill's response, he receives a subpoena and his principal, after checking with the school prosecuting attorney for the board, tells Bill he must go to court and answer any factual questions asked. After he is sworn in as a witness, Bill is asked to give information regarding his interactions with the child. He then is asked by the mother's attorney to offer his opinion of the mother's parenting skills and state whether he believes the child would be better off in the custody of his mother or his father.

Case Study Discussion

~~— Counselors should not agree to serve as evaluators in court unless they are hired to serve as expert witnesses or unless their job description requires them to serve as evaluators of some type. Bill should respond that he does not have adequate information to form a professional judgment about the matters when he is asked to evaluate the mother's parenting skills or to give his opinion as to who would be the better parent. Counselors who take sides in custody battles lose the possibility of a relationship with both parents and compromise their objectivity as counselors.~~

~~SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS~~

- ~~[1.] State Licensure Requirements—How Do I become Licensed?~~
- ~~[2.] What steps will I take in the future to maintain my competence?~~
- ~~[3.] The Pros and Cons of Testing Clients for Counseling Purposes~~
- ~~[4.] The Advantages and Disadvantages of Using the DSM-5~~

Chapter 8

Malpractice and Resolving Legal and Ethical Challenges

FOCUS QUESTIONS

[1.] What do you think are the most common reasons that clients bring malpractice lawsuits against counselors and other mental health professionals?

Points instructors may want to make:

- Malpractice suits brought against counselors must prove the following: (1) the counselor had a duty to the client to use reasonable care in providing counseling services; (2) the counselor failed to conform to the required duty of care; (3) the client was injured; (4) proximate cause; (5) the client suffered an actual loss or was damaged.
- Engaging in sexual relationships with clients and issues related to a client's attempted or completed suicide are the most common reasons for malpractice suits brought against counselors and other mental health professionals.

[2.] How does a counselor determine whether a client is suicidal?

Points instructors may want to make:

- The counselor should ask such clients directly if they are considering ending their life.
- If a client answers, "yes," the counselor should ask questions to assess the seriousness of the client's intention to commit suicide.
- Possible questions to ask include:
 - Do you have a plan?
 - Can you tell me specifically what you plan to do?
 - Do you have access to the weapons, pills, etc., that you plan to use to end your life?
 - Have you ever attempted to take your life before? If yes, what happened?

[3.] How do you think you would react if you were a licensed counselor and received a registered letter from your licensure board informing you that you had been accused of professional incompetence by a former client?

Points instructors may want to make:

- A counselor would feel anxiety if the allegation were untrue, or panic if the allegation were true.
- The counselor may feel scared and unsure what to do next.
- The counselor might want to talk to a friend about it and request that the conversation be kept confidential.
- The counselor should immediately notify his or her professional liability insurance company and immediate supervisor and request that the supervisor keep the information confidential. The counselor should avoid talking to anyone else about the complaint.

[4.] Do you think it wise to avoid telling anyone if you receive a notification of a complaint against you? Why, or why not?

Points instructors may want to make:

- Usually, only the complainant and the board member you received the letter from are the only ones who know the complaint has been filed. If you tell others, you run the risk of harming your reputation.
- If you talk about the complaint, others may be asked to repeat what you said to them at a hearing or trial, or you may be required to repeat under oath what you said.

[5.] Under what circumstances do you think you would report another counselor for unethical behavior?

Points instructors may want to make:

- The best answer is: when you believe that the counselor is currently substantially harming someone else—or might substantially harm someone else—and only after you have made attempts to get the counselor to stop the unethical behavior.
- If a client reports unethical behavior of another counselor, you should talk with the client about his or her options, and help the client decide what actions to take, if any.

IN-CLASS ACTIVITY

Title: Being Accused of Unethical Conduct

Learning

Goal: To help students prepare for having their actions questioned by others.

Procedures: Ask a student to role play a counselor whose 22-year-old client committed suicide last week. The client had seen the counselor only once, had a history of depression but had never been treated for it before, and presented no warning signs of suicide during the session. Yesterday, the family filed a malpractice law suit against the counselor. Have the counselor role play a conversation with a friend, who is also a counselor, about his or her feelings and reactions to this situation. Process the role play in class.

Discussion

Questions: How might you feel in such a situation?

What should you avoid doing in this situation?

What are some things you should do after losing a client to suicide—or during other periods of professional difficulty—to take care of yourself emotionally?

Point/Counterpoint (Debate) Topics

Title: Competence in Specialty Areas of Counseling

Learning

Goal: To consider the arguments for and against licensing counseling specialties.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: Counselors, as independent professionals, should be allowed to determine what specialty areas of counseling they have the competence to practice.

vs.

Counterpoint: To assure consumers of competence services, counselors should be required to obtain specialty licenses to practice in specialty areas such as family counseling or substance abuse counseling.

Title: Counselors' Use of Diagnosis

Learning

Goal: To consider the arguments both for and against counselor participation in the process of diagnosing clients using the DSM system.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: Counselors should provide DSM diagnoses to clients because rendering a diagnosis can be helpful to clients.

vs.

Counterpoint: Counselors should avoid diagnosing clients using the DSM system because rendering a diagnosis is potentially harmful to clients.

OUTSIDE CLASS ACTIVITY

Title: Developing Special Expertise in Counseling

Learning

Goal: _____ To help students understand how counselors go about developing expertise in a
_____ new area.

Procedures: _____ Assign students to interview a counselor who provides specialized counseling
_____ services, such as substance abuse counseling, counseling young children,
_____ TeleMental Health counseling, rehabilitation counseling, EMDR therapy, or
_____ divorce mediation. Instruct students to inquire about should ask the counselor
_____ how the counselor developed his or her expertise in their particular specialty
_____ area. Students should also ask about the counselor's very first clients within the
_____ specialty area and how he or she worked with those clients to ensure that they
_____ were receiving competent services. Have a class discussion regarding these
_____ interviews.

Discussion

Questions: What does it take to become competent in a new area? _____

_____ Does a counselor's first client in a new area receive competent services?

_____ How can competence be ensured?

Topic for Self-Reflection/Journaling

Topic: _____ You are a counselor working in a community mental health agency and you discover
_____ that your supervisor has been engaged in unethical practices. Reflect upon your
_____ emotional reaction to the situation and process potential courses of action for
_____ addressing the situation. Consider what you have learned about ethical and
legal _____ complaints filed against professional counselors, resolving ethical/legal issues,
and _____ ethical standards that apply to this situation.

CASE STUDY

_____ Justin is a new counselor in a middle school. This is his first job after completing his
master's degree in counseling. Justin's colleague, Mike, has been a school counselor for 20 years
and has been at this particular school for 10 years. Both Justin and Mike report directly to the
principal. In talking to Mike, Justin learns that Mike does not belong to any counseling
professional associations, never attends any workshops, and does not like being a counselor.
Mike does the least amount of work possible during each school day. About halfway through the
school year, Justin realizes that many of the students assigned to Mike for counseling are coming
to see Justin and that most of the teachers in the school seek Justin out for consultation as well.
Comments from faculty, parents, and students have led Justin to believe that Mike tells students
that their problems will pass with time and never follows up on any pressing issues. Justin
believes Mike is acting unethically in not doing his job. How should Justin handle this situation?

Case Study Discussion

_____ The ethical standards require a counselor to first seek an informal resolution directly with
another counselor if a belief exists that the other counselor is acting unethically. Justin should
first reflect upon whether Mike is acting unethically. Rather than address a general lack of

positive counseling practice as an unethical act, it would be better for Justin to be alerted to situations in which children or others may be at risk because of Mike's lack of professionalism. If someone is at risk, then Justin would need to talk with Mike about the situation to try to resolve it. In a situation like this one, Justin's best course of action would probably be to refer any faculty, parents, or students who had complaints about Mike's behavior to the principal. Justin should focus on doing his job well. If the situation with Mike does not improve or resolve itself through Mike leaving or being removed from his position—or if Mike's behavior distresses Justin on a daily basis, Justin should consider transferring to another school or seeking another job.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Write a memo to your supervisor asking for legal advice about a troubling situation that has occurred at work.
- [2.] Create a plan for developing special expertise in an area of counseling after you have completed your master's degree.
- [3.] List behaviors of other counselors that you believe you would have to report to a supervisor or an ethics committee, if the counselor did not agree to cease these behaviors.

Chapter 9 Boundary Issues

FOCUS QUESTIONS

[1.] How would you define the term *dual relationship*?

— Points instructors may want to make:

- Dual relationships occur when helping professionals take on one or more roles simultaneously or sequentially with the help seeker.
- Dual relationships can include combining the role of counselor with other professional roles (i.e., teacher, minister, business partner, supervisor, employer) or personal roles (i.e., friend, relative, lover).
- The ACA Code of Ethics prohibits counselors from engaging in sexual or romantic relationships with their clients, clients' intimate partners, and clients' family members for at least 5 years after the counseling relationship has been terminated.
- Counselors are also prohibited from providing counseling services to past romantic or sexual partners, as well as friends or family members with whom they could not maintain objectivity.
- Not all dual relationships are considered to be harmful to clients. Counselors must weigh the risks and benefits of entering into dual relationships, exploring both the potential for harm and the possible benefits to the client. In some cases, a counselor's prior or current dual relationship with a client may positively impact the therapeutic alliance.

[2.] What are differences between a friendship and a counseling relationship?

— Points instructors may want to make:

- In a friendship both parties get personal needs met. In a counseling relationship, only the client gets their personal needs met.
- In a friendship, power should be equal. In a counseling relationship, the counselor has more power than the client.
- Counselors are paid to counsel clients. Friends are not paid to interact with their friends.
- In a counseling relationship, counselors use their professional knowledge and skills to benefit a client. Friends are not expected to have professional knowledge and skills related to counseling.
- Although a client may believe a relationship with a counselor is a friendship, the counselor must explain the difference between a friendship and counseling relationship with the client and must maintain appropriate professional boundaries.

[3.] Do you think a sexual relationship between a counselor and a former client is ever acceptable? Why, or why not?

— Points instructors may want to make:

- The counselor-client relationship is unequal. Counselors have knowledge and influence that give them power. It is difficult to achieve a power balance within a relationship that, from a power perspective, began as an unequal relationship.
- Section A.5.c. of the ACA Code of Ethics says that counselors may have sexual relationships with former clients five years after the counseling relationship has ended. However, the code suggests that counselors who are accused of exploiting former clients by having sexual relationships with them, even after five years have passed from the date of termination, would have the burden of demonstrating that the sexual relationship was not exploitive of the former client.
- Some might argue that counselors should not be denied the opportunity of establishing personal and sexual relationships with individuals to whom they are attracted, because five years ago this individual was one of the counselor's clients.
- Some might argue that it is rare to find a person who could be a life partner, and it would be unfair to prohibit counselors from establishing a life partnership and sexual relationship with a former client, if that client is deemed by the counselor to be the right person.
- Although the ACA Code of Ethics allows a sexual relationship with a former client, five years after termination—to avoid accusations of wrong doing—counselors should never have sexual relationships with former clients.

4. What would you do if you found yourself experiencing a strong sexual attraction to a client you were counseling?

—— Points instructors may want to make:

- Acknowledge to yourself the feelings you are having.
- Accept that such feelings are not unethical, but that acting on such feelings would be unethical.
- Seek consultation, supervision, or personal counseling for yourself, if you are not able to manage your sexual attraction to your client.
- If your sexual attraction is interfering with your providing your client with high-quality counseling services, refer your client to another mental health professional in a professional and appropriate manner.

IN-CLASS ACTIVITY

Title: —— Dual Relationships

Learning

Goal: —— Students learn about their own and others' understanding of dual relationships.
 —— Explore personal feelings related to dual relationships.

Procedures: —— Give a brief introduction to the concept of dual relationships and then assign
 —— students to small groups. Allow each member of the group to fill out the survey
 —— provided in the text (Figure 9-1, page 225). Then allow students to discuss their
 —— reactions to the survey.

Discussion

Questions: —— Which of the items seemed to have a clear answer? ——

- _____ Which of them were not as clear and why?
- _____ What did you learn about yourself and others?
- _____ What was this exercise like for you?

Point/Counterpoint (Debate) Topics

Title: _____ Friendships with Former Clients

Learning

Goal: _____ To consider the risks and benefits of post-termination friendships with clients.

Procedures: _____ Assign (or allow students to volunteer) 2 groups of students (preferably 3–5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present _____ its argument. Next, allow the groups to confer for 2 minutes and then have each _____ group present its rebuttal to the other group’s argument. Lastly, have the class _____ members who served as the audience vote for which side was most persuasive.

_____ *Point: Counselors should feel free to develop friendships with former clients after a certain length of time has passed since the professional relationship ended.*

_____ vs.

_____ *Counterpoint: Counselors would be wise to avoid developing friendships with former clients.*

Title: _____ Accepting Gifts from Clients

Learning

Goal: _____ To explore the multiple considerations involved in determining whether or not _____ to accept a gift from a client.

_____ *Point: Counselors should determine on a case-by-case whether or not to accept a gift offered by a client.*

_____ vs.

_____ *Counterpoint: Counselors should have a policy that they do not accept gifts from clients and should adhere to that policy.*

OUTSIDE CLASS ACTIVITY

Title: _____ Personal and Professional Boundaries

Learning

Goal: _____ To reflect on personal and professional boundaries. Use the ethical decision-making model provided in the text (pages 17–18) to reflect on a dual _____ relationship you have been involved in or with which you have some _____ experience. Reflect on your decision to remain in that position.

Procedures: — Write a 2- to 4-page paper reflecting on your personal or professional — experiences with establishing boundaries related to dual relationships. Discuss ways in which you intend to continue to set boundaries and address the issue of dual relationships as a professional counselor.

Topic for Self-Reflection/Journaling

Topic: — Think ahead to the time when you are practicing as a counselor. Under what circumstances do you anticipate that you might self-disclose to a client? What kinds of information about yourself would you be willing to share, and what kinds of information would you avoid disclosing? To what extent are these decisions influenced by your theoretical orientation? The nature of your clientele? Your setting?

CASE STUDY

— You are a counselor at a community-based mental health clinic. You primarily see children, adolescents and their families. One day, you are presented with a gift from a 9-year-old client. It is something he has made for you. Do you keep it, or do you refuse it?

Case Study Discussion

- [1.] What should you do?
- [2.] What options do you have?
- [3.] Explore with the client his reasons for giving you the gift. Explain that you do not expect anything for helping him. Then, decide if it would be less harmful to keep the gift or give it back, keeping in mind the age and developmental stage of the client.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Develop a list of the potential benefits of dual relationships. Then, develop a list of the — potential risks. Do the benefits outweigh the risks, or is the opposite true?
- [2.] What steps will I take in the future to ensure that I establish and maintain clear professional — boundaries?
- [3.] Locate a current research article that deals with an aspect of dual relationships that is of interest to you. Present the article to the class and give a critique, including what you agreed with, what you did not agree with, and any first-hand experiences related to the article.

Chapter 10 Technology in Counseling

FOCUS QUESTIONS

[1.] What do you think about counselors providing counseling services to clients through Skype, Zoom, WebEx, FaceTime, or some similar type of technology?

Points instructors may want to make:

- One benefit would be that more clients can access services. For example, clients who live in rural communities, travel frequently, or are homebound/limited by disabilities, can receive counseling services that they would not otherwise be able to conveniently access.
- Potential challenges related to technology-assisted counseling include: loss of inflection, body language, and other verbal and nonverbal cues to communication.
- The practice of Telemental Health counseling is becoming increasingly common. Since technology-assisted counseling is already taking place, the profession of counseling has been working to make the practice ethical and effective through education of the public, professional development opportunities for counselors, further developing ethical standards related to digital counseling, creating professional standards for earning Telemental Health counseling certifications, establishing and seeking state regulation of the practice in a manner that is comparable to counseling face-to-face.
- Section H of the ACA Code of Ethics “Distance Counseling, Technology, and Social Media” was developed to address issues ethical issues related to changes in use of technology in counseling practice. Ethical standards addressing use of technology are also found in other sections of the ACA Code of Ethics.
- Informed consent must include additional information to address the unique issues related to distance counseling.
- NBCC offers credentialing through the Center for Credentialing and Education as a Distance-Certified Counselor (DCC), and the Center for Credentialing and Education (an affiliate of NBCC) offers a credential as a Board-Certified Telemental Health Provider (BC-TMH), for those who wish to demonstrate their skills and knowledge in this area of counseling.

[2.] What are some of the problems clients are bringing to counseling sessions that are directly related to their use of social media or other forms of technology?

Points instructors may want to make:

- Presenting problems related to social media and digital technology include issues such as: cyberbullying, experiences with online dating, cell phone and social media addiction, relationship problems resulting from the overuse of technology and social media, sexting, fear of missing out (FOMO), and social isolation.
- Some websites and high levels of social media use may promote unhealthy behaviors that are addressed in counseling. These issues include, but are not limited to, depression

and anxiety, diminished self-esteem, unhealthy social comparisons, body appearance dissatisfaction, eating disorders, non-suicidal self-injury, and suicide. For example, there are several “Pro-Ana” websites and social media accounts that promote the eating disorder anorexia nervosa.

[3.] What steps do counselors need to take to ensure that counseling records kept electronically are secure and that client privacy is maintained?

Points instructors may want to make:

- Records stored in any manner are never totally secure.
- Avoid accessing client records in places that the computer monitor may be visible to unauthorized individuals.
- Counselors must consider the people who have access to their computers, including other staff, and even clients who are left unattended.
- Passwords should be utilized to protect client information. Counselors must be careful that their passwords are not written down in a place that unauthorized individuals might have access to it. Additionally, counselors should adopt the practice of creating strong passwords and changing their passwords on a regular basis. Counselors can train office personnel about the importance of password security and challenges related to keeping electronic records confidential.
- Printed electronic records or written notes should be handled the same way as any other confidential material. Printed material from electronic records must be disposed of or stored appropriately. Some counseling offices utilize confidential shredding services to dispose of printed or written client information.
- Counselors should also consider issues related to virus protection, appropriately backing up information, computer networking, and use of coding to protect client names, and utilizing encryption software.

IN-CLASS ACTIVITY

Title: _____ Telephone Communication with Clients

Learning _____

Goal: _____ To consider the various ethical issues related to confidentiality and privacy in verbal telephone communication with clients.

Procedures: _____ Ask students to form small groups to develop a list of ethical considerations that are related to verbal telephone communication with clients. As a class, review the list of ethical considerations and discuss ways in which counselors can ensure they are engaging in ethical practices when communicating by telephone.

Discussion

Questions: What are some of the ethical issues related to protecting client privacy and confidentiality in telephone communication? In what settings is it appropriate or inappropriate to make phone calls to clients? Should counselors leave voicemail messages for clients and, if so, what should/shouldn't they say? What reasonable steps can counselors take to protect the confidentiality of voicemail messages left by clients?

Point/Counterpoint (Debate) Topics

Title: Distance Counseling

Learning

Goal: To consider the advantages and disadvantages of distance counseling.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: Counselors should provide counseling to clients over the Internet.

vs.

Counterpoint: Counselors should refrain from providing counseling services over the Internet.

Title: Counselor participation in Social Media

Learning

Goal: To consider the benefits and risks involved with utilizing social media platforms.

Point: Counselors should not have a presence on social media platforms such as Facebook, Twitter, Instagram, or Snapchat.

vs.

Counterpoint: Counselors have lives outside of their work and should be able to use social media.

OUTSIDE CLASS ACTIVITY

Title: Distance Counseling

Learning

Goal: To gain a greater awareness and understanding of issues related to distance counseling services.

Procedures: Explore the peer-reviewed literature addressing distance counseling services, including its costs, benefits, risks, and associated ethical issues. Report findings to class and discuss reactions.

Topic for Self-Reflection/Journaling

Topic: Reflect on currently social media habits. Project yourself into your future when you are a practicing counselor—are there any ways in which you may need to change the ways in which you engage in social media? What are the fundamental ethical considerations involved in using social media for counseling practitioners? What are

the current professional standards and best practices related to maintaining and updating professional social media accounts?

CASE STUDY

— You have been working with Michelle, a 28-year-old client presenting with substance dependence issues, for the past several months. Michelle has an open case with Child Protective Services (CPS) and is on probation, and you have been required to provide status updates regarding her substance use. Michelle reported that her last substance use was approximately 5 months ago and denies any instances of more recent use. As you scroll through social media, you see a picture of Michelle and decide to view her profile. Michelle recently posted pictures of herself with drug paraphernalia. Michelle has given her consent for you to view her social media information, and you are concerned about her recovery and unsure as to whether or not you should report this to CPS and/or her probation officer. What should you do?

Case Study Discussion

— In responding to the above situation, students should consider issues related to viewing clients' social media information and making reports to entities such as CPS and probation departments.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Considerations Relative to Keeping Counseling Records on Computers
- [2.] Communications Technology and the Privacy of Clients
- [3.] The Pros and Cons of Internet Counseling
- [4.] Current Mental Health-Related Issues Associated with Technology Overuse

Chapter 11

Counseling Children and Vulnerable Adults

FOCUS QUESTIONS

[1.] How do you think legal and ethical requirements might come into conflict with each other when counseling minor clients?

— Points instructors may want to make:

- Because laws reflect the value of a society and codes of ethics reflect the values of a profession that operates within a society, usually legal and ethical requirements do not conflict.
- The ACA Code of Ethics defines the client as the person who is receiving counseling services, so a client can be a minor. The law in the United States says that minors have no legal rights and any rights they might have must be asserted by their parent or legal guardian. Accordingly, when counselors work with minors, legal obligations are owed to parents or legal guardians rather than the minors themselves. When the interests of minors are not the same as the interests of their parents or legal guardians, law and ethics can come into conflict.

[2.] Why do you think minors under the age of 18, in the United States, are not able to assert their legal rights on their own but, instead, are required to assert their legal rights in court through their parents or legal guardians?

— Points instructors may want to make:

- Because the law assumes that children do not have the capacity to make rational and informed decisions for themselves.
- Perhaps the age of majority for some purposes, such as controlling one's privacy, should be younger, like 15 or 16. In some states, minors below the age of 18 are given the right to make certain decisions for themselves (such as seeking medical services) without the permission of their parents or guardians.

[3.] How can a counselor determine whether an adolescent client's risk-taking behaviors present a sufficiently serious risk for harm to warrant breaching the client's confidentiality?

— Points instructors may want to make:

- A particular client's maturity, past history, and family circumstances should be taken into account by a counselor when deciding whether an adolescent's risk-taking behaviors require that a parent or guardian be informed.
- While a counselor could never be held legally accountable for informing an adolescent's parents of information the adolescent revealed in counseling, there are circumstances under which a counselor might ethically choose to refrain from informing parents or legal guardians about an adolescent's risk-taking behaviors. However, any time a counselor does not inform a parent or guardian of an adolescent's risk-taking

behaviors, the counselor runs the risk of violating the parent's or legal guardian's legal rights.

[4.] What is your opinion of laws that make it a crime for a counselor to fail to report cases of suspected abuse of a child, elder, or vulnerable adult?

Points instructors may want to make:

- Counselors are professionals and should be given the right to make clinical judgments on their own. Counselors should be allowed to decide whether it is in a child or vulnerable adult's best interest to make a report, given the particular circumstances of a case.
- It is not always in a child's or adult's best interest to make such a report. In some instances, a filing a report can make a situation get worse.
- The state agencies that investigate reports of abuse often do not have the resources to do a thorough job; therefore, reports should not be mandated.
- On the other hand, some counselors would never make reports of suspected abuse if they were not required to do so by law. Consequently, many abused people might never receive help if mandated reporting laws did not exist.

IN-CLASS ACTIVITY

Title: Difficult Encounters Related to Counseling Minors

Learning

Goal: To become more comfortable with facing difficult encounters related to counseling minors, by practicing how to deal with potential clinical issues and observing how other students handle such issues.

Procedures: Groups of students can be assigned to prepare and present the following role plays during class:

Tell parents that their child is at risk for suicide.

Convince a child to tell a parent information that was revealed in a session that warrants parental notification (i.e.: non-suicidal self-harm, an eating disorder, etc.).

Explain the benefits of confidentiality to a minor client's parent.

Explain the counseling relationship to a student seeing a school counselor for the first time when the counselor is also the student's coach.

Address a teacher's request for information about counseling sessions with a student who was referred by the teacher for acting out in class.

Discussion

Questions: What worked for you in the role plays?

- _____ What didn't work for you?
- _____ Would you have handled any of the situations differently?
- _____ Which strategies would you use in similar situations?
- _____ How might having a proactive plan for addressing future issues allow you to feel more confident and/or calm under challenging circumstances?

Point/Counterpoint (Debate) Topics

Title: _____ Confidentiality of Adolescent Clients who are Sexually Active

Learning

Goal: _____ To explore the complex and multiple considerations when counseling adolescents who are sexually active.

Procedures: _____ Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

_____ *Point: In most instances, counselors should respect the confidentiality of minor clients who disclose that they are sexually active, if the clients insist that their parents/guardians not be told.*

_____ vs.

_____ *Counterpoint: Counselors should inform parents/guardians when minor clients disclose they are sexually active, due to the potential risks to the client and counselor when information is not shared with parents.*

Title: _____ Mandatory Reporting of Child and Elder Abuse

Learning

Goal: _____ To consider the complex issues involved in legally mandatory reporting.

_____ *Point: Counselors should be considered to be legally mandated reporters when they learn that a minor or dependent elder client is the victim of abuse.*

_____ vs.

_____ *Counterpoint: Counselors should be allowed to use their professional judgment when deciding whether or not to report the abuse of a minor or dependent elder client.*

OUTSIDE CLASS ACTIVITY

Title: _____ Reporting Suspected Child Abuse

Learning

Goal: _____ To become familiar with the state law on reporting suspected child abuse.

Procedures:——Locate your state statute related to reporting suspected child abuse and analyze——
——the statute according to the guidelines set forth in the chapter.

Topic for Self-Reflection/Journaling

Topic:——If you were a counselor working with children and adolescents in a school or non——
——school setting, and were asked to develop a training workshop for teachers
and/or——parents on a topic of particular concern related to today's children or
adolescents,——what topic would you choose? (Examples might include school
violence, relational——aggression or bullying, cyberbullying, adolescent social
media habits, assisting——LGBTQIQ students, counseling for academic
success, preparing students for career——and college readiness, etc.) What are
the main points you would want to convey——through your workshop?

CASE STUDY

——Leanne is 16 years old. During a counseling session, she tells you that her father sexually
abused her from the time she was 8 until she was 12. She currently lives with her father and
stepmother. What considerations must be made in reporting the abuse?

Case Study Discussion

——In responding to this situation, students should consider the language of the state reporting
statute, especially whether the statute addresses past abuse. Other considerations include the
legal mandates related to who must make the report (the counselor or a supervisor), the stipulated
timeframe for filing reports (24 hours, 48 hours, etc.), whether the oral report must be followed
by a written report, and what information must be included in the report. Additionally, whether
there are young children in the home who might be experiencing current abuse should also be
considered, as well as the policy of the school or agency regarding making suspected abuse
reports. Furthermore, a supervisor should be informed immediately. Information such as the
time, date, person spoken to, and a summary of the report made should be documented and
included in the counselor's records. Other goals include: taking reasonable steps to safeguard and
maintain the counseling relationship with the minor client, helping the client deal with the
process of reporting suspected abuse, and determining whether or not to tell the alleged
perpetrator about your report.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Our State Suspected Child Abuse/Elder Abuse/Vulnerable Person Abuse Reporting Statutes
- [2.] Exploring Whether Adolescent Marijuana Use, Relational Aggression (Bullying), and Other
Risky Behaviors Should Be Disclosed to Parents
- [3.] Summaries of Current Journal Articles Related to Topics in the Chapter

Chapter 12

Counseling Families and Groups

FOCUS QUESTIONS

[1.] How is confidentiality different when counseling couples, families, or groups, as opposed to counseling an individual client?

— Points instructors may want to make:

- — Counselors can ensure they will keep confidential information secret (with recognized exceptions), but they cannot guarantee the same for other family or group members.— As a result, family and group members need to understand there is no guarantee of privacy.
- — Further, there is no privilege in group or family counseling (generally, although a few states do grant privilege in couples and family counseling), even though privilege often exists by statute in states for individual counseling.

[2.] Why do think marriage and family counselors end up embroiled in their clients' lawsuits so often?

— Points instructors may want to make:

- — Family members come to counselors when they are in distress, and the distress often revolves around marriage or partner relationships.
- — Divorce and child custody litigation is common in the United States. Quite often individuals who divorce or who become involved in child custody disputes have seen counselors in the past, and they want their counselors to verify their statements in court or give an opinion that is favorable to them.

[3.] What should counselors tell potential counseling group members to ensure adequate informed consent?

— Points instructors may want to make:

- — There is no guarantee that other group members will keep secrets.
- — There is no privilege (usually, although some states grant privilege to group counseling by statute).
- — The following important information should be given:
 - — the purpose of the group and its format, procedures, and ground rules
 - — the potential psychological risks involved in group participation
 - — what services can and cannot be provided within the group setting
 - — the division of responsibility between leader and participants
 - — the rights and responsibilities of group members
 - — freedom to leave the group if it does not turn out to be what a member wants or needs

- consultation with the group leader if a crisis should arise as a direct result of participation in the group, or a referral to other sources of help
- freedom from undue group pressure or coercion regarding participation, decision making, personal disclosures, and suggestions from other members

IN-CLASS ACTIVITY

Title: _____ Difficult Issues in Counseling Families and Groups

Learning

Goal: _____ To become more comfortable with difficult issues related to family and group counseling, by practicing how to deal with potential and observing how other students deal with such issues.

Procedures: _____ Groups of students can be assigned the following role plays to be prepared and presented during class:

_____ A group leader is setting ground rules related to ethical considerations and group members ask for clarification of the rules.

_____ A group leader is discussing the issue of confidentiality and members ask for clarification.

_____ A family counselor is discussing the goals of family counseling with a new family.

Discussion

Questions: What worked for you in the role plays?

_____ What didn't work for you?

_____ Would you have handled any of the situations differently?

_____ Which strategies would you use in similar situations?

Point/Counterpoint (Debate) Topics

Title: _____ Dealing with Nonparticipating or Reluctant Family Members in Family Counseling

Learning

Goal: _____ To consider the advantages and disadvantages of various clinical perspectives and agency policies regarding nonparticipating family members.

Procedures: _____ Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

~~Point: Counselors should agree to counsel the family members who want to receive counseling, even if all family members do not agree to participate.~~

~~vs.~~

~~Counterpoint: Counselors should insist that all family members who are contributing to a family's problems or issues must attend counseling sessions.~~

Title: ~~Counseling Couples involved in Domestic Violence~~

Learning

Goal: ~~To consider the risks and benefits to both members of a couple when the couple is presently involved in domestic violence.~~

~~Point: Counselors should counsel the members of a couple individually if domestic violence is presently involved in their relationship.~~

~~vs.~~

~~Counterpoint: The best way to resolve issues of domestic violence in a couple's relationship is to counsel the partners as a couple.~~

OUTSIDE CLASS ACTIVITY

~~-~~

Title: ~~Family Violence~~

Learning

Goal: ~~To learn more about family violence and the current state of the literature related to appropriate interventions.~~

Procedures: ~~Review the current literature on family violence and report findings, including appropriate interventions.~~

Topic for Self-Reflection/Journaling

Topic: ~~Reflect on possible family-of-origin issues, stemming from your own upbringing, that could potentially interfere with your ability to counsel families effectively. What are some steps you can take, before you begin practicing professionally, to resolve those issues and/or safeguard against potential impairment?~~

CASE STUDY

~~Judith is a counselor in a public high school. Many of the students she has seen this year are experiencing difficulties because their parents have recently divorced. She has decided to create a group for adolescents whose parents are divorced. What should be covered in her pre-group screening/interviews with the students?~~

~~-~~

Case Study Discussion

~~In responding to this situation, students should consider the process of screening members as well as topics such as informed consent (including its related documents and the process of~~

notifying parents/legal guardians and obtaining their written consent), potential psychological risks, the services that can and cannot be provided in the group, the rights and responsibilities of members, and procedures for leaving the group.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Personal Counselor Values That Commonly Affect Marriage and Family Counseling
- [2.] The Pros and Cons of Using Risky Techniques in Family and Group Counseling
- [3.] Summaries of Current Journal Articles Related to Topics in the Chapter

Chapter 13
Professional Relationships, Private Practice, and Health Care Plans

FOCUS QUESTIONS

[1.] What types of interactions and relationships do counselors have to other mental health professionals who practice in their community?

— Points instructors may want to make:

- — To treat them with respect, even if they do not subscribe to one's own approach to providing mental health services.
- — To avoid making libelous and slanderous statements about them or their professional background/training (i.e.: speaking negatively about social workers, psychologists, etc.)
- — To coordinate client care with them if they are also treating the counselor's client.
- — Counselors can appreciate how the differences between themselves and other mental health professionals can help improve client care.

2. — What kind of help does a counselor need in order to set up a private practice?

— Points instructors may want to make:

- — Private practice is a business and involves all the promises and pitfalls of starting any small business.
- — Likely the assistance of an accountant and a lawyer, at a minimum.
- — Many local, state, and federal laws must be complied with before a business opens its door.
- — Seeking consultation with other counselors who have successfully—or even unsuccessfully—opened and operated a private practice.

[3] How would you respond if you were a provider of counseling services for a managed-care organization and you believed your client needed additional counseling sessions, but the case manager told you that no more counseling sessions would be provided?

— Points instructors may want to make:

- — Try to avoid an adversarial relationship with the case manager.
- — Present empirical evidence that more sessions are needed in this particular case.
- — File a formal exception if the prior request was not granted.
- — Appeal within the agency through proper channels, if necessary.

IN-CLASS ACTIVITY

Title: — Opening a Private Practice—

Learning

Goal: — To learn the basic requirements and pros and cons of opening a private practice.

Procedures: — Students will divide into groups of three or four to discuss and draw up a
— business plan for a fictitious private practice. Upon completion of the activity,
— the groups will share with the entire class what they have learned and major
— questions and/or concerns that still persist.

Discussion

Questions: — What are some of the important considerations in opening a private practice?

— What did you learn that would encourage or discourage you to open a private
— practice?

— What factors and considerations might restrict you from opening a private
— practice?

Title: — Ideal Mental Health Care Benefits

Learning

Goal: — To explore the issues of mental health care plans.

Procedures: — Put students into small groups. Assign each group the task of developing a
— national health care plan that would be free for all citizens in the United States.
— Ask them to give details of the benefits that would be available for mental
— health care. Ask them to predict how much taxes would need to go up to pay for
— the plan.

Point/Counterpoint (Debate) Topic

Title: — Going into Private Practice

Learning

Goal: — To consider the benefits and risks of establishing a solo private practice versus
— joining or establishing a group practice.

Procedures: — Assign (or allow students to volunteer) 2 groups of students (preferably 3-5
— students per group) to each take one of the positions described below and
— prepare a 5-minute argument in favor of that position. Have each group
present — its argument. Next, allow the groups to confer for 2 minutes and
then have each — group present its rebuttal to the other group's argument. Lastly,
have the class — members who served as the audience vote for which side
was most persuasive.

— *Point: It is best for counselors who want to be private practitioners to establish their
own, solo practice.*

— vs.

— *Counterpoint: It is best for counselors who want to be in private practice to join with
an established practice or establish a partnership or group practice.*

OUTSIDE CLASS ACTIVITIES

Title: Professional Development Interviews

Learning

Goal: To participate in a hands-on activity to acquaint students with actual counseling—
—clinicians and other professionals to discover what it is really like to practice—
—counseling.

Procedures: Students will interview someone about what is involved in opening a new—
—private practice in counseling. They can choose to interview a counselor or—
—social worker in private practice, either in person or over the telephone.—
—Students will turn in their interview questions and their interviewee's responses,
—along with a couple of pages reflecting on what this interview taught them.

Title: Interviews with Counselors who Accept Third Party Payments

Learning

Goal: To learn about the challenges of dealing with health care plans.

Procedures: Ask students to interview a counselor who works in an environment in which—
—third-party payers reimburse clients for their mental health care services. Such—
—counselors usually can be found in private practices, hospitals, substance abuse—
—treatment programs, or sometimes in community mental health care facilities.—
—Have students ask the counselor how the reimbursement process works and—
—about the primary problems associated with accepting third-party payments.

Topic for Self-Reflection/Journaling

Topic: Imagine that you are a professional counselor working in a school, community—
—agency, hospital, employee assistance program, the court system, or some other—
—organization. Assume that you are aware that some individuals in the—
organization—not fellow counselors, but administrators or other personnel—
routinely act in ways—that you believe to be unethical and that you believe—
diminish the effectiveness of the—services delivered to clients. What would—
you do about this problem? What would be—your fears and concerns about taking—
action?

CASE STUDY

—Jim has just been hired as a school counselor. Mary, a five-year-old female student, is referred to Jim by her teacher due to her recent behavior problems. Mary reveals to Jim, after a couple of play therapy sessions, that her stepfather has been touching her in private places. Jim reports the suspected abuse to the proper authorities in his state. Jim then meets with Mary's mother and decides to refer Mary to a very well-known specialist for young children who have been sexually abused. Incidentally, this specialist also happens to be a close friend of Jim's. Jim is worried about the ethical principles involved with referring Mary to his friend. What should Jim do?

Case Study Discussion

~~— Jim is not violating any ethical principles by referring to his good friend, especially since Jim knows that his friend happens to be one of the top specialists in the sexual abuse field; however, Jim should look into providing referrals to more than one counselor?~~

~~SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS~~

- ~~1. — Current Information Regarding Managed Care and its Impact on Counseling~~
- ~~2. — Suggestions for Establishing and Maintaining Appropriate Relationships with Mental Health and Other Professionals (e.g., physicians, law enforcement officers, probation officers, and teachers)~~
- ~~3. — A Business Plan for Opening a Private Practice~~

Chapter 14

Issues in Counselor Education

FOCUS QUESTIONS

[1.] What kinds of information do prospective students need to receive about a counselor-training program so that they can make an informed decision regarding whether to apply?

— Points instructors may want to make:

- — What the requirements are to complete the program, including course requirements, comprehensive exams, internships, and any personal reviews that exist.
- — Whether students are expected to self-disclose in group courses or counseling-techniques courses.
- — For what purpose(s) will student information revealed through self-disclosure be used (only for learning purposes within the group course, for evaluation purposes to assess the student's disposition and their suitability for continued progress through the program and/or future clinical work, etc.)
- — Prospective students should be informed that they will be expected to develop multicultural counseling competencies.

[2.] What do you think you should do if you know that a classmate is struggling and does not seem to be learning the skills, behaviors, and dispositions needed to become a competent counselor?

— Points instructors may want to make:

- — Counselor educators are responsible for assisting students in succeeding in counseling programs as well as gatekeeping. Students can share their observations with faculty members or encourage the student to seek assistance to address identified problems.
- — Students must remain aware of signs of personal impairment, seek assistance for identified problems, and notify program supervisors if they are unable to provide effective services.
- — Counselors in training refrain from offering or providing counseling services when their physical, mental, or emotional problems could potentially harm clients or others.

[3.] What kinds of relationships outside the classroom between counselor education professors and students are appropriate?

— Points instructors may want to make:

- — Common situations include socializing with professors at department parties or conferences; talking about personal information with professors outside of class; doing small favors for professors such as picking up a snack for them at the cafeteria; or working closely with professors on their research projects.

- Situations that are inappropriate are babysitting for professors; attending social events together without other students being involved; going on vacations together; dating; having a sexual relationship; or borrowing money.

IN-CLASS ACTIVITY

Title: View from the Other Side

Learning

Goal: To provide experiential learning about (1) the challenging nature of non-academic dismissal issues, and (2) the potential struggles associated with how programs handle students who face such issues.

Procedures: In small groups, ask students to role play a group of faculty members in a specific counseling graduate program. First, generate a brief description of your program, describing its accreditation (or lack of), level and number of students, number of faculty, type of institution, and any other descriptive information you feel to be important in understanding your particular context. Second, based on your context and your knowledge of the relevant ethical codes and guidelines, generate a set of policies and procedures for handling student non-academic problems or concerns, and also the dismissal policies and procedures in the event remediation procedures are unsuccessful.

Discussion

Questions: What struggles occurred in your group and how did you resolve them?

What contextual factors did your group consider important?

How would you go about ensuring that the procedures your faculty group developed would continue to be revisited and adapted, in order to continually increase effectiveness and fairness, and to be representative of the entire faculty?

Point/Counterpoint (Debate) Topics

Title: A Personal Counseling Experience for Students

Learning

Goal: To consider the arguments both for and against requiring students in counseling programs to have an experience as a client in counseling.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: *Counseling students should be required to have a minimum number of sessions of (ungraded) experience as a client in counseling.*

vs.
Counterpoint: *Counseling students should be encouraged but not required to have an experience as a client in counseling.*

Title: Relationships between Faculty and Students

Learning

Goal: To consider the benefits and risks involved in outside-of-class relationships between faculty and students.

Point: *Faculty in counseling programs should maintain strict and consistent boundaries in their relationships with students, to protect students who are in a vulnerable position.*

vs.
Counterpoint: *Students in counseling programs are all adults and faculty should be flexible and use professional judgment in adjusting relationship boundaries to foster mentoring and personal/professional growth.*

OUTSIDE CLASS ACTIVITY

Title: Understanding Ethical or Legal Experiences from the Perspective of a Counselor Educator

Learning

Goal: To facilitate a personal connection with an experienced counselor educator (one who has likely experienced a major ethical or legal challenge at some point in his or her career) such that students experience the reality of ethical or legal issues in counselor education.

Procedures: Based on the central issues in this chapter, ask students to contact a current counselor educator. He or she does not have to be in your own program. Ask students to take the steps listed below:

Depending on your geographical proximity, interviews may take place in person, by telephone, through video conferencing, via e-mail, or any other method of connecting that works. Prior to the scheduled interview, create a number of interview questions based on your understanding of this chapter's issues. The purpose of this exercise is to facilitate a discussion between you and an experienced counselor educator related to ethical and legal issues associated with the counselor education professorate. After the interview, generate a report summarizing the key takeaways from your interview. Provide a list of your interview questions, a summary of your interview experience, what you learned, and any insights that occurred during your interactions related to the potential ethical or legal challenges associated with being a counselor educator.

Topic for Self-Reflection/Journaling

Topic: As you progress through your counselor training program, you will receive feedback about your skill development and interpersonal characteristics that

- may affect your counseling relationships. Reflect on how you receive feedback.
- What are some areas of development about which you may be uncomfortable with or resistant to feedback? If necessary, how would you hope to manage your discomfort or resistance?

CASE STUDY

—— You are a counselor educator working in a CACREP-accredited counseling graduate program which prepares both masters and doctoral level students. As a part of their required internship, doctoral students serve as university individual supervisors for master's students who are enrolled in either practicum or internship. During this particular semester, you are one of the faculty members running the doctoral student supervision group—a scheduled weekly group meeting during which doctoral students consult with their peers, receive feedback from both peers and the faculty member, problem-solve challenges or concerns, and provide updates regarding the status of their master's-level supervisees. One of these doctoral students is working with two individual supervisees and leading one group. One of her two individual supervisees, an attractive male student, is nearing the end of his internship and is getting ready to graduate. Lately, you have noticed a significant shift in this doctoral student's defensiveness regarding her male supervisee's behavior, activities on his internship site and, generally, any time a question arises regarding their relationship. Furthermore, this defensiveness has extended into times when she receives feedback about her own choices, comments, and interpretations as a supervisor, particularly in regard to this late-stage internship student. On numerous occasions, this doctoral student has shared with you her struggles with setting limits, becoming overly involved in others' lives, and the tremendous care she maintains for her students' experiences in supervision. Informally, you have learned that she recently experienced the ending of a long-term intimate relationship and you have noticed a marked reduction in her presence and overall level of attentiveness during the group.

Case Study Discussion

—— As a counselor educator, what would you do? What should you do? What should you not do? What are your responsibilities? What do you suppose is going on? What are significant pieces of information that stand out to you? How, and to what extent, might you involve your fellow faculty—or would you? Which ACA ethical standards might apply in this situation?

—— Counselor educators assume the responsibility of monitoring the effectiveness of their doctoral students who supervise master's students. Given the information possessed by the counselor educator in this case study, the issue should be raised and discussed, individually, with the doctoral student. The counselor educator should accuse the doctoral student of any wrongdoing but, instead, should point out specific behaviors of the doctoral student and ask the student to respond. During the individual meeting with this supervisee, the counselor educator should express his or her concerns, discuss the extent to which the doctoral student's supervisory responsibilities may be being compromised, and the need to address such concerns. Counselor educators must not become counselors to their students; however, this professor may suggest

personal counseling as a potential resource. Furthermore, due to their role as gatekeepers, counselor educators do not facilitate the continuation of supervisory responsibilities with knowledge of compromised effectiveness. Accordingly, this counselor educator has a responsibility for not only ensuring that a conversation with the doctoral student is started, but also to follow through and, if necessary, to ensure that a remediation plan has been initiated. The doctoral student and the counselor educator should decide together how much of the content of their individual consultation will be shared within the context of the supervision group.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] Dual Relationships in Counselor Education—Positive Potentials and Effective Management
- [2.] Develop three self-growth exercises you believe would be appropriate in a counseling-graduate program, in light of the information presented in this chapter. Talk about why you believe each exercise is appropriate and highlight similar examples that may not be appropriate within the context of counselor education.
- [3.] Explain and discuss the gatekeeper role, highlighting its responsibilities, potential challenges, and importance.

Chapter 15

Supervision and Consultation

FOCUS QUESTIONS

[1.] How are counseling, supervision, and consultation similar? How are they different from each other?

Points instructors may want to make:

- They are similar in that counselors, counselor supervisors, and consultants:
 - Meet individually or in groups with clients, supervisees, or consultees;
 - Help the client, counselor, or consultee with whom they are working;
 - Have a power differential in the relationship;
 - Use some of the same skills in the three situations such as active listening, asking open questions, confrontation, etc.
- They are different in that:
 - The goals are different. Counselors help clients resolve problems. Supervisors help counselors to become more effective counselors. Consultants provide an outside view of a situation that is not their direct responsibility.
 - Counselors and clients are not both professionals; conversely, both the counselor and supervisor are counseling professionals, and the consultant and consultee are usually professionals.
 - Supervisors and consultants use skills that are different from counselors.

[2.] What would you do if you believed your clinical supervisor was not competent to provide you with quality supervision services?

Points instructors may want to make:

- If you were a graduate student, it probably would be best to discuss the situation with a faculty member and take his or her lead in resolving the problem.
- If you were a post-master's counselor gaining experience for licensure, it probably would be best to end the supervisory relationship and find another, more competent supervisor.
- If you are employed and the clinical supervisor is not your direct administrative supervisor, you should discuss the situation with your administrative supervisor. If the clinical supervisor is your direct administrative supervisor, either discuss the situation with your direct supervisor's supervisor or seek another job.

[3.] As a beginning counselor, under what circumstances do you think you might seek consultation? Under what circumstances do you think others might seek you out for consultation?

Points instructors may want to make:

- You will probably seek the consultation of others when:

- You have difficult cases to contend with, such as suicidal clients or clients who may be a danger to others;
- You need help making other complex professional decisions;
- You need to talk with one of your client's other service providers, such as his or her psychiatrist; or
- You need to talk to a client's family member.
- You will probably be a consultant to others when:
 - Another counselor wants to consult with you about a difficult case he or she is contending with;
 - A teacher wants to talk to you about one of your assigned students (if you are a school counselor); and
 - Another service provider calls you about a mutual client.

IN-CLASS ACTIVITY

Title: Trying on the Consultant Hat

Learning

Goal: To begin the process of thinking, interacting, investigating, and planning from the perspective of a professional consultant.

Procedures: Group students into pairs. For five minutes, ask Student A to describe to his or her partner (Student B) an organization (e.g., business, school, agency) that Student A knows fairly well that has at least one major problem or challenge. The setting described could be a current or previous place of employment, internship site, university setting, etc. Student B should take notes regarding the relevant descriptive information and may probe for additional information. Student B should take five minutes to generate in writing (1) what Student B believes to be the central issues for the selected organization, (2) additional information he or she thinks is needed in order to fully understand this organization, and (3) from whom and how he or she might gather this information. Next, ask Student B to assume the role of consultant in the selected organization, and ask questions in the manner he or she might use if indeed he or she was a paid consultant (10 minutes). Finally, given the extent of the information that has been gathered, the student should generate a draft plan of how he or she might approach facilitating solutions or changes aimed at the problem (20 minutes).

Discussion

Questions: What were the key points you learned from this exercise?

How were you different in your approach to the problem as a consultant than how you might have acted in your role as a professional counselor?

Point/Counterpoint (Debate) Topics

Title: Relationship Boundaries in Supervision

Learning

Goal: To evaluate the considerations that must be taken into account when managing the boundaries of the supervisory relationship.

Procedures: Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

Point: The boundaries of the supervisor/supervisee relationship should be much the same as the boundaries that are set and maintained in counseling relationships.
vs.

Counterpoint: The boundaries of the supervisor/supervisee relationship should be more flexible and different from the boundaries that are set and maintained in counseling relationships.

Title: Credentials and Experience of Supervisors

Learning

Goal: To consider the advantages and disadvantages of supervisors having the same or different specialty areas than supervisees.

Point: Supervisees will get the best supervision from a supervisor who practices in the same specialty area (e.g., school counseling, agency counseling, addiction counseling) as the supervisee.
vs.

Counterpoint: Supervision will be a richer experience if the supervisor practices in a different specialty area, or is even from a different mental health profession, than the supervisee.

OUTSIDE CLASS ACTIVITY

Title: Supervisor Interview

Learning

Goal: To facilitate an opportunity for a supervisor in training to “get-to-know” the supervision experiences and approaches of an experienced supervisor. This exercise will facilitate networking and collegial connection.

Procedures: Select an experienced clinical supervisor and spend some time getting to know his or her role as a supervisor. Your time together may include an interview, shadowing their supervision activities, talking with their supervisees, or general discussion about supervision. Ensure that you have a solid understanding of your selected supervisor's supervisory style, orientation, approach, documentation methods and approach to evaluation. Either give an oral report in class or write a paper composed of two parts: Part I should describe the interview you had with your selected supervisor and what you learned about him or her as a supervisor. Part II should comprise your reflections on this

- activity, what the experience means for you in your role as a future supervisor,
- and how your perceptions and understanding of the supervision process might
- have expanded or changed as a result of this experience.

Topic for Self-Reflection/Journaling

Topic: Reflect on the characteristics you want in a supervisor when you are completing your post-master's supervision experience toward your licensure or certification. What are the competencies, personal and interpersonal characteristics, work style, and approach to supervision of a potential supervisor that you believe would provide the best supervision experience for you?

CASE STUDY

Darla is a master's-level counseling student just beginning her internship. She has multiple supervisors—an on-site supervisor, a group supervisor at the university, and a different individual supervisor at the university. Her individual and group university supervisors are doctoral-level counseling students at the same university. One of Darla's clients is a 7-year-old boy who attends special education classes. One evening, during university group supervision, Darla shares her concerns about possible verbal and physical abuse within her client's school. When asked, Darla explains that she has not discussed this issue with her individual university supervisor. She did, however, inform her on-site supervisor, who directed her to document her findings. She also reports that her on-site supervisor said that if the information was reported to child authorities, the likelihood of anything being done was small to nonexistent. The incidents occurred more than two weeks ago.

Case Study Discussion

What are the group supervisor's responsibilities, liability, and necessary actions? What legal and ethical issues add complexity to this situation? What are important guidelines for this situation? What would you do and why?

An on-site supervisor has the ultimate responsibility for anything an intern does. In the situation described, the university supervisors have educational roles, not roles of authority over what occurs on the site. Thus, the group supervisor's responsibility is to recommend that the supervisee continue to consult and follow the recommendations of the on-site supervisor. In the event the group supervisor believes unethical or illegal activities are occurring on-site, consultation with the on-site supervisor should be the next step. If counselor educators believe sites are allowing unethical or illegal practices, practicum or internship students should be removed and future students should not be assigned to that site.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

[1.] Discuss the benefits and challenges of consultation. Describe two different possible consultation situations. Be sure to include examples that demonstrate potential approaches to handling the issues involved.

[2.] Supervision involves what some have described as a paradox, that is, the supervisor is in a position of power, conducts evaluation, provides feedback, and serves as coach, teacher, and consultant. However, at the same time, the supervisor's job is to facilitate the development of their future professional colleagues. Discuss the most relevant issues and include reflections on your future role as a supervisor. How might you manage such a balancing act?

Chapter 16

Professional Writing, Conducting Research, and Publishing

FOCUS QUESTION

[1.] What is plagiarism and why do you think so many college students get into trouble because they plagiarize?

Points instructors may want to make:

- Plagiarism is presenting another person's work as one's own
- Many students do not fully understand what constitutes plagiarism
- Some students do not believe plagiarism is wrong
- The ACA Code of Ethics prohibits plagiarism

[2.] Why do you think it is important for master's-level students to understand research?

Points instructors may want to make:

- The primary issues are to prevent researchers from harming research participants or misrepresenting their findings.
- For example, a researcher might:
 - Engage in activities that are harmful to participants;
 - Lie about the procedures used in collecting data;
 - Lie about the results of the data analysis;
 - Treat co-researchers unfairly.
- The ethical standards make clear what conduct is expected from researchers.

[3.] Why do you think the U.S. Government has required universities and other organizations that conduct research to establish Institutional Review Boards that review research proposals to ensure that human subjects are protected from harm?

Points instructors may want to make:

- There have been some atrocities related to conducting research in the past that must be avoided in the future. For example, in Nazi Germany, medical research was conducted on concentration camp prisoners that led to their deaths. Also, in the United States, studies were conducted that purposefully infected individuals with syphilis without their knowledge.
- Sometimes researchers, in their zeal to conduct their studies, may not pay attention to the safety or well-being of their participants.

IN-CLASS ACTIVITY

Title: Writing with Your Professor

Learning

Goal: To understand the ethical and legal issues involved in writing with other people.

Procedures: — Lead a class discussion regarding the common practice of university professors seeking assistance from their students as they write research findings or conceptual papers for publication. Explain that students may be paid as graduate assistants or may be non-paid volunteers. Put the students in small groups and ask them to consider the following questions: Does the student's status (paid graduate assistant or non-paid volunteer) make a difference in the relationship? Should the student's name appear on the publication? What is fair? Hold a general class discussion after the small group interactions.

Point/Counterpoint (Debate) Topic

Title: — Student Participation in Research

Learning

Goal: — To become aware of the ethical issues involved in student participation in faculty research.

Procedures: — Assign (or allow students to volunteer) 2 groups of students (preferably 3-5 students per group) to each take one of the positions described below and prepare a 5-minute argument in favor of that position. Have each group present its argument. Next, allow the groups to confer for 2 minutes and then have each group present its rebuttal to the other group's argument. Lastly, have the class members who served as the audience vote for which side was most persuasive.

— *Point: Professors should feel free to ask students to participate as subjects in research studies the professors are conducting if safeguards are put in place.* — vs.

— *Counterpoint: Professors should not put students in the uncomfortable position of being asked to participate as subjects in research studies the professors are conducting.*

OUTSIDE CLASS ACTIVITY

Title: — Getting Permission to Conduct Research

Learning

Goal: — To expose students to the process of obtaining permission to conduct research studies.

Procedures: — Provide students with university and college websites that list the procedures used in your university for obtaining permission from your Institutional Review Board that governs research activities involving human subjects. Ask students to outline (in writing or orally) a proposal to conduct a research study of their choice.

Topic for Self-Reflection/Journaling

Topic: — Reflect on the times you may have been tempted to intentionally plagiarize. What were the sources of influence or the pressures that made you vulnerable to

considering plagiarizing, and how can you avoid those temptations as you move through your graduate studies? Do you think you have ever plagiarized unintentionally? How can you avoid or safeguard against unintentionally plagiarizing?

CASE STUDY

—— Dr. Smith, a counselor educator, has developed an idea for a new textbook. She talks to a publisher's representative and the representative agrees to publish the book. In a few days, Dr. Smith receives a contract to sign. The contract is filled with legal language. Basically, the contract seems to reflect her discussions with the representative regarding royalties and time lines for production of the text; however, Dr. Smith is worried about signing such a legal document because it is the first time she has published a book. How should she proceed?

Case Study Discussion

—— A good idea would be for Dr. Smith to talk to colleagues who have published many books. These colleagues could advise her on standard terms regarding textbook publication. Dr. Smith could pay an attorney to review the document and advise her, but that is likely unnecessary. Most textbook contracts are standard in form and format and are not particularly negotiable. If an attorney is consulted, one who specializes in representing authors in an academic setting should be chosen.

SHORT PAPER OR ORAL CLASS PRESENTATION TOPICS

- [1.] List some research projects that might put participants at risk and explain procedures that would be used to protect their well-being and safety.
- [2.] Develop a situation in which a research participant's privacy might be compromised because the participant could be identified personally through the report issued by the researcher.
- [3.] Create situations that commonly occur in counseling offices in which copyright laws are violated. Suggest guidelines for avoiding such violations.

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MULTIPLE CHOICE QUESTIONS

Chapter 1 Introduction

1. Law and ethics differ from one another in that:
 - {a.} laws dictate minimum standards of behavior that society will tolerate, whereas ethics represent the ideal standards expected by the profession.
 - {b.} ethics dictate minimum standards of behavior that society will tolerate, whereas laws represent the ideal standards expected by the profession.
 - {c.} ethics and laws have the same standards.
 - {d.} laws require that counselors always follow the profession's ethical standards.
 - {e.} ethics and laws are often in conflict because they are so different from one another.
2. The best statement about the nature of professional ethics in counseling is that:
 - {a.} if counselors study ethical codes and keep current with the professional literature, they can be assured of practicing in an ethical manner.
 - {b.} in order to practice in an ethical manner, counselors must always be in compliance with federal and state laws.
 - {c.} because there are few absolute right answers to ethical practice questions, consultation with counseling colleagues is very important when making ethical decisions.
 - {d.} because there are few absolute right answers to ethical practice questions, consultation with lawyers is very important when making ethical decisions.
 - {e.} the ethical standards have changed very little in the last 50 years, so if counselors learn the rules, they will be able to practice in an ethical manner.
3. The personal values of counselors:
 - {a.} have no place in the counseling session.
 - {b.} should be completely altruistic.
 - {c.} are influenced by their families of origin and their cultures, among other factors.
 - {d.} are rooted in universal moral principles.
 - {e.} should prevail over ethics when there is a conflict between the counselor's values and the client's behavior.
4. From the perspective of principle ethics, a counselor who is counseling a client planning a violent act against another person, and who intervenes to notify the client's family members is:
 - {a.} sacrificing client autonomy in order to prevent harm and to do good.
 - {b.} sacrificing fidelity in order to be truthful.
 - {c.} sacrificing justice in order to be faithful to promises made.
 - {d.} sacrificing veracity in order to protect the client's anonymity.
 - {e.} sacrificing beneficence in order to promote fidelity.
5. While principle ethics asks the question "What should I do?," virtue ethics asks the question:

- ~~{a.} “What would an ethical counselor do?”~~
 - ~~{b.} “What should counselors who want to follow the law do?”~~
 - ~~{c.} “Who should I be?”~~
 - ~~{d.} “Who am I?”~~
 - ~~{e.} “What does virtue mean?”~~
- 6. — ~~Virtue ethicists believe that:~~
 - ~~{a.} to determine whether a counselor is ethical, each decision the counselor makes must be carefully weighed.~~
 - ~~{b.} people exist in connection to and in relationship with one another.~~
 - ~~{c.} actions speak louder than words.~~
 - ~~{d.} there are no universal moral principles.~~
 - ~~{e.} counselors should always be truthful.~~
- 7. — ~~At their most fundamental level, codes of ethics serve to:~~
 - ~~{a.} protect and promote the welfare of the client.~~
 - ~~{b.} protect and promote the welfare of the counselor.~~
 - ~~{c.} protect and promote the welfare of the profession.~~
 - ~~{d.} protect and promote the welfare of the counselor’s agency.~~
 - ~~{e.} protect and promote the welfare of the client’s family unit.~~
- 8. — ~~Counselors who function according to mandatory ethics:~~
 - ~~{a.} believe that employers should require specific behaviors of counselors they hire.~~
 - ~~{b.} believe that their duty is to comply with basic “must” and “must not” statements in codes of ethics, and nothing more.~~
 - ~~{c.} believe counselors should determine what is ethical based on the specific situations in which they find themselves.~~
 - ~~{d.} would favor ethical standards that use the word “should,” instead of the word “must.”~~
 - ~~{e.} would favor judging the actions of counselors based on the circumstances, rather than on strict rules.~~
- 9. — ~~When attempting to make an ethical decision, it is recommended that counselors take all of the following steps EXCEPT:~~
 - ~~{a.} tune into their feelings.~~
 - ~~{b.} involve the client in the decision-making process.~~
 - ~~{c.} consider the moral principles.~~
 - ~~{d.} consult with an attorney.~~
 - ~~{e.} identify desired outcomes.~~
- 10. — ~~Once counselors have disclosed their legal questions to their immediate supervisors, and have received a response either from the supervisor or from an attorney who is advising them as to the proper course of action,~~
 - ~~{a.} it is essential for counselors to seek a second opinion.~~
 - ~~{b.} it is essential for counselors to choose and act on their own choice.~~
 - ~~{c.} it is essential for counselors to follow legal advice given to them, even if they do not agree with it.~~

- ~~{d.} it is essential for counselors to follow legal advice given to them, but only if they agree with it.~~
- ~~{e.} it is essential for counselors to ask the ACA Ethics Committee for an opinion.~~

11. ~~All of the following are situations in which it is necessary to consult with colleagues—EXCEPT:~~

- ~~{a.} when counselors face issues that require them to exercise judgment.~~
- ~~{b.} when there are no clear right or wrong answers.~~
- ~~{c.} when deciding whether to respond to a subpoena.~~
- ~~{d.} when it is possible that clinical decisions will be challenged later.~~
- ~~{e.} when they are not certain whether a client might be suicidal.~~

12. ~~Laws:~~

- ~~{a.} always support professional values and behaviors.~~
- ~~{b.} dictate maximum standards of behavior for professionals in a position of trust who provide services to the public.~~
- ~~{c.} are similar to ethics in that they represent ideal standards.~~
- ~~{d.} often conflict with an ethical standard related to a similar issue.~~
- ~~{e.} are agreed upon rules that are set forth by principles allowing people to live together in a society.~~

13. ~~External forces that can support counselors in their efforts to practice ethically include all of the following EXCEPT:~~

- ~~a. supervision.~~
- ~~b. intentionality.~~
- ~~c. consultation.~~
- ~~d. codes of ethics.~~
- ~~e. continuing education workshops and seminars.~~

14. ~~The ACA Code of Ethics:~~

- ~~a. helps to stabilize the profession.~~
- ~~b. answers nearly all questions that a counselor might have.~~
- ~~c. sets forth ethical responsibilities that never change.~~
- ~~d. is the single, universally accepted code of ethics for counselors.~~
- ~~e. is updated every two or three years.~~

15. ~~When a counselor discovers that a client holds values that are dramatically different from the counselor's own values, the counselor should:~~

- ~~{a.} try to gently persuade the client to re-examine his or her values.~~
- ~~{b.} respect the client's values, even though the counselor disagrees with them.~~
- ~~{c.} immediately refer the client to another counselor.~~
- ~~{d.} give the client some reading material that will broaden his or her perspective.~~
- ~~{e.} ask the client how he or she would feel if people discriminated against him or her because of values held.~~

Chapter 2

Professional Identity of Counselors

1. — Counselors with a strong professional identity are able to do all of the following EXCEPT:
 - ~~{a.} describe the services their profession renders to the public.~~
 - ~~{b.} articulate the similarities and differences between their profession and other similar groups.~~
 - ~~{c.} show pride in belonging to the counseling profession.~~
 - ~~{d.} demonstrate that they hold a master's degree from a CACREP-accredited program.~~
 - ~~{e.} explain the philosophy that underlies the activities of counselors.~~
2. — A core belief that members of the counseling profession hold concerning helping others with their mental health concerns is:
 - ~~{a.} it is important to identify the illness presented by clients.~~
 - ~~{b.} the goal is to help clients return to the level of functioning enjoyed before the illness occurred.~~
 - ~~{c.} remediation is the most appropriate means in dealing with emotional and personal problems.~~
 - ~~{d.} prevention and early intervention are the most appropriate means to deal with emotional and personal problems.~~
 - ~~{e.} in most cases, giving support is all that is necessary for people to resolve their personal crises.~~
3. — Within the counseling profession, the primary goal of counseling is to:
 - ~~{a.} help clients achieve wellness.~~
 - ~~{b.} cure illnesses of clients.~~
 - ~~{c.} identify and treat mental illnesses.~~
 - ~~{d.} understand the illnesses with which clients present for counseling.~~
 - ~~{e.} help clients understand unresolved emotional issues.~~
4. — Counselors who practice from a developmental perspective:
 - ~~{a.} focus on the physical development of their clients because physical development has a significant impact on the emotional well-being of clients.~~
 - ~~{b.} focus on the intellectual development of their clients because clients must be taught to understand themselves in order to function more effectively.~~
 - ~~{c.} see personal development as a difficult goal to attain and requires the help of counselors who understand the human condition.~~
 - ~~{d.} view most problems people encounter as natural and normal since all developmental stages of life bring challenges.~~
 - ~~{e.} believe that all stages of life traumatize clients and, thus, the counselor's role is to treat the trauma their clients have experienced.~~
5. — Counseling aims to help clients:
 - ~~{a.} become autonomous and no longer need other people in their lives.~~
 - ~~{b.} have a place to go that is comforting and supportive.~~

- ~~{c.} learn to counsel themselves.~~
 - ~~{d.} have a person who can offer sound advice and solve their problems for them.~~
 - ~~{e.} be empowered to problem-solve independently.~~
6. — Within the counseling profession, the primary national voluntary certification agency is:
- ~~{a.} American Mental Health Counselors Association~~
 - ~~{b.} American Counseling Association~~
 - ~~{c.} American Association for Counseling and Development~~
 - ~~{d.} National Board for Certified Counselors~~
 - ~~{e.} National Registry of Certified Counselors~~
7. — The school counseling movement in the United States resulted as a consequence of which major event?
- ~~{a.} the Russians launching Sputnik.~~
 - ~~{b.} the assassination of John F. Kennedy.~~
 - ~~{c.} the Cuban Missile Crisis.~~
 - ~~{d.} The American Psychological Association's declaration that only doctoral-level psychologists would be recognized as professionals.~~
 - ~~{e.} the national legislation that ensured education for all handicapped persons.~~
8. — All of the following are steps toward professionalization EXCEPT:
- ~~{a.} getting state laws passed that regulate the practice of the profession.~~
 - ~~{b.} changing names to reduce identification with other professions.~~
 - ~~{c.} developing a code of ethics.~~
 - ~~{d.} requiring members of the profession to possess specialized knowledge and skills.~~
 - ~~{e.} offering services that are identical to services offered by other similar professions.~~
9. — The most significant problem within the counseling profession today, according to the authors of the text, appears to be:
- ~~{a.} receiving third-party reimbursement.~~
 - ~~{b.} increasing salaries for master's level clinicians.~~
 - ~~{c.} becoming a united and societally-recognized profession.~~
 - ~~{d.} increasing the publication of experimental research studies.~~
 - ~~{e.} convincing legislators to make counseling services available to everyone for a reasonable charge.~~
10. — Certification is a process:
- ~~a. — that is exclusively for school counselors.~~
 - ~~b. — through which official state agencies certify individuals as qualified to hold certain state jobs.~~
 - ~~c. — that protects the title of "counselor" in some states.~~
 - ~~d. — is always voluntary, whereas licensure is required.~~
 - ~~e. — that prevents individuals from practicing counseling unless they hold at least a master's degree.~~

11. ~~All of the following statements about advertising one's services in an ethical manner are true, EXCEPT:~~
- ~~[a.] the ACA Code of Ethics imposes strict criteria and restrictions on advertising.~~
 - ~~[b.] counselors must correct misrepresentations of their qualifications if they learn about such misrepresentations.~~
 - ~~[c.] counselors are required to distinguish between paid and volunteer work experience when they advertise their qualifications.~~
 - ~~[d.] counselors must present their credentials accurately.~~
 - ~~[e.] many counselors hold multiple credentials and it is ethical to list all relevant credentials on their business cards.~~
12. ~~Professionalism in counseling includes all of the following EXCEPT:~~
- ~~a. being intrinsically motivated to achieve best practices in counseling.~~
 - ~~b. taking pride in one's profession.~~
 - ~~c. holding a doctorate in counseling or a related field.~~
 - ~~d. understanding the history and philosophy of the profession.~~
 - ~~e. representing the profession to the public in a positive and vigorous manner.~~
13. ~~A fundamental tenet of the wellness model is that:~~
- ~~a. traditionally, it has been espoused by members of all the helping professions (e.g., counselors, social workers, and psychologists), rather than by medical professionals.~~
 - ~~b. the primary goal is to alleviate suffering.~~
 - ~~c. people can transcend their environmental limitations.~~
 - ~~d. mental health exists along a continuum.~~
 - ~~e. scientific principles are applied to cure the client's identified mental illness.~~
14. ~~The Council for Accreditation of Counseling and Related Educational Programs (CACREP):~~
- ~~a. sets standards for preparing counselors, social workers, and school psychologists.~~
 - ~~b. requires that an individual hold a doctoral degree in order to be CACREP-certified.~~
 - ~~c. encourages faculty who train counselors to have diverse backgrounds as counselors, counseling psychologists, and clinical social workers.~~
 - ~~d. requires that training programs offer a 300-clock-hour practicum and a 300-clock-hour internship.~~
 - ~~e. has been generally accepted as the model curriculum for training counselors.~~
15. ~~The primary difference between counselors and other mental health professionals is:~~
- ~~a. only counselors provide mental health counseling services.~~
 - ~~b. only counselors use the term "counseling" to describe the service that they provide to clients.~~
 - ~~c. counseling is the primary professional service that counselors provide.~~
 - ~~d. counselors do not diagnose and treat mental illnesses.~~
 - ~~e. the primary service that counselors provide to clients is to connect them with resources in their communities that can help the clients achieve greater wellness.~~

Chapter 3

Multiculturalism, Values, Social Justice, and Advocacy

1. The term “culturally encapsulated counselor” refers to a counselor who:
 - ~~{a.} counsels in a setting where the clients are not diverse.~~
 - ~~{b.} defines reality according to one set of cultural assumptions and fails to evaluate other viewpoints, which renders the counselor insensitive to cultural variations.~~
 - ~~{c.} understands that all counseling is cross-cultural.~~
 - ~~{d.} considers evidence that challenges his or her assumptions.~~
 - ~~{e.} has internalized some of society’s biases.~~
2. According to Ridley, examples of *unintentional* racism included all of the following EXCEPT:
 - ~~{a.} avoiding the issue of cultural differences, by claiming to be color blind and treating all people as if they were alike.~~
 - ~~{b.} assuming that a client’s problems are due to the client’s cultural background.~~
 - ~~{c.} interpreting a lack of trust in the counselor due to the fact that the counselor is of a different race than the client.~~
 - ~~{d.} facilitating co-dependency relationships with ethnic clients out of a need to be accepted.~~
 - ~~{e.} misinterpreting a client’s culturally learned patterns of communicating or behaving.~~
3. When counseling a client from a racial, ethnic, or cultural group different from the counselor’s, it is important for the counselor to remember that:
 - ~~{a.} basically, all people are alike although they may look different.~~
 - ~~{b.} although certain groups share similar traits or beliefs, each individual is unique and may not be like most others from his or her group.~~
 - ~~{c.} since certain groups share similar traits or beliefs, the counselor should begin by assuming that this particular person is like most others.~~
 - ~~{d.} stereotyping is often useful in understanding differences.~~
 - ~~{e.} the counselor should demonstrate that she or he understands the client, by using words or phrases associated with the client’s racial, ethnic, or cultural group.~~
4. According to McIntosh, examples of *White privilege* include all of the following EXCEPT:
 - ~~{a.} being able to watch television and see people of the White race widely represented.~~
 - ~~{b.} seeing White people positively represented on television.~~
 - ~~{c.} knowing that if legal or medical help is needed, race will not work against the White person.~~
 - ~~{d.} growing up in a White middle or upper-class family environment.~~
 - ~~{e.} not needing to teach White children about systemic racism for their own daily protection.~~
5. The most important resource for counselors to use in learning about different racial, ethnic, or cultural groups is:
 - ~~{a.} their clients.~~

- ~~[b.] their colleagues who are from racial, ethnic, or cultural groups different from their own.~~
 - ~~[c.] professional associations that focus on multicultural counseling issues.~~
 - ~~[d.] books on multicultural counseling.~~
 - ~~[e.] professional journal articles on multicultural counseling.~~
6. — Counselors who work with female clients should have an understanding of the high-prevalence problems and issues experienced by women, including each of the following EXCEPT:
- ~~a. — domestic violence.~~
 - ~~b. — tendency to be passive-aggressive.~~
 - ~~c. — sexual assault and harassment.~~
 - ~~d. — body image and objectification.~~
 - ~~e. — conflicts between work and family responsibilities.~~
7. — Multicultural considerations were not given extensive attention in the ACA Code of Ethics ——— until:
- ~~—— a. — the first version adopted in 1961.~~
 - ~~—— b. — the second version adopted in 1974.~~
 - ~~—— c. — the third version adopted in 1981.~~
 - ~~—— d. — the fourth version adopted in 1988.~~
 - ~~—— e. — the fifth version adopted in 1995.~~
8. — When a counselor determines that a gay or lesbian client may have been illegally discriminated against, the counselor should:
- ~~[a.] insist that the client seek immediate legal advice.~~
 - ~~[b.] help the client determine whether or not to seek legal advice.~~
 - ~~[c.] tell the client that he or she has been discriminated against and that the client should seek to have the situation rectified.~~
 - ~~[d.] offer to find out the legal ramifications of the situation and report them back to the client.~~
 - ~~[e.] inform the client that he or she should seek legal advice from an attorney who advocates for gay rights.~~
9. — If a Southeast Asian client refuses to seek police assistance when he or she has been the victim of a crime, the counselor should:
- ~~[a.] become an advocate and contact the police for the client.~~
 - ~~[b.] insist that the client seek police assistance despite his or her reluctance.~~
 - ~~[c.] explain to the client that police help people in the United States.~~
 - ~~[d.] understand that the client may have negative feelings toward police because of police oppression in his or her native country.~~
 - ~~[e.] contact a family member and tell the family member that it is very important that the police are notified of the crime so that others can be protected.~~

10. ~~Because race, ethnicity, gender, and social class are salient cultural variables for all people,~~
~~[a.] individuals who are members of racial minority groups experience oppression related to all of their cultural variables.~~
~~[b.] privilege is experienced only by White males.~~
~~[c.] social class is the primary variable that determines whether individuals experience privilege or oppression.~~
~~[d.] race is the primary variable that determines whether individuals experience privilege or oppression.~~
~~[e.] individuals simultaneously experience both privilege and oppression.~~
11. ~~Because most counselors come from a middle-class background, they:~~
~~— a. — tend to be aware of their class biases.~~
~~— b. — realize that some clients do not speak English well because of limited education or immigrant status.~~
~~— c. — find it difficult to hear class conditioning when listening to some clients' stories.~~
~~— d. — should emphasize the importance of education when counseling clients from low socio-economic backgrounds.~~
~~— e. — should focus on personal relationships and rapport building when counseling low-SES clients.~~
12. ~~To be effective when counseling clients with physical disabilities, counselors should:~~
~~— a. — focus on the clients' adjustment to disability.~~
~~— b. — take a more directive, behavioral approach in working with the clients.~~
~~— c. — refer these clients to a rehabilitation counselor.~~
~~— d. — focus on the clients' abilities rather than limitations.~~
~~— e. — assume that the clients' presenting problems are related to their disability.~~
13. ~~A new and notable development in the 21st-century has been:~~
~~[a.] a growing awareness of multicultural differences.~~
~~[b.] the development of multicultural competences for the counseling profession.~~
~~[c.] attention to cultural differences in counselors' codes of ethics~~
~~[d.] a focus on cultural bias in assessment~~
~~[e.] an emphasis on social justice and advocacy~~
14. ~~As advocates, counselors are aware that:~~
~~— a. — clients' mental health is affected by their experiences of discrimination and marginalization.~~
~~— b. — race transcends other cultural dimensions such as class and gender.~~
~~— c. — a working-class bias is prevalent in counselor training.~~
~~— d. — because most master's-level counselors are female, they are able to counsel other females more effectively than male counselors.~~
~~— e. — gay and lesbian clients are less likely to seek counseling than heterosexual clients.~~
15. ~~Cultural competencies in working with LGBTQIQ clients include:~~
~~— a. — realizing that sexual orientation is likely to be the focus of counseling.~~
~~— b. — understanding that some clients will need to be referred for conversion therapy.~~

- ~~— e. — having a comfort and familiarity with LGBTQIQ sexuality and how it is expressed.~~
- ~~— d. — understanding the dichotomous nature of sexuality.~~
- ~~— e. — understanding that LGBTQIQ individuals no longer experience a significant degree of societal stigmatization.~~

Chapter 4

Client Rights and Counselor Responsibilities

1. ~~The court cases in *Bruff* and *Walden* demonstrated that:~~
 - ~~{a.} counselors with strong religious beliefs against abortion should refer clients who wish to explore whether or not to terminate a pregnancy.~~
 - ~~{b.} counselors who work in secular community agencies should not discuss religion with clients.~~
 - ~~{c.} counselors should carefully explain each possible exception to privacy before beginning the counseling relationship.~~
 - ~~{d.} counselors may be terminated from their employment if they take rigid positions regarding referring out LGBTQIQ clients.~~
 - ~~{e.} counselors can successfully claim that their Title VII of the Civil Rights Act have been violated if they refuse to counsel LGBTQIQ clients.~~
2. ~~Because clients may have emergencies between counseling sessions, it is usually wise for counselors to:~~
 - ~~{a.} instruct clients to call a 24-hour mental health hotline number or report to a hospital emergency room.~~
 - ~~{b.} give clients their home cell phone number to text in cases of crises or emergency.~~
 - ~~{c.} supply clients with a voicemail number by which the counselor may be reached.~~
 - ~~{d.} avoid accepting clients for counseling who may have between session emergencies.~~
 - ~~{e.} explain to clients that any situation they are dealing with can be resolved at the next regularly scheduled counseling session.~~
3. ~~It is ethically permissible for counselors to terminate a counseling relationship for all of the following reasons EXCEPT:~~
 - ~~{a.} the client does not pay the fees charged.~~
 - ~~{b.} it is clear the client is no longer benefitting from counseling.~~
 - ~~{c.} agency limits do not allow services to continue.~~
 - ~~{d.} insurance benefits for mental health care have been exhausted.~~
 - ~~{e.} the client experiences a crisis.~~
4. ~~Because counselors have a fiduciary relationship with their clients, counselors must:~~
 - ~~{a.} ensure their client's finances are being handled properly.~~
 - ~~{b.} protect the best interests of their clients and not benefit inappropriately from the counselor-client relationship.~~
 - ~~{c.} ensure that clients do what is best for themselves.~~
 - ~~{d.} act as the client's guardian if the client cannot care for himself or herself.~~
 - ~~{e.} make arrangements for clients to be taken care of by family members or close friends if their clients can no longer care for themselves.~~
5. ~~It is vital for counselors to become aware of their own personal needs and values so that they:~~
 - ~~{a.} know which of their values they can encourage clients to adopt.~~

- ~~{b.} can avoid accepting clients who hold values that are different from their own values.~~
 - ~~{c.} can avoid getting their own personal needs met through their counseling relationships.~~
 - ~~{d.} can give clients advice that is congruent with the counselor's value system.~~
 - ~~{e.} can choose a counseling specialty that allows them to get their personal needs met while providing counseling services to others.~~
- 6. ~~When clients seek counseling related to issues such as abortion, assisted suicide, interracial marriage, premarital sex, or sexual identity, counselors:~~
 - ~~{a.} must accept such clients for counseling services even if these issues distress counselors on a personal level.~~
 - ~~{b.} must be able to rise above any personal feelings they have about such issues and have an obligation to assist all clients who come to them for services.~~
 - ~~{c.} must examine their own values regarding these issues to ensure they can provide counseling services without allowing their own beliefs to interfere.~~
 - ~~{d.} should immediately refer such clients to other counselors who specialize in counseling persons with those particular concerns.~~
 - ~~{e.} should accept such clients for counseling only if the counselor has experienced such issues in his or her personal life and has successfully resolved them.~~
- 7. ~~Regarding counselors' personal values, counselors:~~
 - ~~{a.} must always avoid disclosing their own personal values to their clients.~~
 - ~~{b.} should avoid discussions of values if their own values conflict with those of their clients.~~
 - ~~{c.} could disclose their values to a client, if it is possible to do so in a way that conveys to the client that the client's values can be accepted or rejected without risking the relationship.~~
 - ~~{d.} could disclose their values to a client, but only if the counselor holds the same values as the client.~~
 - ~~{e.} should disclose their values to clients so that clients see the counselor as genuine and authentic.~~
- 8. ~~All of the situations below may lead to client dependency EXCEPT:~~
 - ~~{a.} managed care programs that limit the number of counseling sessions.~~
 - ~~{b.} the requirement in internship that counselors in training have a minimum number of client contact hours.~~
 - ~~{c.} the belief that a counselor is effective if the client returns for counseling sessions on a regular basis.~~
 - ~~{d.} a counselor has a strong need to be needed by others.~~
 - ~~{e.} it is less risky for clients to maintain close relationships with counselors than with others in their lives.~~
- 9. ~~When involuntary clients are required to sign documents waiving their privacy before beginning counseling sessions,~~
 - ~~{a.} counselors should refuse to counsel these clients who have been forced into counseling.~~
 - ~~{b.} the client in these situations is the agency mandating the client into counseling, not the client himself or herself.~~

- ~~[c.] counselors then have no responsibility to maintain the client's privacy.~~
 - ~~[d.] counselors should warn clients that they should never say anything in counseling sessions that may put them in a difficult situation with the person or agency that has mandated their counseling sessions.~~
 - ~~[e.] counselors should carefully explain to clients the limits of their privacy within the counseling relationship.~~
10. ~~The Informed Consent documents that clients sign before counseling sessions begin:~~
- ~~a. are not required under the federal HIPAA rules.~~
 - ~~b. are required by law in every state.~~
 - ~~c. are mandated by the ACA Code of Ethics.~~
 - ~~d. are a good way to inform clients of their rights and responsibilities and are required by some federal rules and state laws.~~
 - ~~e. serve no useful purpose if counselors have put considerable effort into carefully explaining the information to their clients orally and have assured themselves that their clients understand.~~
11. ~~With respect to a client's right to choose the time and means of his or her death, the ACA Code of Ethics:~~
- ~~[a.] requires counselors to uphold the client's confidentiality when the client discloses such an intention.~~
 - ~~[b.] does not address this issue directly.~~
 - ~~[c.] allows counselors the option to maintain confidentiality depending upon applicable laws and the specific circumstances of the situation after seeking consultation or supervision from appropriate professional and legal parties.~~
 - ~~[d.] requires counselors to warn a physician or family member that the client is considering taking his or her own life.~~
 - ~~[e.] acknowledges that counselors are not properly trained to assist clients with a medical issue such as end-of-life decision making.~~
- ~~[12.] To avoid being sued by a client for abandonment, counselors are advised to~~
- ~~[a.] terminate a counseling relationship if the client becomes angry with the counselor.~~
 - ~~[b.] refer the client if the client gets into a life-threatening crisis situation.~~
 - ~~c. give notice of termination orally but put nothing in writing.~~
 - ~~d. give the client adequate notice that the counselor is terminating the counseling relationship.~~
 - ~~e. continue to see the client if the client refuses a referral to another counselor.~~
13. ~~In two recent court cases, students in counseling master's degree programs were dismissed from their training programs because they failed to:~~
- ~~[a.] demonstrate basic listening skills.~~
 - ~~[b.] change their religious beliefs.~~
 - ~~[c.] learn to counsel LGBTQIQ clients effectively.~~
 - ~~[d.] complete the required number of direct contact hours working with clients during practicum.~~

- ~~[e.] refer clients whose diagnoses were so severe that they lacked competence to counsel these clients.~~
14. ~~When choosing and implementing a counseling technique to use when counseling clients, counselors should be aware that:~~
- ~~a. research has demonstrated that some techniques are more effective than others in working with particular concerns and mental disorders.~~
 - ~~b. conversion or reparative therapy should be used cautiously.~~
 - ~~c. counselors should avoid choosing techniques based on the counselors' theoretical orientation.~~
 - ~~d. clients depend on counselors to choose the best techniques and should not be asked to help select the techniques to be implemented.~~
 - ~~e. it is best not to discuss potential risks of counseling techniques as clients might be frightened into terminating counseling prematurely.~~
15. ~~Research has shown that:~~
- ~~[a.] clients are unlikely to drop out of counseling prematurely if their counselors are warm and empathic.~~
 - ~~[b.] counselors are generally willing to continue to counsel clients, at no cost to clients, when the clients' insurance benefits have run out.~~
 - ~~[c.] at least 30% of clients in counseling drop out prematurely.~~
 - ~~[d.] clients very rarely drop out of counseling without giving the counselor an explanation.~~
 - ~~[e.] the average adult client completes 6 counseling sessions no matter how many sessions are authorized by the client's health insurance provider.~~

Chapter 5

Confidentiality and Privileged Communication

1. — With respect to confidentiality and privileged communication:
 - ~~{a.} confidentiality and privileged communication are both primarily ethical issues.~~
 - ~~{b.} confidentiality and privileged communication are both primarily legal issues.~~
 - ~~{c.} confidentiality is primarily a legal issue, and privileged communication is primarily an ethical issue.~~
 - ~~{d.} confidentiality is primarily an ethical issue, and privileged communication is primarily a legal issue.~~
 - ~~{e.} it depends on the context as to whether confidentiality and privileged communication are ethical or legal issues.~~
2. — Privileged communication statutes:
 - ~~{a.} ensure that counselors will never have to repeat information clients tell them in a counseling session.~~
 - ~~{b.} protect clients from having confidential communications with their counselors disclosed in a court of law without their permission.~~
 - ~~{c.} protect the privacy of counselors.~~
 - ~~{d.} make it a crime for counselors to reveal confidential communications with their clients unless their clients give them written permission to disclose the information.~~
 - ~~{e.} state that counselors will lose their licenses if they reveal confidential information clients tell them in counseling sessions.~~
3. — Breaches of client confidentiality by counselors:
 - ~~{a.} are the most common basis of malpractice cases against counselors.~~
 - ~~{b.} are the foundation for most complaints filed against counselors to their licensure boards.~~
 - ~~{c.} occur rarely and, when they do occur, are the result of counselors intentionally informing others of what a client said in a counseling session.~~
 - ~~{d.} occur rarely and, when they do occur, are required by state statutes.~~
 - ~~{e.} occur rarely and, when they do occur, usually are inadvertent.~~
4. — If a counselor is asked to disclose privileged information about a client who cannot be located, then the obligation to assert the privilege rests with:
 - ~~{a.} the client's next of kin.~~
 - ~~{b.} the counselor.~~
 - ~~{c.} the client's attorney.~~
 - ~~{d.} the client's spouse, if any.~~
 - ~~{e.} the executor of the client's estate.~~
5. — When the client is deceased and there is no statutory language dealing with privilege and the death of the holder, the individual who usually is allowed to assert the privilege is:
 - ~~{a.} the client's last counselor.~~
 - ~~{b.} the client's legal representative.~~

- ~~{c.} the client's spouse or next of kin.~~
 - ~~{d.} the judge hearing the case.~~
 - ~~{e.} a guardian ad litem appointed by a judge for that particular purpose.~~
- 6. — In order to get a privileged communication statute passed that protects the privacy of clients who are in professional relationships with counselors, legislators must be convinced that:
 - ~~{a.} counseling relationships are more important than physician-patient relationships.~~
 - ~~{b.} counseling relationships are similar to the relationships between a priest and penitent, or between a minister and congregation member.~~
 - ~~{c.} making an exception to the general rule that all evidence must be presented in court is vital to the well-being of society.~~
 - ~~{d.} law suits can be as easily resolved without the benefit of information that clients tell their counselors in confidential relationships.~~
 - ~~{e.} counseling has met all the tests to demonstrate that it is a true profession.~~
- 7. — When uncertain about the privileged status of information requested for disclosure through a subpoena, a counselor should consult with:
 - ~~{a.} the client whose information is being requested.~~
 - ~~{b.} other mental health professionals.~~
 - ~~{c.} another licensed counselor.~~
 - ~~{d.} an attorney who represents the counselor or his or her employer.~~
 - ~~{e.} the attorney who sent the subpoena.~~
- 8. — Disclosure of confidential information is acceptable under all of the following conditions — EXCEPT:
 - ~~{a.} the counselor suspects abuse or neglect of a child.~~
 - ~~{b.} a client poses a danger to self or others.~~
 - ~~{c.} a counselor is in clinical supervision with another counselor.~~
 - ~~{d.} a client has a fatal, communicable disease and the client's behavior is putting others at risk.~~
 - ~~{e.} an attorney sends a counselor a subpoena.~~
- 9. — When a husband subpoenas a counselor to reveal information in a court hearing that was provided by the wife in joint couples counseling sessions, and the wife objects to the information being revealed, the counselor:
 - ~~{a.} should refuse to do so because the counselor would violate the wife's privacy.~~
 - ~~{b.} agree to reveal the information because to refuse to do so would not be in the best interest of the husband.~~
 - ~~{c.} has to reveal the information because privileged communication statutes never cover married couples counseling.~~
 - ~~{d.} should consult with an attorney because laws and court cases vary as to whether the counselor will have to reveal the information over the wife's objection.~~
 - ~~{e.} should ask the wife to waive her privacy rights.~~

- 10.—When a client accuses a counselor of wrongdoing through a complaint with the counselor's licensure board or through a malpractice law suit filed in court:
- ~~[a.] the client automatically waives his or her privacy rights and the counselor can reveal private information related to providing counseling services to the client.~~
 - ~~[b.] the client's written permission must be obtained before the counselor can reveal private information related to providing counseling services to the client.~~
 - ~~[c.] counselors are barred from revealing any information about the client when defending themselves.~~
 - ~~[d.] counselors may reveal only information the client agreed may be revealed when defending themselves.~~
 - ~~[e.] counselors can use no information from the counseling relationship with the client in defending themselves.~~
- [11.]—It is TRUE that:
- ~~[a.] the majority of the complaints filed with state licensing boards against counselors involve claims of breach of confidentiality.~~
 - ~~[b.] research clearly demonstrates that counselor assurances of confidentiality encourage client disclosures of personal and intimate information.~~
 - ~~[c.] when counselors share confidential client information with other professionals involved in a client's care, the counselors should first obtain client permission to share the information.~~
 - ~~[d.] counselors should make the same guarantees of confidentiality in group counseling that they make when counseling individuals.~~
 - ~~[e.] due to concerns about confidentiality, counselors should never use a family member as an interpreter when counseling a client who does not speak the same language as the counselor.~~
- [12.]—All of the following statements are true EXCEPT:
- ~~[a.] counselors should consult with colleagues when they are uncertain about an exception to confidentiality.~~
 - ~~[b.] confidentiality and privilege belong to the client, not the counselor.~~
 - ~~[c.] confidentiality and privilege are not absolute.~~
 - ~~[d.] counselors should consult with colleagues when they are uncertain about an exception to privileged communication.~~
 - ~~[e.] both confidentiality and privileged communication are based on the client's right to privacy.~~
- [13.]—The Supreme Court ruling in *Jaffe v. Redmond* indicated that:
- ~~[a.] a societal stigma is still associated with seeking counseling.~~
 - ~~[b.] counselors can assert privilege on behalf of a client, even when the client has waived the privilege.~~
 - ~~[c.] psychiatrists are more likely to be granted privileged communication on a case-by-case basis than counselors.~~
 - ~~[d.] counselors have a duty to warn intended victims of clients who threaten those who are endangered.~~
 - ~~[e.] communications between ministers and their congregants are usually not privileged.~~

- [14.] ~~Counselors DO NOT have an ethical obligation to uphold the confidentiality of information ——— revealed to them when:~~
- ~~{a.} a family member of an adult client asks for information the client has revealed in an individual counseling session.~~
 - ~~{b.} a client reveals that he committed a burglary two years ago and was never caught.~~
 - ~~{c.} they encounter a client in the grocery store and the client reveals information about an event that occurred in the client's life between sessions.~~
 - ~~{d.} a client has refused to sign a release of information giving the counselor permission to communicate with the client's former counselor.~~
 - ~~{e.} an adult client discloses that she was sexually abused ten years ago by her father who is now deceased.~~
- [15.] ~~During the time that a counseling student is counseling clients in a practicum or internship setting, the student counselor:~~
- ~~{a.} should not reveal the names of clients to the practicum/internship supervisor.~~
 - ~~{b.} has the same ethical obligations to uphold confidentiality as does a licensed counselor.~~
 - ~~{c.} should refer all clients who engage in risky behaviors.~~
 - ~~{d.} should maintain absolute confidentiality of participants in groups the student is facilitating.~~
 - ~~{e.} should not videotape counseling sessions so that client confidentiality is protected.~~

Chapter 6

Records and Subpoenas

1. Legal principles view the contents of a client's counseling records as belonging to:
 - ~~{a.} the client's counselor.~~
 - ~~{b.} the agency where the counseling took place.~~
 - ~~{c.} the client.~~
 - ~~{d.} the court that has requested the records.~~
 - ~~{e.} the insurance company that paid for the counseling sessions.~~
2. When counselor trainees make audiotapes or videotapes of counseling sessions for supervision purposes:
 - ~~{a.} trainees must retrieve the tapes after the supervisors have reviewed them and then erase the tapes.~~
 - ~~{b.} supervisors must handle the tapes appropriately during the time the tapes are in the supervisors' possession.~~
 - ~~{c.} supervisors should return tapes to trainees after the tapes have been reviewed.~~
 - ~~{d.} the tapes should be labeled simply, in a manner that does not bring attention to the fact that the tapes are confidential records.~~
 - ~~{e.} all of the above.~~
3. Generally, counselors create clinical case notes:
 - ~~{a.} to protect themselves in the event they are later sued.~~
 - ~~{b.} for their own use, so that they may be effective counselors.~~
 - ~~{c.} for insurance companies who reimburse clients for the cost of mental health services.~~
 - ~~{d.} to keep up with whether the client attended sessions on particular days and whether the client paid for the sessions that were rendered.~~
 - ~~{e.} so that they may reflect upon their counseling sessions and improve their skills.~~
4. Which of the following statements is most appropriate regarding clinical case notes?
 - ~~{a.} counselors should not take clinical case notes if they are worried about the notes being subpoenaed or later being seen by the client or anyone else.~~
 - ~~{b.} counselors should take the clinical notes they need in order to function effectively as professionals.~~
 - ~~{c.} it is reasonable to assume that clinical case notes will not be read by anyone other than the counselor who wrote them.~~
 - ~~{d.} writing illegible case notes is a protection against being called upon to reveal sensitive information pursuant to a subpoena.~~
 - ~~{e.} if clinical case notes are kept at the home of the counselor, they cannot be subpoenaed.~~
5. When documenting for self-protection:
 - ~~{a.} documentation should be relatively vague so as not to reveal too much information.~~
 - ~~{b.} as much detail as possible (e.g., dates, times of events, and exact words spoken) should be included.~~

- ~~{c.} in the event a counselor realizes that documentation should have been occurring sooner, the counselor should back-date the documentation rather than write a summary of what has happened up to that point in time.~~
 - ~~{d.} counselors document to avoid responsibility for clinical decisions that were made or actions that were taken.~~
 - ~~{e.} counselors should avoid including information related to disagreements they have had with a client.~~
- 6. — ~~The Health Insurance Portability and Accountability Act (HIPAA) requires that:~~
 - ~~{a.} counselors give clients a clear written explanation of how they use, keep, and disclose their health care information.~~
 - ~~{b.} clients have access to their records.~~
 - ~~{c.} a written process exists for clients to request amendments to their records.~~
 - ~~{d.} a written history of most disclosures of client information be available to clients.~~
 - ~~{e.} all of the above.~~
- 7. — ~~The Family Educational Rights and Privacy Act of 1974 (FERPA), which is sometimes referred to as the “Buckley Amendment,” affects all:~~
 - ~~{a.} community mental health centers in the United States.~~
 - ~~{b.} public educational institutions.~~
 - ~~{c.} private or parochial educational institutions.~~
 - ~~{d.} public hospitals.~~
 - ~~{e.} private hospitals.~~
- 8. — ~~HIPAA rules state that if clients are first informed and given an opportunity to orally object:~~
 - ~~{a.} psychotherapy notes created by the counselor may be transferred to insurance companies.~~
 - ~~{b.} insurance companies may pay counselors directly for the services they render to clients.~~
 - ~~{c.} their records may be transferred to another mental health professional.~~
 - ~~{d.} their records may be destroyed at the end of the counseling relationship.~~
 - ~~{e.} counselors may give health care information to family members or others assisting in the client’s care.~~
- 9. — ~~If a subpoena for the counseling records of a client is received, a counselor who works in a mental health agency should:~~
 - ~~{a.} ask his or her supervisor to obtain a legal opinion as to whether the records should be copied for the attorney who has issued the subpoena.~~
 - ~~{b.} immediately turn the records over to the attorney who has issued the subpoena.~~
 - ~~{c.} call the attorney who has issued the subpoena and request that the subpoena be withdrawn.~~
 - ~~{d.} consult with a counselor colleague before deciding how to respond.~~
 - ~~{e.} hire an attorney in private practice and ask the attorney to tell the counselor whether the records should be copied for the attorney who has issued the subpoena.~~

10. ~~Subpoenas are used:~~
- ~~{a.} to obtain copies of records.~~
 - ~~{b.} to cause potential witnesses to testify at a deposition, hearing, or trial.~~
 - ~~{c.} to ask potential witnesses to respond in writing to written questions.~~
 - ~~{d.} to require witnesses to appear at a deposition, hearing, or trial and to bring their records with them.~~
 - ~~{e.} all of the above.~~
11. ~~Keeping good records can benefit both counselors and clients in the following ways~~
~~— EXCEPT:~~
- ~~— a. — proving that the counselor is not impaired or suffering from burnout.~~
 - ~~— b. — providing continuity of care if a client is transferred to another provider.~~
 - ~~— c. — measuring progress in treatment.~~
 - ~~— d. — creating an accurate history of diagnosis, treatment, and recovery.~~
 - ~~— e. — offering self-protection for counselors.~~
12. ~~When documenting for self-protection, counselors should not include:~~
- ~~— a. — exact times and dates.~~
 - ~~— b. — counselors' thoughts, diagnoses, and conclusions.~~
 - ~~— c. — direct quotations and statements.~~
 - ~~— d. — a great deal of detail.~~
 - ~~— e. — factual information.~~
- [13.] ~~The three major types of records that counselors keep are:~~
- ~~{a.} clinical case notes, financial, and treatment plan.~~
 - ~~{b.} — phone and other correspondence, clinical case notes, and treatment plan.~~
 - ~~{c.} administrative, financial, and clinical case notes.~~
 - ~~{d.} — recordings, clinical case notes, and administrative.~~
 - ~~{e.} typed, hand-written, and audio.~~
- [14.] ~~In compliance with the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1972, federally funded substance abuse programs can disclose client records under the following circumstances:~~
- ~~{a.} — when the client gives written consent.~~
 - ~~{b.} — in the event of a medical emergency.~~
 - ~~{c.} — for an audit or evaluation.~~
 - ~~{d.} — to avert substantial risk of death or serious bodily harm if a court order is secured.~~
 - ~~{e.} — All of the above.~~
- [15.] ~~Per *State v. Brown*, 1985 and *State v. Magnuson*, 1984, _____ can be used against clients in criminal investigations and is not protected by the Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1972.~~
- ~~{a.} clinical case notes~~

~~{b.} counselor direct observations~~
~~{c.} information gathered through psychological assessments~~
~~{d.} psychiatric medication records~~
~~{e.} direct quotations from counseling sessions~~

Chapter 7

Competence, Assessment, and Diagnosis

1. — Counselor competency can be assured if:
 - ~~{a.} a counselor is licensed by his or her state licensure board.~~
 - ~~{b.} a counselor has graduated from a CACREP-accredited master's degree program.~~
 - ~~{c.} a counselor is a National Certified Counselor (NCC).~~
 - ~~{d.} a counselor has earned a master's degree in counseling from a regionally-accredited university.~~
 - ~~{e.} there is no way to assure counselor competency.~~
2. — Which of the following statements regarding counselor competence is FALSE?
 - ~~{a.} once counselors have become licensed, the burden of ensuring competent services falls on the counselors themselves.~~
 - ~~{b.} competence in counseling is difficult to define.~~
 - ~~{c.} there is a continuum of professional expertise with gross negligence at one end and maximum effectiveness at the other extreme.~~
 - ~~{d.} licensure ensures that practitioners are competent to do what their licenses permit them to do.~~
 - ~~{e.} counselors are ethically required to counsel only within the boundaries of their competence.~~
3. — Graduate degree programs in counseling attempt to ensure their graduates are competent counselors by doing all of the following EXCEPT:
 - ~~{a.} selecting and admitting individuals who are likely to succeed at developing the skills, knowledge, and characteristics needed to become effective counselors.~~
 - ~~{b.} using personal interviews, written essays, or other subjective criteria in selecting candidates for admission.~~
 - ~~{c.} providing a curriculum for master's students that prepares students to be effective counselors.~~
 - ~~{d.} eliminating from graduate programs any students who have their own emotional issues.~~
 - ~~{e.} requiring successful supervised experience as a part of the graduate program.~~
4. — Registration is the form of state regulation of a profession that:
 - ~~{a.} is the most rigorous form of regulation, in that only those who are registered may practice the profession in a state.~~
 - ~~{b.} protects a title, such as "Professional Counselor," but anyone can practice the profession without being registered.~~
 - ~~{c.} requires members of a profession to *sign up* with the government if they practice the profession in the state, but anyone may sign the registry without a review of their credentials.~~
 - ~~{d.} grants a state credential if a person has a national certification.~~
 - ~~{e.} is issued by a state agency, but never by an independent state board.~~

5. — ~~Legislators agree to license a professional group, such as counselors, only when it can be shown that:~~
- ~~{a.} other professional groups that are already licensed do not oppose the licensing of this new group.~~
 - ~~{b.} the public cannot determine which practitioners are competent, and they might be harmed by incompetent members of that profession.~~
 - ~~{c.} the public cannot determine which practitioners are competent, and the services the professional group provides require extensive education.~~
 - ~~{d.} the rates for services of the professional group will go down if they are licensed.~~
 - ~~{e.} the professional group needs to be licensed in order to gain the recognition it needs to be recognized as a legitimate profession in society.~~
6. — ~~An argument AGAINST licensing specialties within the counseling profession (such as marriage and family counselors, rehabilitation counselors, career counselors, etc.) is:~~
- ~~{a.} it would confuse the public.~~
 - ~~{b.} it would be very expensive for counselors to get multiple licenses instead of just one.~~
 - ~~{c.} other professions—such as medicine and law—license professionals to practice their profession generally, and those who are licensed decide which areas they are competent to practice in.~~
 - ~~{d.} counselors who practice in various specialty areas are so different from each other that each specialty within counseling is like a separate and distinct profession.~~
 - ~~{e.} the public should be counseled only by individuals who are specialists within the counseling profession and they will be harmed if they are counseled by counselors who have not proven their specialty expertise.~~
7. — ~~Key points with respect to diagnosis include all of the following EXCEPT:~~
- ~~{a.} clients should not be told the diagnosis that has been assigned to them.~~
 - ~~{b.} counselors must be alert to sources of bias against women and minority group members in the diagnostic process.~~
 - ~~{c.} counselors should cooperate with physicians when clients may have a physical condition that is contributing to their mental or emotional problems or when they could benefit from taking medications for their condition.~~
 - ~~{d.} multicultural considerations are of paramount importance in diagnosis because all mental disorders occur in and are defined by a cultural context.~~
 - ~~{e.} counselors are guilty of insurance fraud when they do not diagnosis honestly and accurately and they can be subject to both civil and criminal liability.~~
8. — ~~*Distressed counselors* or counselors suffering from *burnout* are terms used to refer to:~~
- ~~{a.} incompetent counselors.~~
 - ~~{b.} counselors who have committed malpractice.~~
 - ~~{c.} counselors who have had their licenses revoked.~~
 - ~~{d.} impaired counselors.~~
 - ~~{e.} counselors who have recently been fired from their jobs.~~
9. — ~~The primary purpose of diagnosis is to:~~
- ~~{a.} label clients.~~

- ~~[b.] facilitate effective treatment.~~
- ~~[c.] help clients gain future employment.~~
- ~~[d.] obtain insurance reimbursement.~~
- ~~[e.] show that a particular client has a verifiable mental disorder.~~

10. When a counselor determines that a client may be at risk for harming self or others, the counselor must ALWAYS:

- ~~[a.] call the police.~~
- ~~[b.] take the steps necessary to prevent harm.~~
- ~~[c.] call an ambulance to take the client to the hospital emergency room.~~
- ~~[d.] notify individuals with whom the client lives.~~
- ~~[e.] notify the parents of the client.~~

11. Studies regarding cultural bias in diagnosis have shown that:

- ~~a. because most clients in counseling are women, diagnosis tends to be less accurate for male clients than for female client.~~
- ~~b. African American clients are more likely to be diagnosed with severe mental illnesses such as schizophrenia.~~
- ~~c. Hispanic clients are less likely to be diagnosed with depressive disorders.~~
- ~~d. counselors, compared to other mental health professionals, are less likely to allow gender stereotypes to influence their diagnoses.~~
- ~~e. female clients are less likely to be prescribed psychotropic medications.~~

12. The standard used to determine whether a particular counselor is qualified to administer and interpret a particular test:

- ~~[a.] has been developed by the American Psychological Association (APA).~~
- ~~[b.] is so broad that any professional can administer and interpret any test.~~
- ~~[c.] is established by each state, by the state licensure board for psychologists.~~
- ~~[d.] is not absolute and, thus, each counselor must make that determination for himself/herself.~~
- ~~[e.] is based on a formula that includes graduate courses taken, number of previous administrations of that particular test, and the amount of supervised experience giving that particular test.~~

13. Competence is most closely related to the moral principle of:

- ~~a. fiduciary relationships.~~
- ~~b. professionalism.~~
- ~~c. integrity.~~
- ~~d. do no harm.~~
- ~~e. autonomy.~~

[14.] The ACA Code of Ethics requires counselors to explain to clients, before testing takes place, all of the following EXCEPT:

- ~~[a.] that clients may ask questions while they are taking the test if any items are confusing to them.~~
- ~~[b.] the nature and purposes of the tests.~~

- ~~[c.] whether test results will be used as a screening tool for membership in a counseling group.~~
- ~~[d.] what conditions produce the best test results.~~
- ~~[e.] that they will receive feedback about the test results.~~

15. ~~With respect to what mental health professionals are qualified to diagnose using the DSM—system:~~
- ~~a. only psychologists and psychiatrists are qualified to utilize this system~~
 - ~~b. counselors do not receive adequate training at the master's degree level to be qualified to use this system.~~
 - ~~c. only psychiatrists should use the DSM system, because it is based on the medical model.~~
 - ~~d. managed health care companies will reimburse only psychiatrists for DSM diagnoses.~~
 - ~~e. the DSM manual specifically includes counselors as users of the DSM system.~~

Chapter 8

Malpractice and Resolving Legal and Ethical Challenges

1. — Malpractice is a type of civil lawsuit that can be filed against counseling professionals for practicing in a manner that leads to:
 - ~~{a.} injury to a recipient of their services.~~
 - ~~{b.} dissatisfaction with the result of the counseling experience.~~
 - ~~{c.} divorce, when a married couple has sought counseling.~~
 - ~~{d.} the development of new behaviors that are counterproductive to clients, but not injurious.~~
 - ~~{e.} injury to other counselors.~~
2. — With respect to a counselor's legal liability when a client commits suicide:
 - a. — very few lawsuits are filed against counselors due to client suicide.
 - b. — when lawsuits have been brought against counselors due to client suicide, the counselors usually have been found negligent.
 - c. — the case of *Eisel v. Board of Education* established that school counselors cannot be held responsible for a student's suicide.
 - d. — counselors are held to the legal standard that they must correctly assess suicide risk.
 - e. — counselors should not document consultations regarding suicidal clients, because the documentation could later be used against them in a lawsuit.
3. — It is impossible for counselors to understand all aspects of the law, but the best advice for counselors who face legal questions is to:
 - ~~{a.} listen to their lawyer and do what the lawyer says.~~
 - ~~{b.} educate themselves about the law and avoid lawyers.~~
 - ~~{c.} obtain licensure to protect themselves.~~
 - ~~{d.} purchase minimal professional liability insurance coverage.~~
 - ~~{e.} avoid problems by always doing things in such a way that no one could ever complain.~~
4. — Most legal issues faced by counselors involve:
 - ~~{a.} improper conduct complaints filed against them.~~
 - ~~{b.} malpractice.~~
 - ~~{c.} acting as a witness in litigation concerning other people.~~
 - ~~{d.} law suits involving insurance fraud.~~
 - ~~{e.} sexual relationships with clients.~~
5. — When you have an ethical question and you are having trouble making a decision, you — should:
 - ~~{a.} consult with colleagues.~~
 - ~~{b.} take advice from an attorney.~~
 - ~~{c.} ask the ethics committee of the state branch of ACA.~~
 - ~~{d.} consult a licensing board.~~
 - ~~{e.} avoid describing your decision-making process in your case notes.~~

6. — Counselors engage in many activities that could result in ethical complaints against them; however, they are still obligated to report:
- ~~{a.} cases of suspected child abuse.~~
 - ~~{b.} clients who commit minor crimes.~~
 - ~~{c.} child custody evaluators who are biased.~~
 - ~~{d.} breaches of confidentiality by counseling group members.~~
 - ~~{e.} directives from a supervisor that seem ill advised.~~
7. — A counselor who is dealing with an angry client who is threatening to sue the counselor — should:
- ~~{a.} respond directly to the person making the threat, if possible.~~
 - ~~{b.} calm the person down, if possible, and listen to the concerns.~~
 - ~~{c.} be careful and not admit to wrongdoing.~~
 - ~~{d.} not say anything that they would not want repeated or would not want to repeat under oath at a later time.~~
 - ~~{e.} all of the above.~~
8. — The primary purpose of the ACA Code of Ethics is:
- ~~{a.} to allow counselors to guide their own behavior.~~
 - ~~{b.} to address in an appropriate manner the behavior of other mental health professionals that appears to be unethical.~~
 - ~~{c.} to set standards for ethics committees to use when complaints are filed.~~
 - ~~{d.} to provide a means of punishing unethical counselors.~~
 - ~~{e.} to prove to the public that counselors are professionals.~~
9. — When local chapters, state branches, regions, and divisions of ACA receive ethical complaints against members, they refer the complaints to:
- ~~{a.} the supervisor of the counselor.~~
 - ~~{b.} the American Psychological Association (APA) Ethics Committee.~~
 - ~~{c.} the state licensing board.~~
 - ~~{d.} a certification board.~~
 - ~~{e.} the national ACA Ethics Committee.~~
10. — If you believe another counselor is behaving in an unethical manner, the first thing you — should do is:
- ~~{a.} report the matter to the counselor's administrative supervisor.~~
 - ~~{b.} discuss the matter with the counselor and attempt to get him or her to change the behavior.~~
 - ~~{c.} file a complaint with the state licensure board.~~
 - ~~{d.} file a complaint with the ACA Ethics Committee.~~
 - ~~{e.} attempt to get another counselor to go with you to confront the counselor in question about their problematic behavior.~~
11. — If you determine that another counselor is engaging in an illegal activity,
- ~~{a.} you must report the crime to the police.~~
 - ~~{b.} you should immediately tell the counselor's administrative supervisor.~~

- ~~[c.] you should inform the counselor you are aware of the illegal activity and demand that the counselor refrain from such activity in the future.~~
- ~~[d.] you may decide to ignore the activity or take some kind of action, depending on the situation.~~
- ~~[e.] since you are not legally obligated to report crimes to the police, you should not get involved.~~

12. — If a formal ethics complaint is filed against you, you should NOT:

- ~~[a.] respond fully and in writing to each of the charges made.~~
- ~~[b.] contact the client who filed the complaint to see if you can work things out.~~
- ~~[c.] consult with an attorney.~~
- ~~[d.] submit as much documentation as you can that will help the ethics committee in its deliberations.~~
- ~~[e.] contact your professional liability insurance carrier.~~

[13.] Counselors have a duty to warn intended victims of their clients in all states EXCEPT:

- ~~[a.] Kansas~~
- ~~[b.] Ohio~~
- ~~[c.] Arkansas~~
- ~~[d.] Texas~~
- ~~[e.] California~~

[14.] To avoid accusations of unethical or illegal behavior, the authors suggested the — following regarding counselor self-disclosure:

- ~~[a.] Counselors should avoid self-disclosure as it crosses professional boundaries.~~
- ~~[b.] Counselors may engage in self-disclosure as long as the disclosure benefits the client and not the counselor's personal needs.~~
- ~~[c.] Counselors should only self-disclose personal information that clients can find on the Internet.~~
- ~~[d.] Counselors should document all self-disclosures in clinical case notes.~~
- ~~[e.] Counselors should consult with supervisors and attorneys before making self-disclosures in sessions.~~

[15.] When an ethical complaint is filed against a counselor and is pending an investigation, an employer may not:

- ~~[a.] complete their own investigation into the ethical complaint.~~
- ~~[b.] allow the counselor to continue to provide services.~~
- ~~[c.] deny a promotion solely based upon the filing of an ethical complaint.~~
- ~~[d.] allow the counselor to practice without supervision.~~
- ~~[e.] hire the counselor as a new employee.~~

Chapter 9

Boundary Issues

1. — It would be ethically permissible for you to consider entering into a bartering arrangement with a prospective client if:
 - ~~{a.} bartering is an acceptable practice among other professionals in your community.~~
 - ~~{b.} you cannot afford to provide pro bono services.~~
 - ~~{c.} you suggest bartering and the client agrees to this arrangement.~~
 - ~~{d.} the client does not have mental health insurance.~~
 - ~~{e.} you are designing and plan to build a new house and the client is an architect whose skills you can use.~~
2. — Friendships with former clients:
 - ~~{a.} are prohibited by the ACA Code of Ethics.~~
 - ~~{b.} are allowed, under specified conditions, by the ACA Code of Ethics.~~
 - ~~{c.} generally, should be avoided because they create a potential for problems.~~
 - ~~{d.} occur infrequently because most counselors disapprove of them in all circumstances.~~
 - ~~{e.} have been entered into by about 95% of all counselors.~~
3. — Boundaries serve to protect the welfare of clients because:
 - ~~{a.} counselors are vulnerable in counseling relationships.~~
 - ~~{b.} clients are vulnerable in counseling relationships.~~
 - ~~{c.} counselors and clients would often become friends if boundaries did not exist.~~
 - ~~{d.} counselors and clients naturally are attracted to each other.~~
 - ~~{e.} clients might use counselors to get their personal needs met if there were no boundaries.~~
4. — The ONLY dual relationships that are prohibited by the ACA Code of Ethics are those:
 - ~~{a.} involving loans from the client to the counselor.~~
 - ~~{b.} involving a sexual relationship between the client and the counselor.~~
 - ~~{c.} that a reasonable person would object to.~~
 - ~~{d.} in which the counselor and client both knew before the dual relationship began, knew that it might be problematic, but went ahead and entered into it anyway.~~
 - ~~{e.} involving business relationships between the counselor and the client.~~
5. — Regarding dual relationships between counselors and clients:
 - ~~{a.} counselors are in agreement that such relationships are always wrong.~~
 - ~~{b.} experts all agree that such relationships are always harmful to clients.~~
 - ~~{c.} there is no consensus among professionals, as to which dual relationships are acceptable and which are not.~~
 - ~~{d.} most counselors agree that dual relationships invite greater authenticity and congruence from counselors and can improve their professional judgments.~~
 - ~~{e.} experts agree that if clients assent to dual relationships, the dual relationships are acceptable to the profession.~~

6. — The primary difference between a boundary crossing and a boundary violation is:
- ~~[a.] everyone agrees when a boundary has been violated, whereas it is hard to reach agreement as to whether a boundary has been crossed.~~
 - ~~[b.] a violation involves a sexual relationship.~~
 - ~~[c.] a crossing occurs in almost every counseling session, while violations are less frequent.~~
 - ~~[d.] in a crossing, a boundary is shifted to meet the needs of the counselor, making sure the client is not harmed in the process.~~
 - ~~[e.] a violation involves a serious breach of the code of ethics that results in a client being harmed.~~
7. — To be a culturally sensitive counselor, when a client from a different culture offers a counselor a gift, the counselor SHOULD:
- ~~[a.] never accept the gift.~~
 - ~~[b.] always accept the gift.~~
 - ~~[c.] take into primary consideration the monetary value of the gift.~~
 - ~~[d.] evaluate the meaning the client attaches to the offering of the gift.~~
 - ~~[e.] consider offering a similar gift in return.~~
8. — A counselor's self-disclosure in a counseling session:
- ~~[a.] may be acceptable if the counselor believes the disclosure will benefit the client.~~
 - ~~[b.] is acceptable if the client is not uncomfortable with the counselor's disclosure.~~
 - ~~[c.] is encouraged to demonstrate that the counselor is genuine and human.~~
 - ~~[d.] usually results in harm to the client.~~
 - ~~[e.] is a practice that is universally accepted by counseling professionals.~~
9. — Counselors who hug their clients:
- ~~[a.] would never get into trouble as long as the counselor can justify the hug as part of the therapeutic process.~~
 - ~~[b.] are doing what almost all counselors do at some point in their careers.~~
 - ~~[c.] will never be able to obtain professional liability insurance.~~
 - ~~[d.] expose themselves to serious claims of ethical violations because of the prohibition against touching clients in the professional literature.~~
 - ~~[e.] should be cautious and ensure the client is comfortable with the touching.~~
10. — The typical counselor who enters into a sexual relationship with a client is:
- ~~[a.] one who has had a number of ethical complaints filed against him or her in the past.~~
 - ~~[b.] is a professionally isolated male counselor who is experiencing distress or crisis in his personal life.~~
 - ~~[c.] is a male counselor under the age of 30.~~
 - ~~[d.] is a counselor who has few friends and who has low self-esteem.~~
 - ~~[e.] is a person who has a number of emotional problems and who has been in counseling for a number of years.~~
- [11.] Alice is a Licensed Professional Counselor who has counseled Thomas for several months. An issue to which they have devoted considerable time is Thomas' fear of failure, particularly in terms of his ability to succeed academically and complete his G.E.D. When

Thomas learns that he has passed his G.E.D. exam, he asks Alice to attend the ceremony at which he will receive his G.E.D. diploma, and she accepts the invitation. This is an example of:

- ~~{a.} poor professional judgment.~~
- ~~{b.} a boundary violation.~~
- ~~{c.} a boundary crossing.~~
- ~~{d.} a detrimental dual relationship.~~
- ~~{e.} a violation of the code of ethics standard on non-professional relationships.~~

[12.] When counseling clients who have been sexually exploited by a previous mental health professional, counselors should

- ~~{a.} report the offending professional to the appropriate state licensing board.~~
- ~~{b.} report the offending professional to the ACA Ethics Committee.~~
- ~~{c.} encourage the client to file a lawsuit against the offending professional.~~
- ~~{d.} respect the client's decision to take action or not to take action against the offending professional.~~
- ~~{e.} advocate for the client by filing an ethics complaint on the client's behalf.~~

[13.] A definition of a "boundary" that is offered in the text is:

- ~~{a.} a limit that promotes nonmaleficence.~~
- ~~{b.} a frame around the therapeutic relationship that defines the participants' roles in the relationship.~~
- ~~{c.} a situation in which a counselor enters into two or more roles with a help seeker.~~
- ~~{d.} an inappropriate intimacy between counselor and client.~~
- ~~{e.} a potentially beneficial interaction between counselor and client.~~

[14.] All of the following statements regarding dual relationships are true EXCEPT:

- ~~{a.} it can be difficult to recognize potential dual relationships before they occur.~~
- ~~{b.} the counseling profession has little consensus about their propriety, with the exception of sexual dual relationships.~~
- ~~{c.} all dual relationships are avoidable if the counselor practices conscientiously.~~
- ~~{d.} traditional notions about the propriety of dual relationships are being challenged by newer, innovative approaches to counseling.~~
- ~~{e.} the potential outcomes of dual relationships range from beneficial to harmful.~~

[15.] Counselors who work in the military may encounter unavoidable dual relationship issues because:

- ~~{a.} military counselors are rarely asked to evaluate service members whom they counsel.~~
- ~~{b.} military counselors may have a superior-subordinate relationship with their clients.~~
- ~~{c.} counselors who work in the military usually practice off-base.~~
- ~~{d.} it is difficult for someone steeped in military training to feel empathy.~~
- ~~{e.} they are less comfortable with role blending than are counselors in other settings.~~

Chapter 10 Technology in Counseling

1. ~~When a counselor uses a networked or shared computer for the storage of confidential client information, the counselor SHOULD:~~
 - ~~{a.} never let anyone else know or be able to access the password.~~
 - ~~{b.} store confidential records on a portable storage device, rather than on the computer's hard drive.~~
 - ~~{c.} only use computers that are kept behind locked doors.~~
 - ~~{d.} have a manual lock placed on the computer that requires a key.~~
 - ~~{e.} never print out confidential information because it might be read by others.~~
2. ~~When a counselor communicates with a client using e-mail:~~
 - ~~{a.} the counselor should never include anything that is confidential because it is unethical to do so.~~
 - ~~{b.} the client's business e-mail address should never be used because employers often read the e-mail messages of their employees.~~
 - ~~{c.} the client should be told to avoid using e-mail to set or change appointment times because it is impossible to tell whether the counselor received the message that was sent.~~
 - ~~{d.} the client should be advised that e-mail messages can always be retrieved and that e-mail systems are not as secure as other means of communication.~~
 - ~~{e.} the counselor should never print out the e-mail messages because the client's confidentiality would be compromised by the existence of paper copies.~~
3. ~~Internet sites that contain career information that might be helpful to clients:~~
 - ~~{a.} can be counted on for quality because all are approved by the federal government before they are allowed to be created.~~
 - ~~{b.} contain better, up-to-date information than printed sources.~~
 - ~~{c.} should be avoided because they usually contain inaccurate information.~~
 - ~~{d.} are not monitored for content or quality.~~
 - ~~{e.} have little practical use for clients because they are so technical in the way they present career information.~~
4. ~~The practice of providing counseling services over the Internet:~~
 - ~~{a.} has been determined to be unethical by the American Counseling Association (ACA) Ethics Committee.~~
 - ~~{b.} is never as effective as providing counseling services face-to-face.~~
 - ~~{c.} presents several advantages compared to face-to-face counseling.~~
 - ~~{d.} is controversial.~~
 - ~~{e.} is risky because no guidelines have yet been developed by professional associations.~~
5. ~~Counselors who use social media platforms for personal purposes should NOT:~~
 - ~~a. *friend* their clients~~
 - ~~b. establish an effective method for verifying client identity.~~

- ~~— e. — provide a list of all their licenses and links to the licensing boards.~~
 - ~~— d. — post a photo of themselves on the site.~~
 - ~~— e. — use the site to advertise their specialty areas.~~
6. ~~Counselors may view a client's social media profile:~~
- ~~— a. — never.~~
 - ~~— b. — when the client has given the counselor consent to view the information.~~
 - ~~— c. — if the counselor has concerns about a client's safety.~~
 - ~~— d. — to determine whether the client shares acquaintances with the counselor.~~
 - ~~— e. — to verify a client's identity.~~
7. ~~The following are TRUE of distance counseling services EXCEPT:~~
- ~~— a. — it can provide clients with greater access to counseling services.~~
 - ~~— b. — it can present issues related to licensure and the ability to practice across state and international boundaries.~~
 - ~~— c. — is controversial because the ACA Code of Ethics does not address this practice.~~
 - ~~— d. — credentialing is available for counselors interested in distance counseling.~~
 - ~~— e. — counselors must take steps to verify clients' identities.~~
8. ~~In distance counseling, Informed Consent SHOULD include:~~
- ~~— a. — the type of software used, guarantee of confidentiality and privacy, and consent to view client social media.~~
 - ~~— b. — consent to waive right to confidentiality and privacy, as it cannot be guaranteed in distance counseling.~~
 - ~~— c. — consent to waive counselor liability in the event of client crisis, as the counselor may be in a different time zone or otherwise inaccessible.~~
 - ~~— d. — the same information as typical face-to-face Informed Consent.~~
 - ~~— e. — distance counseling credentials, cultural/language differences, time zone differences, emergency procedures to follow if the counselor is not available, anticipated response time, and possible denial of insurance.~~
9. ~~In distance counseling, counselors MAY be subject to:~~
- ~~— a. — only the ethical standards developed by the state counseling association in which the client resides.~~
 - ~~— b. — ethical standards developed by ACA and state licensing boards, as well as the laws and regulations of both the counselor's and the client's physical locations.~~
 - ~~— c. — ethical standards but not legal requirements, as laws do not yet address distance counseling.~~
 - ~~— d. — only the ethical standards developed by the state counseling association in which the counselor resides.~~
 - ~~— e. — only ethical standards developed by NBCC for credentialed distance counselors.~~
10. ~~All of the following are challenges associated with distance counseling EXCEPT:~~
- ~~— a. — loss of body language, inflection, and other cues to communication.~~
 - ~~— b. — licensing concerns relative to practicing across state and international boundaries.~~

- ~~— c. — limited effectiveness of counseling services that are not delivered face-to-face.~~
 - ~~— d. — reimbursement by insurance providers.~~
 - ~~— e. — need to continuously update ethical codes to address distance counseling.~~
11. When communicating with clients over the phone, counselors SHOULD:
- ~~— a. — inform the client that he or she must speak to the counselor face-to-face, because phone communication of confidential issues is unethical.~~
 - ~~— b. — assume that the conversation cannot be intercepted due to encryption software on cell phones.~~
 - ~~— c. — acknowledge that the client is receiving services to unknown callers reporting that they know the client.~~
 - ~~— d. — state information *off the record* and informally if the client and counselor have good rapport.~~
 - ~~— e. — attempt to verify the client's identity, and demonstrate caution and professionalism when discussing confidential information.~~
12. Disadvantages of e-mail communication with clients include all of the following EXCEPT:
- ~~— a. — confidential information in e-mails can be saved on computers or e-mail servers.~~
 - ~~— b. — recipients may misinterpret information and are not necessarily able to ask for immediate clarification.~~
 - ~~— c. — e-mail messages can be easily forwarded to others or sent to the wrong recipient by mistake.~~
 - ~~— d. — messages can be altered before being forwarded to another party.~~
 - ~~— e. — the ease of e-mail communication encourages formality and professionalism.~~
13. Storing clients' records electronically:
- ~~— a. — provides a higher level of security than paper records.~~
 - ~~— b. — is not cost effective.~~
 - ~~— c. — is the preferred method for storing client records.~~
 - ~~— d. — ensures confidentiality.~~
 - ~~— e. — prevents unauthorized individuals from viewing records.~~
14. Which of the following is TRUE of cultural diversity in technology use:
- ~~— a. — researchers have found that technology use is generally uniform across cultural boundaries.~~
 - ~~— b. — Hispanic and Black individuals are more likely to own a computer than White and Asian counterparts.~~
 - ~~— c. — those without a high school diploma have higher rates of access to high speed internet than those with higher levels of education.~~
 - ~~— d. — Asian and White individuals are more likely to own computers and have access to high speed internet than Hispanic and Black individuals.~~
 - ~~— e. — Internet use appears to be highest among those of lower socioeconomic statuses and educational attainment levels.~~
15. The _____ credential is offered through the Center for Credentialing and Education by NBCC for those interested in specializing in distance counseling.

- ~~— a. — Distance Certified Counselor (DCC)~~
- ~~— b. — National Distance Counselor (NDC)~~
- ~~— c. — Certified Distance Counselor (CDC)~~
- ~~— d. — National Certified Distance Counselor (NCDC)~~
- ~~— e. — Distance Certified Counseling Specialist (DCCS)~~

Chapter 11

Counseling Children and Vulnerable Adults

1. — Minor clients have:
 - ~~{a.} an ethical right to privacy and confidentiality, but no legal right in most states.~~
 - ~~{b.} an ethical and a legal right to privacy and confidentiality in most states.~~
 - ~~{c.} a legal right to determine when parents should become involved in the counseling process.~~
 - ~~{d.} no ethical or legal rights.~~
 - ~~{e.} a legal right to remain in counseling over their parents' objections.~~
2. — In determining whether a child is a danger to self or others, the counselor should do all of the following EXCEPT:
 - ~~{a.} consult with a colleague.~~
 - ~~{b.} consider the age and maturity level of the client.~~
 - ~~{c.} follow the institutional policy on the issue.~~
 - ~~{d.} assure the client of complete confidentiality.~~
 - ~~{e.} document any actions taken.~~
3. — Parents who object to their child's participation in counseling:
 - ~~{a.} have no legal rights.~~
 - ~~{b.} have limited legal rights if there is a statute in the state that addresses the issue.~~
 - ~~{c.} may have the right to demand that services be discontinued.~~
 - ~~{d.} should be reported for suspected child abuse.~~
 - ~~{e.} can win a law suit if they sue based on violation of their first amendment rights.~~
4. — School counselors have a legal obligation to do all of the following EXCEPT:
 - ~~{a.} obtain written parental permission before counseling students in most circumstances.~~
 - ~~{b.} report child abuse if it is suspected.~~
 - ~~{c.} inform parents if the counselor determines the child is at risk for suicide.~~
 - ~~{d.} inform parents if the counselor determines the child is a danger to others.~~
 - ~~{e.} secure parents' informed consent before providing unusual counseling services.~~
5. — Many states have laws requiring reports of suspected abuse of all of the following — EXCEPT:
 - ~~{a.} children.~~
 - ~~{b.} elderly persons.~~
 - ~~{c.} incompetent persons.~~
 - ~~{d.} abused spouses or domestic partners.~~
 - ~~{e.} developmentally disabled persons.~~
6. — When reporting suspected child abuse in good faith, counselors should review their particular state statute to determine all of the following EXCEPT:
 - ~~{a.} who must file the report.~~
 - ~~{b.} when the report must be made.~~

- ~~{c.} counselor liability for defamation of character.~~
- ~~{d.} whether past abuse must be reported.~~
- ~~{e.} whether a written report is required in addition to an oral report.~~

7. — Dual relationships in school settings:

- ~~{a.} seldom cause problems.~~
- ~~{b.} do not usually create misunderstandings.~~
- ~~{c.} help students gain trust and respect for the counselor, if the counselor has disciplinary functions in the non-counseling relationship.~~
- ~~{d.} generally, should be avoided.~~
- ~~{e.} rarely occur when dealing with child abuse issues.~~

8. — As a professional counselor, you are required by law in all states to report:

- ~~{a.} a client's threat to commit a burglary.~~
- ~~{b.} suspected child abuse or neglect.~~
- ~~{c.} unethical behavior of a colleague.~~
- ~~{d.} knowledge that a client has tested positive for HIV.~~
- ~~{e.} all of the above.~~

9. — When it comes to determining who has the right to make decisions regarding a child's life, — the law favors:

- ~~{a.} the adult with whom the child is living.~~
- ~~{b.} grandparents, if they are raising the child.~~
- ~~{c.} biological parents.~~
- ~~{d.} the child himself or herself.~~
- ~~{e.} the child's adult sibling.~~

10. — Each of the following groups might be considered to be vulnerable adults who are protected from abuse in some states by statute EXCEPT:

- ~~{a.} developmentally disabled adults.~~
- ~~{b.} severely mentally ill adults.~~
- ~~{c.} elderly adults.~~
- ~~{d.} physically disabled adults.~~
- ~~{e.} emotionally distressed adults.~~

[11.] The 2014 ACA Code of Ethics advises counselors to:

- ~~{a.} uphold the confidentiality rights of their minor clients even when parents object.~~
- ~~{b.} avoid legal liability by including parents in counseling sessions with their children.~~
- ~~{c.} avoid legal liability by disclosing to parents any risky behavior of a minor client, such as experimenting with drugs or alcohol.~~
- ~~{d.} establish collaborative relationships with parents.~~
- ~~{e.} obtain minor clients' legal informed consent for counseling services.~~

[12.] When counseling clients who are terminally ill and wish to explore end-of-life decisions, counselors should always do all of the following EXCEPT:

- ~~{a.} help the clients clarify their thoughts and feelings about end-of-life choices.~~

- ~~[b.] assist the clients to deal with grief and loss issues.~~
- ~~[c.] examine their own values and beliefs about death and dying before agreeing to counsel terminally ill clients.~~
- ~~[d.] ensure that they have the competencies needed to work with terminally ill clients.~~
- ~~[e.] inform the terminally ill client's family that the client is considering various end of life options and involve the family in the decision-making process.~~

13. ~~The 2014 ACA Code of Ethics:~~

- ~~— a. contains few standards specifically related to counseling children.~~
- ~~— b. advises counselors to develop specialty competences before attempting to counsel children.~~
- ~~— c. advises counselors to consider that adolescents are more concerned about privacy than adult clients.~~
- ~~— d. requires counselors to notify parents or guardians when teens disclose they have used marijuana.~~
- ~~— e. advises counselors to report to police any instances of *sexting* among adolescents~~

14. ~~With respect to counseling minor clients who are considering abortion, counselors~~
~~**SHOULD:**~~

- ~~— a. be aware that most teens avoid talking to their parents about pregnancy because adolescents need to rebel against parental authority.~~
- ~~— b. recognize that these clients may need to process issues of abuse, loss, love, and hopes for the future.~~
- ~~— c. advocate their own moral position regarding abortion.~~
- ~~— d. exercise care when assisting a minor to obtain an abortion.~~
- ~~— e. immediately refer these clients to medical professionals.~~

15. ~~Research has shown that school counselors are unanimous in believing that:~~

- ~~— a. confidentiality must be breached when students reveal they are using cocaine.~~
- ~~— b. “delicate cutting” is such risky behavior that parents must be notified.~~
- ~~— c. even young children are capable of giving Informed Consent to counseling.~~
- ~~— d. suicidal behavior poses a level of threat that requires breaching confidentiality.~~
- ~~— e. they should refer all children with serious depression to clinical counselors, when possible.~~

Chapter 12

Counseling Families and Groups

- ~~[1.] Family counselors often view the family system as their client and treat the family as one entity—as opposed to treating individual family members—and our laws:~~
 - ~~{a.} favor the rights of families, as a whole, over the rights of individual family members.~~
 - ~~{b.} support family counselors by also viewing the family system as one entity.~~
 - ~~{c.} create a “fiction” that a family is a person under the law.~~
 - ~~{d.} view family members as having separate and distinct rights and responsibilities that are individual in nature.~~
 - ~~{e.} do not recognize that families exist in our society.~~
- ~~2.—— If a counselor wants a person other than a biological parent or legal guardian (such as a step parent or grandparent) to have confidential information regarding a minor client, a simple solution is to:~~
 - ~~a.—— tell the step parent or grandparent to go to court and get a court order giving them access to the information.~~
 - ~~b.—— get a signed statement from the step parent or grandparent that they will not reveal the information to anyone else once it is given to them.~~
 - ~~c.—— get a signed statement from the minor client, allowing the counselor to disclose information to the step parent or grandparent.~~
 - ~~d.—— get a signed statement from one of the biological parents or legal guardians, allowing the counselor to disclose information to the step parent or grandparent.~~
 - ~~e.—— ask the step parent or grandparent to prove the child is living with them, and then it is acceptable to give them access to confidential information regarding the child.~~
- ~~3.—— A family counselor who uses paradoxical directives or interventions could get into trouble, because clients who follow their prescriptions for behavior may be:~~
 - ~~{a.} confused.~~
 - ~~{b.} harmed.~~
 - ~~{c.} engaging in illegal activities.~~
 - ~~{d.} suspicious of the counselor’s motives.~~
 - ~~{e.} distracted.~~
- ~~4.—— Regarding the law of privileged communication, in relation to family and group counseling,~~
 - ~~{a.} most privilege laws cover all family members and group members who are being counseled at one time.~~
 - ~~{b.} privilege among group or family members in counseling is the same as it is between the counselor and individual clients.~~
 - ~~{c.} generally, privilege is waived if there is a third party present during counseling.~~
 - ~~{d.} privilege never exists during family or group counseling in any state.~~
 - ~~{e.} privilege always exists during family or group counseling in all states.~~

5. — When married couples divorce,
[a.] almost all states allow joint custody and in a few state courts, joint custody is the preferred arrangement; while in some other state courts, joint custody is avoided if possible.
[b.] all states prefer joint custody.
[c.] joint custody is preferred by judges in all state courts except for Montana.
[d.] although almost all states allow joint custody, only one state court favors joint custody as the preferred arrangement.
[e.] judges in almost all states prefer joint custody.
6. — A counselor who is beginning a group SHOULD:
[a.] require all group members to sign a pledge to keep information from the group confidential.
[b.] explain that nothing is confidential because group members do not have the same obligation as professional counselors to keep information private.
[c.] explain that while the counselor will keep things confidential, there is no guarantee others in the group will do the same.
[d.] guarantee all information in the group will remain private.
[e.] explain that group members who violate the confidentiality of other group members will be reported to the counselor's state licensure board.
7. — Pre-screening of group members:
a. — is a good idea but is not required by the ACA Code of Ethics.
b. — is required by the ACA Code of Ethics.
c. — is recommended but not required by the ACA Code of Ethics.
d. — is an ethical practice that all counselors adhere to.
e. — is an ethical standard that is meant to protect counselors from being sued.
8. — Because children cannot give their legal consent to participate in family counseling,
[a.] parental consent should be obtained in writing from both biological parents.
[b.] they should not be included in family counseling prior to age 18.
[c.] it is illegal to include them in a family counseling session unless their parents have consented in writing.
[d.] a court order should be obtained before including a child in a family counseling situation.
[e.] they should be informed of the process of family counseling and their consent should be secured even though it is not legally required.
9. — When one spouse in a married couple demands that a counselor testify in court as to what occurred in counseling sessions, and the other spouse insists that the counselor not testify, the best course of action is for the counselor to:
[a.] agree to testify because one spouse is demanding that.
[b.] refuse to testify because one spouse is insisting that the counselor not testify.
[c.] call the state licensure board for advice.
[d.] contact the ACA Ethics Committee and request an opinion.
[e.] consult with an attorney and follow his or her advice.

10. ~~In order for a counselor to be competent to engage in group work, the counselor:~~
- ~~{a.} must be a member of the Association for Specialists in Group Work (ASGW).~~
 - ~~{b.} must have the training outlined in the ASGW *Professional Standards for the Training of Group Workers*.~~
 - ~~{c.} must have had a minimum of group work preparation and supervised experience.~~
 - ~~{d.} must be certified by ASGW.~~
 - ~~{e.} must have had at least two graduate courses in group work and have completed a 600-hour internship in group counseling.~~
- [11.] ~~In the process of explaining Informed Consent in family counseling, counselors SHOULD:~~
- ~~{a.} describe possible changes in family relationships that could occur as a result of family counseling.~~
 - ~~{b.} explain that one family member will be designated as the *identified patient* for insurance reimbursement purposes.~~
 - ~~{c.} assure family members that any changes made in family functioning as a result of counseling will be acceptable to all family members.~~
 - ~~{d.} counsel separately, on an individual basis, any family member who expresses reluctance to participate in family counseling.~~
 - ~~{e.} require each family member to sign a confidentiality pledge and agree not to discuss topics raised in session during the intervals between sessions.~~
- [12.] ~~Informed Consent in group counseling SHOULD include:~~
- ~~{a.} a reassurance that the counselor will not allow any events to occur that might put group members at physical or psychological risk.~~
 - ~~{b.} a clear statement that there is no confidentiality in group settings.~~
 - ~~{c.} an explanation that once the group starts, no one will be allowed to exit the group for the first month.~~
 - ~~{d.} an explanation of ways the group may be congruent and incongruent with individual members' cultural values.~~
 - ~~{e.} an explanation that the members themselves are fully responsible for setting the goals, purpose, and ground rules of the group.~~
- [13.] ~~When counseling victims of domestic violence, counselors SHOULD:~~
- ~~{a.} avoid encouraging the victim to leave the relationship until safety can be assured.~~
 - ~~{b.} report the abuser to the police.~~
 - ~~{c.} try to persuade the victim to leave the abuser.~~
 - ~~{d.} remember that the abuser is probably himself or herself a victim of abuse.~~
 - ~~{e.} never see the members of the couple separately, to avoid deceit.~~
- [14.] ~~Counselors who intend to conduct family counseling as part of their professional practice SHOULD:~~
- ~~{a.} complete a degree program in marriage and family counseling rather than in clinical mental health counseling.~~
 - ~~{b.} disclose their own family of origin issues as part of the Informed Consent process.~~
 - ~~{c.} advocate for the preservation of a couple's marriage.~~

- ~~{d.} seek separate licensure as Marriage and Family Therapists.~~
- ~~{e.} gain specific training in marriage and family counseling, including supervised experience.~~

~~[15.] When a member expresses a desire to drop out of an ongoing group, the counselor SHOULD:~~

- ~~{a.} persuade the member to stay in the group for the good of the group.~~
- ~~{b.} bring the group to a close and start over with members who wish to continue.~~
- ~~{c.} encourage the member to discuss the decision with the group.~~
- ~~{d.} notify the remaining members in writing of that member's decision.~~
- ~~{e.} assume that the group is dysfunctional.~~

Chapter 13
Professional Relationships, Private Practice, and Health Care Plans

1. — All of the following statements are true EXCEPT:
 - ~~{a.} employers cannot force employees to take actions that are illegal.~~
 - ~~{b.} employees do not have to do anything they consider to be unethical.~~
 - ~~{c.} when disputes arise between employer and employees, the law generally favors the employer.~~
 - ~~{d.} by accepting a job, an employee agrees to perform the tasks assigned.~~
 - ~~{e.} counselors have a legal right to be free in the workplace of discrimination based on race, color, sex, religion, national origin, age and disabilities.~~
2. — Which of the following behaviors WOULD constitute insubordination?
 - ~~{a.} refusing to carry out a directive of a psychiatrist who works for a different company.~~
 - ~~{b.} refusing to carry out a directive of a police officer who is investigating a crime at your place of work.~~
 - ~~{c.} refusing to carry out a directive of your co-worker who has seniority.~~
 - ~~{d.} refusing to carry out a directive of your immediate supervisor when that directive does not violate any laws or company policies.~~
 - ~~{e.} refusing to carry out a directive of a state inspector who is visiting your work site to perform a legally required inspection.~~
3. — If you believe your supervisor at your work setting is forcing you to act in what you consider to be an unethical manner you SHOULD:
 - ~~{a.} report your supervisor to the state licensure board.~~
 - ~~{b.} report your supervisor to the American Counseling Association (ACA) Ethics Committee.~~
 - ~~{c.} resign your position immediately to avoid being held in violation of your professional code of ethics.~~
 - ~~{d.} hire an attorney who will attempt to force your employer to allow you to practice in an ethical manner.~~
 - ~~{e.} try to work with your supervisor to resolve the problem.~~
4. — If a counselor were to purposefully make false oral statements that damaged the reputation of another mental health professional, the counselor could be sued for:
 - ~~{a.} slander.~~
 - ~~{b.} libel.~~
 - ~~{c.} malicious harm.~~
 - ~~{d.} absolute privilege.~~
 - ~~{e.} insubordination.~~
5. — All of the following steps are suggested when counselors open private practices EXCEPT:
 - ~~{a.} obtain a federal tax ID number if there are any employees.~~
 - ~~{b.} apply for and obtain a business license.~~
 - ~~{c.} purchase liability, property damage, or other types of insurance.~~

- ~~{d.} form a corporation, because it is the only way to protect your personal assets.~~
- ~~{e.} obtain a professional license if one is required in the state to practice counseling independently.~~

6. — ~~The most structured form of collaboration between counselors and other health professionals is:~~

- ~~{a.} coordination of services.~~
- ~~{b.} consultation.~~
- ~~{c.} teamwork.~~
- ~~{d.} medication monitoring.~~
- ~~{e.} conferring.~~

7. — ~~Problems with corporations include all of the following EXCEPT:~~

- ~~{a.} the personal assets of owners are at risk.~~
- ~~{b.} meetings have to be held periodically and annual reports have to be filed or the corporation will cease to exist legally.~~
- ~~{c.} income is taxed to the corporation and is taxed again when it is distributed to owners.~~
- ~~{d.} accountants and lawyers must be retained on a continuous basis to ensure the corporation is functioning properly.~~
- ~~{e.} corporations are very expensive to form initially.~~

8. — ~~A *sliding scale* in counseling refers to:~~

- ~~{a.} a chart that indicates the degree to which a client is functioning.~~
- ~~{b.} a system of rotation that determines when a counselor is “on call” for the weekend.~~
- ~~{c.} a fee structure based on the client’s family income and family size.~~
- ~~{d.} a fee structure based on the net worth of the individual.~~
- ~~{e.} the degree to which a counselor is willing to render a diagnosis to meet the requirements of an insurance company or third-party payer.~~

9. — ~~In the event a counselor has a client with a large bill for services that is several months late, the counselor SHOULD:~~

- ~~{a.} sue the client.~~
- ~~{b.} threaten the client with a law suit if payment is not made.~~
- ~~{c.} report the client to the state licensure board.~~
- ~~{d.} forget the bill and take steps in the future to prevent these bills from developing.~~
- ~~{e.} pay a bill collector to collect the money due.~~

10. — ~~According to the United State Small Business Administration, the percentages of business that fail are:~~

- ~~{a.} over 5% fail in the first year, and 15% fail within the first 5 years.~~
- ~~{b.} over 50% fail in the first year, and 95% fail within the first 5 years.~~
- ~~{c.} over 10% fail in the first year, and 25% fail within the first 5 years.~~
- ~~{d.} over 95% fail in the first year, and 99% fail within the first 5 years.~~
- ~~{e.} over 15% fail in the first year, and 35% fail within the first 5 years.~~

11. ~~Health care plans in the United States:~~
- ~~{a.} must, by federal law, include mental health services benefits.~~
 - ~~{b.} are available to 99% of the population.~~
 - ~~{c.} often are unavailable to the working poor.~~
 - ~~{d.} provide health care, including mental health care, to all individuals who are not covered by Medicaid.~~
 - ~~{e.} are the best in the world and ensure that all Americans receive the health care they need.~~
12. ~~Freedom of choice legislation allows health care consumers to choose:~~
- ~~{a.} the insurance company they prefer.~~
 - ~~{b.} the physician they prefer under their state authorized health care plans.~~
 - ~~{c.} the hospital they prefer for health care treatment.~~
 - ~~{d.} the state managed health care facility they prefer.~~
 - ~~{e.} the type of health care provider they prefer under state authorized health care plans.~~
13. ~~A Preferred Provider Organization (PPO):~~
- ~~{a.} must accept all counselors who apply to be added to their list of providers of health care services.~~
 - ~~{b.} must accept counselors as providers of mental health services.~~
 - ~~{c.} may not accept counselors as providers of mental health services and can limit the number of providers on their list of providers.~~
 - ~~{d.} have to accept counselors as providers of mental health services if the counselors are licensed by their state.~~
 - ~~{e.} may not limit the number of providers on their list of providers.~~
14. ~~When a counselor must render a DSM-5 diagnosis before a client may be reimbursed for mental health care services, the counselor:~~
- ~~{a.} should avoid rendering a diagnosis that might stigmatize the client.~~
 - ~~{b.} should always choose a diagnosis that is reimbursable by the health care organization.~~
 - ~~{c.} must render a diagnosis that is consistent with the diagnoses that have been rendered previously by other health care providers.~~
 - ~~{d.} must render the proper diagnosis, whether or not the client will be reimbursed.~~
 - ~~{e.} may choose one of the diagnoses that is reimbursable by the health care organization, if necessary.~~
15. ~~All of the following are fraudulent health care practices EXCEPT:~~
- ~~{a.} continuing to counsel a client at risk of harming themselves, free of charge, after his or her health care benefits have run out.~~
 - ~~{b.} providing family counseling services (which are not reimbursable) and reporting that individual counseling services are being provided (which are reimbursable).~~
 - ~~{c.} waiving the co-payment when a co-payment is required.~~
 - ~~{d.} billing for a missed session and indicating the client attended the session because missed sessions are not reimbursable.~~
 - ~~{e.} reporting that an approved professional is providing direct services to a client when the services actually are being provided by a counselor who is not approved.~~

Chapter 14

Issues in Counselor Education

1. — How do relationships in counselor education, supervision, and training differ from clinical — relationships?
 - ~~{a.} they are easier because they are indirect.~~
 - ~~{b.} they are tripartite.~~
 - ~~{c.} they are complex.~~
 - ~~{d.} they involve a university.~~
 - ~~{e.} they have more equal power dynamics.~~
2. — Which of the following is NOT information that must be provided to prospective students before they enter a program?
 - ~~{a.} evaluation criteria and procedures.~~
 - ~~{b.} program subject matter.~~
 - ~~{c.} faculty advisor assignment.~~
 - ~~{d.} dismissal policies and procedures.~~
 - ~~{e.} length of time for program completion.~~
3. — When making graduate program admissions decisions, counselor educators:
 - ~~{a.} must use objective information such as grade point averages and test scores.~~
 - ~~{b.} may balance their program by admitting certain numbers of individuals based on their gender, race, and religion.~~
 - ~~{c.} must have a minimum cut-off score if a standardized test, such as the GRE, is used.~~
 - ~~{d.} may deviate from their published procedures if fairness demands that they do that.~~
 - ~~{e.} may use their subjective judgment regarding a number of factors.~~
4. — One of the most ethically sensitive components of counselor training that has generated — considerable debate is:
 - ~~{a.} job placement after graduation.~~
 - ~~{b.} self-growth experiences.~~
 - ~~{c.} class presentations.~~
 - ~~{d.} subjective grading in counseling skills classes.~~
 - ~~{e.} relationships with peers.~~
5. — When counselor educators evaluate the performance of a student's counseling skills, the — counselor educators:
 - ~~{a.} may apply subjective standards as long as they do not abuse their discretion.~~
 - ~~{b.} may apply subjective standards, but the process of evaluation must be pre-approved by CACREP.~~
 - ~~{c.} must grade the student using number-based objective evaluations.~~
 - ~~{d.} must have a team evaluate the student's performance, rather than evaluating the performance on their own.~~
 - ~~{e.} must evaluate the student individually, taking into consideration his or her individual situation, avoiding applying absolute standards.~~

6. In matters of student evaluations or dismissals from academic programs, courts:
- ~~{a.} carefully review the basis upon which professors made their decisions and determine whether or not it was a reasonable decision, given the circumstances.~~
 - ~~{b.} defer to the judgment of professors, unless the professors failed to use an acceptable number system in making their decisions.~~
 - ~~{c.} defer to the judgment of professors unless the professors used only subjective decision-making.~~
 - ~~{d.} defer to the judgment of professors, unless established procedures were violated or the evaluations were clearly unfair.~~
 - ~~{e.} usually reverse the decisions of professors because students do not sue unless they have been treated unfairly.~~
7. Flexibility in relationship boundaries between counselor educators and students may be more acceptable than between counselors and clients, because in counselor-educator/student relationships the student:
- ~~{a.} cannot be harmed.~~
 - ~~{b.} is near the same age.~~
 - ~~{c.} is an adult.~~
 - ~~{d.} eventually becomes a colleague.~~
 - ~~{e.} does not need protection from abuse.~~
8. Sexual relationships between counselor educators and their students:
- ~~{a.} are not expressly forbidden in the ACA Code of Ethics.~~
 - ~~{b.} are expressly forbidden in the ACA Code of Ethics.~~
 - ~~{c.} are not forbidden because students are not in a vulnerable position in their relationships with professors.~~
 - ~~{d.} should be avoided but can be justified in some circumstances.~~
 - ~~{e.} are expressly forbidden by most universities.~~
9. Studies of women who have been involved in sexual relationships with their professors indicate:
- ~~{a.} that at first the women believed the relationship was consensual, but in retrospect they viewed it as more coercive.~~
 - ~~{b.} the women suffered no negative consequences from those relationships.~~
 - ~~{c.} the women most often initiated the relationships.~~
 - ~~{d.} the women suffered serious psychological damage from the relationships.~~
 - ~~{e.} the women later had sexual relationships with their own students.~~
10. While you are a counseling graduate student:
- ~~a. you have a different code of ethics from the one of practicing counselors.~~
 - ~~b. you must follow the same code of ethics as practicing counselors.~~
 - ~~c. you will not be held accountable for making ethical mistakes.~~
 - ~~d. the ethical standards you are held to are less rigorous than those imposed on practicing counselors.~~
 - ~~e. you do not have a code of ethics that applies to you.~~

- [11.] Counselor educators have an ethical obligation to:
- ~~{a.} teach ethics as a separate and discrete course in the curriculum.~~
 - ~~{b.} infuse multicultural material into all courses in the curriculum.~~
 - ~~{c.} restrict their teaching of theories to traditional, widely accepted models that have proven effective in counseling clients.~~
 - ~~{d.} grade counseling students on their level (but not the content of) their self-disclosure.~~
 - ~~{e.} assign letter grades to students in all field experience courses.~~
- [12.] As a result of recent developments in technology, counselor education faculty are advised to:
- ~~{a.} teach students how to use digital video recording equipment to record their practice counseling sessions.~~
 - ~~{b.} teach some courses over the Internet.~~
 - ~~{c.} emphasize confidentiality of audio and videotaped counseling sessions of student interns.~~
 - ~~{d.} require students to have university e-mail accounts.~~
 - ~~{e.} develop and publish policies regarding student conduct on social networking sites.~~
- [13.] Students who have not been able to demonstrate the skills needed to be effective counselors
- ~~{a.} must be given opportunities to remediate their deficiencies before a dismissal decision is made.~~
 - ~~{b.} are required by CACREP to repeat the practicum course.~~
 - ~~{c.} are required to switch to a different major.~~
 - ~~{d.} should be endorsed by faculty for graduation but not for employment as counselors.~~
 - ~~{e.} should be required to take a year's leave of absence from the training program.~~
- [14.] The professional literature suggests that students often believe they receive inadequate preparation in the content area of:
- ~~{a.} ethics.~~
 - ~~{b.} technology.~~
 - ~~{c.} social justice and advocacy.~~
 - ~~{d.} group counseling.~~
 - ~~{e.} counseling theories.~~
- [15.] The gatekeeping responsibilities of counselor educators may involve all of the following EXCEPT:
- ~~{a.} developing a professional development plan for a student whose counseling skills are deficient.~~
 - ~~{b.} dismissing a student from the training program after observing due process.~~
 - ~~{c.} providing periodic feedback and evaluation of professional development.~~
 - ~~{d.} providing a formal hearing if a student is dismissed for academic reasons.~~
 - ~~{e.} documenting decisions to dismiss students.~~

Chapter 15

Supervision and Consultation

1. ~~Clinical supervision is the process whereby the work of counselors is reviewed by other mental health professionals, usually with the goal of:~~
 - ~~{a.} ensuring that counselors' services are delivered in a manner that satisfies the counselors' employers.~~
 - ~~{b.} increasing the counselors' effectiveness.~~
 - ~~{c.} increasing the counselors' knowledge of the counseling literature.~~
 - ~~{d.} ensuring that counselors perform their job functions appropriately.~~
 - ~~{e.} helping counselors practice in an ethical manner.~~
2. ~~When administrative and clinical supervisors give corrective feedback to supervisees, that~~
~~feedback:~~
 - ~~{a.} must be followed by the supervisee.~~
 - ~~{b.} should be broad and general, avoiding specifics.~~
 - ~~{c.} must be given very gently to avoid distressing the supervisee.~~
 - ~~{d.} should be given only at specified intervals, such as once a month or once a quarter.~~
 - ~~{e.} should be ongoing, coupled with periodic evaluation and opportunities to correct deficiencies.~~
3. ~~Supervision agreements between a clinical supervisor and supervisee:~~
 - ~~{a.} must be in writing to be legal.~~
 - ~~{b.} should not be in writing, to avoid the appearance of a relationship that is too formal.~~
 - ~~{c.} should be in writing so both parties understand the terms of the relationship clearly.~~
 - ~~{d.} are required by federal law to be in writing.~~
 - ~~{e.} can be modified once they begin only if they are in writing.~~
4. ~~An agreement for clinical supervision between a supervisor and supervisee when the supervisee has an administrative supervisor at a work site SHOULD:~~
 - ~~{a.} ensure that the supervisee understands that the clinical supervisor is the one whose directives must be followed.~~
 - ~~{b.} emphasize the co-equal status of the clinical and administrative supervisors.~~
 - ~~{c.} state that the clinical supervisor defers to the authority of the administrative supervisor.~~
 - ~~{d.} state that the counselor should contact the clinical supervisor if there is an emergency situation at work.~~
 - ~~{e.} be worded in such a manner that the supervisee understands that the clinical supervisor is legally responsible for the counselors' activities during work hours.~~
5. ~~Whether or not a supervisor is likely to be held responsible, along with the supervisee,~~
~~when a supervisee's client commits suicide depends on whether:~~
 - ~~{a.} the supervisor has offered consultation to the supervisee regarding his or her counseling practice on a regular basis.~~
 - ~~{b.} the supervisor has direct control and authority over the supervisee's day-to-day activities.~~

- ~~{c.} the wording of the supervision contract.~~
 - ~~{d.} the supervisor knew that the supervisee was counseling an at-risk client.~~
 - ~~{e.} the supervisor has professional liability insurance.~~
6. — If a supervisee is having emotional problems that are interfering with his or her ability to function effectively as a counselor, the clinical supervisor SHOULD:
- ~~{a.} avoid addressing the personal issues in supervision sessions because the focus of clinical supervision should be on the professional services rendered by the supervisee.~~
 - ~~{b.} counsel the supervisee to the degree necessary to resolve the issues so that the counselor can function effectively.~~
 - ~~{c.} immediately refer the supervisee for personal counseling and suspend supervision until the personal issues have been resolved.~~
 - ~~{d.} address the personal issues in relationship to their impact on the supervisee's effectiveness as a counselor but avoid becoming the supervisee's personal counselor.~~
 - ~~{e.} address the personal issues in one session only, and then avoid personal issues in the future.~~
7. — If a consultant is not a consultee's administrative supervisor, the consultant:
- ~~{a.} is still responsible for any outcomes related to the consultee taking the consultant's advice.~~
 - ~~{b.} legally would be considered to have control and authority over a consultee, even though the consultant is not the consultee's boss.~~
 - ~~{c.} can avoid liability for any actions of the consultee by purchasing professional liability insurance.~~
 - ~~{d.} can avoid liability for any actions of the consultee by having the consultee sign an agreement that releases the consultant from liability.~~
 - ~~{e.} generally, would not be held legally responsible for actions taken by the consultee based on the consultant's advice.~~
8. — Ethical standards for consultants in the mental health field are:
- ~~{a.} covered extensively in all codes of ethics.~~
 - ~~{b.} given minimal attention in codes of ethics.~~
 - ~~{c.} not needed because consultants rarely face ethical dilemmas.~~
 - ~~{d.} published by an association of mental health consultants.~~
 - ~~{e.} being developed by the American Psychological Association (APA) and will soon be published.~~
9. — A supervisor is competent if he or she:
- ~~{a.} holds the supervisor certificate offered by the Center for Credentialing and Education (CCE), a corporate affiliate of the National Board for Certified Counselors (NBCC).~~
 - ~~{b.} is a competent counselor.~~
 - ~~{c.} has completed a graduate level course in supervision.~~
 - ~~{d.} is approved to be a supervisor by a state licensing board.~~
 - ~~{e.} can supervise other counselors in a professional and appropriate manner.~~
10. — A counselor who is under the clinical supervision of another counselor SHOULD:

- ~~{a.} introduce the supervisor to all clients.~~
- ~~{b.} inform clients that he or she is in supervision and disclose the name of the supervisor to them.~~
- ~~{c.} require that clients sign a document indicating they know the counselor is under supervision and that they do not object to the supervisor knowing their personal information.~~
- ~~{d.} inform clients that he or she is a beginning counselor.~~
- ~~{e.} avoid telling clients he or she is in supervision so that clients will not be concerned.~~

~~[11.] Consultation and supervision are alike in that BOTH:~~

- ~~{a.} consultants and supervisors serve as gatekeepers to the profession.~~
- ~~{b.} consultants and supervisors are accountable for the work of the counselors who have sought their services.~~
- ~~{c.} consultants and supervisors are required to be licensed to provide their services in most states.~~
- ~~{d.} the consultative and the supervisory relationships are tripartite.~~
- ~~{e.} consultants and supervisors provide direct services to clients.~~

~~[12.] With respect to cultural differences in supervision:~~

- ~~{a.} it is the supervisor's responsibility to initiate discussions of cultural differences with their supervisees.~~
- ~~{b.} supervision is more likely to be successful if the supervisor and supervisee are culturally similar along multiple dimensions.~~
- ~~{c.} the worldviews of supervisors are not likely to influence the therapeutic choices made by their supervisees.~~
- ~~{d.} research has demonstrated that the variable of race in the supervisory dyad has little impact on the supervisory process.~~
- ~~{e.} supervisors should not broach the topic of cultural differences if they do not feel comfortable and competent to do so.~~

~~[13.] Administrative supervision occurs when direct line administrators give direction to counselors who are their:~~

- ~~{a.} employees, and has the goal of ensuring that counselors are performing their job duties appropriately.~~
- ~~{b.} determining whether the counselors should receive a pay raise.~~
- ~~{c.} increasing the counselors' counseling skills.~~
- ~~{d.} remediating the counselors' clinical deficiencies.~~
- ~~{e.} endorsing the counselors' applications for licensure.~~

~~14. When a counselor who is working under supervision shares confidential information about _____ clients with her or his supervisor:~~

- ~~_____ a. the counselor is legally responsible if the supervisor inappropriately discloses the confidential information to a third party.~~
- ~~_____ b. privileged communication is destroyed.~~
- ~~_____ c. this is acceptable behavior because the supervisor needs the information in order to supervise effectively.~~

- ~~— d. — the information should be shared verbally, but not put in writing.~~
- ~~— e. — the counselor is unethically breaching client confidentiality.~~

15. ~~A difference between consultation and counseling is that:~~

- ~~— a. — consultation is a mandated activity, whereas counseling is usually sought voluntarily.~~
- ~~— b. — consultants provide indirect services to clients, whereas counseling is a direct service.~~
- ~~— c. — consultation involves a relationship among equals and does not involve a power differential.~~
- ~~— d. — consultation focuses on work relationships, whereas counseling focuses on personal and interpersonal relationships.~~
- ~~— e. — confidentiality is not an issue in consultation, while it is a primary concern in counseling.~~

Chapter 16

Professional Writing, Conducting Research, and Publishing

1. — It is ethically questionable for a university professor to:
 - ~~{a.} conduct a research project with a student.~~
 - ~~{b.} supervise the research activities of a student.~~
 - ~~{c.} require a student to participate in a research project.~~
 - ~~{d.} co-present with a student at a professional conference.~~
 - ~~{e.} write a letter of recommendation for a job for a student with whom he or she has conducted a research study.~~

2. — When children are participants in a research study:
 - ~~{a.} consent is needed from their parents only.~~
 - ~~{b.} there is no need to obtain informed consent from the children because they are unable to give legal consent.~~
 - ~~{c.} even though parental consent is legally sufficient, the assent of the children should be obtained as well.~~
 - ~~{d.} obtaining the consent of children would be unwise because it would alert children that they are being studied and they would then behave differently.~~
 - ~~{e.} informed consent is not required because children are too young to understand.~~

3. — Before students agree to serve as research assistants, counselor educators should discuss — and provide:
 - ~~{a.} assurance that those who decline to participate will not be penalized.~~
 - ~~{b.} a clarification of expectations regarding who will do which parts of the work.~~
 - ~~{c.} an agreement regarding the type of acknowledgment students will receive when the research is published.~~
 - ~~{d.} a time line to complete the various tasks.~~
 - ~~{e.} all of the above.~~

4. — Concealing from individuals that they are being studied and deceiving individuals with false information during a study:
 - ~~{a.} are forbidden by codes of ethics.~~
 - ~~{b.} are sensitive areas and researchers must take care to ensure that participants are not harmed when such activities take place.~~
 - ~~{c.} require that participants be paid.~~
 - ~~{d.} could be used as a basis to revoke a counselor's license.~~
 - ~~{e.} are activities that would never be undertaken by professional researchers because studies can always be completed without resorting to such negative tactics.~~

5. — Research participants:
 - ~~{a.} must be paid if their identities will be disclosed by the researcher.~~
 - ~~{b.} must sign a document in front of a notary if they agree to waive their privacy.~~
 - ~~{c.} generally, are not guaranteed privacy.~~
 - ~~{d.} have a right to expect to have their confidentiality protected.~~

~~{e.} may never agree to have their name disclosed by a researcher.~~

6. — ~~The requirement that universities establish committees to review research proposals to ensure that human participants are protected is:~~

~~{a.} a state law in all states.~~

~~{b.} required by the U.S. Constitution.~~

~~{c.} voluntarily adhered to throughout the United States.~~

~~{d.} a federal law that carries with it the penalty of loss of federal funds if violated.~~

~~{e.} a federal law that makes it a crime to do otherwise.~~

7. — ~~The practice of evaluating professors for tenure, promotion, and merit pay increases is based largely on their records of:~~

~~{a.} grants brought into the university.~~

~~{b.} teaching effectiveness.~~

~~{c.} presenting at national conferences.~~

~~{d.} getting along well with other professors.~~

~~{e.} scholarly publications.~~

8. — ~~University committees that review research proposals to ensure that human participants are protected are called:~~

~~{a.} bursars.~~

~~{b.} adjunct committees~~

~~{c.} institutional review boards.~~

~~{d.} promotion and tenure committees.~~

~~{e.} research councils.~~

9. — ~~In regard to giving credit to contributors to research projects in published reports,~~

~~{a.} a footnote is sufficient.~~

~~{b.} every person who contributed must be listed as a co-author.~~

~~{c.} the major professor of a dissertation study must be listed as first author.~~

~~{d.} appropriate credit must be given, but there are no firm rules.~~

~~{e.} individuals who were paid to assist do not have to be given any credit.~~

10. — ~~Most written materials are legally protected from the time they are created until _____ years after the author's death.~~

~~{a.} 5~~

~~{b.} 50~~

~~{c.} 200~~

~~{d.} 300~~

~~{e.} 500~~

11. — ~~Plagiarism:~~

— ~~a. — is always just cause for expelling a student from a counselor training program.~~

— ~~b. — is summarizing a passage from another author's work without using quotation marks and giving the source and page number where the passage was found.~~

— ~~c. — is difficult for professors to detect.~~

- ~~— d. — is claiming the words and ideas of someone else as one's own.~~
 - ~~— e. — cannot be committed when the source of an idea is the Internet.~~
12. ~~Students do NOT have to cite a particular source of information, when the information:~~
- ~~— a. — is considered common knowledge.~~
 - ~~— b. — is paraphrased rather than directly quoted.~~
 - ~~— c. — is retrieved from a source on the Internet.~~
 - ~~— d. — they are quoting is from a text their professor has authored.~~
 - ~~— e. — they are quoting is from the text used in the course for which they are writing the assigned paper.~~
13. ~~Researchers are ethically obligated to:~~
- ~~— a. — compensate the participants in their research, either monetarily or by an acknowledgment.~~
 - ~~— b. — attempt to publish their results.~~
 - ~~— c. — offer feedback to the participants in the study.~~
 - ~~— d. — enlist the help of a statistician to interpret the results.~~
 - ~~— e. — destroy all records that might identify participants as soon as the study is completed.~~
14. ~~When a student and a professor co-author an article for publication in a professional journal:~~
- ~~— a. — the student should be listed as the second author, after the professor.~~
 - ~~— b. — the student and professor should decide on the order of authorship credit before they begin working on the project.~~
 - ~~— c. — the professor should do most of the work because the professor has more experience with publishing.~~
 - ~~— d. — the professor should be listed as the first author, with the student second.~~
 - ~~— e. — the one who contributed the most to producing the article should be the first-listed author.~~
15. ~~Students can ensure that they do not commit plagiarism by:~~
- ~~— a. — using exact quotes from their sources rather than paraphrasing.~~
 - ~~— b. — using a website such as turnitin.com to check their work before submitting it to the professor.~~
 - ~~— c. — putting everything into their own words, so they do not have to cite sources.~~
 - ~~— d. — rearranging the order of the words in a sentence written by a source that is being used.~~
 - ~~— e. — using only sources that anyone can find on the Internet.~~

MULTIPLE CHOICE ANSWERS

Chapter One: Introduction

1. —a
2. —e
3. —e
4. —a
5. —e
6. —b
7. —a
8. —b
9. —d
10. —d
11. —e
12. —e
13. —b
14. —a
15. —b

Chapter Two: Professional Identity of Counselors

1. —d
2. —d
3. —a
4. —d
5. —e
6. —d
7. —a
8. —e
9. —e
10. —b
11. —a
12. —e
13. —d
14. —e
15. —e

Chapter Three: Multicultural Competence and Social Justice

1. —b
2. —d
3. —b
4. —d
5. —a
6. —b
7. —e
8. —b
9. —d
10. —e
11. —c
12. —d
13. —e
14. —a
15. —e

Chapter Four: Client Rights and Counselor Responsibilities

1. —d
2. —a
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12. —d
13. —c
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15. —c

Chapter Five: Confidentiality and Privileged Communication

1. —d
2. —b
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Chapter Six: Records and Subpoenas

1. —e
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Chapter Seven: Competence, Assessment, and Diagnosis

1. —e
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Chapter Eight: Malpractice and Resolving Legal and Ethical Challenges

- [2.] —a
- [3.] —a
- [4.] —a
- [5.] —e
- [6.] —a
- [7.] —a
- [8.] —e
- [9.] —a
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- [13.] —b
- [14.] —d
- [15.] —b

Chapter Nine: Boundary Issues

1. —a
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7. —d
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9. —e
10. —b
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12. —d
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Chapter Ten: Technology in Counseling

1. —b
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7. —e
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14. —d
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Chapter Eleven: Counseling Children and Vulnerable Adults

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7. —d
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Chapter Twelve: Counseling Families and Groups

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Chapter Thirteen: Professional Relationships, Private Practice, and Health Care Plans

1. —b
2. —d
3. —e
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Chapter Fourteen: Professional Issues in Counselor Education

1. —b
2. —e
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7. —d
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9. —a
10. —b
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12. —e
13. —a
14. —e
15. —d

Chapter Fifteen: Supervision and Consultation

1. —b
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15. —d

Chapter Sixteen: Professional Writing, Conducting Research, and Publishing

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