

**An Evaluation of Selected Psychometric Characteristics
of the Ethical Judgment Scale**

by

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(ABSTRACT)

The purpose of this study was to evaluate selected psychometric characteristics of the Ethical Judgment Scale (EJS). Specifically, to determine (a) content validity, (b) internal consistency reliability, (c) correlations of the Likert-type, stage 5, and panel scoring methods; and, assess (d) the relationship of certain demographic factors of community college counselors and EJS scores. A survey research design, employing the EJS with modified instructions, requested an actual and ideal response for each of 25 hypothetical incidents that represented various ethical dilemmas in the counseling field. Ninety-one community college counselors in the state of Virginia participated in the final study. A nonrespondent survey also was completed.

The results suggested that content validity of the EJS was supported by expert ratings of the hypothetical incidents; however, an evaluation of the response choices indicated that 20 of the incidents had at least two inappropriate response options. An examination of internal consistency reliability of the EJS, using Cronbach's α and KR-20 statistical procedures, indicated unsatisfactory to lower than desirable correlations for the three scoring methods employed in this study. Similarly poor

correlations were obtained for the relationships of the scoring methods. Scale discrepancies and the unreliable scoring methods prevented firm conclusions regarding the association of EJS scores and selected demographic characteristics of the study sample.

Findings of the study suggested that a lack of confidence with the measurement instrument may be justified. Suggestions for further research were offered and included the further evaluation and possible revision of the scale.

DEDICATION

To My Parents

and in memory of

"Jesus saith unto him, I am the way, the truth, and the life: no man cometh unto the Father, but by me." John 14:6 (KJV)

and

"He hath shewed thee, O man, what is good; and what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?" Micah 6:8 (KJV)

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CHAPTER I

INTRODUCTION

Ethical behavior is an important aspect of the counseling profession. It involves the understanding of what is the right or appropriate action to take when confronted with an ethical dilemma. Codes of conduct, guidelines, or ethical standards are developed to guide professional behavior (Van Hoose & Kottler, 1985). The codes represent the conventional wisdom of the profession that reflect societal and institutional mores. For example, standards may regulate one's relationship to another practitioner, specifying duties and responsibilities, in the case of witnessing unethical behavior. Standards also may define relationships between a practitioner and the employing institution, stating proper procedures to be followed. Aside from helping to achieve professional status and identity, Kitchener (1985) lists other purposes of ethical and professional standards that focus on student preparation, professional performance of practitioners, and safeguards for the general public from incompetents.

Ethical codes do not always provide specific directions when ethical decisions are necessary (Van Hoose & Paradise, 1979). Certain situations that confront a practitioner may involve legal and ethical entanglements that may not be included in the Standards. In such a case, the Standards may only state broad principles or indirectly address the

issue. At times the Standards may not address the issue at all (Winston & Dagley, 1985).

Another dimension of ethics that focuses on the decisions one has to make is the cognitive, or thinking process. This process, together with the extenuating circumstances of the situation (Patterson, 1971), are essential in making ethical decisions. The thinking process refers to how we make decisions, and suggests a relationship between cognitive development and the stages of moral development. Circumstances of the situation may include the client's presenting problem, physical appearance (Taylor & Wagner, 1976), and the practitioner's responsibilities to the employing institution. Van Hoose & Paradise (1979) have developed a model, grounded in cognitive-developmental theory, that explains five hierarchical stages of ethical reasoning. The model is helpful in understanding how counselors think, or the cognitive processes involved in decision making.

Background of the Study

Thirty years have passed since Schwebel (1955) published his article "Why? Unethical Practice," commenting on the dearth of research-based literature in the area of ethical behavior. Since then, research on this topic has focused on a number of areas, such as confidentiality (Boyd, Tennyson & Erickson, 1973, 1974; Cramer, Graff & Zani, 1969; Jagim, Wittman & Noll, 1978; Noland, 1971; Sherwood, 1974), imposition of counselor values (Ajzen, 1973; Buhler, 1962; Weisskopf-Joelson, 1980), and

sexual intimacies with clients (Holroyd & Brodsky, 1977; Golden & O'Malley, 1979; Pope, Schover & Levenson, 1980; Taylor & Wagner, 1976).

While the research suggests an almost unanimous consensus regarding the importance of confidentiality in a counseling relationship, there is evidence to suggest that practitioners sometimes fail to behave in a manner consistent with the Standards, or are confused between their responsibilities to clients and the institutions for which they work (Welfel & Lipitz, 1984). Studies on the imposition of counselor values caution practitioners on the extent of influence in producing therapeutic change.

Sexual intimacy between practitioners and clients is an ethically charged issue that has been well documented. For the most part, negative effects outweigh the positive effects of these relationships (Taylor & Wagner, 1976). Holroyd and Brodsky (1977) have documented that despite explicit mention in the ethical standards, such behavior does occur, with 5.5% of the males and .6% of female practitioners admitting to sexual intercourse with their clients.

Discussion of the legal responsibilities of counselor behavior also has gained importance, especially after legislation describing what constitutes appropriate relationships between client and counselor, counselor and institution, and counselor and the public (Hummel, Talbutt & Alexander, 1985; Van Hoose & Kottler, 1985). Welfel and Lipsitz (1983a, 1983b, 1984) cite other investigations that explore the relationship between demographic, educational and employment experiences of counselors and their responses to various survey measures on ethics (Barr, 1970; Martin, 1976; Moore, 1977; Paradise, 1976; Ryer, 1979; Shertzer & Morris, 1972; Vafakas, 1974; Wislar, 1976). For the most part, the findings of

these studies are inconsistent and plagued by problems in their instrumentation. For example, Shertzer and Morris (1972) suggest that the low scores of master's degree participants in their study may have been caused by faulty design of the instrument.

The empirical literature offers little guidance in understanding how counselors sort through the complex considerations in making a decision about the ethical course of action in any given situation (Welfel & Lipsitz, 1983b). The need for a theoretical foundation (Van Hoose & Paradise, 1979; Welfel & Lipsitz, 1983a) also has been suggested. Van Hoose and Paradise (1979) present a model that explains how counselors reason about ethical issues. (The model will be presented in detail in Chapter II.) Influenced by Kohlberg's (1969) theory of moral judgment and Piaget's (1965) theory of moral development, the model is composed of five stages of ethical orientation.

The conceptualization of a stage model subsequently led to the development of a scale. The **Ethical Judgment Scale (EJS)** (Van Hoose & Goldman, 1971; Van Hoose & Paradise, 1979) is used to measure the various components of this model. (The scale will also be presented in detail in Chapter II.) The EJS is composed of 25 hypothetical incidents or situations depicting various dilemmas that confront the counselor. Five counselor actions or response choices are provided for each incident. Each one of the responses represents one of five qualitatively different levels of ethical orientation. According to Kohlberg's theory, each level indicates an increasingly more adequate level of moral reasoning.

Need for the Study

The Van Hoose and Paradise (1979) stage model of ethical orientation appears to be the first attempt to explain one's ethical reasoning using a theoretical base (Welfel & Lipsitz, 1983a). Certain discrepancies mentioned by Fish (1981), however, suggest the need for further evaluation of the EJS as an instrument to measure ethical orientation.

In a critique of the stage model, Fish (1981) raises an important question on the theoretical consistency of the model, suggesting both a weak theoretical rationale (the stages are in a hierarchical sequence divergent from Kohlberg's stages), and inconsistencies with response choices keyed as indicative of stage 5 reasoning (i.e., autonomy of the client was not consistently upheld by the practitioner). Furthermore, Fish (1981) cautioned that imitation of the keyed stage 5 responses could be dangerous. Adopting stage 5 responses as ethical decisions to actual counseling situations could harm the client-counselor relationship.

Apart from this critique, further discrepancies noted by various members of this researcher's committee were mentioned. An informal analysis of the instrument was then suggested and consisted of procedures for determining the predominant level of moral reasoning implied by the American College Personnel Association (ACPA) Ethical Standards, consistency of the keyed responses with the item stems, score keying accuracy, and a comparison of stage 3 keyed responses with the ACPA Ethical Standards. Each sentence of the Standards was rated as to implied level of moral reasoning. Words or phrases consistent with the rated level were listed to suggest either a preconventional, conventional or

postconventional level of reasoning. There were instances wherein more than one level was suggested. Three of these conflicts involving preconventional-conventional, and conventional-postconventional levels were recorded.

Compatibility of the keyed responses with the item stems involved reviewing the 25 hypothetical incidents and assessing the applicability of the keyed responses. Discrepancies occurred when what was listed as counselor action was construed as an unlikely response. At times the responses were not complete or did not seem a logical choice.

Miskeyed responses were determined by reviewing the counselor actions for each hypothetical incident and comparing these with the corresponding answer key. Knowledge of the definitions and characteristics for each stage of ethical orientation was useful in deciding which responses apparently were miskeyed.

A comparison of stage 3 keyed responses was accomplished by recording a section or sections of the Standards that supported the responses. Each of the stage 3 responses were compared to the Standards. Support for the responses was defined as implied or explicit mention in the Standards.

Distinct from this informal analysis of the instrument were the inconsistent results from studies employing the EJS. In one study, Vafakas (1974) found that community college counselors with more experience actually scored lower on the EJS than younger, less experienced counselors. This inverse relationship of age and ethical orientation does not support the notion of a developmental continuum. Welfel and Lipsitz (1983b), however, obtained results consistent with this characteristic

of the model. Older counselors cited the American Personnel and Guidance Association (APGA) (now American Association of Counseling and Development, AACD) code of ethics as helpful in making ethical and professional judgments (Vafakas, 1974). This may be interpreted to mean that more experience may bring about congruence with the Standards, which may be inconsistent with the higher stages of ethical orientation. This was apparent in an informal analysis of the scale. A predominance of stage 1 and 3 response choices were tabulated suggesting that counselors using the Standards as reference tended to load up on stage 1 and 3 response choices. Previous studies using the EJS have found no significant relationship between gender of the counselor and ethical posture although Vafakas (1974) found gender differences with the incident concerning unwanted pregnancy.

Informal Analysis of the EJS

Three areas of concern were elaborated in an informal analysis of the instrument. First, some of the keyed responses were inconsistent with the hypothetical incidents or item stems. Keyed responses represent the five counselor actions, or response choices after each hypothetical incident. Each of the response choices was keyed or matched with a stage of ethical reasoning. Thus, a response may represent reasoning at stage 4, or the level of ethical orientation that adheres to promoting the needs of the individual.

An example of item response choice inconsistency may be seen in incident three. The situation suggests that the client has three prob-

lems. The first problem is that "she is pregnant for the fifth time and does not desire to have a child" (Van Hoose & Paradise, 1979, p. 135); second, that she has physically abused her son; and third, she is reluctant to tell her husband of the pregnancy. Several of the keyed responses address only one of the problems expressed. Response A focuses on telling her husband about her condition. Response B suggests the termination of her pregnancy as a decision she has to make. Both responses D and E discuss the area of child abuse. Response C, on the other hand, mentions that "school counselors do not get involved in family or medical problems" (Van Hoose & Paradise, 1979, p. 136). Respondents may be reluctant to choose a response as more than one problem was offered in the incident. This is a typical problem encountered with the item construction of a survey instrument, when the item stem suggests more than one area of concern and the response choices address only one of them.

Score Keying Accuracy

On two occasions, keyed responses seemed to have been miskeyed suggesting that the scoring method may affect the respondent's actual responses on the items. For example, in incident seventeen, the client explains that she is in love with the person distributing illegal drugs in school and will not testify against him because of their relationship and the fact that she too is "hooked." The keyed response assigned as stage 5 suggests that "because of the severity of the problem, the authorities should be notified immediately" (Van Hoose & Paradise, 1979, p. 150). The keyed response assigned as stage 1 suggests "the counselor

should not report her but instead should provide counseling to help her understand how her drug problem and boyfriend are affecting her life" (Van Hoose & Paradise, 1979, p. 150). The keyed response assigned as stage 5 implies punishment of the client, by notifying the authorities. This appears to be inconsistent with the stage model definitions of ethical orientation.

External Influences on Response Patterns

A comparison of stage 3 keyed responses with the American College Personnel Association (ACPA) Statement of Ethical and Professional Standards indicates that sixteen or 64 percent of the 25 hypothetical incidents have stage 3 keyed responses that are explicitly supported by the Standards. (See Appendix A for a complete copy of the Standards). Stage 3 keyed responses appear to represent the maintenance of society's standards.

For example, in incident one, a former client explains that he is an escapee from the state prison where he is serving a ten-year term for child molestation. He does not know whether he should leave the country or give himself up. From the keyed responses, A, which is to "tell him you do not work with criminals and report him immediately to proper authorities," (Van Hoose & Paradise, 1979, p. 134) is explicitly supported by the Standards under H-2, Counseling and Testing. This section states that one should immediately report conditions that are likely to harm the client or others to the proper authorities.

Nine of the situations do not have keyed responses explicitly covered by the Standards; however, certain sections imply support for a keyed response. For example, incident four states that "one of your students complains that the department chairman has casually suggested an affair in return for assisting him with his course" (Van Hoose & Paradise, 1979, p. 137). The corresponding keyed responses do not have explicit support of the Standards, although section B-3, General Responsibilities, implies that action to rectify such a condition is in order. Based on this, response D, which is to "find out the name of the professor and report it to your superior to prevent any further difficulties" (Van Hoose & Paradise, 1979, p. 137), would be the appropriate response.

It is suggested that from the relationship between stage 3 keyed responses and the Standards, counselors familiar with the Standards would tend to load up on stage 1 (implying punishment for bad behavior) and stage 3 (implying maintenance of standards) responses. From an informal administration of the scale, a frequency distribution of the keyed response totals indicated that eight or 32 percent of the 25-items were assigned stage 1 response choices. Both stage 3 and 5 levels each had five responses or 20 percent. The rest of the responses were categorized as stage 2 or 4 levels. Familiarity with the Standards, suggesting a predominance of stage 1 and stage 3 response choices that focus on adherence to rules and regulations and the maintenance of standards, might affect responses to the five stages independent of level of personal ethical orientation. Counselors with a knowledge and awareness of the Standards may be responding to the hypothetical incidents in such a manner

as to reflect this internalized mode of reasoning, thus inhibiting personal ethical values in the process of making an ethical decision.

Statement of the Problem

Van Hoose and Paradise (1979) collaborated on the development of a model that measures how counselors reason about ethical issues, emphasizing the cognitive domain. The model, influenced by Piaget (1965) and Kohlberg (1969), was composed of five qualitatively distinct stages of ethical orientation. These stages centered on the development of one's reasoning from a punishment level, based on conformity to prevailing rules and regulations, to that of a principle or conscience level focusing on one's internalized value system. The Ethical Judgment Scale (EJS) was developed to assess the ethical orientation of counselors by measuring one's responses to 25 hypothetical incidents. These incidents depicted various dilemmas that confront the counselor in professional practice.

The EJS has been subject to criticism in the literature. Fish (1981), among others, noted the inconsistency of stage 5 responses in some of the items. Other apparent problems from an informal analysis by this researcher included questions about theoretical consistency, item representativeness, external influences on response patterns, inconsistency of item stems and response choices, and score keying accuracy. Despite these problems, it seemed prudent to continue use of the EJS while explaining whether the apparent problems were sufficiently serious to warrant questioning the validity of the instrument, whether they were troublesome but could be overcome by expert interpretation of the in-

strument results, or whether the apparent problems were insignificant and merited no further concern.

Dr. W. H. Van Hoose (personal communication, May 1, 1985) suggested that revision of the EJS should be undertaken because some of the items that were relevant a decade ago need to be changed and other items reflecting the needs of the present should be included. Most of the studies that attempt to validate the EJS have used the initial 15-item version of the instrument (Moore, 1977; Paradise, 1976; Vafakas, 1974; Van Hoose & Goldman, 1971). Validity studies using the 25-item version have been attempted only once (Welfel & Lipsitz, 1983b). Underscoring the apparent difficulties with the EJS, the suggested revision of the instrument, and lack of validity studies using the 25-item version of the instrument, this study evaluated selected psychometric characteristics of the EJS.

Purpose of the Study

This study had two purposes: (a) evaluation of selected psychometric characteristics of the Ethical Judgment Scale; and (b) assessment of the relationship of selected demographic factors and scores on the EJS by community college counselors. More specifically, the objectives of this study were to:

1. synthesize the extant literature related to ethical (or moral) development, the stage model of ethical orientation, the American College Personnel Association Statement of Ethical and Professional

Standards (or ACPA Ethical Standards), and studies on the ethical reasoning of counselors;

2. determine whether the hypothetical incidents of the EJS were representative of a range of situations or settings in which counselors work;
3. determine whether the EJS was an accurate measure of cognitive reasoning or of knowledge of the ethical standards of the profession;
4. determine the relationships between the Likert-type scale, percentage of stage 5, and percentage of panel scoring methods; and
5. assess the relationship of selected demographic factors of community college counselors and scores on the EJS.

Delimitations

The study included only community college counselors from the state of Virginia, and may limit the extent to which the results can be generalized.

Research Questions

As a result of the study, the following questions were answered:

1. Are the hypothetical incidents of the EJS representative of a range of situations or settings in which counselors work?
2. Is the EJS an accurate measure of cognitive reasoning or of knowledge of the ethical standards of the profession?
3. What are the correlations between the three scoring methods?
4. What are the relationships of selected demographic factors of community college counselors and scores on the EJS?

Definition of Terms

In the context of this study, the following definitions apply:

AACD: American Association for Counseling and Development (formerly the American Personnel and Guidance Association).

ACPA Ethical Standards, or Standards: American College Personnel Association Statement of Ethical and Professional Standards.

Ethical behavior: refers to action that corresponds to hypothetical situations depicting ethical conflicts and dilemmas.

Ethical Judgment Scale (EJS): refers to an instrument used to assess the ethical orientation of counselors.

Ethical orientation: refers to how counselors reason about ethical issues (Welfel & Lipsitz, 1983a).

Stages of ethical behavior: refer to "five qualitatively different stages of orientation, increasing through discernably different levels of ethical reasoning" (Van Hoose & Paradise, 1979, p. 117).

Organization of the Study

The purpose, significance, and scope of the proposed study was defined in Chapter I. Chapter II consists of the extant literature, both general and specific, that pertained to ethical (or moral) development, the stage model of ethical orientation, the ACPA Ethical Standards, and studies on the ethical reasoning of counselors. Chapter III contains the research methods of the study, and Chapter IV includes the research analysis and the criteria for evaluation. Chapter V contains the discussion and recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

The review of the literature concentrated on four major areas to clarify the problem as stated in Chapter I. These areas are: (a) Ethical (or Moral) Development, (b) Stage Model of Ethical Orientation, (c) the ACPA Ethical Standards, and (d) Studies on Ethical Reasoning of Counselors.

An explanation of some theories of moral development, including Kohlberg's approach to moral reasoning is necessary to provide the theoretical base of this study. A discussion of the five stages of ethical orientation proposed by Van Hoose and Paradise (1979) will describe the stage model and provide theoretical background for the Ethical Judgment Scale (EJS). A review of the ACPA Ethical Standards will include the strengths and weaknesses of the code as it applies to various relationships with the counseling practitioner. Finally, a description of two studies will review the capacity of counselors to reason about moral issues and a summary of studies using the EJS will indicate areas of further concern.

Ethical (or Moral) Development

The development of moral judgment owes much of its understanding to a number of researchers in the area of cognitive development (Kaplan,

1966; Langer, 1969; Piaget, 1950, 1970a, 1970b; Piaget & Inhelder, 1969; Werner, 1948). A basic belief of these theorists is that development takes place through a universal sequence of stages which represent forms of thinking and integrating with the environment (Turjel, 1973). This suggests that a four-year old child reacts to experiences in a different manner than a ten-year old. The four-year old structures the environment less adequately, focusing toward self. This concern for self over others is described as the egocentric nature of the child. The ten-year old, on the other hand, has advanced in stage development which includes the perspective of others. The child not only thinks about self but incorporates other's points of view.

The ideas of Dewey (1939) and Piaget (1965) were central to Kohlberg's theory of moral development. Dewey (1939) postulated three levels of moral development that described levels of conduct ranging from the satisfaction of biological needs to the emergence of a level of conscience. The pre-moral or pre-conventional level dictates that one's conduct arises from instincts and primary needs. The conventional level of behavior focuses on one's conduct regulated by what society upholds as right, and the autonomous level of behavior concerns one's conduct regulated by a standard which is both social and rational.

Piaget (1965) elaborated further on Dewey's (1939) conceptualizations in explaining how one thinks, or the processes involved in cognitive development. Two important areas of his formulations are the ability to adapt and the promotion of equilibrium in the system. Adaptation is described as the essence of intellectual functioning (Pulaski, 1971). It involves modification of the environment toward one's own ends.

Adapting to one's surroundings necessitates the processes of assimilation and accommodation found in all living organisms. Equilibrium is the maintenance of a state of internal balance. A person that is in disequilibrium has a sense of being overwhelmed with new and incomprehensible information. An example of this disequilibrium, or imbalanced state is displacement after a natural disaster or the loss of a job.

Assimilation involves the taking-in of present stimuli. Accommodation balances the taking-in processes by modifying the current organization in response to environmental demands (Reimer, Paolitto & Hersh, 1979). These processes are reciprocal in that one is a reaction to the other. As an example of this, consider a foreign student who starts a post-master's program in an American university. The student has been socialized in another environment that may not be similar in many respects to the present surroundings. Despite disparities in language, food, and culture, the student adapts to the American way of life by assimilating colloquialisms, homemade apple pie, and liberal views of women into a conservative philosophy. In discussions with visiting relatives, they notice more liberal views on women and question this departure from traditional cultural beliefs. The student acknowledges the radical change and justifies this thinking by mentioning various relationships and associations with American females. The modification of a once conservative philosophy towards a more egalitarian view of women suggests an accommodation to new considerations. The foreign student has reorganized this philosophy on women through the assimilation and accommodation processes of adaptation. Adaptation results in an equilibrium or state of balance between the incongruities of the past and present environment.

Cognitive development consists of a series of stages that suggest more complex and differentiated ways of viewing the world (Piaget, 1952). These stages are divided into four major periods: sensorimotor (birth to two years); preoperational (two to seven years); concrete operations (seven to eleven years); and formal operations (eleven and older). The sensorimotor stage is defined as ranging from neonatal reflexes and uncoordinated body movements to the beginnings of symbolic representation. Symbolic representation is the use of "make believe" objects in the child's play. For example, the child uses mud shaped in the form of pies in "playing house."

The preoperational stage is described as the egocentric perspective of the child. It is in this stage that the perspective of others has not been internalized. An example of this is the inability to share between two four-year olds. Each child demands a toy to play with. Another aspect of this stage is the inability to distinguish between what is objective and what is subjective reality. Cartoon characters are viewed as possessing magical powers of immortality and creatures in story books are potent beings that really exist in the child's world.

The stage of concrete operations is characterized by the beginnings of logical thought. The child begins to think in terms of logical operations. An example of this is a comparison of the way two children search for a lost toy. The two-year old child searches for the toy by visiting all places in the immediate surroundings. A seven-year old child, though, reflects on the issue and searches for the misplaced toy in likely places. The latter has performed a logical operation in the procedures to find the toy. A child of this stage has the capacity for mental actions that

are reversible. Examples of this function are addition and subtraction. A child in this stage is able to restore the original amount of marbles in one pile by subtracting an equal amount from the other.

The stage of formal operations involves a more complex thinking process that incorporates the previous stages but goes one step further. This stage marks the "ability to reason in formal abstractions, to perform 'operations on operations'" (Reimer, Paolitto, & Hersh, 1979, p. 34). An example of this is a comparison of children in different stages of development approaching the problem of creating a yellow colored liquid. Various containers with different liquids are set in front of the children. The preoperational child combines two liquids at a time without any systematic procedure. Guessing is predominant in this stage. The concrete child combines one liquid with every other liquid but does not remember how the yellow liquid was achieved. The child in formal operations constructs combinations of two and three liquids, systematically determining what combinations produced the yellow liquid. In this case the child is able to deduce from the procedures how the yellow liquid was obtained. The child in this last stage of thinking is said to have developed logical thinking.

Piaget (1965) defined three stages of moral reasoning in children based on interviews and observations of children at play. Central to these stages is the essence of morality, which involves the sense of justice and respect for a system of rules. The premoral stage requires no obligation to the rules. It is in this stage that egocentric behavior dominates the activity. The heteronomous stage describes the literal obedience to rules. One is required to follow the rules to the letter.

The autonomous stage considers the purpose of following rules. In this stage, reciprocity and exchange are involved in one's obligations.

About thirty years ago, Kohlberg (1958) started his study of moral development focusing on 10- to 16-year old children from middle-and working-class families in an urban area. Reformulating the work of Dewey and Piaget, he identified six stages of moral development divided into three distinct levels of reasoning. The concept of a stage as used by both Piaget and Kohlberg has certain characteristics:

1. Stages are "structured wholes," or organized systems of thought. Individuals are consistent in level of moral judgment.
2. Stages form an invariant sequence. Under all conditions except extreme trauma, movement is always forward, never backward. Individuals never skip stages; movement is always to the next stage up.
3. Stages are "hierarchical integrations." Thinking at a higher stage includes or comprehends within it lower-stage thinking. There is a tendency to function at or prefer the highest stage available.

(Kohlberg, 1975, p. 670)

Inherent in Kohlberg's developmental approach is the idea of role-taking. As the child matures, his thinking and social interaction gradually assume the perspective of others or what others want of him. Kohlberg (1969) explains this as the capacity "to react to the other as someone like the self and to react to the self's behavior in the role of the other" (p. 398).

The three levels of moral reasoning are (a) the preconventional, which suggests that what is right is sticking to rules reinforced by punishment; (b) the conventional, which describes what is right as living up to what is expected; and (c) the postconventional or principled, which describes right behavior as following self-chosen ethical principles. These levels are each further explained by two stages of moral development as seen by Kohlberg (1971):

I. Preconventional

At this level the child is responsive to cultural rules and labels of good and bad, right and wrong, but interprets these labels either in terms of the physical or the hedonistic consequences of action (punishment, reward, exchange of favors) or in terms of the physical power of those who enunciate the rules and labels. The level is divided into the following two stages:

Stage 1: The Punishment-and-Obedience Orientation. The physical consequences of action determine its goodness or badness, regardless of the human meaning or values of these consequences. Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order supported by punishment and authority (the latter being Stage 4).

Stage 2: The Instrumental-Relativist Orientation. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the market place. Elements of fairness, or reciprocity, and of equal sharing are present, but they are always interpreted in a physically pragmatic way. Reciprocity is a matter of "you scratch my back and I'll scratch yours," not of loyalty, gratitude, or justice.

II. Conventional Level

At this level, maintaining the expectations of the individual's family, group, or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is not only one of **conformity** to personal expectations and social order, but of loyalty to it, of actively **maintaining**, supporting, and justifying the order, and of identifying with the persons or group involved in it. At this level, there are the following two stages:

Stage 3: The Interpersonal Concordance or "Good Boy-Nice Girl" Orientation. Good behavior is that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority or "natural" behavior. Behavior is frequently judged by intention - "he means well" becomes important for the first time. One earns approval by being "nice."

Stage 4: The "Law and Order" Orientation. There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.

III. Postconventional, Autonomous, or Principled Level

At this level, there is a clear effort to define moral values and principles that have validity and application apart from the authority of the groups or persons holding these principles and apart from the individual's own identification with these groups. This level again has two stages:

Stage 5: The Social Contract, Legalistic Orientation, Generally with Utilitarian Overtones. Right action tends to be defined in terms of general individual rights, and standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis on procedural rules for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal "values" and "opinion." The result is an emphasis on the "legal point of view," but with an emphasis on the possibility of changing law in terms of rational considerations of social utility (rather than freezing it in terms of Stage 4 "law and order"). Outside the legal realm, free agreement and contract are the binding elements of obligation. This is the "official" morality of the American government and constitution.

Stage 6: The Universal-Ethical-Principle Orientation. Right is defined by the decision of conscience in accord with self-chosen **ethical principles** appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical (the Golden Rule, the categorical imperative); they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of **justice**, of the **reciprocity** and **equality** of human rights, and of respect for the dignity of human beings as **individual** persons. (p. 42)

Moral judgment represents a naturally developing cognitive process that occurs in sequential stages. Each stage is a distinctive approach

to moral problems. For example, stage 1 focuses on punishment and reward, while stage 4 relies on adherence to society's rules as motivation for what is right. The six stages represent an invariant, universal sequence which means that one must complete stage 2 before proceeding to the next higher stage. Each succeeding stage is more complex than the previous one implies not only incorporating more elements of the previous stages, but a rather sophisticated approach to the moral dilemma. The concept of justice also is reflected in the stages. This suggests that each stage of moral reasoning reflects variations on the just or fair way to resolve a moral dilemma.

Studies by Snarey (1982) and others have found that the sequence and trends in moral growth are the same regardless of culture. Longitudinal data involving Eskimos and Kenyan Kikuyu support the claim that moral judgment develops universally through an invariant, upward sequence of stages. Stage 6 is the only stage for which there are no clear supporting data.

In an attempt to explain the moral development of women as different from that of men, Gilligan (1977, 1982) suggested that the concept of justice be expanded to include the concepts of responsibility and caring. This idea and the supporting studies are in their infancy, and subject to criticism. This contrasting theory is not central to the focus of this study and will not be addressed here.

Stage Model of Ethical Orientation

The stage model of ethical orientation as introduced in Chapter I is explained here in detail. Van Hoose (1971), Van Hoose and Paradise (1977, 1979) and Paradise (1976) conceptualized five developmental stages in understanding how counselors reason when faced with moral dilemmas. The five stages range from focus on a punitive approach to one that incorporates an internalized code of principles. Based on Dewey (1964) and Piaget (1965), and later Kohlberg (1963, 1975), the stage model suggests that the five stages are ordered in such a way that each succeeding stage is qualitatively a more adequate way of reasoning. A direct relationship between age and level of ethical orientation also exists (Van Hoose & Paradise, 1979; Welfel & Lipsitz, 1983b). Younger counselors or those with lesser experience would tend to choose lower stages of reasoning and older counselors or counselors with more experience would tend to choose higher stages of reasoning. The five stages are as follows:

Stage I. Punishment Orientation: Counselor decisions, suggestions and courses of action are based on a strict adherence to prevailing rules and standards, i. e., one must be punished for bad behavior and rewarded for good behavior. The primary concern is the strict attention to the physical consequences of the decision.

Stage II. Institutional Orientation: Counselor decisions, suggestions and courses of action are based on a strict adherence to the rules and policies of the institution or agency. The correct posture is based upon the expectations of higher authorities.

Stage III. Societal Orientation: The maintenance of standards, approval of others, and the laws of society and the general public characterize this stage of ethical behavior. Concern is for duty and societal welfare.

Stage IV. Individual Orientation: The primary concern of the counselor is for the needs of the individual while avoiding the

violation of laws and the rights of others. Concern for the law and societal welfare is recognized, but is secondary to the needs of the individual.

Stage V. Principle or Conscience Orientation: Concern is for the legal, professional, or societal consequences. What is right, in accord with self-chosen principles of conscience and internal ethical formulations, determines counselor behavior. (Van Hoose & Paradise, 1979, p. 117)

A further elaboration of the stages given by Van Hoose and Paradise (1979) suggests an underlying continuum of ethical reasoning:

Stage I, the punishment orientation, is an ethical orientation totally dependent upon external rationale. Right and wrong are defined totally by the punishments and rewards that are viewed as present in the environment. Counselors functioning at this orientation are governed by prevailing sanctions and the physical consequences of the behavior involved. When faced with ethical dilemmas, decisions become fundamental and absolute for the counselor.

Stage II, the institutional orientation, in which adherence is to the institutional rules and policies, is to a lesser degree another example of an external modality of reasoning. The counselor functioning at this level needs only to look to his/her organization's operating procedures and policies to determine appropriate ethical conduct when faced with a dilemma. There is little room for conflict with expectations from higher authorities.

Stage III, the societal orientation, reflects the concern of the counselor with duty and societal welfare, not the individual. Thus, there is less external emphasis regarding the modality of reasoning than in the previous stage. But, nonetheless, the judgment as to right and wrong behaviors is derived essentially from an external source.

Stage IV, the individual orientation, reflects ethical judgments more internally-controlled than in previous stages, with concern for the needs and worth of the individual. The welfare of society and the institution are recognized, but are clearly secondary to the needs of the individual. The counselor at this level of orientation, when faced with an ethical dilemma, considers the individual the primary concern with the rationale for decisions reflecting this focus.

Stage V, the principle orientation, is the highest level of reasoning, reflecting a totally internal modality. The individual is primary with little regard for legal, professional, and societal

consequences. Right is defined by a decision of conscience in agreement with one's own defined internal ethical system. A counselor with this orientation, when faced with an ethical dilemma, reflects on his/her own principles of conduct, without regard for external consequences. At this level, the consequences of concern to the counselor are all internally based. (p. 118)

Moore (1977) elaborated on the relationship between Van Hoose and Paradise's (1979) stage model and Kohlberg's moral judgment stages. A weak one-to-one correspondence implies that a strict empirical relationship is not possible. For example, there is no corresponding stage for Kohlberg's Instrumental Relativist orientation, or stage 2. There also seems to be a reversal of stages, with the Institutional orientation, or stage 2 of the EJS similar to that of Kohlberg's stage 4, the "law and order" orientation. Stages 3, 4 and 5 of the EJS appear to parallel Kohlberg's stages 3, 5 and 6 respectively. Despite these differences, Moore (1977) states that the EJS has some construct validity as the five stages are somewhat related to Kohlberg's three levels of reasoning. A hypothesized relationship suggests that the Punishment orientation of the EJS is similar to Level I, or the Preconventional; both the Institutional and Societal orientations are similar to Level II, or the Conventional; and, the Individual and Principle orientations, or stages 4 and 5 of the EJS are similar to Level III, or the Postconventional.

Ethical Judgment Scale (EJS)

The Ethical Judgment Scale (EJS) (Van Hoose & Goldman, 1971; Van Hoose & Paradise, 1979) is a survey instrument intended to measure the ethical orientation of counselors. (See Appendix B for a complete copy

of the scale.) It consists of 25 hypothetical incidents or situations that may confront the practicing counselor. These incidents involve client-counselor relationships that deal with areas such as drug dependency, unwanted pregnancy, and sexual abuse. Respondents are requested to select the counselor action or response choice "which most closely described the action you would take in the situation" (Van Hoose & Paradise, 1979, p. 133). Space is provided for an explanation of one's choice. The respondent may also suggest other courses of action or modify the choice selected. Each of the five counselor actions is keyed to reflect a stage of ethical orientation. For example, counselor action A of the incident below suggests that you "help the client to understand his behavior and its possible consequences for his emotional state" (Van Hoose & Paradise, 1979, p. 149), and is keyed as a response appropriate for stage 1, or a predominance of punishment as motivation for an ethical decision. An example of a hypothetical incident follows:

Incident Sixteen: The Homosexual

A male teenage client comes to you, his counselor, in a panic because he has had homosexual encounters with other men. He fears that he will be found out and suspects he has contracted venereal disease because of his casual contacts.

Counselor Action:

- A. Help the client to understand his behavior and its possible consequences for his emotional state.
- B. Put him in touch with a physician who will handle the case confidentially.
- C. Turn him over to the disease control authorities so that his contacts can be traced.
- D. Counsel him that his behavior is wrong and sooner or later he

will be discovered.

- E. Tell him that he has a medical problem that must be resolved before a counselor can work with him.

Why did you select this response?

Can you suggest another course of action? If so, please state it, and your reasons. (Van Hoose & Paradise, 1979, p. 149)

Two scoring procedures are employed by Van Hoose and Paradise (1979). A frequency distribution is used to indicate one's predominant ethical orientation. A quantitative index requiring the percentage of stage 5 responses may also be used for research purposes. This index reflects one's higher level reasoning.

Both reliability and validity data were based on the Vafakas (1972) and Paradise (1976) studies. These studies employed the initial fifteen-item EJS. Representative data supported the concept of a developmental continuum, the internal consistency and construct validity of the instrument, and confirmation of the qualitative differences inherent in the stages.

ACPA Ethical Standards

Codes of conduct, guidelines or ethical standards were developed to help keep professionals out of trouble (W. H. Van Hoose, personal communication, May 1, 1985). Some see these Standards functioning like a set of laws for the organization (Kitchener, 1984), while others point out that the ethical codes serve only as general guidelines for practice

(Talbutt, 1981; Tymchuk, Drapkin, Major-Kingsley, Ackerman, Coffman & Baum, 1982; Paradise & Siegelwaks, 1982) and acknowledge that they cannot address or anticipate every conceivable real-life dilemma (Canon & Brown, 1985).

The American College Personnel Association (ACPA) is a professional organization affiliated with the American Association for Counseling and Development (AACD) as one of its thirteen divisions. Its members are employed in various student personnel areas such as financial aid, admissions, and career development in various post-secondary educational settings. In developing its code of ethics, a task force was appointed and charged to create a comprehensive series of standards regarding ethical and professional behavior (Winston & McCaffrey, 1981) with maximum involvement from all segments of the organization. Winston and Dagley (1985) describe this process as follows:

An early ACPA task force analyzed the APGA standards and proposed a list of broad philosophical principles that the Executive Council rejected as lacking the desired specificity. A new task force was named. It used a more empirical approach - a modified delphi technique - to develop its present statement. Modifications of the statement were made through three rounds of input from executive council members, commission chairpersons, and state division presidents; open hearings; and written input from members at large. (pp. 53-54)

A comparison of the ACPA Ethical Standards with others suggest that it is rather comprehensive. The document concentrates on the areas of responsibility, competency, research, and relationships. Winston and Dagley (1985) mention that its most attractive feature is its level of specificity in different areas. Such is the case in section B-12, which states:

Members maintain ethical relationships with colleagues and students and refrain from relationships which impinge on the dignity, moral code, self-worth, professional functioning, and/or personal growth of these individuals. Specifically, members are aware that sexual relationships hold great potential for exploitation. Consequently, members refrain from having sexual relationships with anyone to whom they act as counselors or therapists. Sexual relationships with staff members or students for whom one has supervisory or evaluative responsibilities have high potential for causing personal damage and for limiting the exercise of professional responsibilities and are therefore unprofessional and unethical. (ACPA, 1981, p. 185)

Certain difficulties with the Standards, however, involve the lack of information on resource management, the lack of specified procedures for addressing complaints of violations, and ambiguity on the issue of a member's primary responsibility. Section D-5 suggests a middle-of-the-road approach which is unclear in making practical decisions: "Members have responsibilities both to the individuals served and to the institution within which the service is performed" (ACPA, 1981, p. 186).

Further comparison with other helping professional standards such as the Association of College and University Housing Officers (ACUHO), American Psychological Association (APA), American Association of Counseling and Development (AACD), National Association of Student Personnel Administrators (NASPA), and the National Association of Women Deans, Administrators, and Counselors (NAWDAC), reveal that the ACPA statement about personal and professional relationships is the most extensive and specific, its standards on research and testing are clear and comprehensive, and its standards for professional preparation are helpful and timely.

Studies on Ethical Reasoning of Counselors

Two studies in the published literature specifically investigate the capacity of counselors to reason about moral issues. Zahner and McDavis (1980) attempted to determine if differences in moral development existed for two groups of counselors. The two groups of counselors were paraprofessionals with a community college educational background, and master's level professionals. The authors also measured the effects of counselor training programs on the moral judgment of their students.

One hundred seventy-six participants in six groups were used for the study. The first three groups were composed of 35 paraprofessional trainees beginning their programs at a community college, 25 paraprofessional trainees ending their programs, and 25 graduate paraprofessionals. The last three groups were composed of 29 professional trainees beginning their programs at a four-year university, 34 professional trainees ending their programs, and 28 graduate professional counselors. The Defining Issues Test (DIT) (Rest, Cooper, Coder, Masanza, & Anderson, 1974), was used to assess the moral development of the participants. Findings show that there were significant differences between the two groups, with master's level professionals scoring higher. Measuring the effects of training programs by comparing beginning professional trainees with those ending their programs, and with graduates of the same program suggested no significant differences in moral reasoning.

Welfel and Lipsitz (1983c) further examined the notion that graduate training seemed to have little impact on moral reasoning capacity. They hypothesized that both level of training and work experience would

be significantly related to stage of moral reasoning. Sixty-three volunteer counseling students in four distinct educational levels (undergraduate seniors, beginning and advanced master's students, and doctoral students) were used for the study.

The DIT (Rest, 1979) and a General Information Questionnaire designed by the authors was completed by the participants. The findings contradict those obtained by Zahner and McDavis (1980), and support the hypothesis that moral reasoning is associated with level of training. A low ($r = .33$, $p = .001$) but positive relationship between work experience and moral reasoning also was obtained. The nonsignificant correlations of gender and grade point average suggest that counseling experience may be more influential in determining moral reasoning capacity than the results of the previous study indicate (Welfel & Lipsitz, 1983c).

Studies Employing the EJS

Seven studies used the EJS to measure ethical orientation (Moore, 1977; O'Day, 1984; Parker, 1986; Vafakas, 1972, 1974; Van Hoose & Goldman, 1971; Paradise, 1976; Welfel & Lipsitz, 1983b). Van Hoose and Goldman (1971) pre-tested the EJS in an investigation of the ethical behavior of 35 helping professionals. The sample was composed of 25 school counselors and 10 school social workers. Findings suggested no differences in ethical posture for both groups, an uncertainty regarding appropriate ethical behavior, and minimal assistance provided by professional organizations toward ethical decision-making.

Vafakas (1974) attempted to identify and categorize the ethical professional posture of 174 community college counselors when dealing with problem cases such as drug abuse, abortion, premarital sexual relations, unwanted pregnancy, and suicide attempts. Results suggested that: (a) the respondents reflected an Institutional and Societal orientation when dealing with their clients, (b) a direct relationship between counseling experience within a problem area and level of ethical orientation was indicated, (c) an inverse relationship between age and level of ethical orientation existed, (d) counselors with more counseling experience selected the Punishment and Institutional orientation; and (e) older counselors cited the APGA (now AACD) code of ethics as helpful in making ethical and professional judgments. This is consistent with the previous finding suggesting nonsupport of the developmental continuum characteristic of the model.

Using master's and doctoral level counseling students as subjects, Paradise (1976) investigated a theoretical conceptualization of the model and examined the EJS as a measurement instrument for ethical orientation. Three hypotheses dealing with the stage conceptualization, ethical orientation, the internal and external oriented locus of control categories, and ethical workshop exposure on ethical judgment were confirmed.

Moore (1977) attempted to provide validation for the Ethical Judgment Scale by determining its relationship to Kohlberg's levels of moral development. The EJS and four Kohlberg stories were administered to 31 graduate students enrolled in a counselor education program. A simplified scoring system developed by Porter and Taylor (1972) was used to score the Kohlberg protocols. The results suggested a nonsignificant associ-

ation between the EJS and Kohlberg's levels of moral development. This finding was partially explained by a lack of variability in EJS scores due to a homogeneous subject group.

Based on a concern for the results obtained by Moore (1977) and Vafakas (1974), Welfel and Lipsitz (1983b), using the 25-item scale version, explored three areas: First, the relationship between the EJS and Kohlberg stages, employing the more familiar Defining Issues Test (Rest, 1979); second, support for the developmental continuum characteristic of the stage theory by controlling for level of training; and lastly, the relationship between counselor attributes and ethical orientation. Weak to moderate support for all three areas was obtained using 63 counseling students in four educational levels.

O'Day (1984) investigated the influence of empathy and negative consequences on the ethical decisions made in counseling situations. Sixty-six participants from several helping professions were assigned to one of two groups receiving negative consequences or to the control group. Pre-and post-test scores on the EJS (Paradise, 1976) for the three groups were obtained. Findings suggested that: (a) subjects who were in the high empathy group scored higher on the EJS than those in the low empathy group, (b) client consequences had a significant effect on ethical orientation, (c) interaction effects between empathy, consequences and the pre-and post-measures for ethical orientation were significant; and (d) significant differences were obtained between the pre-and post-test effects of the high empathy client consequences and the control groups.

Parker (1986) investigated the relationships between dogmatism and orthodox Christian religious beliefs with ethical judgment, and the lin-

ear combination of dogmatism and Christian beliefs on ethical judgment. Fifteen male and 35 female master's level counselor trainees voluntarily participated by completing a dogmatism scale, a religious commitment scale, and the EJS (Van Hoose & Paradise, 1979). Pearson product-moment correlations were performed to determine the relationships between dogmatism and Christian beliefs on ethical judgment, while multiple regression analysis was employed to analyze the corresponding linear relationship. Findings suggested that (a) a negative relationship was obtained between dogmatism and ethical judgment, which suggested that those with high levels of dogmatism had lower levels of ethical judgment, (b) a negative relationship existed between Christian beliefs and ethical judgment, which implied that greater adherence to orthodox Christian beliefs was associated with lower levels of ethical orientation, and lastly (c) a significant negative relationship was evident in the linear combination of dogmatism and Christian beliefs on ethical judgment. Strategies to reduce dogmatism were suggested as part of ethics training in counselor preparation programs.

Review of the EJS Studies

Research employing the EJS are grouped primarily into validation studies or those that attempt to explain the theoretical characteristics of the model (Moore, 1977; Paradise, 1976; Vafakas, 1974; Van Hoose & Goldman, 1971; Welfel & Lipsitz, 1983b), and studies that examine the relationships with different constructs (O'Day, 1984; Paradise, 1976; Parker, 1986; Welfel & Lipsitz, 1983b). The validation studies focus on

either explaining the developmental continuum characteristic, assessing the construct validity of the instrument, or investigating the stage conceptualization of the model. In all of these studies, except for Welfel and Lipsitz (1983b), the initial 15-item scale version is used. Despite the contention that "the revisions have substantially improved the initial psychometric properties of the EJS" (Van Hoose & Paradise, 1979, p. 120), validity studies using the 25-item version have only been attempted once.

Studies explaining the developmental continuum characteristic of the model suggest ambivalent findings. Vafakas (1974) found evidence of an inverse relationship between age and level of ethical orientation suggesting that older counselors reasoned at lower stages or stages that imply a punishment orientation when confronted with ethical situations. Welfel & Lipsitz (1983b) obtained contradictory results suggesting support for this characteristic of the model while controlling for level of training.

An attempt to provide construct validity of the model is likewise inconsistent. Moore (1977) obtained results indicating a nonrelationship with Kohlberg's levels of moral reasoning. In a review of Moore's (1977) study, Welfel and Lipsitz (1984) suggest that her results appear to contradict the theory. They also express caution in the findings since "she employed a rarely used measure of Kohlberg's stages of moral development (Porter & Taylor, 1972) with little evidence of reliability and validity" (p. 35). Welfel and Lipsitz (1983b) replicated Moore's (1977) study using the DIT (Rest, 1979) and obtained significant results in terms of a positive correlation between Kohlberg's stages and the levels of ethical

orientation. Paradise (1976) investigated, among others, the stage conceptualization of the EJS and demonstrated that the second most frequent ethical stage is adjacent to the most frequently selected stage. This finding lends support to the construct validity of the model.

Two areas of concern are expressed in a review of these studies. First, the apparent lack of validation studies employing the 25-item version of the EJS; and second, the inconsistency of findings attempting to support various characteristics of the stage model.

Summary

This chapter briefly reviewed two theories of cognitive development (Dewey, 1939; Piaget, 1965) and Kohlberg's (1958, 1969) stages of moral development. The stage model of Van Hoose and Paradise (1979) was also described, and included an elaboration of the stages and its relationship to Kohlberg's formulations. An explanation of the Ethical Judgment Scale mentioned scoring procedures and a summary of reliability and validity measures. A discussion of the ACPA Ethical Standards included procedures of its development, and an explanation of its strengths and weaknesses. Lastly, studies on the ethical reasoning of counselors and those employing the EJS were reviewed.

CHAPTER III

METHODS

The purpose of the study was to evaluate selected psychometric characteristics of the Ethical Judgment Scale (EJS), and assess the relationship of selected demographic factors and scores on the EJS by community college counselors. This chapter addresses each of the research questions and provides a description of procedures and data treatment. A general study design was composed of the population, procedures, instrumentation, pilot study, human subjects committee, and data analyses.

Research Question 1. Are the hypothetical situations of the EJS representative of a range of counseling situations or settings in which counselors work?

This question addresses the content validity of the EJS and required judgments of community college practitioners to determine: (a) item representativeness; (b) extent of agreement with the counselor actions for each of the items; and, (c) other appropriate situations suitable to measure ethical behavior of counselors.

Item Representativeness

A panel composed of 12 community college practitioners was requested to complete a rating scale indicating whether each of the 25 hy-

pothetical situations or item stems of the EJS was representative of a range of situations in which counselors work. This panel was composed of practicing counselors randomly selected from community colleges in the contiguous states of Virginia. Responsibilities of these practitioners were primarily working with students in career and academic counseling situations. The term representative, as used in this context, refers to those situations serving as typical or characteristic examples of counseling situations.

Together with a cover letter (see Appendix C) requesting their cooperation in completing a rating scale, a copy of the 25 hypothetical situations was enclosed with the following directions:

On the following pages, you will find 25 hypothetical incidents or situations that may possibly confront the practicing counselor. Using the answer sheet, indicate whether each incident is representative (Rep) or not representative (Not Rep) of a full range of situations or settings in which counselors work. Complete this by placing an "X" mark in the appropriate box.

Lawshe's (1975) content validity ratio (CVR) formula was employed to determine the extent to which each of the items was representative of the counseling domain. This quantitative approach assigned a numerical value to judgments based on the assumptions that any item, perceived to be representative or "essential" by more than half of the panelists, has some degree of content validity; and, that "the more panelists (beyond 50%) who perceive the item as "essential," the greater the extent or degree of its content validity" (Lawshe, 1975, p. 567).

A CVR was obtained by subtracting one-half of the total panelists from the number of panelists indicating representativeness of the item. This value was then divided by the same half total. Each of the 25-items

had a computed CVR value that measured item representativeness. Each of these CVR values was then compared to a table of minimum values developed by Lawshe (1975). CVR values below the minimum suggested that concurrence by the panelists might reasonably have occurred through chance. For example, a computed CVR value of .66 was compared to the minimum table value of .56 for 12 panelists (one-tailed test, $p = .05$). Since the obtained CVR value was greater than the minimum table value, agreement among the panelists as to the representativeness of the item was not a chance occurrence.

The computed CVR values permit rejection or retention of specific items. Items with CVR values below the minimum table value were rejected. After retained items were identified for the final form, the content validity index (CVI) was computed. The CVI is the average percentage of overlap between the retained items and the domain of counseling situations. A CVI of .66 suggests that the average percentage of overlap, or the extent of representativeness of the items to the range of counseling situations in which counselors work, is 66 percent.

Extent of Agreement with Counselor Actions

A Likert-type scale with varying degrees of intensity, ranging from strongly agree to strongly disagree, was used to determine the extent of agreement with the five response choices for each of the item stems. The directions below followed those that requested item representativeness:

Using the five-point scale **strongly agree (SA)**, **agree (A)**, **undecided (U)**, **disagree (D)** and **strongly disagree (SD)**, rate the extent to which you agree with each of the five response choices labeled

counselor action. Place an "X" in the appropriate box that represents the extent of your agreement or disagreement as to the appropriateness of the response. In other words, if you agree that response B, as shown above, is appropriate for the incident described, mark the box accordingly.

The responses to each of the five counselor actions or response choices were summed and averaged to determine their extent of agreement. Responses of the 12 panelists to each of the counselor actions was averaged to obtain a numerical value. This value corresponded to the extent of agreement with the action. For example, counselor action or response A of incident twelve was evaluated by the panelists. After summing the numerical values, an average of 4.3 was obtained. This suggested that the panel agreed with the appropriateness of the response.

Other Appropriate Situations

The panel of practitioners was requested to list additional situations considered areas of concern that were not represented by the 25-items. The directions below followed those that rated counselor actions:

After completing the ratings for all the items, please list other counseling situations that you believe are areas of concern not represented by the previous incidents. Use the additional space provided in the answer sheet.

The additional situations were summarized into categories representing various counseling areas involving counselor and client relationships.

Research Question 2. Is the EJS an accurate measure of cognitive reasoning or of knowledge of the ethical standards of the profession?

This question addresses the internal consistency of the EJS using two standard coefficients, namely KR-20 and Cronbach's coefficient alpha. The EJS was scored in more than one way with reliability estimates derived for each method. Procedures that explain the development of an alternative scoring key, three different scoring methods, and appropriate data analysis were described.

Alternative Scoring Key or Panel Scoring Method

A second panel composed of five experts knowledgeable and experienced in the areas of ethics, legal matters, counseling and clinical psychology created an alternative scoring key for the 25 hypothetical situations of the EJS. The panel included a lawyer, a clinical psychologist, a pastoral counselor, a professor of ethics in counseling and an associate director of a counseling center. This alternative scoring key was used to evaluate the extent to which the different counselor actions measure knowledge of the ACPA Ethical Standards.

Each of the panel members received a cover letter that requested their cooperation in completing a survey (see Appendix D), and participation in a group meeting to obtain consensus on a scoring key for the 25-items. Copies of the ACPA Ethical Standards and the 25-items were included with the following directions:

On the following pages, you will find 25 hypothetical incidents or situations that involve various helping professionals and their clients. Each incident has five different responses that suggest various courses of action. Using the answer sheet and enclosed American College Personnel Association (ACPA) Statement of Ethical and Professional Standards as reference, **circle the letter of the**

response that best describes what the Standards, either explicitly mentioned or implied, suggest as appropriate action.

For situations wherein the response choices do not have support from the Standards, select the response which is most acceptable to you. In the space provided, explain the reasoning for your choice.

Two group meetings for the purpose of obtaining consensus on an alternative scoring key were held. Discussion was facilitated by this researcher.

Scoring Methods

Three types of scoring methods were employed in the study. A Likert-type scale, similar to that used by Moore (1977), was employed instead of the frequency or percentage scoring suggested by Van Hoose and Paradise (1979). This method designated a numerical value for each response choice. Assigned values of 1 to 5 for each of the response choices was used, with 1 assigned to the Punishment level, 2 assigned to the Institutional level and so on. A total score was compared with the range of scores, each representing a stage of ethical orientation. The range of scores was between 25 (representing all punishment responses) and 125 (representing all principled responses). The predominant stage for each range of scores was determined as follows:

Score	Stage
25.0 - 37.4	Punishment
37.5 - 62.4	Institutional
62.5 - 87.4	Societal
87.5 - 112.4	Individual
112.5 - 125.0	Principled

The authors' scoring method employing the percentage of stage 5 responses was also used. This method indicated the proportion of higher level ethical reasoning. The panel of experts' alternative scoring key, or the panel scoring method, was the third method employed. This scoring method was composed of responses that the panel selected based on what the Standards, either explicitly mentioned or implied, suggest as appropriate action. The responses scored using this method reflect the proportion of ethical reasoning congruent with the Standards. From an analysis of the ACPA Ethical Standards, a conventional or societal level of reasoning was suggested as the dominant theme.

Data Analysis

Each respondent had two sets of responses, an actual response which corresponded to those most acceptable as would apply to a community college counselor, and an ideal response which corresponded to those most acceptable based on one's personal ethical standards. Each of these re-

sponses was scored three possible ways (Likert-type scale, percentage of stage 5 and percentage of the panel). Each respondent's two sets of responses were scored three ways or a total of six scoring possibilities. For example, respondent A's first set of responses for each item was scored by a Likert-type scale, the percentage of stage 5 responses, and the panel scoring method. Respondent A's second set of responses was scored using these same methods.

In measuring the internal consistency reliability of the EJS, two statistical approaches were employed. Since a single administration of the EJS was performed, Cronbach's coefficient α was ideal for items not scored as 1 or 0 (right or wrong). The Likert-type scoring method required the comparison of each response with the authors' scoring key. A corresponding numerical value was obtained for each level of reasoning category. Scores represented a hierarchical range from one to five.

The two scoring methods that required the percentage of stage 5 and percentage of the panel responses employed the KR-20 statistical approach. Scoring for both of these methods was basically whether the response was designated as a stage 5 or a panel response. The items were scored dichotomously, either 1 or 0 (1, for a stage 5 or panel response; and 0, for a response other than stage 5 or the panel).

Research Question 3. What are the correlations between the three scoring methods?

This question addresses the linear relationship between the Likert-type scale, percentage of stage 5, and percentage of the panel scoring methods. Pearson product-moment correlation coefficient's (r)

were used to describe the relationships between the three scoring methods. The obtained coefficients indicated the relationship between high scores on one method and high scores on another scoring method, or whether high scores using the percentage of stage 5 scoring were associated with high scores using the Likert-type scale.

The same statistical procedures were used to analyze the relationship between actual and ideal response sets. This was to determine whether high scores on actual responses were associated with high scores on ideal responses while controlling for scoring method.

Research Question 4. What are the relationships of selected demographic factors of community college counselors and scores on the EJS?

Selected demographic data were obtained to address certain questions related to the model and areas that show lack of support from the literature. Studies employing the EJS have attempted to determine gender differences (Is there a relationship between sex and performance on the EJS?) and support for the developmental continuum characteristic of the stage model (Is there a relationship between age and performance on the EJS?). Vafakas (1974) found that females scored differently with one of the incidents on unwanted pregnancy. Gender differences were not reported in the other studies. Vafakas (1974) and Welfel and Lipsitz (1983b) report inconsistent findings on the hierarchical relationship of age and ethical posture.

Other data related to the differences of educational degree (Is there a relationship between highest degree attained and performance on the EJS?), workshop experience (Is there a relationship between workshop

or coursework completion and performance on the EJS?) and Standards familiarity (Is there a relationship between Standards familiarity and performance on the EJS?) with scale performance also were addressed.

Analysis of the demographic data required one-way ANOVA procedures using scores from each of the three scoring methods and post-hoc comparisons where applicable. Each question was thus answered using three separate analyses. For example, the issue of gender and performance on the EJS required a one-way ANOVA using scores from a Likert-type scale, a one-way ANOVA using scores from a percentage of stage 5 scoring method, and a one-way ANOVA using scores from a percentage of the panel scoring method.

General Study Design

Population

The total population of community college counselors in the state of Virginia was used for the final study. This approach was taken because of the lack of ethical research on this counselor subpopulation, and the time duration and amount of commitment required for the modified EJS instrument. Each respondent was asked to complete two sets of responses for each of the 25-items. Preliminary administration of the instrument averaged 46 minutes, while others suggest a minimum of 50 minutes (Welfel & Lipsitz, 1983c).

The Virginia Community College System (VCCS) Student Services Directory (1985) and confirmation telephone calls indicated a total of 166

community college counselors, with a gender distribution of 82 female and 84 male counselors. Of this population, 21 counselors (18 male and 3 female) or 13 percent held the earned doctorate degree in their field.

Procedures

A survey research design was chosen for the final study because of its appropriateness in using the whole population of community college counselors, and its low cost relative to other designs. With the use of a postcard follow-up and phone calls, a return rate of 56 percent was obtained. An analysis of the nonrespondents also was performed.

Each of the respondents received an envelope containing a cover letter (see Appendix E) requesting their participation in a study of counselor ethics involving the completion of the modified EJS instrument.

Directions of the instrument consisted of the following:

On the following pages, you will find 25 hypothetical incidents or situations that involve various helping professionals and their clients. Each incident has five different responses that suggest alternative courses of action. Two responses for each incident are requested. **Select the first response which is most acceptable to you as would apply to a community college counselor. Select the second response which is most acceptable to you based on your personal ethical standards.**

Using the opscan sheet provided, **blacken the number that corresponds to your letter choice for each of the two responses.**

The first response suggests the most appropriate choice based on experience in the field. This is identical to instructions of Van Hoose and Paradise (1979), indicating the "choice which most closely describes the action you would take in the situation" (p. 133). The second response requests the most appropriate choice based on one's personal ethical

standards. This response requests a decision after considering one's personal value system.

Conduct of the Individual Surveys

The study consisted of three separate surveys involving a panel of 12 community college practitioners, a panel of five experts, and the total population of Virginia community college counselors. The activities involved in obtaining responses from a panel of 12 subject matter experts consisted of the following: First, a random selection of 20 community college counselors from the contiguous states of Virginia was completed using the AACJC Community, Technical and Junior College Directory (1985). Second, telephone calls to the institutions requested names of a male and female counselor. Third, phone calls to these counselors explained the nature of the study and obtained their commitment as participants. Fourth, mail survey forms were sent to the first 12 counselors requesting their responses to three sets of instructions. Lastly, follow-up phone calls and second mailings were completed throughout the collection period. These mailings were necessary when incomplete responses were recorded in the answer sheet.

The activities involved in obtaining responses from a panel of five experts consisted of the following: First, a list of nine experts knowledgeable and experienced in the areas of ethics, legal matters, counseling and clinical psychology were obtained from Virginia Tech and the town of Blacksburg. Second, five experts from the list were personally contacted and requested to participate in the study. An initial ap-

pointment with some prospective panel members was necessary to explain their responsibilities as participants. Third, copies of the survey forms were hand delivered to each of the five experts. Fourth, after receiving their completed responses, confirmation of the first group meeting was sent out indicating the time and venue. Fifth, two group meetings were facilitated by this researcher to obtain consensus on an alternative scoring key.

The activities involved in obtaining responses from the 166 community college counselors in Virginia consisted of the following: First, a listing of 166 community college counselors in the state of Virginia was obtained from the VCCS Student Services Directory (1985) and confirmation phone calls to the respective community colleges. Second, mail survey forms were sent to all respondents requesting two sets of responses to the Counselor Judgment Scale, or the modified EJS instrument. Third, after three weeks a postcard follow-up was completed, and two weeks after this mailing, follow-up phone calls and second mailings were completed.

Instrumentation

The Ethical Judgment Scale (EJS) (Van Hoose & Goldman, 1971; Van Hoose & Paradise, 1979) with modified instructions was used for the final study. These instructions were explained in the previous section. A description of the scale and studies that have used the EJS were reviewed in Chapter II.

Pilot Study

A pilot study using 16 respondents from the contiguous states of Virginia was used to examine the effectiveness of the questionnaire and to develop familiarity with the data analysis procedures. Effectiveness of the questionnaire included determining if the format, cover letter, and directions were clear and concise.

Human Subjects Committee

An abstract of the proposed study and the required forms were sent to the representative of the Human Subjects Committee of the Division of Administrative and Educational Services for clearance. Approval was received prior to data collection for the final study. Consent was granted for the use of a survey questionnaire to obtain responses to certain hypothetical counseling situations, indicating that this procedure did not pose any health risks to the respondents.

Data Analyses

A description of data analysis treatment for each of the research questions was explained in their respective sections. Briefly, the first question employed Lawshe's (1975) quantitative approach to content validity using a random sample of 12 community college practitioners. The second and third questions focused on internal consistency of the EJS and required the creation of an alternative scoring method using a panel of

five experts. Internal consistency reliability was measured using KR-20 and Cronbach's alpha. Correlations between the three scoring methods, and correlations between the two response sets were obtained using Pearson r values. The fourth question on selected demographic items required one-way ANOVAs using scores from each of the scoring methods and post-hoc comparisons where applicable.

Summary

This chapter described the procedures and data analysis for each of the four research questions dealing with content validity, internal consistency reliability, and selected demographic data. A general study design was composed of a description of the population for the final study, procedures and rationale for the survey research design, activities involving the individual surveys, instrumentation, a pilot study to examine questionnaire format, clearance from the Human Subjects Committee, and a summary of the data analyses procedures.

CHAPTER IV

RESULTS

The findings are presented in the order of the study design, beginning with a description of the pilot study, the final study, and the nonrespondent survey and followed by an examination of the four research questions framed in Chapter I.

The Pilot Study

A pilot study was employed to determine whether refinements to the questionnaire format, cover letter, and modified directions to the EJS were necessary and to become familiar with the analytic procedures. A random selection of 20 community colleges from contiguous states of Virginia was completed using the AACJC Community, Technical, and Junior College Directory (1985). Telephone calls to the institutions requested names of a male and female counselor. The initial 16 counselors on this list were sent a survey questionnaire on September 13, 1985. The participants were balanced by gender and represented the states of North Carolina, Tennessee, Kentucky, and West Virginia. Two counselors declined to participate citing either new job responsibilities or the personal nature of the investigation.

Six male and six female respondents (86%) returned their completed opscan sheets after four weeks of data collection that included two

telephone follow-ups. Two participants did not return their answer sheets and were considered nonrespondents. Profile characteristics indicated that more than half of the respondents were at least 41 years old (n=7), without coursework or workshop experience in ethics (n=7), and aware of, but unfamiliar with, the ACPA Ethical Standards (n=8). An equal number were either aware of, and familiar with the details of the ACPA Standards, or not aware of them at all (n=2). Eleven of the respondents held master's degrees.

The pilot study results were helpful in shaping the final study. Although no alterations were made to the questionnaire materials, modifications were necessary in the analytic procedures and in the data collection period. Changes were made to the proposed analytic procedures, such as recoding the variables three separate ways (for the three scoring methods) to determine reliability coefficients and revising one-way ANOVA procedures to include appropriate post-hoc comparisons for variables having more than two levels. A six week data collection period also was suggested, to acknowledge contingencies associated with population size, the need for post card and telephone follow-ups, and the turnaround time for error resolution. Error resolution (the management of difficulties associated with responses) was required, for example, when submitted opscan sheets were incomplete as the result of a failure to provide either two response sets, or responses to all questionnaire items.

The Final Study

Survey questionnaires were mailed to 166 community college counselors in the state of Virginia on October 16, 1985. (Procedures for respondent selection are presented in Chapter III.) A post card follow-up was completed three weeks later. A second follow-up by telephone was completed two weeks after the post card mailing. Four respondents did not participate due to changes in job responsibilities, resignation, or leave of absence. With four nonparticipants, only 162 respondents were considered for the final study. Three responses were received after the collection deadline and were not included in the analysis.

Ninety-one responses were obtained after six weeks of data collection for a 56 percent return rate. Profile characteristics indicate some similarities with the pilot study. Most of the respondents (n=35) were at least 35 years old while 21 (23.1%) were 47 years of age and older. A little more than half (n=47) were males, with most (n=56) having completed the master's degree. In terms of experience, more than half (n=46) had no coursework or workshop experience in counselor ethics while most (n=64) were aware of, but unfamiliar with, the ACPA Ethical Standards.

Difficulties associated with the responses were encountered during the data collection phase. Eight respondents failed to provide two response sets despite directions that requested this procedure. The first set, or actual responses, was to be recorded in the first column, and the second set, or ideal responses, required the use of a second column. Telephone requests to complete another opscan sheet and a second mailing that included clarification of the directions were necessary. Both of

these procedures were successful in obtaining seven usable returns. Aside from this, other respondents failed to provide responses to all of the items, and telephone calls were completed to determine whether they were left out intentionally, or simply overlooked.

An unanticipated problem was discovered when the senior author of the EJS, Dr. William H. Van Hoose, explained in a telephone conversation and letter (see Appendix F) that acknowledgement of the copyrighted nature of the material was not included in the mailing to respondents. A post card (see Appendix G) mailed to all the respondents explained the copyrighted condition, warned against duplication of any items, and also served as a follow-up reminder.

Nonrespondent Survey

A nonrespondent study was completed to determine whether respondents who did not return their completed opscan sheets differed on certain characteristics from those who did respond. A telephone survey (see Appendix H) of 68 nonrespondents yielded a 47 percent return. Thirty-two subjects responded to questions that ranged from questionnaire receipt, reasons for nonresponse, experience with ethically charged situations and study design difficulties to those that requested certain characteristics, such as age range and experience. Three respondents acknowledged receipt of the survey questionnaire but refused further comment, while another explained in a note to the researcher that the questionnaire was not completed because the directions were confusing. A summary of the nonrespondent characteristics are shown in Table 1.

Table 1
Summary of Nonrespondent Characteristics
(N=32)

Questions	Responses	Number Responding	%
Did you receive the survey questionnaire I mailed to you?	Yes	29	91.0
	No	1	3.0
	Not sure	2	6.0
Why did you choose not to respond to the survey?	Too busy	14	44.0
	Inappropriate questionnaire	7	22.0
	Nonparticipation*	3	9.4
	Postal error	3	9.4
	Misplaced	2	6.2
	Never Volunteered	1	3.0
	Inexperienced	1	3.0
	Nonreceipt	1	3.0
Are you faced with counseling situations that confront your personal value system?	Yes	17	53.2
	No	11	34.4
	Nonparticipation	3	9.4
	Not applicable	1	3.0
What is your age range?	23 - 28	2	6.2
	29 - 34	6	18.8
	35 - 40	8	25.0
	41 - 46	5	15.6
	47 +	7	22.0
	Nonparticipation	3	9.4
	Not applicable	1	3.0
How long have you been working in counseling? (Years experience)	Completed response	28	87.5
	Nonparticipation	3	9.4
	Not applicable	1	3.1
Do you have either professional or conceptual problems as to how my study was designed?	No difficulty	13	40.6
	No response	8	25.0
	Inappropriate items	6	18.8
	Nonparticipation	3	9.4
	Confusing directions	2	6.2

* Three respondents gave "Did not wish to participate," as reason for nonresponse to final study questionnaire.

Nineteen female and 13 male respondents with an average counseling experience of 10 years were surveyed. Close to half (n=15) were at least 35 years of age. Most (n=14) cited "too busy" as a reason for nonresponse, while seven (22%) felt that the hypothetical incidents were either inappropriate, irrelevant, or removed from the routine experiences of a community college counselor. Most (n=17) agreed that at times they were involved in counseling situations inconsistent with their beliefs or what they valued. For example, measures toward resolving a client's problem were not supported by the existing policies and regulations of the institution. The necessary procedures to rectify the problem were either unavailable, or conflicted with what was considered as required procedures. Weaknesses with the study design were also expressed by the respondents. Most (n=13) had no difficulty, while eight (25%) could not reply because of either a failure to examine the survey closely, poor recollection, or a general unawareness of how to respond. Reactions toward the hypothetical incidents were similar to those suggested as reasons for nonresponse.

The findings suggest that most of the nonrespondents were preoccupied with job responsibilities or did not wish to take the time to respond. Others felt that the questionnaire was inappropriate, citing either the quality of the incidents or difficulties with the directions. Similar reasons were mentioned when asked about any weaknesses with the study design, although most of those surveyed did not express any difficulties. From these findings, there is no reason to believe that those who did not respond differed on certain characteristics from respondents to the final study.

Research Question 1. Are the hypothetical situations of the EJS representative of a range of counseling situations or settings in which counselors work?

This question evaluated the content validity of the scale and consisted of determining item representativeness, evaluating response choice agreement, and obtaining other counseling situations not represented in the EJS. Data for these areas were obtained from a panel of 12 community college practitioners. Respondent selection procedures were similar to those of the pilot study and included the random selection of 20 community colleges, a counselor listing balanced by gender, and phone calls to 12 initial counselors requesting their cooperation and commitment as participants.

Six male and six female community college counselors from North Carolina, Maryland, West Virginia, and Kentucky were sent mail survey forms on October 15, 1985. Follow-up phone calls and additional mailings, as part of error resolution, were necessary throughout the seven-week collection period. Profile characteristics indicated that half were at least 41 years old and without any previous workshop or coursework experience in counselor ethics. Most (n=10) were aware of the ACPA Standards but unfamiliar with them in detail, while two were unaware of the Standards. All the panelists held master's degrees.

A comparison of the stages of ethical orientation, the alternative scoring key, and the respondents' actual and ideal responses was performed using data gathered from the final study. These comparisons may offer further support for other areas related to content validity and provide additional information on scale performance.

Item Representativeness

The EJS is composed of 25 hypothetical incidents that involve various helping professionals and their clients. Lawshe's (1975) content validity ratio (CVR) formula was employed to determine the representativeness of each hypothetical incident or item. This value was obtained by subtracting one-half of the total panelists from the number of panelists indicating representativeness. This value was then divided by the same half total. For example, in incident two, 11 panelists (see Table 2) indicated that the item was representative. Six, or one-half of the total panelists, was subtracted from 11, with the difference then divided by six, the same half total. When all panelists are in agreement as to item representativeness, the CVR is computed to be 1.00, however, it "is adjusted to .99 for ease of manipulation" (Lawshe, 1975, p. 568). Each CVR value for the 25-items was compared to a minimum value for 12 panelists developed by Lawshe (1975). A CVR value of .56 or above indicates that the items are perceived to be representative of the counseling domain. CVR values for each of the 25 hypothetical incidents are shown in Table 2.

In addition to computing CVR values, a content validity index (CVI) was computed and represented the mean of the CVR values. A CVI value of .85 was obtained for the 25 incidents, which included two incidents with low CVR values, suggesting they were marginally representative. By rejecting these incidents, a slightly higher CVI value (.88) was obtained for the remaining incidents. The latter CVI value suggests a higher percentage of overlap between the hypothetical items and the range of

Table 2
CVR Values by Ethical Judgment Scale Incidents
(N=12 panelists)

Incident/Topic	CVR Value
1/ The prison escapee	.50 (09)*
2/ Sexual seduction	.83 (11)
3/ Child abuse	.99 (12)
4/ The double bind	.99 (12)
5/ Ethics and drug abuse	.99 (12)
6/ Is this plagiarism?	.83 (11)
7/ The suicide issue	.99 (12)
8/ The counselor and confidentiality	.83 (11)
9/ Rights of privacy	.99 (12)
10/ Minors, morals and parents	.66 (10)
11/ Beyond the couch	.66 (10)
12/ Morality and theft	.99 (12)
13/ Honesty in counseling	.99 (12)
14/ Sexual abuse	.83 (11)
15/ The abortion dilemma	.99 (12)
16/ The homosexual	.99 (12)
17/ The "pusher"	.83 (11)
18/ Rights, interests, and duties	.83 (11)
19/ The child prostitute	.66 (10)
20/ Ethics and the law	.66 (10)
21/ The couple	.99 (12)
22/ The "bad trip"	.99 (12)
23/ Information giving	.83 (11)
24/ A right to commit suicide	.99 (12)
25/ The juvenile offender	.50 (09)

* Number in parentheses indicates the number of panelists who agreed that the incident is representative of the counseling domain.

counseling situations in which counselors work. The slightly higher CVI value suggests that the incidents are more likely characteristic examples of counseling situations.

The results indicate that 23 of the 25 incidents were rated as representative of a range of counseling situations using Lawshe's (1975) content validity formula. Two incidents were considered marginally representative. Retention of incidents with high ratio values increased overall representativeness.

Response Choice Agreement

Each of the 25 hypothetical incidents include five possible counselor actions or response choices. Each response choice suggests a course of action for the helping professional involved. A five-item Likert scale, ranging from strongly agree to strongly disagree, was used to determine the extent of agreement with the response choices. The ratings of the panelists were summed and then averaged to determine how much they agreed or disagreed with the five response choices. For example, in incident one (see Table 3), the prison escapee, the average rating to response choice A was 1.5. Thus, they rated between "strongly disagree" and "disagree" the appropriateness of response choice A for the incident described. A summary of the mean Likert ratings of the response choices is shown in Table 3.

Mean ratings of the response choices indicate that the panelists rated either "strongly disagree," or "disagree" three response choices for 11 of the 25 incidents. For example, in incident one, response

Table 3
Mean Likert Ratings by EJS Incident
(N=12)

Incident/Topic	Response Choices (Mean Rating)				
	A.	B.	C.	D.	E.
1/ The prison escapee	1.5	3.8	4.2	2.3	2.8
2/ Sexual seduction	2.5	2.8	4.3	3.1	4.4
3/ Child abuse	3.4	2.5	1.1	3.8	3.8
4/ The double bind	4.0	2.2	1.4	2.5	3.9
5/ Ethics and drug abuse	2.8	1.8	4.5	4.9	1.3
6/ Is this plagiarism?	1.5	2.4	4.0	3.8	2.9
7/ The suicide issue	4.0	4.2	3.7	2.7	2.2
8/ The counselor and confidentiality	4.0	4.5	3.5	2.0	3.3
9/ Rights of privacy	3.3	1.8	3.9	4.0	1.4
10/ Minors, morals and parents	1.9	1.5	5.0	1.3	4.3
11/ Beyond the couch	2.2	2.5	4.3	4.9	4.3
12/ Morality and theft	2.4	1.7	2.3	4.1	3.4
13/ Honesty in counseling	1.7	3.1	1.3	3.1	4.3
14/ Sexual abuse	2.4	3.7	3.8	4.2	4.0
15/ The abortion dilemma	2.6	2.6	2.4	2.3	4.5
16/ The homosexual	4.6	4.6	2.3	1.5	1.4
17/ The "pusher"	3.0	2.4	3.8	2.4	1.3
18/ Rights, interests, and duties	3.8	2.5	3.6	3.5	3.0
19/ The child prostitute	2.2	2.0	3.8	3.5	3.8
20/ Ethics and the law	3.1	2.1	1.3	3.8	2.2
21/ The couple	2.2	1.4	4.5	4.6	3.4
22/ The "bad trip"	2.8	4.1	1.9	3.0	2.7
23/ Information giving	2.3	1.8	3.1	2.9	3.2
24/ A right to commit suicide	4.3	3.3	1.8	4.2	3.7
25/ The juvenile offender	1.8	3.1	4.5	4.6	3.4

Note. Rating scale key: 1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; and 5=Strongly Agree.

choices A, D, and E were rated as "strongly disagree," "disagree," and "disagree" respectively. In eight of the incidents, however, only two of the five response choices were rated in this manner. In incident fifteen, the abortion dilemma, the respondents rated as "disagree" four of the response choices. The incident focused on a college freshman, her unexpected pregnancy, and five courses of action for a college counselor. Response choice E, or arranging "a conference with her and the prospective father to discuss possible alternatives and their consequences" (Van Hoose & Paradise, 1979, p. 148) was the only response choice rated as "agree" or appropriate as a course of action.

The findings indicate that 20 of the 25 incidents were perceived to have at least two inappropriate response choices. The panelists rated as either "strongly disagree," or "disagree" the appropriateness of these choices. Five of the incidents that had low ratings for only one of the response choices focused on counselor responsibility (i.e., rights, interests and duties and the counselor and confidentiality) and serious issues involving the client and society (i.e., sexual abuse, a right to commit suicide, and the juvenile offender).

Other Appropriate Situations

Additional counseling situations that were not represented by the 25-items were requested from the panelists. Five counseling situations ranging from counselor-parent to counselor-colleague relationships were obtained. "Parents requesting testing results for their son/daughter" reflected the rights of the counselor in information giving. A "student

threatening bodily harm to another student" involved the counselor's duty to warn and responsibility to the client. A "student is accused of plagerism [sic] by an instructor and is failed, although the instructor has no proof of plagerism [sic]" requires a responsibility to uphold the client's rights while respecting the instructor's decision. "Counseling co-workers regarding marital difficulties" or "counseling co-worker regarding difficulties with superior and other staff members" involved the maintenance of a relationship as both counselor and colleague. Lastly, "colleagues who does [sic] [not] respect rights of privacy and professional files" requires an understanding of one's responsibilities toward others. Each of these relationships were considered representative of the range of counseling situations in the field.

Comparison of the Stages of Ethical Orientation, the Alternative Scoring Key, and Response Preferences

Although this section is not directly related to answering the research question, a comparison of response percentages for the five stages, a comparison of the alternative scoring key with stage 3 choices, and a comparison of the response sets may offer support for other areas related to the question and further describe scale performance. Stages of ethical orientation correspond to five reasoning levels developed by Van Hoose and Paradise (1979) that focus on decision-making initiated by one's personal concern for the individual or a strong commitment to a personal value system.

The five stages are described briefly. (A detailed presentation of the stages appears in Chapter II.) The first stage or Punishment orientation refers to reasoning based on a fear of retribution. For example, one obeys the rules or accepts the consequences. Stage 2 or the Institutional stage refers to decision-making that is based on a rigid enforcement of the rules. Stage 3 or the Societal level implies the maintenance of society's standards or the social customs of society. Stage 4 or the Individual orientation focuses on concern for the needs of the individual, and stage 5 or the Principled stage represents a decision based on one's personal ethical principles, or internalized principles of justice and conscience without regard for external situational factors.

Suggestions that one's knowledge of the Standards might affect response patterns supported the construction of an alternative scoring key, or the percentage of the panel responses. The alternative scoring key was developed by a panel of five experts who were selected because of their field of expertise and experience within the broad range of moral development. Response choices for each of the incidents was guided by an interpretation of what the ACPA Standards supported as appropriate behavior. (A more detailed development of the scoring key is presented in Research Question 2.)

Data used for the comparisons are based on frequency counts for each of the five response choices and appear as percentages. Since each response choice is matched with an ethical stage, the percentages represent the number of respondents who selected a level of reasoning. For example, in incident one, 37.4 percent means that 34 out of 91 respondents chose

a response keyed as stage 2, or the Institutional orientation. This same value also represents the respondents' actual response set or the perceived choice as a community college counselor. The percentage value of 36.3, however, represents an ideal response set or preference guided by a personal ethical standard. Both response sets may be described as decisions based on either an external dependence on role responsibilities or those dictated by an internalized value system.

Stages of Ethical Orientation

A description of the response percentages for each of the five stages indicates that the preferred choices were toward the higher stages of reasoning. The total number of "highest response percentages" or the top choices for all the incidents, favored the Societal, Individual, and Principled stages of reasoning. A total of six top choices were recorded for the first two stages compared to 19 for the last three, suggesting the respondents selected higher forms of reasoning when confronted with hypothetical counseling situations of an ethical nature. The response percentages for the five stages by response set are shown in Table 4.

An inspection of the Table indicates that 11 of the 25 incidents were without response percentages to at least one of the stages. Five incidents had no responses for stage 1 (i.e., the counselor and confidentiality, rights of privacy, morality and theft, the couple, and a right to commit suicide), two incidents were without responses for stage 2 (i.e., beyond the couch and honesty in counseling), two incidents had no responses for stage 3 (i.e., the homosexual and the "pusher"), and three incidents were without responses for stage 4 (i.e., the suicide

Table 4
Response Percentages for Five Stages of Ethical Orientation by Actual and Ideal Response Sets (N=91)

Incident/Topic	Response Set	Stages of Ethical Orientation (Response Percentages)				
		1	2	3	4	5
1/ The prison escapee	Actual	2.2	37.4*	35.2	23.1	2.2
	Ideal	3.3	36.3	31.9	24.2	4.4
2/ Sexual seduction	Actual	5.5	5.5	11.0	20.9	57.1*
	Ideal	6.6	12.1	25.3	22.0	34.1
3/ Child abuse	Actual**	27.5*	5.5	51.6	7.7	5.5
	Ideal**	39.6	2.2	30.8	14.3	11.0
4/ The double bind	Actual	4.4	3.3	9.9	62.6	19.8*
	Ideal	6.6	6.6	17.6	37.4	31.9
5/ Ethics and drug abuse	Actual	1.1	16.5	56.0*	25.3	1.1
	Ideal	2.2	17.6	41.8	37.4	1.1
6/ Is this plagiarism?	Actual	3.3	2.2	19.8	11.0	63.7*
	Ideal	8.8	1.1	20.9	8.8	60.4
7/ The suicide issue	Actual	3.3	69.2	6.6	---	20.9*
	Ideal	5.5	49.5	8.8	3.3	33.0
8/ The counselor and confidentiality	Actual	3.3	4.4*	51.6	15.4	25.3
	Ideal	---	12.1	41.8	19.8	26.4
9/ Rights of privacy	Actual	---	3.3	46.2*	27.5	23.1
	Ideal	1.1	1.1	38.5	24.2	35.2
10/ Minors, morals and parents	Actual**	2.2	1.1	1.1	36.3*	58.2
	Ideal**	1.1	5.5	1.1	36.3	54.9
11/ Beyond the couch	Actual	5.5	---	9.9	39.6*	45.1
	Ideal	9.9	3.3	7.7	30.8	48.4
12/ Morality and theft	Actual	---	17.6	8.8	44.0	29.7*
	Ideal	---	22.0	9.9	29.7	38.5
13/ Honesty in counseling	Actual	6.6	---	53.8	---	39.6*
	Ideal	9.9	1.1	56.2	---	30.8
14/ Sexual abuse	Actual	12.1	20.9	8.8	54.9*	3.3
	Ideal	17.6	20.9	7.7	45.1	8.8
15/ The abortion dilemma	Actual	2.2	4.4	3.3	84.6*	5.5
	Ideal	6.6	4.4	3.3	74.7	11.0
16/ The homosexual	Actual	33.0	54.9*	---	4.4	7.7
	Ideal	33.0	53.8	1.1	3.3	8.8
17/ The "pusher"	Actual	37.4	34.1	---	7.7	20.9*
	Ideal	38.5	22.0	1.1	12.1	26.4
18/ Rights, interests, and duties	Actual	3.3	57.1*	6.6	12.1	20.9
	Ideal	5.5	49.5	16.5	16.5	12.1
19/ The child prostitute	Actual**	24.2*	13.2	9.9	46.2	5.5
	Ideal**	19.8	12.1	8.8	48.4	9.9
20/ Ethics and the law	Actual	42.9*	9.9	40.7	---	6.6
	Ideal	34.1	11.0	45.1	1.1	8.8
21/ The couple	Actual	---	7.7	60.4*	28.6	3.3
	Ideal**	1.1	11.0	56.0	26.4	4.4
22/ The "bad trip"	Actual	23.1	18.7*	4.4	1.1	52.7
	Ideal**	22.0	26.4	9.9	2.2	38.5
23/ Information giving	Actual	11.0	2.2	31.9	28.6*	26.4
	Ideal	5.5	3.3	36.3	37.4	17.6
24/ A right to commit suicide	Actual	---	7.7	6.6	58.2	27.5*
	Ideal	1.1	12.1	15.4	49.5	22.0
25/ The juvenile offender	Actual	1.1	34.1	3.3	19.8	41.8*
	Ideal	3.3	37.4	4.4	12.1	42.9

* Indicates choice most consistent with ACPA Ethical Standards

** Indicates missing cases

issue, honesty in counseling, and ethics and the law). Incident thirteen, honesty in counseling, was without responses for two of the stages.

Alternative Scoring Key or Panel Scoring Method

A comparison of the alternative scoring key with the stage 3 choices was completed to examine their relationship. A review of the responses consistent with the alternative scoring key, as indicated in Table 4, suggests a weak association with the stage 3 choices. The alternative scoring key is not strongly supported by ethical orientation stage 3 choices. Only three panel choices were within the stage 3 orientation, while nine of the panel choices (i. e. , sexual seduction, the double bind, is this plagiarism, the suicide issue, morality and theft, honesty in counseling, the "pusher," right to commit suicide, and the juvenile offender) corresponded to stage 5 or the highest stage of ethical reasoning. An equal number of choices (n=5) corresponded to the stage 4 and stage 2 orientations, and three were within the Punishment level.

Actual and Ideal Responses

A comparison of the response sets was completed to determine differences between one's actual and ideal responses. Each respondent was required to complete two sets of responses for each of the incidents. An actual response referred to the respondents' counseling responsibilities, requesting the most appropriate choice as a counselor in a community college. An ideal response referred to the personal ethical standards of the respondent, or a choice consistent with an internalized value system.

A review of the respondents' preferences (see Table 4) indicates that most of their preferred actual and ideal responses were similar and within the same stage of ethical reasoning. To illustrate, with the exception of four incidents (i. e. , child abuse, morality and theft, ethics and the law, and information giving), the top actual and ideal choices of the other 21 incidents were consistent across response sets and stages of ethical reasoning. Of the four, incident twelve and incident twenty-three had ideal responses adjacent to, and in higher ethical stages, than their actual response. For example, in incident twelve, morality and theft, the client admits to stealing a coat from a local store and wishes to correct this situation. Response choice E, or telling the client that the stolen coat is a matter of conscience and assistance will be provided in any way possible, was keyed as a stage 5 choice, or the ideal response. The actual response was a stage 4 choice that focused on why the client stole the coat.

The findings are summarized for each of the three areas. An examination of the response percentages for the five stages indicated that the respondents consistently chose response choices that were within higher stages of ethical orientation. Aside from this, almost half of the incidents were without responses to at least one of the stages.

A comparison of the alternative scoring key with the stage 3 choices indicated a weak relationship and contrary to prior suggestions that the Standards, on which the panel scoring method was based, focused on a Societal orientation. Panel members' interpretations of the Standards reflected higher or more adequate stages of reasoning. Lastly, a com-

parison of the response sets indicated that most of the preferred actual and ideal responses were similar and consistent across the ethical stages.

Research Question 2. Is the EJS an accurate measure of cognitive reasoning or of knowledge of the ethical standards of the profession?

This question deals with the internal consistency reliability of the scale and consists of the development of an alternative scoring key, a brief explanation of the three scoring methods, an explanation of the statistical procedures and a reporting of the reliability findings. The development of an alternative scoring key included results of two group consensus meetings. Each of the scoring methods was briefly described and further discussion of both the Likert-type scale and the percentage of stage 5 responses was presented in Chapter III. Lastly, reliability results for both statistical procedures using data from the final study were reported.

Alternative Scoring Key or Panel Scoring Method

An alternative scoring key was developed by a panel of experts that included a lawyer, a clinical psychologist, a pastoral counselor, a professor of ethics in counseling and an associate director of a counseling center. The lawyer is currently general counsel and executive assistant to the university president, with extensive background in educational law and 10 years of practicing experience. The clinical psychologist is an assistant professor in the psychology department specializing in conduct disorders of children and developmental psychology. The pastoral coun-

selor presides over a local church and is involved in a variety of responsibilities that include advising prospective marriage partners, visiting the infirm, and counseling the emotionally disturbed. The professor specializing in counselor ethics is co-author of a recent book on ethics and the law and teaches a course on ethics to graduate students in counseling. Lastly, the associate director of a counseling center has 14 years of experience with a broad range of student related counseling needs. Two of the five experts were known personally by the researcher. The mean age of the panelists was 40 years old, with a range of from four to 31 years experience. Each was requested to complete an individual scoring key based on the ACPA Ethical Standards and participate in two group consensus meetings. The scoring key based on the ACPA Ethical Standards is shown in Table 5. The key column lists the letter corresponding to the response choice that best describes what the Standards, either explicitly mentioned or implied, suggest as appropriate action.

Results of the two group meetings indicated that although all of the panelists agreed on the scoring key for each of the incidents, except incident twenty, most of the panel choices reflected compromises within the group. For some of the incidents, panel members' response choice selection was based on conformity with what the majority had selected as consistent with the Standards. This was evident, for example, when three of the five panelists selected a similar response choice that may not have been supported by the Standards but reinforced by past experience. Pressure from these panelists resulted in individual changes.

Incident twenty, ethics and the law, focused on a client who committed a crime and the counselor was summoned to court, and advised to

Table 5
Alternative Scoring Key Based on ACPA Ethical Standards as
Determined by a Panel of Five Experts
(N=5)

Incident/Topic	Response Choices
1/ The prison escapee	B
2/ Sexual seduction	C
3/ Child abuse	E
4/ The double bind	E
5/ Ethics and drug abuse	C
6/ Is this plagiarism?	C
7/ The suicide issue	C
8/ The counselor and confidentiality	C
9/ Rights of privacy	A
10/ Minors, morals and parents	C
11/ Beyond the couch	D
12/ Morality and theft	E
13/ Honesty in counseling	B
14/ Sexual abuse	D
15/ The abortion dilemma	E
16/ The homosexual	B
17/ The "pusher"	A
18/ Rights, interests, and duties	C
19/ The child prostitute	A
20/ Ethics and the law	A*
21/ The couple	D
22/ The "bad trip"	E
23/ Information giving	C
24/ A right to commit suicide	A
25/ The juvenile offender	D

* Unanimity not achieved

bring all client records. (A complete description of the incident is found in Appendix B.) Four of the experts agreed that counselor action A, or compliance with the request of authorities, was the most appropriate response based not only on familiarity with the legal responsibilities of their respective professions, but with what the Standards cite in H-4:

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counseling and they are no part of the public or official records of the institution or agency in which the counselor is employed. Revelation to others of counseling records shall occur only upon the expressed consent of the client or upon court order [emphasis added]. (ACPA, 1981, p. 189)

The dissenting member felt that counselor action D, appearing in court without the records, was a more appropriate response despite explanations from others as supported by the Standards. The panelist explained that the aspect of confidentiality was more important than a legal request, implying that a compromise of the trust and responsibility to the client was not an acceptable alternative.

Results of an informal comparison of the response choices and the Standards, separate from this study, varied from those selected by the panel. A separate scoring key developed using the same procedures resulted in 12 incidents having response choices consistent with the Standards. A comparison of the separate scoring key with that of the panel indicated similar keyed responses to only five of the incidents. The panel members who were requested to create an alternative scoring key apparently differed from response options consistent with what the Standards determined as ethical guidelines.

Scoring Methods

A Likert-type scale similar to the one constructed for the Moore (1977) study and the percentage of stage 5 scores that the authors (Van Hoose and Paradise, 1979) suggested for research purposes, were the two other scoring methods employed in the study. Briefly, the Likert-type scale designated numerical values in ascending order for each corresponding hierarchical stage of reasoning. To illustrate, the value 1 was assigned to stage 1 or the Punishment orientation, 2 was assigned to stage 2 or the Institutional orientation and so on. An individual's total score for all the stages was compared to a range of scores that determined the predominant level of ethical reasoning. The percentage of stage 5 responses was used to obtain an individual's proportion of Principled reasoning by determining the ratio of stage 5 scores for the 25 incidents.

The panel scoring method, supported by an interpretation of the ACPA Standards, was developed by an expert panel. Although telephone conversations with the authors (W. H. Van Hoose, personal communication, May 1, 1985; L. V. Paradise, personal communication, May 5, 1985) suggested that the Standards focused on either an Institutional or Societal orientation, an interpretation of these Standards resulted in a scoring key that was inconsistent with the stage 3 choices. The panel choices not only represented higher levels of reasoning, but indicated that only three choices were within those of a stage 3 orientation (see Table 4).

Internal Consistency Reliability

Actual and ideal responses were obtained from each of the respondents. Each of these response sets was scored using the three scoring methods. Two statistical procedures, Cronbach's coefficient α and the KR-20 statistical approach were used for the Likert-type scale, and the stage 5 and panel scoring methods respectively. These statistical procedures were employed to determine whether the items comprising the scale measured the same characteristic or the stages of ethical reasoning. The reliability coefficient represents the degree of this measurement.

A brief description of the statistical programs are described for the three scoring methods. For purposes of obtaining the reliability values using the Likert-type scale, a series of SPSSx (1983) programs was developed. A program with compute statements was written to separate the two response sets and recode the response choice values. A separate reliability program included statements to display both inter-item correlations or relationships between the individual items and one another, and relationships between the individual items and the whole scale. The stage 5 and panel scoring methods required separate programs for recoding, and compute statements that recognized dichotomous scoring, and the transformation of ratio equivalents to arcsine values. These additional statements were necessary to ensure the properties of a normal distribution and homogeneity of the sample.

An examination of the reliability coefficients indicates that the panel scoring method has unsatisfactory reliability, and that the coefficient values for the Likert-type and stage 5 scoring methods are lower

than desirable. Reliability coefficients for the Likert, stage 5 and panel scoring methods are shown in Table 6. Item responses improperly recorded were treated as missing values in data analyses. With the previous finding that most of the response choices were inappropriate, these results should not be surprising. The results indicate a low degree of confidence in the continued use of the scale and raise questions concerning the issues of validity discussed earlier by Van Hoose and Paradise (1979).

Research Question 3. What are the correlations between the three scoring methods?

This question examined the relationships of the three scoring methods and consisted of an explanation of the analytic procedures and SPSSx (1983) program, and a reporting of the findings. Data obtained from the final study was used for the statistical procedures. Pearson product-moment correlation coefficients were used to describe the relationships of the three scoring methods and the response sets. The correlation coefficient (r) describes the extent to which two sets of data are related. A separate SPSSx (1983) program statement was employed to obtain a correlation matrix that included the coefficients, number of cases, and significance levels for each of the scoring methods by response set. The computed r values for the Likert-type scale, stage 5 and the panel scoring methods using actual and ideal responses are shown in Table 7.

The coefficients are very low with five of the 15 actually being negative. Low correlations suggest a weak and unpredictable relationship

Table 6
Reliability Coefficients for Actual and Ideal Response Sets

Response Sets	Scoring Methods		
	Likert (ALPHA)	Stage 5 (KR-20)	Panel (KR-20)
Actual	.21 (89)*	.15 (91)	-.06 (90)
Ideal	.37 (87)	.27 (90)	.10 (90)

* Numbers in parentheses indicates the number of cases for each method.

Table 7
 Computed r Values for Three Scoring Methods by Actual and Ideal Response Sets
 (N=91)

	Actual			Ideal		
	Likert	Stage 5	Panel	Likert	Stage 5	Panel
Actual						
Likert	1.00	.16	-.11	-.09	.03	.04
Stage 5		1.00	.19	-.07	.27	-.02
Panel			1.00	.02	.10	.22
Ideal						
Likert				1.00	.11	-.05
Stage 5					1.00	.22
Panel						1.00

among the scoring methods, such that high scores obtained using one method may not indicate corresponding results with another method. Scales which produce low reliabilities tend to correlate weakly with other measures of the same scale or relate weakly to characteristics of the respondents (i. e. , age range). Low correlations were expected, however, because the scoring methods evidenced low reliabilities.

The negative correlation ($r = -.09$) obtained for the response sets, controlling for the Likert-type scoring method, is not in the direction anticipated. A previous comparison of the response sets, using response percentages, and the means and standard deviations of the actual ($M = 78.42$, $SD = 7.54$) and ideal ($M = 81.37$, $SD = 7.68$) responses based on the final study data, indicated that they were similar and suggestive of a positive and strong correlation. A plot of their distribution, however, suggests that while the ideal responses resemble a normal distribution, the actual responses were skewed to the left, or a tendency for respondents who score above the mean on actual responses to score below the mean on ideal responses and vice-versa.

Research Question 4. What are the relationships of selected demographic factors of community college counselors and scores on the EJS?

This question assessed the relationships of five demographic factors with scores on the EJS, and consisted of brief explanations of the factors, and a description of initial data analyses. Data obtained from the final study were used in the statistical procedures. The relationships of certain variables such as age and experience with scale performance have been documented in the past. The studies have been either

supportive (Paradise, 1976; Welfel & Lispitz, 1983b), suggesting a direct association between experience and ethical reasoning, or contradictory (Vafakas, 1974). Although primary interest is focused on the developmental nature of the model or the relationship between age and scale performance, other demographic factors analyzed were gender, highest degree completed, workshop or coursework experience and familiarity with the ACPA Ethical Standards.

Gender differences have been discussed in studies employing the EJS. Vafakas (1974) found that females scored differently with one of the incidents on unwanted pregnancy. "Highest degree completed" included a listing of five educational degrees, ranging from an Associate/Certificate to an earned Doctorate. "Workshop or coursework experience" listed choices suggesting the completion or noncompletion of counselor ethics experience. Lastly, "familiarity with the Standards" indicated whether the respondent was aware and familiar, aware but unfamiliar, or not aware of the Standards. The relationship of these factors with scale performance was examined.

Data analyses of the various demographic factors indicate a significant effect of age range on performance by all three scoring methods using the actual response set. Analysis of variance scores by age range using the three scoring methods with actual responses are shown in Table 8. The unsatisfactory and low reliability values for the scoring methods overshadow these findings and suggest caution in their interpretation.

Table 8
**Analysis of Variance Scores by Age Range Using Three Scoring Methods with
 Actual Responses
 (N=91)**

Demographic Factors	Scoring Method	Source	Sum of Squares	df	Mean Squares	F
Age Range	Likert	Groups	652.0563	4	163.0141	3.13*
		Residual	4476.0756	86	52.0474	
		Total	5128.1319	90		
Age Range	Stage5	Groups	.0718	4	.0180	2.54*
		Residual	.6077	86	.0071	
		Total	.6795	90		
Age Range	Panel	Groups	.0821	4	.0205	2.42*
		Residual	.7289	86	.0085	
		Total	.8110	90		

* Significant at $p < .05$

Summary

This chapter focused on the reporting of results for the four major research questions. Results of item representativeness, response choice agreement, and other counseling situations indicated that 23 of the 25 hypothetical incidents were considered representative of counseling situations in the field and retention of items with high ratio values increased overall representativeness. Low mean Likert ratings for the response choices were found in 20 of the incidents, suggesting that at least two of the five response choices were rated either "strongly disagree," or "disagree." Five counseling situations obtained from a panel of community college practitioners focused on parent, student, and colleague relationships, and were representative of counseling situations in the field.

A comparison between the stages of ethical reasoning, the alternative scoring key, and response preferences indicated that the respondents favored higher stages of reasoning. Aside from this, 11 of the 25 incidents were without responses to at least one of the stages; the alternative scoring key was weakly supported by the ethical orientation stage 3 choices; and, most of the respondents' preferred actual and ideal responses were similar and consistent across the ethical stages.

Results of internal consistency reliability indicated that, as a whole, the reliability coefficients for the three scoring methods were extremely low, although based on an evaluation of the response choices this was to be expected. Results describing the relationships of the scoring methods indicated that a direct effect of the low reliability

coefficients was the low negative to low positive correlations among the three scoring methods. Interestingly enough, the negative correlation for the response sets, controlling for the Likert-type scoring method, was inconsistent with previous comparison results and a comparison of their means and standard deviations. A plot of their distribution, however, revealed an inverse relationship of the actual and ideal response sets, or further evidence that the scale is suspect. Lastly, an assessment of the relationships of five demographic factors indicated that significant effects for age range were observed using the actual response set; however, the low reliability values for the scoring methods suggest caution in any further interpretation.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Higher forms of reasoning are based on universal principles, such as fairness and justice, and may enable more adequate reasoning or decision-making by community college counselors. The welfare of counseling clients may be enhanced by thinking and judgment making processes which reflect principled levels of cognitive thought rather than situational determinants. Thus, it was of interest to learn about the levels of reasoning of community college counselors.

Van Hoose and Paradise (1979) developed the Ethical Judgment Scale (EJS) as an instrument to measure levels of ethical orientation. Previous validation studies on the scale suggested support for the stage conceptualization employed in the instrument, its theoretical rationale, and construct validity. In all of these studies, the 15-item scale version was used. Welfel and Lipsitz (1983b) employed the 25-item version, which included some items from the earlier scale, in an examination of construct validity that suggested a significant ($r = .38, p = .05$) but weak association between the EJS scores and those on the DIT (Rest, 1979). Results of the Welfel and Lipsitz (1983b) study may be explained by the small and nonrandom sample obtained, reinforcing the notion that unqualified support of the scale does not exist (Welfel & Lipsitz, 1984) .

The present study represented a second attempt to examine the 25-item scale. Plagued by inconsistencies with the Kohlberg (1969)

stages, apparent difficulties with the response choices (Fish, 1981) and other problems suspected by this researcher's committee, the study focused on further evaluation of the EJS. Specifically, this study sought to determine (a) content validity, or whether the items of the scale were representative; (b) internal consistency reliability, or whether the items of the scale all measure a single characteristic; (c) the relationships between three scoring methods, or whether high scores using one scoring method would correspond with high scores using another method; and, assess (d) the relationships of selected demographic factors and scores on the EJS, or whether, for example, older counselors scored higher on the scale than their younger counterparts. The inconsistent findings between Vafakas (1974) and Welfel and Lipsitz (1983b) regarding age and scale performance, together with the paucity of data on the ethical reasoning of community college counselors, supported the further investigation of respondent characteristics.

A determination of content validity was made using a panel of six male and six female community college counseling practitioners randomly selected from the contiguous states of Virginia and balanced by gender. The panel members were requested to evaluate whether each of the 25 incidents were representative of counseling situations in the field, determine the appropriateness of the corresponding response choices using a Likert rating scale, and list other counseling situations that might be considered ethical dilemmas. Lawshe's (1975) content validity ratio (CVR) formula was used to compute item representativeness.

Final study analyses procedures included the measurement of scale performance by three scoring methods. The first method was a Likert-type

scale that used numerical values to represent each of the five response choices. The second method was the percentage of stage 5 responses developed by Van Hoose and Paradise (1979) to represent the proportion of stage 5 ethical reasoning. Lastly, a panel of five experts created a scoring key composed of response choices based on consensus as to what the Standards, either explicitly mentioned or implied, suggested as appropriate action.

Procedures for addressing internal consistency included a survey research design using a modified EJS instrument. Ninety-one community college counselors in the state of Virginia completed the 16-page questionnaire by selecting an actual and ideal response for each of the 25 incidents. Demographic factors such as age range, gender, highest degree completed, workshop or coursework experience, and familiarity with the ACPA Ethical Standards also were requested. Cronbach's coefficient alpha and KR-20 were used to indicate scale reliability. A linear relationship, or the correlations between the three scoring methods was described using Pearson product-moment correlation coefficients. Relationships between both response sets also was analyzed. Lastly, an analysis of the demographic data required one-way ANOVA procedures using scores from each of the three scoring methods. Post-hoc comparisons were completed for factors with more than two variable levels.

Summary of the Study

Results of the study suggest that a lack of confidence with the measurement instrument may be justified. This is supported by the fol-

lowing: First, despite support for content validity, most of the corresponding response choices were perceived to be inappropriate. Twenty of the incidents were described as having at least two inappropriate response choices, or courses of action that were not considered in agreement with the incident described. Some of these options focused on the inadequate relationship with the corresponding item stems, the improper matching of response choice and corresponding ethical stage or, in some cases, the illogically constructed options that have a remote possibility of being selected regardless of predominant ethical level. Second, an examination of the reliability coefficients revealed that the panel of experts' scoring method had unsatisfactory reliability and that the coefficient values for the Likert-type, and stage 5 scoring methods were lower than desirable. These results were not surprising considering the previous finding that most of the response choices were inappropriate. Third, coefficient values for the scoring methods were either negative or very low. Scales which produce low reliabilities tend to correlate weakly with other measures of the same scale. A negative correlation obtained for the response sets was not in the direction anticipated. The means and standard deviations of the response sets indicated they were similar and suggestive of a positive and strong correlation. A plot of their distribution, however, suggested an inverse relationship, or a tendency for respondents who scored above the mean on actual responses to score below the mean on ideal responses. Lastly, data analysis of the demographic factors indicated a significant effect of age range on scale performance by all three scoring methods using the actual response set. These

findings were tempered by weaknesses of the scale and the unreliable scoring methods.

Discussion of Issues

Two contentions are justified by findings of the study: First, is that the EJS appears to have a reasonable level of content validity as evidenced by judgments of a panel of community college counseling practitioners. By and large each felt that the incidents were appropriately representative of situations that might require ethical decision-making. The second contention is that the instrument appears suspect as a reliable indicator of ethical reasoning. For example, the reliability tests yielded unacceptably low coefficients arising from both the likelihood that the items may be measuring more than one construct and the undependability of the scoring methods.

Other possible explanations may be proffered for the low and unsatisfactory reliability measures. Responses of the final study participants were not obtained from a common knowledge base. To illustrate, most of the participants were unfamiliar with the ACPA Standards and descriptions of the scale incidents were perceived to be different from the regular counseling duties of community college counselors. Differences in respondent characteristics suggest that random judgment or guesswork may have been prominent in the selection of response choices.

The EJS was developed as a paper-and-pencil measure of ethical reasoning. As such, directions for the completion of the scale requested the selection of a response choice from five courses of action. Evalu-

ation of an individual's judgment making process rested on the selection of potential outcomes rather than an explanation of the reasoning process involved. To ascertain the moral reasoning of individuals, Kohlberg developed an interview schedule that posed hypothetical dilemmas. Individuals were asked to explain how the main character would resolve the hypothetical dilemmas, describing in the process, their reasoning. An individual's stage of moral development was determined by examining the consistency of one's reasoning. Discrepancies revealed in an evaluation of the scale may be the result of measurement procedures that encourage forced choice options thus denying a full explanation of the processes involved in arriving at a decision.

The present study, as an evaluation of the scale instrument, may be flawed in some of its procedures. In retrospect, concern might be expanded over the modified directions of the scale. Not only were the directions unclear to some of the respondents, as evidenced by the incompleting answer sheets, but apparently they also were confusing. Part of the instructions requested the selection of a response choice as would apply to a community college counselor, yet most of the item stems depicted other types of counseling practitioners in unfamiliar situations.

Another potential flaw of the study involved the selection process for the panel of community college practitioners. Participants of this panel served as judges to evaluate item representativeness and response choice agreement. The selection procedures, while random and balanced by gender, did not provide any criteria for determining their competence as judges, aside from the fact that they were labeled as practicing counselors. Years of experience, type of counseling responsibilities,

and prior exposure to ethical dilemmas were not addressed as prerequisites for panel membership and the omission of these qualifications could raise questions about judgments of the panel.

Concern also was recognized in the development of the alternative scoring method. This method was completed after two sessions that involved group consensus in the selection of response choices consistent with the ACPA Standards. Throughout these sessions compromise was evident. For example, when two panelists selected a similar response and had convincing support from either the Standards or their own personal experiences, pressure from these members resulted in individual changes. Two of the panel experts were known personally by the researcher which could be construed to inject bias into the decision making process of the panel.

As a measurement instrument, the EJS focuses on the cognitive processes of decision-making. Another model that explains the ethical reasoning process emphasizes the prior experience of counselors. Pelsma and Borgers (1986) developed an experience-based model of learning ethical reasoning that appears promising. The model integrates Kolb's (1976) learning theory with the Van Hoose and Paradise (1979) stages. Continued research with this model may prove worthwhile, because in addition to its being grounded in learning theory (Dewey, 1938; Lewin, 1951; Piaget, 1970c), the affective, perceptual, symbolic, and behavioral dimensions of a situation are explained. Movement from a model that focuses entirely on one's thinking processes to one that is process oriented, appears to reconcile the cognitive with the behavioral aspects of ethical development.

Recommendations for Future Research

Recognizing the gravity of the study findings, while at the same time acknowledging the potential usefulness of the instrument, represents an ethical dilemma in itself. The continued administration of the scale, although a useful tool in the ethical training and education of counselors, needs to be balanced by restraint toward its further employment. Prior suggestions that the apparent problems of the scale may be overcome by expert interpretation, or that they simply were insignificant and presented no cause for alarm, appear unsupported. Instead, the results warrant further questioning the validity and reliability of the instrument, the absence of which compromises the confidence in, and the effectiveness of, the scale.

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American College Personnel Association Statement of Ethical and Professional Standards

PREAMBLE

The American College Personnel Association, a Division of the American Personnel and Guidance Association, is an educational, scientific, and professional organization whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual and thus to the service of society. Although members work in various post-secondary educational settings, they are committed to protecting individual human rights, advancing knowledge of college student growth and development, and promoting effectiveness in student affairs organizations and operations. As a means of supporting these commitments, members of the American College Personnel Association subscribe to the following standards of ethical and professional conduct.

These standards are designed to provide a guide for ethical and professional behavior in general student affairs practice and to complement the existing "Ethical Standards" of the American Personnel and Guidance Association. Members in specialized student affairs settings are also encouraged to consult ethical standards specific to their settings.

A. Relationships With Students

1. Members treat students as individuals who possess dignity, worth, and the ability to be self-directed and assist students in becoming productive, responsible citizens and members of society. Members are concerned for the welfare of *all* students and work for constructive change on behalf of students.

2. Members respect the student's right of self-determination. The student's freedom of choice should be limited only when the individual's decisions or actions may result in significant damage to self, to others, or to the institution.

3. Members explicitly inform students of the nature and/or limits of confidentiality in non-counseling, as well as in counseling relationships.

4. Members respect the student's right to privacy and share information about individuals only in accordance with institutional policies, or when given permission by the student, or when required to prevent personal harm.

5. Members confront students in a professional manner with issues and behaviors that have ethical implications.

B. General Responsibilities

1. Members contribute to the development of the profession through sharing skills and program ideas, serving professional organizations, educating emerging professionals, improving professional practices, keeping abreast of contemporary theories and applications, and conducting and reporting research.

2. Members realize professional growth is continuous and cumulative and is characterized by a well-defined philosophy that explains why and how members function in the student affairs profession. Members base this philosophy upon sound theoretical principles and an explicitly examined personal value system (assuming congruence with the basic assumptions from the Stu-

dent Personnel Point of View and the Student Development Point of View).

3. Members model ethically responsible behavior for students and colleagues and expect ethical behavior among members and nonmembers at all times. When information is possessed which raises serious doubt as to the ethical behavior of professional colleagues, whether Association members or not, members are encouraged to take action to rectify such a condition. Possible actions include (a) confronting the individual in question, (b) utilizing institutional channels, and/or (c) using available Association mechanisms.

4. Members do not seek self-enhancement or self-aggrandizement through evaluations or comparisons that are damaging to others.

5. Members perform in a fashion that is not discriminatory on the basis of race, sex, national origin, affectional/sexual preference, handicap, age or creed, and they work actively to modify discriminatory practices when encountered.

6. Members maintain and enhance professional effectiveness by improving skills and acquiring new knowledge through systematic continuing education and assure the same opportunity for persons under their supervision.

7. Members monitor their personal functioning and effectiveness and when needed seek assistance from appropriate professionals (e.g., colleague, physician, counselor, attorney).

8. Members accurately represent their professional credentials, competencies, and limitations to all concerned and are responsible for correcting any misrepresentations of these qualifications by others.

9. Members have a clear responsibility to ensure that information provided to the public or to subordinates, peers and supervisors is factual, accurate, and unbiased.

10. Members establish fees for professional services after consideration of fees charged by other professionals delivering comparable services and the ability of the recipient to pay. Members provide some services for which they receive little or no remuneration.

11. Members demonstrate sensible regard for the social codes and moral expectations of the communities in which they live and

work. They recognize that violations of accepted moral and legal standards may involve their clients, students, or colleagues in damaging personal conflicts and may impugn their own reputations, the integrity of the profession, and the reputation of the employing institution.

12. Members maintain ethical relationships with colleagues and students and refrain from relationships which impinge on the dignity, moral code, self-worth, professional functioning, and/or personal growth of these individuals. Specifically, members are aware that sexual relationships hold great potential for exploitation. Consequently, members refrain from having sexual relationships with anyone to whom they act as counselors or therapists. Sexual relationships with staff members or students for whom one has supervisory or evaluative responsibilities have high potential for causing personal damage and for limiting the exercise of professional responsibilities and are therefore unprofessional and unethical.

C. Professional and Collegial Relationships

1. Members seek to collaborate and to share expertise with other student affairs staff members, faculty members, administrators, and students.

2. Members contribute periodically to the professional development of colleagues with no compensation other than for immediate expenses.

3. Members accurately acknowledge contributions to program development, program implementation, evaluations, and reports made by others.

4. Members support the appropriate efforts of fellow student affairs professionals and institutional programs. Constructive criticism and professional disagreements are shared (in private when possible) with those individuals concerned and in a manner that is not demeaning.

5. Members establish working agreements with subordinates and supervisors that clearly define accountability procedures, mutual expectations, evaluation criteria, position duties, and decision-making procedures.

6. Members conduct themselves in such a

manner that their positions are not used to seek unjustified personal gains, sexual favors, or unfair advantages, including goods and services not normally accorded those in such positions.

7. Members regularly evaluate the professional development and job performance of direct line subordinate staff members and recommend appropriate actions to enhance professional development and improve job performance.

8. Members seek regular evaluations of their job performance and professional development from colleagues, supervisors, and clientele.

9. Members are fair and unbiased in judgments they render about persons with whom they work. Members have a right to expect that colleagues and supervisors will strive to render fair and unbiased judgments about them. Members respect the rights of others to differ in the judgments and evaluations they render so long as these judgments are not intended to do harm or disservice.

10. Members have the right to request and to receive support from the Association in matters of ethical practice and standards as defined herein.

D. Institutional Relationships

1. Members make contributions to their employing institution in support of its goals, missions, and policies.

2. Members ensure that accurate presentation of institutional goals, services, programs, and policies are made to the public, students, prospective students, colleagues, and subordinates.

3. Members inform appropriate officials of conditions that may be potentially disruptive or damaging to the institution's mission, personnel, and property.

4. Members inform employers of conditions which may limit or curtail the members' effectiveness.

5. Members have responsibilities both to the individuals served and to the institution within which the service is performed. The acceptance of employment in an institution implies that members are in general agreement with the mission of the institution. Therefore, the professional activities of

members are expected to be in accord with the mission of the institution.

6. When the member and the institution encounter substantial disagreements or conflicts concerning professional or personal values, the member has the responsibility to directly and constructively seek resolution of the conflicts. Resolution of such conflicts may result either in sustained efforts to modify institutional policies and practices or in a decision by the member to terminate the institutional affiliation.

7. Members regularly and systematically evaluate those programs, services, and courses for which they are responsible in accord with sound evaluation principles and make these evaluation results available to appropriate institutional personnel.

E. Employment and Hiring Practices

1. Employers disseminate widely advertisements and notices which accurately and clearly describe: (a) responsibilities of the position; (b) information about the institution; (c) necessary qualifications, such as education, skills, and experiences; (d) salary range and benefits; (e) special restrictions, if any (e.g., live-in requirements, night work expectations, travel requirements, positions of a temporary nature).

2. Employers clearly specify in writing the interview and selection process to the applicant and strictly follow that process. Applicants are periodically notified of the status of their applications during the selection process.

3. Employers do not discriminate against applicants on the basis of race, color, creed, sex, national origin, affectional/sexual preference, age, or handicap.

4. Employers hire only individuals for professional positions who have received educational preparation experiences appropriate for the requirements of the positions.

5. Employers provide opportunities during the interviewing process for the applicant to gain accurate information about institutional colleagues, policies, philosophy, and about position requirements and responsibilities.

6. Employers notify employees within a minimum of thirty days when terminating or changing the status of their employment.

specifying reasons and providing full due process rights.

7. Applicants accurately represent their education, skills, and experiences.

8. Applicants respond to job offers without undue delay. Applicants accept only those professional positions they intend to assume. Both applicants and employers honor mutually derived contracts.

9. Applicants advise all institutions at which applications are pending immediately when they have signed a contract and are withdrawing from the applicant pool.

10. Members inform their employers a minimum of thirty days before leaving their positions.

F. Research, Publication, and Written Communication

1. Members are aware of and responsive to all pertinent ethical principles when planning any research activity dealing with human subjects (see *Ethical Principles in the Conduct of Research with Human Participants* [1973], Washington, D.C.: American Psychological Association).

2. Members who serve as principal researchers are ultimately responsible for assuring that all research activities conform to ethical standards. Others involved in the research activities share full and equal responsibility.

3. Members are responsible for the welfare of their research subjects throughout the study and take precautions to prevent injurious psychological, physical, or social effects:

a. When control groups are used care is exercised to assure that they are not deprived of services to which they are entitled.

b. When withholding information or providing misinformation to subjects is essential to the investigation (provided the conditions above are met), members fully inform subjects about the nature of the research and take corrective action as soon as possible following data collection.

c. Participation in research is expected to be voluntary.

4. Members disguise the identity of the

subjects when supplying data or when reporting research results unless specific authorization to do otherwise has been given by such subjects.

5. Members conduct and report investigations in a manner that minimizes the possibility that results will be misleading.

6. Members become familiar with and give recognition to previous work on the topic (both published and unpublished), observe all copyright laws, and give full credit to all to whom credit is due when conducting and reporting research.

7. Members who agree to cooperate with another individual in research and/or publication must cooperate as promised in terms of punctuality of performance and with equal regard for the completeness and accuracy of the information provided.

8. Members acknowledge major contributions to research projects and professional writings through joint authorships, listing the author who made the principal contribution first. Minor contributions of a professional or technical nature are acknowledged in footnotes or introductory statements.

9. Members do not demand co-authorship of publications when their involvement has been ancillary. Teachers and or supervisors exercise caution when working with students and or subordinate staff so as not to unduly pressure them for joint authorship.

10. Members make sufficient original research data available to qualified others who may wish to replicate the study.

11. Members communicate to other professionals the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on specific institutions, programs, services, or vested interests should not be withheld for such reasons.

12. Members submit manuscripts to only one journal when seeking publication of an article. If not accepted by that journal the manuscript may then be submitted to another journal. Members do not seek publication of the same material in more than one publication without receiving consent from the editors and/or publishers involved. Slightly altered, previously published manuscripts or manuscripts under review are not submitted without first informing the editors of both publications.

G. Professional Preparation and Development

Members who are responsible for teaching others should be guided by statements on professional preparation issued by the Association and relevant accrediting agencies. Members who function as faculty members assume unique ethical responsibilities that frequently go beyond that of members who do not function in this capacity.

1. Members inform prospective students of program expectations, basic skills needed for successful completion, and employment prospects prior to admission to the program. Information about programs based on a particular theoretical position is clearly communicated to students upon application.
2. Members ensure that experiences focusing on self-understanding or growth are voluntary or, if required as part of the program, are made known to prospective students prior to entering the program. When the program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, members should have no administrative, supervisory, or evaluative authority regarding the participant.
3. Members support preparation program efforts by providing practicum settings, field placements, and consultation to students and or faculty members.
4. Members in charge of preparation programs ensure that such programs integrate both academic study and supervised practice.
5. Members develop and implement clear policies within their institution regarding field placement and the roles of the student and the supervisor in such placements.
6. Members present thoroughly varied theoretical positions or make provision for their study so that students may develop a broad base of knowledge.
7. Members establish programs directed toward developing students' skills, knowledge, and self-understanding, stated whenever possible in terms of competency or performance.
8. Members identify the level of competence of the student during and at the end of

the programs and communicate these assessments to the student.

9. Members, through continual student evaluation and appraisal, are aware of any personal limitations of the students that might impede future performance. Members not only assist students in securing remedial assistance but also screen from the program those students who are judged unable to perform as competent professionals.

11. Members provide programs that include research components commensurate with the levels of expected functioning. Paraprofessional and technician-level personnel should be trained as consumers of research and should learn how to evaluate their own and their program's effectiveness. Advanced graduate education, especially at the doctoral level, includes preparation for conducting original research.

11. Members make students aware of the ethical responsibilities and standards of the profession by distributing and discussing this document and other relevant documents.

12. Members conduct professional preparation in keeping with the most current guidelines of the American Personnel and Guidance Association and the American College Personnel Association.

13. Members who serve as preparation program faculty members and or practitioners aid in providing in-service development programs and educational experiences to one another.

H. Counseling and Testing

This section constitutes general guidelines for counseling and testing experiences frequently encountered by student affairs professionals. Those professionals who are engaged in intensive counseling and or testing activities are urged to consult the American Personnel and Guidance Association's Ethical Standards for more specific standards.

To the extent that the student's choice of action is not imminently self- or other-destructive, the student must retain freedom of choice.

1. The counseling relationship and information resulting therefrom must be kept

confidential, consistent with the obligations of the member as a professional person.

2. Members who learn from counseling relationships of conditions that are likely to harm the client or others, immediately report the condition to a responsible authority in order to preclude harm.

3. Members inform students of the conditions and/or limitations under which they may receive counseling assistance at or before the time when the counseling relationship is entered. This is particularly so when conditions exist of which the student could be unaware.

4. Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counseling and they are not part of the public or official records of the institution or agency in which the counselor is employed. Revelation to others of counseling records shall occur only upon the expressed consent of the client or upon court order.

5. Members avoid initiating a counseling relationship or terminate an existing relationship if they are unable to be of professional assistance to the student. In either event, members refer the student to an appropriate specialist. (Members must be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the student declines the suggested referral, members are not obliged to continue the relationship.

6. Members adhere to the American College Personnel Association standards established in "The Use of Group Procedures in Higher Education: A Position Statement by ACPA." *Journal of College Student Personnel*, 1976, 17, 161-168.

7. Members provide adequate orientation or information to students prior to and following any test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, members recognize the effects of socioeconomic, ethnic and cultural factors on test scores.

8. Members inform students about the purpose of testing and make explicit the planned use of the results prior to testing. Members ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent stereotyping.

9. Members recognize the limits of their competence in the administration, scoring, and interpretation of tests and perform only those functions for which they are qualified.

10. Members ensure strict test security because the meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on students' unfamiliarity with the specific items on the test.

11. Members do not permit the appropriation, reproduction, or modification of published tests or parts thereof without the expressed permission and adequate recognition of the original author or publisher.

12. Members refer to the following sources in the preparation, publication, and distribution of tests:

- a. *Standards for Educational and Psychological Tests and Manuals* (1974), revised edition, published by the American Psychological Association on behalf of itself, the American Educational Research Association, and the National Council on Measurement in Education.
- b. "The Responsible Use of Standardized Tests" the position statement of the American Personnel and Guidance Association, published in *Guidepost*, October 5, 1978.

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APPENDIX B. THE ETHICAL JUDGMENT SCALE

THE ETHICAL JUDGMENT SCALE

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INSTRUCTIONS

On the following pages you will find hypothetical incidents involving various helping professionals and the people with whom they work. Each incident is followed by several possible courses of action. Select a response; circle the choice which most closely describes the action you would take in the situation. For certain items, no answer may seem appropriate; in that event please attempt to select the response which is most acceptable to you. There are no *right* or *wrong* answers. Be sure to select only *one* answer.

After you have made a choice, describe the reason for your action, i. e., indicate why you feel the alternative selected is the most appropriate. You may also wish to suggest another course of action or to modify the course of action which you have selected.

Incident One: THE PRISON ESCAPEE

You are a counselor in a community mental health center. A young man who had received short-term counseling from you two years ago, enters your office and explains that he is an escapee from the state prison where he is serving a ten-year term for child molestation. He has been on the run for several months. He appears tired, anxious and scared. He states that he is undecided about his next move: He does not know whether he should leave the country or give himself up.

Counselor Action:

- A. Tell him you do not work with criminals and report him immediately to proper authorities.
- B. Help him to understand the seriousness of his crimes and counsel him to surrender immediately.
- C. Explain that you cannot make his decisions but that you will try to help find possible solutions.
- D. Here is a person in trouble – give him help without regard for his behavior or for later consequences.
- E. Tell him you will work with him but that he should turn himself in and avoid further trouble.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Two: SEXUAL SEDUCTION

You are a counselor in private practice. A twenty-eight year old client comes to you complaining that she stopped seeing her previous counselor because he attempted to seduce her. She is afraid to make this known to anyone because her husband is a jealous person and she fears that no one would believe her because of her promiscuous behavior during her adolescent years.

Counselor Action:

- A. Ask the client to give you the counselor's name so that you can report him to the local ethics committee.
- B. Discuss the issue with the client to determine if she contributed, in part, to the actions of the counselor.
- C. Honor the client's wishes about not reporting the counselor's behavior, but discuss the situation in terms of her present motivation and goals for counseling.
- D. Suggest to her that she has grounds for a lawsuit and that her actions may prevent others from being victimized by this counselor.
- E. Discuss the issue with the client in terms of how the incident has affected the client's present emotional state.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and give your reasons.

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Incident Three: CHILD ABUSE

During a conference with a student's mother, you, as a school counselor, observe that the mother is distraught and anxious. She seems unable to talk about her son, who is the subject of the conference, and begins to express her own feelings and fears. She is pregnant for the fifth time and does not desire to have the child. She states that her frustrations have been "taken out on" her son and that she has physically abused him. She is seeking ways to terminate the pregnancy. Her husband has not been informed of the pregnancy and she is reluctant to tell him.

Counselor Action:

- A. Counsel the mother to inform her husband of her condition and give her the names of agencies that can help her.
- B. Suggest to her that the termination of the pregnancy may be the best alternative and it is her, and only her decision to make.
- C. Explain to the parent that you would like to help but school counselors do not get involved in *family* or medical problems.
- D. Help her to consider the seriousness of child abuse.
- E. Inform the child abuse authorities that you suspect possible child abuse.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Four: THE DOUBLE BIND

You are a teacher at a community college. One of your students comes to see you complaining that the department chairman has casually suggested an affair in return for assisting him with his course. The student fears that the professor, who is tenured and your superior, will give her a bad grade if she does not consent.

Counselor Action:

- A. Ask the student how she would like you to help and explore possible consequences of these actions.
- B. Advise the student to drop the course with the professor, and thus, avoid any embarrassing situations.
- C. Suggest that this is a personal problem that should be resolved with the individual since no official rules of the school have been violated.
- D. Find out the name of the professor and report it to your supervisor to prevent any further difficulties.
- E. Help her resolve the problem without regard for the consequences from your supervisor.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Five: ETHICS AND DRUG ABUSE

A client you have been working with for a period of time explains that he has been taking drugs and really thinks "it is great." He confidentially tells you that the drugs have made him more imaginative and alert. They have increased his thinking but he fears the medical consequences after reading about the dangers of drugs in the newspapers.

Counselor Action:

- A. Immediately direct the young man to a drug center where he can learn to eliminate the habit.
- B. Report his drug activities to the proper authorities.
- C. Reinforce his concern over the danger of taking drugs and encourage him to terminate the practice immediately. Give him additional literature to strengthen his decision.
- D. Help him understand the meaning of his dependency on drugs.
- E. Tell him that some drugs may not really be harmful and suggest that he has a right to "do his own thing."

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Six: IS THIS PLAGIARISM?

You are a professor of counseling and you discover that one of your colleagues has taken credit for a report that was written by a student. The student is not aware of the professor's behavior. This is the second occurrence of this type of behavior by this colleague.

Counselor Action:

- A. Forget the incident since it is a matter for the student and faculty member to resolve.
- B. Anonymously report the faculty member to the faculty ethics committee.
- C. Confront the professor with your knowledge of the incident and discuss the possible consequences of the situation with him.
- D. Talk to the chairman of your department about the situation without mentioning the names of the individuals involved.
- E. Discuss the situation with the student involved and assist him in deciding how he would like to handle it.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Seven: THE SUICIDE ISSUE

During the course of a session with a counselor, a client admits that he is planning to commit suicide. He is completely disorganized, his school work is failing, he has no friends, and he finds no purpose in continuing the struggle for existence.

Counselor Action:

- A. The counselor should contact the Suicide Prevention Center; it can then attempt to adequately deal with his client's disturbances.
- B. The counselor should try to help his client gain more self-confidence by stressing his strong qualities.
- C. Because of the importance of the situation, his parents or nearest relatives should be contacted immediately.
- D. So that he can learn to interact with young people and share some common interests, the counselor should direct his client to various youth organizations.
- E. The counselor should tell the young man that it is wrong to take any life even one's own. Because the client feels so strongly he should also tell him to seek help from a psychiatrist.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Eight: THE COUNSELOR AND CONFIDENTIALITY

The parents of a seventeen year old girl are planning to sue a counselor for withholding information concerning their daughter's pregnancy and abortion which resulted in severe mental anguish and illness for the daughter.

Counselor Action:

- A. The counselor should stand on the position of client-counselor confidentiality without regard for personal consequences.
- B. The counselor should seek legal advise from colleagues and his professional association, since the counselor may have been partially responsible for the girl's action.
- C. The counselor should convince the parents that the action taken was in good faith.
- D. The counselor can apologize to the parents saying that he did not know what action the girl would take.
- E. The counselor can claim he cannot discuss the situation with the parents without the daughter's permission.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Nine: RIGHTS OF PRIVACY

You are a school counselor. A frightened young lady enters your office and tearfully confesses that she has been promiscuous. She is pregnant and does not know who the father is because she has had numerous affairs. She is without funds and is ashamed to tell her parents about her condition.

Counselor Action:

- A. Suggest that you arrange a conference with the parents before any decisions are made.
- B. Suggest that legal action could be taken against the various boys who may be responsible for her condition so that the "father" could be made to assume the financial responsibilities.
- C. Since time is important, help her to decide if she wishes to go through with the pregnancy or not.
- D. Help her to see that she has a right to make any decision she wishes.
- E. Inform the young lady that the function of a counselor is not to give medical advice.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Ten: MINORS, MORALS, AND PARENTS

A young man seeks your advice as a counselor in the area of birth control. He is fifteen years of age and is actively engaging in sexual relations. He is tired of his parents meddling into his affairs. He states that his parents are very conservative regarding sexual matters and he is seeking specific information from you.

Counselor Action:

- A. Suggest that premarital sexual relations are wrong and that they can lead to more severe problems like venereal disease, pregnancy, abortion, etc.
- B. Tell the young man that you cannot handle medical problems and that he should seek the advice of a physician.
- C. Help him to understand the meaning and impact of his behavior.
- D. Inform his parents of his promiscuous behavior.
- E. Give him the names of referral agencies that will provide him with appropriate birth control information.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Eleven: BEYOND THE COUCH

One of your clients, who also happens to be a counselor, confesses to you that he has had numerous sexual affairs with his clients. He is feeling guilty about these actions because he fears that someone will find out and he may lose his credentials for private practice.

Counselor Action:

- A. Report him to the state credentialing committee.
- B. Inform him that you cannot continue seeing him unless he stops this behavior immediately.
- C. Discuss with him the potential damage to the clients as a result of his actions.
- D. Help him to understand the consequences, both legal and ethical, of his actions.
- E. Help him in any way possible to terminate this behavior while warning him that this type of unethical behavior may require you to undertake action to remedy the situation.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Twelve: MORALITY AND THEFT

You are a school counselor. In the course of a session, a client admits to stealing a valuable coat from a local store. The manager of the store is a personal friend of yours. The young man admits he took the coat "in a moment of weakness" and wants to rectify the situation.

Counselor Action:

- A. Tell the client to give the coat to you and you will return the coat to the store without revealing his identity.
- B. Have him tell his parents what he has done; then turn him over to the proper authorities so that he will pay his debt to society.
- C. Have the manager of the store come into your office and confront the boy. If the boy is truly sorry for the deed, persuade the manager to give the boy another chance.
- D. The stolen coat is not the real problem and therefore counseling should focus upon why the boy stole the coat.
- E. Tell the boy that the stolen coat is a matter of his own conscience and that you will assist him in any way possible.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Thirteen: HONESTY IN COUNSELING

A college student has taken a personality test given by his counselor and the results indicate a severely disturbed individual. The client wants to know the results of the test.

Counselor Action:

- A. Upon questioning the counselor, the student will be told the results were "about normal." The counselor fears that the test results might aggravate the student's emotional condition and increase the disturbance.
- B. The true results should be made known to the client because he asked for the testing and has a legitimate right to find out the correct results.
- C. The counselor should tell the client not to worry about it and that he cannot give out the results because it is against policy.
- D. The student's parents should be notified immediately and proper psychiatric attention should be made available.
- E. The client should be directed to a psychiatric facility or agency, for further testing because he might prove dangerous to himself or other students.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Fourteen: SEXUAL ABUSE

During a discussion with a fourteen year old client, you, as a counselor, suspect that she has been sexually abused by friends of her stepfather. However, the client speaks very favorably of her stepfather's friends.

Counselor Action:

- A. Warn the client of the seriousness of this situation and inform the appropriate social agency.
- B. Discuss the situation with the client to determine if anything illegal has occurred.
- C. Inform the client of a counselor's responsibility to report cases of child abuse before she continues to talk about the situation.
- D. Discuss the situation with the client. If the suspicions are correct, discuss possible solutions with the client.
- E. Discuss the situation with the client, helping her to resolve the situation in the manner she wishes.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Fifteen: THE ABORTION DILEMMA

You are a college counselor. A young girl, who has just entered her freshman year at the college, seeks your advice. She has been dating a young man for several years and much to her distress, finds herself pregnant. The young man, who is a student, wants to marry her and wants her to have the child. She is undecided about marrying at this time because she is intent on finishing her education and also she does not want the responsibility of a baby.

Counselor Action:

- A. Help the girl to consider marrying the young man and having the child. Discuss possible opportunities for continuing her education after the birth of the baby.
- B. Tell her that her parents may have to be informed because she is a minor.
- C. Since she is opposed to having the child, help her to seek avenues of terminating the pregnancy.
- D. Discuss the possible problems resulting from abortion. Direct her to the proper authorities so that she can have the child and then give the infant up for adoption.
- E. Arrange a conference with her and the prospective father to discuss possible alternatives and their consequences.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Sixteen: THE HOMOSEXUAL

A male teenage client comes to you, his counselor, in a panic because he has had homosexual encounters with other men. He fears that he will be found out and suspects he has contracted venereal disease because of his casual contacts.

Counselor Action:

- A. Help the client to understand his behavior and its possible consequences for his emotional state.
- B. Put him in touch with a physician who will handle the case confidentially.
- C. Turn him over to the disease control authorities so that his contacts can be traced.
- D. Counsel him that his behavior is wrong and sooner or later he will be discovered.
- E. Tell him that he has a medical problem that must be resolved before a counselor can work with him.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Seventeen: THE "PUSHER"

The counselor is having an interview with a female student concerning the use of drugs. She finally tells the counselor that she knows who is distributing the drugs on the school grounds. She is in love with the boy and will not testify against him because of her affection for him and also because she too is "hooked" on drugs and will have a difficult time obtaining them without her boyfriend's help.

Counselor Action:

- A. Because of the severity of the problem, the authorities should be notified immediately.
- B. The counselor should recommend that the girl turn the boy over to the authorities and point out that help will be given to the girl to get off drugs.
- C. The counselor should not report her but instead should provide counseling to help her understand how her drug problem and boyfriend are affecting her life.
- D. Because of school and legal policies parents of the girl should be notified and the identity of the pusher (must be) revealed before she is allowed to return to school.
- E. The counselor should keep the whole situation quiet and let the drug problem be handled by authorities through different means, because the unfavorable publicity would be embarrassing to the school.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Eighteen: RIGHTS, INTERESTS, AND DUTIES

You are a college counselor. The parents of a former client are requesting information about their son who has left college in his second year and has not informed them of his whereabouts. The parents would like to know the nature of their son's visits in an effort to help locate him.

Counselor Action:

- A. Inform the parents that you do not know where the son is now and that you cannot discuss the case unless you have the permission of the son.
- B. Since the son has caused considerable anguish for his parents by not following your suggestion to discuss his plans with them, inform the parents of their son's friends who might know his whereabouts.
- C. Inform the parents that the nature of the counseling is confidential but you can put them in touch with the dean's office which may be able to help them locate their son.
- D. Help the parents to understand the nature of confidentiality and that it was their son's wish to leave without informing them.
- E. Inform the parents that their son is of legal age to come and go as he pleases, but that if they are concerned for his safety, they should contact the local police department.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Nineteen: THE CHILD PROSTITUTE

As a counselor, one of your clients comes to you and explains that she is a prostitute. She has just turned fourteen years old and does not live with her parents. She would like to stop this life, but is afraid. She does not feel her life is worthwhile, but realizes that prostitution is the only means by which she can make the amount of money she requires.

Counselor Action:

- A. Since the client is under age, arrange a conference with her parents and inform them of her behavior.
- B. Explain that she has a right to live her own life and that you will assist her with conflicts which may develop.
- C. Advise her of the dangers of prostitution and attempt to find out how she got into this trouble.
- D. Help her to understand the full legal and religious consequences of her behavior.
- E. Explain that you can accept her but that society will not condone what she does; therefore, offer to provide whatever services you can.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Twenty: ETHICS AND LAW

A counselor has been working with a client for some time. The client has committed a crime and the counselor has been summoned to court and advised to bring all of the client's records with him.

Counselor Action:

- A. Since the counselor has received a summons, he should comply with the request of the authorities.
- B. The counselor should turn over only basic information saying that these are the only records he has for the client.
- C. Since the records could be damaging to the client, the counselor should destroy or hide them.
- D. The counselor should appear in court without the records claiming that they are confidential.
- E. The counselor should refuse to appear in court because of the confidentiality of the client-counselor relationship.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Twenty-one: THE COUPLE

You are a marriage counselor. In counseling a married couple, you have seen the husband and wife individually for several months. When you see them together, the husband continually confronts his wife's accusations that he has been with other women by charging her with paranoia and insecurity. She complains that his womanizing is the only stumbling block in their relationship. You realize that she is correct in her accusations because her husband has admitted his affairs to you during individual counseling sessions. She seeks your assistance.

Counselor Action:

- A. Disregard your knowledge of this situation because it was told to you in confidence.
- B. Inform the wife and husband that she is correct and unless the extramarital affairs stop, the marriage cannot be saved.
- C. Discuss the wife's feelings and attempt to have the husband understand how she could be reacting in this way.
- D. Inform the couple that for counseling to be successful, both must be honest with each other.
- E. Inform the wife that while she has agreed that what she has said in individual counseling is open for discussion, her husband has not agreed.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Twenty-two: THE "BAD TRIP"

You are a counselor. A client walks into your office while having a bad trip on drugs. The mind of your client is operating in a framework he has never experienced before; it appears to be at the brink of rage and terror. A lot of bad trippers are convinced that they have gone crazy forever. What do you do?

Counselor Action:

- A. Ask the client if he has a friend he would like to see.
- B. Convince him that everything is going to be all right. Try to "talk him down" regardless of how long it may take.
- C. Take him out of school and walk him around to be sure no one will call the authorities.
- D. Immediately call the security guard to help control him.
- E. Call his parents and have them pick him up before he hurts himself or someone else.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Twenty-three: INFORMATION GIVING

As a counselor you are asked to write a job recommendation for a former client. The client has signed a release of information form for the prospective employer. However, the recommendation form contains questions related to the client's intellectual and emotional history which could possibly damage the client's chances of obtaining the job.

Counselor Action:

- A. Refuse to complete the recommendation by disregarding the request.
- B. Complete the recommendation to the best of your knowledge without regard for the possible consequences to the client.
- C. Attempt to contact the client informing him that the recommendation form contains questions that should be considered confidential and that the release of information form should not have been signed.
- D. Accede to the client's wishes without divulging any negative or confidential information which could be damaging to the client.
- E. Since the client has signed a release of information form, the prospective employer has a right to be aware of the client's past intellectual and emotional state.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Twenty-four: A RIGHT TO COMMIT SUICIDE

A client states that he is planning suicide. His counselor tries convincing him to tell his parents so that they can protect him while he is in his present state. The client refuses.

Counselor Action:

- A. The counselor should disregard the client's wishes and convince him to seek help immediately.
- B. The counselor should arrange a conference with the parents of the client to see if they are aware of the situation.
- C. Since the client refuses his advice, the counselor feels it necessary to terminate the sessions.
- D. The counselor should direct the client to the Suicide Prevention Center so that it can attempt to adequately deal with his problem.
- E. Through counseling, the counselor should pursue with the client the reasons for the lack of communication with his parents.

Why did you choose this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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Incident Twenty-five: THE JUVENILE OFFENDER

As a counselor, you are requested by the court to see a young girl in an effort to determine if she should remain in her home or be sent away to a juvenile facility. She has been arrested for recruiting young people to make pornographic materials. She has been previously involved in numerous troubles with the juvenile authorities. Her parents are fine, upstanding citizens of the community and request they be allowed one more chance to help her. The only available juvenile facility does not have a good reputation for rehabilitation.

Counselor Action:

- A. Recommend that the girl be sent to the juvenile facility since she had had several previous opportunities to reform.
- B. Discuss the seriousness of her offense with her and if she appears uncooperative, recommend that she be placed in the juvenile facility.
- C. Help her to see the consequences of her behavior and that her past actions may require severe actions by the authorities.
- D. Counsel with her and her parents to determine if there is a possibility that they can help her change her behavior.
- E. Weigh the seriousness of the circumstances against her feelings of remorse and make your decision as to what is best for her, her family, and the community.

Why did you select this response?

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Can you suggest another course of action? If so, please state it, and your reasons.

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SUMMARY OF ANSWERS TO INCIDENT SITUATIONS

(As a summary of your responses, circle the letter following each incident description here and digest your reasons for your choice.)

Incident Number and Title	Circled Action	Reasons
1. The Prison Escapee	A B C D	.....
2. Sexual Seduction	A B C D	.....
3. Child Abuse	A B C D	.....
4. The Double Bind	A B C D	.....
5. Ethics and Drug Abuse	A B C D	.....
6. Is This Plagiarism?	A B C D	.....
7. The Suicide Issue	A B C D	.....
8. The Counselor and Confidentiality	A B C D	.....
9. Rights of Privacy	A B C D	.....
10. Minors, Morals and Parents	A B C D	.....
11. Beyond the Couch	A B C D	.....
12. Morality and Thrift	A B C D	.....

<i>Incident Number and Title</i>	<i>Circled Action</i>	<i>Reasons</i>
13. Honesty and Counseling	A B C D .....	.....
14. Sexual Abuse	A B C D .....	.....
15. The Abortion Dilemma	A B C D .....	.....
16. The Homosexual	A B C D .....	.....
17. The "Pusher"	A B C D .....	.....
18. Rights, Interests and Duties	A B C D .....	.....
19. The Child Prostitute	A B C D .....	.....
20. Ethics and Law	A B C D .....	.....
21. The Couple	A B C D .....	.....
22. The "Bad Trip"	A B C D .....	.....
23. Information Giving	A B C D .....	.....
24. A Right to Commit Suicide	A B C D .....	.....
25. The Juvenile Offender	A B C D .....	.....

APPENDIX C. COVER LETTER, DIRECTIONS, AND ANSWER SHEET FOR PANEL OF 12 EXPERTS



A LAND-GRANT UNIVERSITY
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

AES Division, College of Education

October 14, 1985

Ms. Norma Barrett
Counselor
Pitt Community College
Hwy 11 SPO Drawer 7007
Greenville, NC 27834

Dear Ms. Barrett:

Ethics in counseling is of increasing importance to the profession as the complexities of client situations become more evident, and as certain issues within the profession such as licensure and accountability occupy more and more of our concern. The literature on ethics that focuses on community college counselors as helping professionals is sparse. This research study is an attempt to further understand the ethical behavior of community college counselors.

You have been chosen to be part of the sample for this study. Your name was selected using the American Association of Community and Junior Colleges (AACJC) Community, Technical and Junior College Directory (1985). Completion of the survey is time consuming but I urge your participation in this very important study. Your contribution to the understanding of counselor ethics and its implications for practitioners is very important to the field. To ensure quality results and meaningful interpretations it is important that every questionnaire be completed and returned.

All information will be held in strictest confidence. An identification number is required for mailing purposes so that we may cross out your name from the mailing list when your responses are received. Only grouped data will be reported in any published reports.

A copy of the results will be made available to the participants. Further instructions are enclosed.

If you have questions at all, I would be most happy to answer them. Please write or call. I can be reached at (703) 961-6136.

Thank you for your interest, time and support.

Sincerely,


Quintin S. Doromal, Jr.
Doctoral Candidate, Counseling
and Student Personnel

Enclosure

COUNSELOR JUDGMENT SCALE

Instructions

Please read the following instructions carefully before completing the survey.

The survey consists of three sets of instructions:

First, on the following pages, you will find 25 hypothetical incidents or situations that may possibly confront the practicing counselor. Using the answer sheet, indicate whether each incident is representative (Rep) or not representative (Not Rep) of a full range of situations or settings in which counselors work. Complete this by placing an "X" in the appropriate box. For example:

Incident	Rep	Not Rep	SA	A	U	D	SD
1.	[X]	[]	A. [X]	[]	[]	[]	[]
			B. []	[X]	[]	[]	[]
			C. []	[]	[X]	[]	[]
			D. []	[]	[]	[X]	[]
			E. []	[]	[X]	[]	[]

Second, using the five-point scale strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD), rate the extent to which you agree with each of the five response choices labeled counselor action. Place an "X" in the appropriate box that represents the extent of your agreement or disagreement as to the appropriateness of the response. In other words, if you agree that response B, as shown above, is appropriate for the incident described, mark the box accordingly.

Lastly, after completing the ratings for all the items, list other counseling situations that you believe are areas of concern not represented by the previous incidents. Use the additional space provided in the answer sheet for this listing.

Please complete the demographic data and make sure you have completed responses for each of the incidents.

After you complete the answer sheet, enclose it in the pre-addressed stamped envelope and drop it in the nearest mailbox.

Counselor Judgment Scale Answer Sheet

Date: _____ Circle: _____

Incident	Rep	Not Rep	SA	A	U	D	SD
1.	<input type="checkbox"/>	<input type="checkbox"/>	A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Other counseling situations not represented by the previous situations:

Please complete the additional information below:

1. Age: 23 - 28 29 - 34 35 - 40 41 - 46 47 +

2. Sex: Male Female

3. Highest degree completed:

Doctorate Bachelors

Education Specialist Associate/Certificate

Masters Other

4. Workshop or coursework experience:

I have completed workshop or coursework in counselor ethics.

I have not completed workshop or coursework in counselor ethics.

5. Familiarity with ACA Ethical Standards:

I Yes, am aware of standards and familiar with them in detail.

I Yes, am aware of standards but unfamiliar with them in detail.

I Not aware of the standards

Thank you very much for your cooperation!

APPENDIX D. COVER LETTER, DIRECTIONS, AND ANSWER SHEET FOR PANEL OF FIVE EXPERTS



A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

AES Division, College of Education

October 11, 1985

Dr. Carl H. Douglas
Minister
Blacksburg United Methodist Church
Church Street
Blacksburg, VA 24060

Dear Dr. Carl:

As part of my research on counselor ethics, I am evaluating selected psychometric characteristics of a published instrument in the field. The authors have provided permission to use the instrument in this study. The instrument is called the Ethical Judgment Scale (EJS) and seems to hold promise for understanding how counselors make decisions when confronted with ethical dilemmas. Lately though, concern has been expressed in the literature about the EJS, and a critique has suggested a weak theoretical rationale for the model, and inconsistency in keyed responses to several of the incidents.

One method of examining the instrument is to devise an alternative way of scoring the incidents and determine its relationship to one that the authors have suggested. A panel of five experts representing various areas related to ethics will be requested to create an alternative scoring key.

You are one of five experts selected for participation in this study. This will involve completing the instructions and participating in a group meeting to obtain consensus on a scoring key for the hypothetical counseling incidents.

All information will be held in strict confidence. Only grouped data will be mentioned in any published reports. A copy of the results will be made available to the participants.

Thank you for your interest, support and time.

Sincerely,


Quintin S. Doromal, Jr.
Doctoral Candidate, Counseling
and Student Personnel

Enclosure

ETHICAL JUDGMENT SCALE
(with modified instructions)

Instructions

Please read the following instructions carefully before completing the survey.

On the following pages, you will find 25 hypothetical incidents or situations that involve various helping professionals and their clients. Each incident has five different responses that suggest various courses of action. Using the answer sheet and the enclosed American College Personnel Association (ACPA) Statement of Ethical and Professional Standards as reference, circle the letter of the response that best describes what the Standards, either explicitly mentioned or implied, suggest as appropriate action.

For situations wherein the response choices do not have support from the Standards, select the response which is most acceptable to you. In the space provided, explain the reasoning for your choice.

Please take the survey in one sitting and make sure your completed responses are properly recorded in the answer sheet. Fill out the demographic data and other information requested for group scheduling purposes.

After you complete the answer sheet, please enclose it in the pre-addressed mail envelope and return it as soon as possible.

A copy of your responses will be returned to you. You will be notified of the scheduled group meeting as soon as arrangements are confirmed.

Alternative Scoring Key Answer Sheet

Name: _____ Date: _____

	Incident	Counselor Actions					
1.		A. B. C. D. E.					
	Reason:						
2.		A. B. C. D. E.					
	Reason:						
3.		A. B. C. D. E.					
	Reason:						
4.		A. B. C. D. E.					
	Reason:						
5.		A. B. C. D. E.					
	Reason:						
6.		A. B. C. D. E.					
	Reason:						
7.		A. B. C. D. E.					
	Reason:						

23. A. B. C. D. E.

Reason:

24. A. B. C. D. E.

Reason:

25. A. B. C. D. E.

Reason:

Please complete the information below:

() Age

() Years of experience in your profession

I am available for a group meeting, preferably on _____ or _____ (two possible weekdays) at _____ a.m./p.m. (two-hour time slot).

Thank you very much for your cooperation!

APPENDIX E. COVER LETTER, DIRECTIONS, AND OPSCAN SHEET FOR FINAL STUDY



A LAND-GRANT UNIVERSITY
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

AES Division, College of Education

October 15, 1985

Dr. E. B. Cox
Coordinator of Counseling
Blue Ridge Community College
P.O. Box 80
Weyers Cave, VA 24486

Dear Dr. Cox:

Ethics in counseling is of increasing importance to the profession as the complexities of client situations become more evident, and as certain issues within the profession such as licensure and accountability occupy more and more of our concern. The literature on ethics that focuses on community college counselors as helping professionals is sparse. This research study is an attempt to further understand the ethical behavior of community college counselors.

You have been chosen to be part of the sample for this study. Your name was selected using an updated listing of the 1984-85 Virginia Community College System (VCCS) Student Services Directory. Completion of the survey is time consuming but I urge your participation in this very important study. Your contribution to the understanding of counselor ethics and its implications for practitioners is very important to the field. To ensure quality results and meaningful interpretations it is important that every questionnaire be completed and returned.

All information will be held in strictest confidence. An identification number is required for mailing purposes so that we may cross out your name from the mailing list when your responses are received. Only grouped data will be mentioned in any published reports.

A copy of the results will be made available to the participants. Further instructions are enclosed.

If you have questions at all, I would be most happy to answer them. Please write or call. I can be reached at (703) 961-6136.

Thank you for your interest, time and support.

Sincerely,


Quintin S. Doromal, Jr.
Doctoral Candidate, Counseling
and Student Personnel

Enclosure

COUNSELOR JUDGMENT SCALE

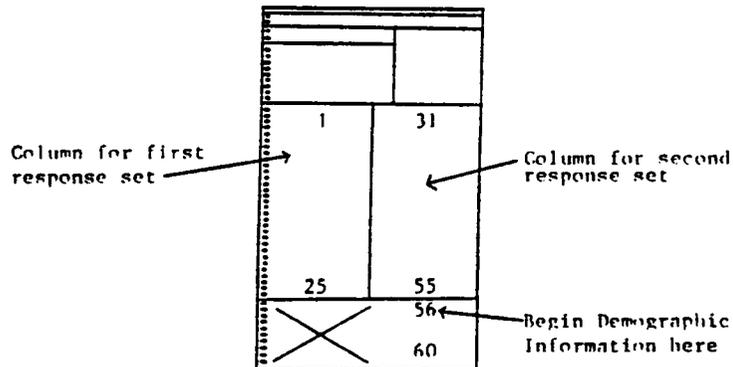
Instructions

Please read the following instructions carefully before completing the survey.

On the following pages, you will find 25 hypothetical incidents or situations that involve various helping professionals and their clients. Each incident has five different responses that suggest various courses of action. Two responses for each incident are requested.

Select the first response which is most acceptable to you as would apply to a community college counselor. Select the second response which is most acceptable to you based on your personal ethical standards.

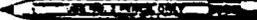
Using the opscan sheet provided, blacken the number that corresponds to your letter choice for each of the two responses (i.e., A = 1, B = 2, C = 3, D = 4, and E = 5). The first column, composed of numbers 1 to 25, corresponds to the first response set. The second column, composed of numbers 31 to 55, corresponds to the second response set. Demographic data and other information will require the column composed of numbers 56 to 60. A facsimile of the opscan sheet is shown below delineating the various columns for your responses:



Please take the survey in one sitting and make sure you have complete responses for each of the incidents. Use a No. 2 pencil for marking your responses.

After you complete the opscan sheet, please enclose it in the pre-addressed stamped envelope and drop it in the nearest mailbox. Do not fold the opscan sheet.

LEARNING RESOURCES CENTER VPI & SU

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APPENDIX F. LETTER OF DR. WILLIAM H. VAN HOOSE



**CURRY SCHOOL OF EDUCATION
DEPARTMENT OF HUMAN SERVICES**

October 28, 1985

Mr. Quentin Doromal, Jr.
Counseling and Student Personnel
College of Education
V.P.I. & S.U.
Blacksburg, Virginia 24061

Dear Quentin:

When I gave you permission to use the Ethical Judgment Scale in your dissertation research I assumed that you would follow the usual academic procedures when using copyrighted material. Unfortunately, that does not appear to be the case.

In materials mailed to Community College Counselors, the title of the EJS has been changed, the authors and copyright holders have not been recognized, and your instructions for use of the EJS renders previous research useless. My major concern, however, is violation of the copyright. Distribution of this scale to a large number of people who do not realize it is protected by copyright, places the instrument in jeopardy and me in an unusual position with the publisher.

I am, with this letter, withdrawing permission for use of the Ethical Judgment Scale until and if you take action to remedy these problems. Further, we will need a clear understanding of how you will treat the EJS in your dissertation should you decide to continue your present research. Whatever your decision, it will be necessary for you or me to notify all recipients of your letter and other material that the EJS cannot be used without permission. Let me hear from you on this matter at an early date.

I am truly sorry for this turn of events. I tried to call you on Friday without success.

Sincerely,

William H. Van Hoose
Professor, and Director
Counselor Education

COMMUNICATION DISORDERS COUNSELOR EDUCATION HEALTH AND PHYSICAL EDUCATION
SCHOOL AND CLINICAL PSYCHOLOGY
RUFFNER HALL, UNIVERSITY OF VIRGINIA, 405 EMMET STREET, CHARLOTTESVILLE, VA. 22903-2498

APPENDIX G. POST CARD FOLLOW-UP

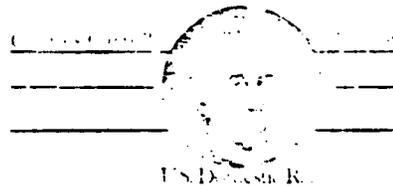
Dear Participant:

November 1, 1985

Survey materials were sent to you as part of my research in counselor ethics. On the questionnaire I failed to indicate a copyright statement. Prior permission was given by Dr. William H. Van Hoose to use the Ethical Judgment Scale (EJS), a copyright protected scale by Carroll Press. This note acknowledges the proprietary rights of Drs. Van Hoose and Paradise for the EJS. You should not use or duplicate pages 2-15 of the survey instrument in compliance with this copyright.

By the way, if you have completed the survey form and returned it to me, please accept my sincere thanks. If not, do so today. If by chance you did not receive the questionnaire, or it has been misplaced, please call me at _____, or _____ for another copy.

Quentin S. Doromal, Jr., Doctoral Candidate, Virginia Tech



Mr. Frank Freeman
Counselor
Northern VA. CC (Annandale Campus)
8333 Little River Turnpike
Annandale, VA 22003

© 1982 UPS

APPENDIX H. NONRESPONDENT INTERVIEW SCHEDULE

After dialing the phone number and asking for the respondent, or in cases wherein the counselor answers the phone, introduce yourself and state the purpose of your call.

[Greeting...followed by] This is Quintin Doromal from Virginia Tech. I had sent you a survey questionnaire on counselor ethics and have not heard from you. I would like to ask six questions as part of a non-response survey.

If yes, proceed.

If no, thank them for their time and conclude the conversation.

First, did you receive the survey questionnaire I mailed out to you?

(a) Yes

(b) No

Second, why did you choose not to respond to the survey? **[Take down their reasons...be prepared to request clarification when necessary]**

Third, are you faced with counseling situations that confront your personal value system? **[Clarification or a restatement may be required]**

(a) Yes

(b) No

Fourth, is your age range...I will mention some age ranges and please let me know which one applies to you: 23 to 28 is number one, 29 to 34 is number two, 35 to 40 is number three, 41 to 46 is number four, and 47 and above is number five. **[Mention these ranges slowly...some may just decide to give their age]**

Fifth, how long have you been working in counseling? **[Make it clear that you request their years of experience]**

The last question is...do you have either professional or conceptual problems as to how my study was designed? **[Take their comments down...may need some clarification]**

Close with an appreciation for their time.

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