

Facilitating Career
Development

Chapter 5

NCDA | National Career
Development
Association

Ethics and the **Career Services Provider**

Learning Objectives:

At the end of this chapter you will be able to:

1. Explain the definition and importance of a professional code of ethics for career services providers.
2. Describe methods for deciding if a career services provider is operating within the scope of their training and job responsibilities.
3. Apply ethical decision-making strategies to specific case examples.
4. Demonstrate how personal and professional values impact ethical decision-making.
5. Apply a process for ethical decision-making.
6. Analyze role boundaries in ethical decision-making.
7. Understand when to seek consultation and how to accept feedback.
8. Identify a supervisor or consultant and call upon that person to assist with decisions about ethics.

NCDA Competencies Covered:

- Ethical and Legal Issues
- Helping Skills
- Consultation

Code of Ethics Defined

(Learning Objective 1)

According to the National Career Development Association, “A code of ethics helps to define professional behavior and serves to protect the public, the profession, and those who practice within the profession. Ethical behavior involves incorporating the principles espoused in the code of ethics into your personal and professional life and using the code to help determine a course of action. At the same time, ethical behavior is about transparency. Can your behavior withstand the scrutiny of others? Will you be embarrassed, ashamed, or concerned if someone else knew that you did or said something?” (NCDA, 2015).

Simply put, a code of ethics is a set of guidelines developed for particular professions that help guide the behavior of practitioners. It sets boundaries, defines values, and provides expectations for professional conduct. Career services providers have two very closely linked codes of ethics. One was developed and is maintained by the National Career Development Association (NCDA) and the other is developed and is maintained by the Center for Credentialing and Education (CCE). NCDA serves a variety of career professionals and is responsible for this curriculum and ensuring that all career services providers in training accomplish specific learning objectives; CCE oversees certification of Global Career Development Facilitators (GCDF) – one of the credentials you can apply for after completing

this curriculum. Some employers also have a code of ethics, as may other organizations with which you are affiliated. It may seem daunting to have to manage two, three, or more codes of ethics; however, you will likely find that there are commonalities among them. A good rule of thumb is to check it out if you are uncertain about how to proceed. We will look at both NDCA and CCE codes of ethics in this chapter.

For reference, the NCDA Code of Ethics (Code) may be found online at: www.ncda.org/aws/NCDA/asset_manager/get_file/3395.

In the Code, the phrase “Career Professional(s)” refers to all NDCA members, including career services providers. As you are participating in a Facilitating Career Development training course using this textbook, it is hoped that you will choose to become a member of NCDA, if you aren’t already. As such, NCDA’s Code will certainly apply to you.

As with most codes of ethics, the Code serves five main purposes:

1. The Code enables NCDA to clarify to current and future members, and to those served by their members, the nature of ethical responsibilities held in common by its members.
2. The Code helps support the mission of NCDA.
3. The Code establishes principles that define ethical behaviors and practices of association members.

4. The Code serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing career services and best promotes the values of the career profession.
5. The Code serves as a guide for those receiving career services so that they may understand what to expect from working with a career professional and to understand their rights and responsibilities as consumers of these services.

In the Introduction section of the Code, a good description of ethics and ethical behavior is provided below:

“The NCDA Code of Ethics (Code) has been designed as a guide and resource for career practitioners. While it offers a set of principles that can be applied to a wide range of settings and situations, it is not (nor can it be) comprehensive. If you are concerned about whether or not a particular practice is ethical, then you should not engage in that behavior without getting competent advice. More succinctly, when in doubt, don’t - at least, not without discussing the situation with others. Peer review isn’t always going to give you perfect advice, but you can take comfort in knowing that you questioned your behavior before proceeding and allowed others to comment before taking action. There is safety and strength in the depth and breadth of opinions you seek before engaging in activity which may be untried or questionable.” The Code contains nine

main sections (see Figure 5.1) that address the following areas:

- Section A.** The Professional Relationship
- Section B.** Confidentiality, Privileged Communication, and Privacy
- Section C.** Professional Responsibility
- Section D.** Relationships with Other Professionals
- Section E.** Evaluation, Assessment, and Interpretation
- Section F.** Use of the Internet in Career Services
- Section G.** Supervision, Training, and Teaching
- Section H.** Research and Publication
- Section I.** Resolving Ethical Issues

Figure 5.1 - NCDA Code of Ethics 9 Main Sections

If you are (or become) a member of NCDA, this Code will become the primary Code that will apply to your professional behavior. However, there can be other codes that may apply to your work as a career services provider. In particular, any organization that awards credentials for career professionals will likely also have a code to which you would be expected to abide in order to receive and maintain that credential.

While some credentialing organizations may use NCDA’s Code, others will have their own.

As previously noted, CCE has also published a code of ethics that can be found here: www.cce-global.org/Assets/Ethics/GCDFcodeofethics.pdf. If you plan to pursue certification as a GCDF, you should familiarize yourself with this code as well.

A **Summary of the NCDA Code of Ethics** (Revised 2015) is provided in **Appendix S-6** of this chapter.

Ethics and Scope of Practice

(Learning Objectives 2&3)

One standard for working ethically is to confine your tasks to those for which you are trained and those that are included in your defined scope of practice. The phrase “scope of practice” is used to specify work tasks that fall within the training and responsibilities (i.e., professional competence and qualifications) of a particular profession versus another. In this context, it refers to those job duties that are expected of career services providers. You will note in section A.1.b. of the Code (Differentiation Between Types of Services Provided) most of the duties related to “Career

Planning Services” fall under the scope of practice for career services providers. The one exception may be the use of certain types of assessments. As noted in Chapter 4, some assessment tools require advanced training and qualifications, typical of those obtained by career counselors in graduate-level programs. Additionally, section C.2.a. (Boundaries of Competence) makes specific reference to career professionals providing services only in areas of their competence. Section C.2.a. states:

“Career professionals practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, career professionals gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent career professional.”(See also sections E.2., G.2., G.8.c.).

Notes:



**Activity 1: Applying Ethical Standards**

Part I: You will find below descriptions of 20 situations in which career services providers might find themselves. Read through each of the descriptions. Using NCDCA's and/or CCE's Code of Ethics, determine if the case is in compliance or not in compliance with these guidelines:

1. An American Job Center in an isolated rural area was unable to attract and hire a master's-level trained career counselor. Therefore, the center hired a career services provider and advertised that its services included the full range of those that can be delivered by a master's-level trained career counselor. What ethical standards apply?
2. A career services provider took a job in a community college career center. He agreed to the work tasks listed in the job description. After a few months, the counseling staff was reduced, and the career services provider was asked to administer and interpret assessments for which he had no training or experience. If the career services provider agreed to this new assignment, what ethical standards would apply?
3. A career services provider became deeply infatuated with a client of the opposite gender and, in spite of several written requests by the supervisor to end the relationship, failed to do so. When the supervisor fired the career services provider, what ethical standards were involved?
4. A county post-incarceration department hired a career services provider to work in its resource center. Though the career services provider performed well on the job, a police raid on a halfway house where she was visiting her partner, broadly publicized by the media, revealed that she was an active user of illegal drugs. The department fired the career services provider. What ethical standards apply to this case?
5. A career services provider working in a public library career resource center had several LGBTQ clients. Because of deep-seated religious beliefs, she found it impossible to provide more than a bare minimum of service to these clients. She did not inform her supervisor of her feelings. What ethical standards apply to this case?
6. A career center was under pressure to show quick results, measured in terms of the number of people placed in jobs in a given month. Being constantly reminded of this, a career services provider placed every client in a job as quickly as possible and did not inform them of the availability of funds for training and opportunities to do career exploration. What ethical standards apply to this case?

7. A career services provider was hired to work in a corporate human resources department. After he was hired, he prepared a one-page handout that was given as a part of the intake interview to employees who came to the center. The handout provided a list of services he could provide and a list of those that he could not provide. What ethical standards apply?
8. While conducting a group job search session in a high school, a career services provider used an example that included information that had been given to her confidentially by a client. What ethical standards apply?
9. A career services provider in a career center failed to seek assistance from her supervisor when she became the object of sexual harassment by a client. She did not seek help because she felt that she should not reveal to her supervisor information of a nature damaging to her client. What ethical standards apply?
10. In an attempt to save money, a career services provider's manager indicated that all clients should be scheduled to use a self-directed Internet-based career program before spending significant time with a career services provider. Nevertheless, the career services provider refused to assign two clients to the program who she knew would not benefit from it. What ethical standards apply?
11. Given the modest salary of a career services provider and the impending college tuition bill for his son, during each intake interview he offered every client the option to order various herb and vitamin products from a catalogue. What ethical standards apply?
12. A career services provider was working with a client in a women's shelter. The client's progressing job searching was significantly hampered by emotional problems. The career services provider discussed this matter with her supervisor and, at the supervisor's suggestion, referred the client to a mental health counselor. What ethical standards apply?
13. The publisher of the Myers-Briggs Type Indicator screens orders to be sure that those who purchase it are qualified through special training to interpret it. However, the director of a community college career center asks a career services provider to order a supply of the instrument, using the director's name since he is qualified to purchase, administer, and interpret the assessment. Now that the assessment has arrived, the director has told the career services provider to administer and interpret the instrument to clients, after carefully reading the assessment's user manual. What ethical standards apply?
14. Since the career center's budget is very limited, a manager requested that a career services provider duplicate a well-known interest inventory, The Self-Directed Search, as well as the user's manual that provides lists of occupations, and use these materials with groups of clients. What ethical standards apply?

15. An interest inventory that, according to three reviews by respected professionals in the field, does not have acceptable reliability and validity is offered free of charge on the Internet; the career services provider knows these facts. A supervisor tells the career services provider to use the inventory with all clients because it is free. What ethical standards apply?
16. The director of a post-incarceration job training program developed a PowerPoint presentation that explains the purpose of an interest inventory. It also provides a sample of what the score report looks like and means. It cautions clients about relying too heavily on the results of an inventory. This director instructs a career services provider to use the presentation with groups of clients before the inventory is administered. What ethical standards apply?
17. The Information Technology Division of a county agency wants to set up an intranet on which the personal histories of clients will be stored in an open environment. The purpose is to make information sharing between departments easier and to “streamline” client services. However, it is unclear whether these records will be able to be accessed by people who work in other County departments. Clients will be informed on an intake document that their records are being shared between departments. A career services provider who works primarily with clients whose first language is other than English, questions this process and notification. What ethical standards apply?
18. When a career services provider was hired, his supervisor wrote a job description that clearly stated the expected work tasks, skills, requirements for ongoing training, and types of activities for which the employee should seek supervision. What ethical standards apply?
19. A supervisor required all of the career services providers who work in his career center to attend a one-day workshop on the use of the Internet to assist clients with job searching. The supervisor stated that the cost of this workshop was to be taken from each career services providers’ training budget. What ethical standards apply?
20. A career services provider has continually asked her supervisor to provide a better place to interview clients. She currently sees clients in an open space that is noisy and not private. What ethical standards apply?

Part II: For each of the scenarios listed above, list the specific NCDA and/or CCE ethical codes or standards that apply (e.g., sections A.1.b., C.2., etc.) to each situation.

Part III: Think about which of these ethical guidelines might be a problem in your own work setting and why, and write down your thoughts about them. Consider ways organizational goals and policies may conflict with ethical guidelines. Make note of some examples organizational conflicts within your own work setting. Given your personality, work style, and work setting, which of these ethical guidelines might be a challenge for you at some time? Why?

A **Worksheet for Ethical Decision-Making** is located in **Appendix S-2**. This worksheet can be used for Part II and III of **Activity I**.

Values and Ethical Decision-making

(Learning Objective 4)

Values are at the core of every decision we make. Our values reflect what is most important to us. As such, no discussion of ethics and ethical decision-making would be complete without considering the influence of our values.

When you take time to clarify and define your values, you are able to make all decisions, in this case ethical decisions, with more confidence. Once you have a list of your top values, you might find that family is most important, or spirituality takes priority, or maybe owning a fine home predominates your thinking. Whatever you choose, you will find that your top 3–5 values are typically those for which you would fight. You will also likely find that they are among the things that you use to define yourself. When faced with a difficult decision such as one concerning ethics, it is vital that you understand what motivates your decision and/or where any conflict exists. To illustrate, let's review a classic ethical dilemma (See Figure 5.2).

The Heinz Dilemma

In a small rural town, Mr. Heinz's wife comes down with a rare, but treatable form of cancer. A pharmacist in town has discovered a treatment for the cancer involving an expensive ingredient. The key ingredient costs the pharmacist \$2,000 for a small amount. The pharmacist decides that since he made the discovery and since he knows how to manufacture the treatment, he will charge \$20,000 for his medicine. Mr. Heinz sells all that he can and borrows more from friends and family members and raises \$10,000. He goes to the pharmacist and asks him to sell the medicine for less or allow him to pay him later in installments. The pharmacist refuses. Desperate to treat his wife, Mr. Heinz breaks into the pharmacy one night and steals the medicine.

Figure 5.2 - The Heinz Dilemma

Notes:



Was Mr. Heinz right or wrong to steal the medicine? Why?

Your answer, while important, is in many ways less significant than the process you used to arrive at your answer. In fact, your response will be informed by your values. In arriving at your decision, you might ask yourself a few questions.

- Is a person's life worth more than money?
 - What is a reasonable price to charge for one's knowledge and skill?
 - Does the owner or creator of a product have a right to that product, no matter what?
 - What if that product can save another's life? Is it always wrong to steal?
 - What if you are stealing to save another's life?
 - What if you are stealing to save your own life?
 - What if the life you are trying to save is a child's versus an adult or a person in her or his 80s?
 - What if the person who is sick is ill because of his or her own actions (e.g., cancer from smoking, contracting HIV from drug use)?
- What if the pharmacist had received help (financial or otherwise) from other people in order to get to where he was in life?

You can see that while you might be able to make a quick decision ("saving someone's life is always most important" or "stealing is always wrong"), it is possible for "shades of gray" to enter into the discussion. No matter the outcome, your values will play a significant role in the decision. Lawrence Kohlberg (1973) researched and wrote about ethics, values, and moral development. Later, Carol Gilligan (1982) contributed more to this discussion by including gender as a factor in moral decision-making.

In this section, you will learn about one structured approach to ethical decision-making.

A Decision-Making Process for Solving Ethical Issues

(Learning Objective 5)

Using two case examples, you will learn to apply this process.

The "Purpose" section of the Code addresses the issue of ethical decision-making:

"When career professionals are faced with ethical dilemmas that are difficult to resolve,

Ethics is knowing the difference between what you have a right to do and what is right to do. - Potter Stewart

they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among career professionals with respect to ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, career professionals are expected to be familiar with a credible model of decision-making that can bear public scrutiny and its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, career professionals are empowered to make decisions that help expand the capacity of people to grow and develop."

Well-regarded approaches to ethical decision-making were reviewed in the NCDA monograph, "A Case Study Approach to Ethics in Career Development: Exploring Shades of Gray" (Makela, 2009). The nine common components to ethical decision-making models identified in Chapter 2 of that monograph have been combined into the six steps below.

Step 1. Define the problem and the ethical issues involved.

At the outset, it is important to understand not only that a problem exists but who and what is

involved. Additionally, you need to understand what, if any, ethical issues are involved. To help you in this step, consider asking the following questions:

- What is going on?
- Who is involved?
- Who is impacted by the situation?
- What are the ethical issues involved?
- What resources are available (colleagues, supervisor, consultant, NCDA Ethics Committee, etc.)?

Step 2. Review relevant ethical codes and standards.

Carefully review the Code to see which sections apply. If your organization has other ethical standards, you should review them as well.

Step 3. Identify and outline options for action.

Identify, outline, and review the options you have and consider each of the possible benefits and risks/ challenges associated with each option. You should predict what outcomes might result if you choose each option. Consider using a matrix like the one on the following page to help you assess your options.

Options for Action			
Options	Benefits	Risks	Probable Outcomes
1.			
2.			
3.			

Step 4. Consider your feelings and emotional responses.

Many experts state that when you are faced with a difficult decision you should “trust your instincts.” This is true, however, only if your “instincts” have typically served you well in the past and you have confidence in them. At the same time, in situations where there are no clear-cut answers, it can be helpful to consider your feelings and the role they may be playing in your decision-making. When decisions are based solely on emotional reactions, a person tends to overlook the practical aspects of the situation and the subsequent results of the outcome. At the same time, a decision maker who doesn’t consider the role of her or his emotions may not realize the power emotions are playing in the decision process. Carefully consider your thoughts and feelings about the situation and possible outcomes. Realize that it is okay to be angry that you have been placed in a difficult situation. It is natural to be afraid of losing your job, losing a friend, or making the wrong decision. The more intensely you feel something, the more important it is to consider why you are feeling that way. The more concern you have, the more important it is to seek consultation.

Step 5. Seek consultation.

Before making a final decision, it is vital to consult with a trusted colleague, supervisor, or other professional. As stated in the Introduction and Purpose section of the Code:

“Peer review isn’t always going to give you perfect advice; but, you can take comfort in knowing that you questioned your behavior before proceeding and allowed others to comment before taking action.”

While this statement is primarily referring to examining whether or not one’s own course of action is ethical, the principle is clear - seek guidance before acting.

Step 6. Take action.

You are now ready to move forward. After you assessed the situation, reviewed the ethical issues involved, identified possible options, considered your feelings, and sought consultation, you should be able to take appropriate action with a high degree of confidence.

Notes:



Applying an Ethical Decision-making Process: Case Example 1

Situation: Your agency works closely with the local Department of Corrections and specifically with probation and parole officers. In order to receive the annual renewal of a large federal grant, your agency needs to place at least 100 clients who were previously incarcerated each year. Additionally, when placed, the client must remain on the job at least three months in order for your agency to receive credit. At the present time, your agency is suffering a serious decline in the number of individuals being placed in jobs. One possible consequence is that staff may have to be laid off. As you listen to announcements from management, you are disturbed that there seems to be more concern about meeting targets and financial goals than in serving the real needs of clients.

Step 1. Define the problem and the ethical issues involved.

The agency must support its operations financially without putting pressure on staff members to do things (i.e., place clients in unsuitable jobs) that may not be in the best interest of or satisfy the needs of clients.

Step 2. Review relevant ethical codes and standards.

The following standards appear to be relevant in this case (this list is not intended to be exhaustive; consult the Code to determine if there are other standards that may apply):

A.1.a. Primary Responsibility

The primary responsibility of career professionals is to respect the dignity and to promote the welfare of the individuals to whom they provide service.

A.1.d. Career Services Plans

Career professionals and their clients work jointly in devising integrated career services plans (in writing or orally) that offer reasonable promise of success and are consistent with the abilities and circumstances of clients. Career professionals and clients regularly review career plans to assess their continued viability and effectiveness, respecting the freedom of choice of clients.

A.4.a. Avoiding Harm

Career professionals act to avoid harming their clients, students, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.6.a. Advocacy

When appropriate, career professionals advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

C.6.b. Reports to Third Parties

Career professionals are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others.

D.1.g. Employer Policies

The acceptance of employment in an agency or institution implies that career professionals are in agreement with its general policies and principles. Career professionals strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions

Career professionals alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be achieved, career professionals take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

Step 3. Identify and outline options for action.

Obviously, the most desirable outcome in this case would be to determine how best to place the clients in sustainable jobs, as well as to maintain the level of funding needed to serve all clients well. Three possible options for action are outlined in the matrix below.

Step 4. Consider your feelings and emotional responses.

In this case, you may be worried about losing your job; you may be frustrated at the quota system;

Options for Action			
Options	Benefits	Risks	Probable Outcomes
1. Avoid the issue	It's easier	Problem not solved	Will likely result in providing poor services to clients
2. Extensive discussion at next staff meeting	Gets others involved in solving Brings ethical issues out into the open Could clarify my interest in retaining my job	Supervisor might not allow open discussion I might look foolish	Could yield a solution to the problem
3. Try to make more placements without hurting clients too much	We make our quota	Personal stress and compromise	Root cause of problem will not be resolved

you may feel isolated because others do not appear to be reacting in the same way; and, you may be angry because bureaucracy seems to overlook the value of the clients.

Step 5. Seek consultation.

You may ask your colleagues about their thoughts and feelings. Why or why not? If there is another manager or administrator in the agency with whom you have a good relationship, you might ask for their input and guidance. You could talk to a former instructor or mentor, or you could send an e-mail to NCDA's Ethics Committee seeking guidance and input.

Step 6. Take action.

This step of the process involves taking specific actions based on the options identified in Step 3, including a complete timeline for each step. In this case example, action steps could include asking a supervisor to put this item on the agenda for the next staff meeting and contacting employers to determine those who would be willing to hire individuals who were justice involved.

 **Activity 2: Discussion of Case Example 1**

Once action steps have been taken, there will be some needed follow-through activities. What do you think would be the likely outcome of various decisions and action steps? Is there one single possible outcome? Why or why not?

Role Boundaries Analysis in Ethical Decision-Making

(Learning Objective 6)

When examining the issues involved in ethical decision-making, it can often be helpful to examine the roles and duties you are expected to perform. Given the nature of organizations, you may sometimes be asked to do things which are not in your “job description.” It may be ethical for you to perform these “other duties as assigned,” or it may not be. A table referred to as the Role Boundaries Analysis chart (Hoppin & Splete, 1996), can help you to define what is within your scope of practice, and what is not. Typically, this chart is used in analyzing the situation in Step 1 of the ethical decision-making process.

When Activities are Clearly Within Your Role

When an activity you have been asked to perform is clearly within your role (scope of practice), and you know how to do it (have the right level of skill, training, and ability),

then clearly you may proceed with the task. If the activity or task is within your role, but you don’t know how to do it, you should not proceed until you have been properly trained and/or supervised. If the task is within your role, but you aren’t sure if you know how to do it adequately, you should seek consultation and/or additional training and supervision.

When Activities are Clearly Outside of Your Role

When an activity you have been asked to perform is clearly outside your role (scope of practice), but you know how to do it (have the right level of skill, training, and ability), then you must seek consultation and/or supervision before you can proceed with the task. You will likely need permission to determine if you could add the task to your role, assuming you want to add the duties. If the activity or task is outside your role, and you don’t know how to do it, you should not proceed. If you want to add this role to your duties, then you will need to be properly trained and/or supervised and seek permission to add the task.



Notes:

If the task is outside your role, and you aren't sure if you know how to do it adequately, you should not proceed until you seek consultation and/or additional training and supervision.

When You are Unsure if Activities are Within Your Role

When you are unsure if an activity you have been asked to perform is within your role (scope of practice), but you know how to do it (have the right level of skill, training, and ability), then you must seek consultation and/or supervision before you can proceed with the task. You will likely need permission to

determine if you could add the task to your role, assuming you want to add the duties. If you are unsure if an activity or task is within your role, and you don't know how to do it, you should not proceed. If you want to add this role to your duties, then you will need to be properly trained and/or supervised and seek permission to add the task. If you are unsure if the task is within your role, and you aren't sure if you know how to do it adequately, you should not proceed until you seek consultation and/or additional training and supervision.

You will see how this chart is used in the next case example.

Applying an Ethical Decision-making Process: Case Example 2

Situation: You have worked for a couple of years in a vocational/technical school as a placement/job counselor. You have a bachelor's degree in psychology, a few graduate courses in counseling, and have completed training as a substance abuse counselor with a few months of experience under supervision. Last year, you also completed your training as a career services provider. In your position as a placement/job counselor, clients have occasionally discussed concerns with you that are outside your current role, including problems with substance abuse. You have some skills and training to provide some limited substance abuse counseling, but that is not a part of your position description. The vocational/technical school is located in a fairly rural area, so making referrals to another qualified person can be difficult. One particularly needy student/client has just gotten out of a bad relationship, says that she doesn't have anyone to provide emotional support, and struggles with substance abuse. While the client does need assistance in finding employment when she graduates, she has also told you that she needs help in getting a loan so she can buy some clothes and a car. In spite of your concern that some of the client's needs demand more time and training than you have to give, you are considering whether or not to engage in more substantive counseling with this client.

Step 1. Define the problem and the ethical issues involved.

This client seemingly has many urgent needs, including some that are within the usual boundaries of practice of a placement/job counselor who is a trained career services provider; clearly, some are not. Given the lack of mental health counselors in this rural area to

Role Boundary Analysis: Level of Skill/Training/Ability			
Scope of Practice	Know How	Don't Know	Unsure
Within Role	Proceed	Don't Proceed until Trained	Seek Consultation
Outside of Role	Seek Consultation	Refer	Refer
Unsure	Seek Consultation	Seek Consultation	Seek Consultation

Our very lives depend on the ethics of strangers, and most of us are always strangers to other people. - Bill Moyers

whom you can refer the client, the client's lack of a means of transportation, and your possession of training and experience beyond that needed for your job, you are seriously considering providing assistance that is beyond the role boundaries of your current position. Here is where using a Role Boundaries Analysis chart can be helpful. Below you will see a chart with a variety of activities for which you have been trained (at least assume so for this example) or have personal knowledge and skills. Some of them are clearly within your role, some are clearly outside your role, and some you may not be sure whether or not they are or could be within your role.

Role Boundary Analysis: Level of Skill/Training/Ability			
Scope of Practice	Know How	Don't Know	Unsure
Within Role	Establish good relationship Use technology, if needed Use labor market resources Help with employability skills		
Outside of Role	Substance abuse counseling	Mental Health Counseling	
Unsure			Emotional support related to crisis situations Help with financial affairs Help buying a car

If you'd like to practice on your own, additional ethical standards practice scenarios and the Role Boundary Analysis are located in **Appendix S-3: Applying Ethical Standards Practice Scenarios** and **Appendix S-4: Cases, Ethical Standards and Role Boundaries**.

Step 2. Review relevant ethical codes and standards.

The following standards appear to be relevant in this case (this list is not intended to be exhaustive; consult the Code to determine if there are other standards that may apply).

A.1.a. Primary Responsibility

The primary responsibility of career professionals is to respect the dignity and to promote the welfare of the individuals to whom they provide service.

A.1.b. Differentiation Between Types of Services Provided

"Career planning" services are differentiated from "career counseling" services. Career planning services include an active provision of information designed to help a client with a specific need, such as review of a resume; assistance in networking strategies; identification of occupations based on values, interests, skills, prior work experience, and/or other characteristics; support in the job-seeking process; and assessment by means of paper-based and/or online inventories of interest, abilities, personality, work-related values, and/or other characteristics. In addition to providing these informational services, "career counseling" provides the opportunity for a deeper level of involvement with the client, based on the establishment of a professional counseling relationship and the potential for assisting clients with career and personal development concerns beyond those included in career planning. All career professionals, whether engaging in "career planning" or "career counseling," provide only the services that are within the scope of their professional competence and qualifications.

A.1.d. Career Services Plans

Career professionals and their clients work jointly in devising integrated career services plans (in writing or orally) that offer reasonable promise of success and are consistent with the abilities and circumstances of clients.

Actions are the seeds of fate. Deeds grow into destiny. - Harry S. Truman

A.1.e. Support Network Involvement

Career professionals recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., family members, friends, and religious/ spiritual/community leaders) as positive resources, when appropriate and with client consent.

A.4.a. Avoiding Harm

Career professionals act to avoid harming their clients, students, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.5.e. Role Changes in the Professional Relationship

When a career professional changes a role from the original or most recent contracted relationship, s/he obtains informed consent from the client and explains the right of the client to refuse services related to the change. Examples of role changes include, but are not limited to:

1. Changing from providing individual career services to therapy, relationship or family counseling, or vice versa.
2. Changing from a non-forensic evaluative role to a therapeutic role, or vice versa.
3. Changing from a career professional to a researcher role (i.e., enlisting clients as research participants), or vice versa.
4. Changing from a career professional to a mediator role, or vice versa.
5. Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of role changes with a career professional.

A.10.b. Inability to Assist Clients

If career professionals determine an inability to be of professional assistance to clients, they avoid entering into or continuing the relationship.

C.2.a. Boundaries of Competence

Career professionals practice only within the boundaries of their competence.

C.2.d. Monitor Effectiveness

Career professionals continually monitor their effectiveness as professionals and take steps to improve when necessary.

C.2.e. Consultation on Ethical Obligations

Career professionals take reasonable steps to consult with other career professionals or related practitioners when they have questions regarding their ethical obligations or professional activities.

D.1.g. Employer Policies

The acceptance of employment in an agency or institution implies that career professionals are in agreement with its general policies and principles.

I.2.d. Consultation

When uncertain as to whether a particular situation or course of action may be in violation of the NCDA Code of Ethics, career professionals consult with others who are knowledgeable about ethics and the NCDA Code of Ethics, with colleagues, and/or with appropriate authorities.

I.2.e. Organizational Conflicts

If the demands of an organization with which career professionals are affiliated pose a conflict with the NCDA Code of Ethics, career professionals specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the NCDA Code of Ethics. When possible, career professionals work toward change within the organization to allow full adherence to the NCDA Code of Ethics. In doing so, they are mindful of and address any confidentiality issues.

Step 3. Identify and outline options for action.

Obviously, the most desirable outcome in this case would be to determine how best to meet the client's needs while still staying within your scope of practice. This could include seeing that this client receives the full range of services she needs, your supervisor approves of how you handle this case, and any extra expenditure of time on this client doesn't limit how other clients are served. Three options that can be examined are summarized in the following matrix:

Options for Action			
Options	Benefits	Risks	Probable Outcomes
1. Provide all the services needed by the client since you have the training and ability	Client will be served It might be interesting to use different skills	Supervisor or colleagues may be upset	More time will be required for this client May have to refuse other clients or ask colleagues to pick up the slack
2. Provide services that are within role and position description; refer for others	Avoid problems with supervisor and colleagues Stay within ethical guidelines	Client is dealt with in "compartmentalized" way No referral within a short distance	Client will receive acceptable services Client will have to find transportation to get to counseling Client may feel rejected by me
3. Have a thorough discussion with supervisor	Avoid problems with supervisor Get good guidance from supervisor	Supervisor may give a firm "no" to out-of-scope services	Client may not get needed services Supervisor might help with viable referrals

Step 4. Consider your feelings and emotional responses.

Many feelings and emotions might arise in this situation. You may have the skills to deal with many or all of the client's needs, including those that are outside the boundaries of your role and position description. You may want to use those skills and may find that working in these areas would be professionally stimulating. You may be concerned about the client's potential feelings of rejection and/or compartmentalization if she is referred elsewhere for those areas that are outside of your usual scope of practice. You may be worried about her acceptance of a referral and about your

ability to find anyone in a reasonable geographic area who could deal with her needs as well as you believe you can. You may also be afraid of how your manager and colleagues will react if they learn how much time you would have to spend with this client. Finally, you might also be angry about how much extra work you will have to do to keep up with your normal caseload since there is a long waiting list of other job placement clients.

Step 5. Seek consultation.

It seems fairly clear from the Role Boundaries Analysis chart, as well as from the review of the Code that supervision and consultation are going to be very important in this case. From the outset, you should certainly talk with your supervisor about whether or not you can add these other areas of counseling and support for this client to your workload.

You may also ask your colleagues about their thoughts and feelings about having to pick up the load of other clients if you are spending more time with this one client.

Step 6. Take action.

As mentioned in the previous example, this step involves taking specific actions based on the options identified in Step 3 including completing a timeline for each step. In this case example, there seems to be sufficient evidence that you would be stepping outside the bounds of your role and position description. As such, any action step would certainly include consultation with a supervisor. Additionally, you should discuss with your supervisor and colleagues about referral sources. There may be others available with which you are not familiar.



Notes:

**Activity 3: Discussion of Case Example 2**

Once action steps have been taken, there will be some needed follow-through activities. What do you think would be the likely outcome of various decisions and action steps?

Seeking Consultation**(Learning Objectives 7&8)**

The Code encourages supervision and consultation. The Introduction and Purpose section of the Code states, “There is safety and strength in the depth and breadth of opinions you seek before engaging in an activity, which may be untried or questionable.”

In other words, when you aren’t sure about something, ask for help. Seek guidance and supervision. In at least three other sections of the Code, career professionals (including career services providers) are counseled to seek consultation and supervision. Section C.2.e., Consultation on Ethical Obligations, states: “Career professionals take reasonable steps to consult with other career professionals or related practitioners when they have questions regarding their ethical obligations or professional activities.”

In the introduction to Section D, Relationships with Other Professionals, career professionals (including career services providers) are told to “work to become knowledgeable about colleagues within and outside the profession. Career professionals develop positive working relationships and systems of communication with colleagues to enhance services to clients.”

And, in Section I.2.d., Consultation, career professionals are told to “consult with others who are knowledgeable about ethics and the NCDA Code of Ethics, with colleagues, and/or with appropriate authorities,” when you are uncertain as to whether a particular situation or course of action may be in violation of the Code.

While every effort has been made to see that this curriculum is fairly comprehensive in content, it is impossible to provide enough information for every circumstance and work setting. Thus, it is the role of your supervisor

I’m not the smartest fellow in the world, but I can sure pick smart colleagues. - Franklin Roosevelt

and other consultants to provide guidance and make decisions, when necessary, about how you handle specific cases.

Here are some ways in which you may experience supervision:

- On the job, you can meet with your supervisor or an external consultant when you need advice and guidance.
- Supervisory and consultation sessions provide an opportunity for you to talk about your work. Depending on your needs and your supervisor's style, you might spend this time discussing difficult client cases, refining key skills, or learning about client resources in your community. You might also ask your supervisor to schedule presentations and in-service meetings on topics that could increase the effectiveness of your work. You should also look for opportunities to initiate discussions of cases like the two sample cases above.
- It is important to develop an open and comfortable working relationship with your supervisor. He or she should not be there just to "grade" or scrutinize your work. Rather, a supervisor should help you make difficult decisions about cases and help you continue to develop your skills.
- Be honest with yourself and with your supervisor about what you need to work on, including talking about the mistakes you may make. You will benefit most from supervision if you use it to share your

concerns openly and ask for help with areas you feel may need improvement.

- Finally, your supervisor can be an invaluable resource in your work. By bringing your best efforts to supervision - your honesty, energy, commitment, and willingness to learn - you will make the most of this important professional relationship.

You might encounter at least two other issues related to supervision and ethics. The first concerns what to do if you either don't have a supervisor or don't have a supervisor who is trained in counseling and career development.

If you find yourself in either of these situations, you may want to begin by contacting your lead instructor for this course.

He or she may be able to either serve as a mentor or advisor for you and/or be able to recommend someone in your area to whom you might turn for guidance. Additionally, if you are not already a member of NCDA, you should consider joining the association. As a member of NCDA, you will have access to a network of career development professionals, professional development opportunities, as well as the NCDA Ethics Committee, to whom you can turn for assistance.

To learn more about NCDA, please use the **Worksheet for NCDA's Website** located in **Appendix S-7** navigate the website.

The second issue concerns what to do if you find that your supervisor is behaving unethically. Before "reporting" your supervisor, you

first inform her or him of your concerns. He or she may not be aware that there is any problem with his or her actions. Once you have informed your supervisor of your concerns, if nothing changes, you are encouraged to seek additional guidance on how to proceed. Remember to document everything, including the steps you have taken to try to resolve your concerns. This not only protects you, but it helps you to clarify your concerns and how best to resolve them. Review your organization's hierarchy to determine your supervisor's boss and whether or not your organization has a support office dedicated to such matters (e.g., an ethics office, legal counsel, or ombudsman's office). Finally, as with the first issue, you may consider talking with your lead instructor and/or contacting the NCDA Ethics Committee for guidance and support on how best to proceed.

There are **Additional Training Resources** for this chapter located in **Appendix S-1**.

References

Disclaimer: Hyperlinks to external internet sites noted throughout this publication are for information only. NCDA makes no claims, promises, or guarantees about the completeness, accuracy, currency, content or quality of information contained in the links provided in this curriculum.

Center for Credentialing and Education. (2015). Ethical standards for global career development facilitators. Greensboro: NC: Author.

Gilligan, C. (1982). In a different voice: Women's conceptions of self and morality. *Harvard Educational Review*, 47(4).

Hoppin, J. & Splete, H. (Eds.). (1996). Curriculum for career development facilitators. Rochester: MI: Oakland University.

Kohlberg, L. (1973). The claim to moral adequacy of a highest stage of moral judgment. *Journal of Philosophy*, 70(18), 630–646.

Makela, J. P. (2009). A case study approach to ethics in career development: Exploring shades of gray. Broken Arrow, OK: National Career Development Association.

National Career Development Association, (2015). Code of ethics. Broken Arrow, OK: Author.

Corey, G., Corey, M. S., & Callanan, P. (2006). Issues and ethics in the helping professions (7th ed.). Pacific Grove, CA: Brooks/Cole.

Herlihy, B., & Corey, G. (2006). ACA ethical standards casebook (6th ed.). Alexandria, VA: American Counseling Association.

National Association of Workforce Development Professionals. (2015). Code of professional ethics and practices. Washington, DC: Author.

Steinman, S. O., Richardson, N. F., & McEnroe, T. (1998). The ethical decision-making manual for helping professionals. Pacific Grove, CA: Brooks/Cole.

Resources

Corey, G., Corey, M. S., & Callanan, P. (2006). Issues and ethics in the helping professions (7th ed.). Pacific Grove, CA: Brooks/Cole.

Herlihy, B., & Corey, G. (2006). ACA ethical standards casebook (6th ed.). Alexandria, VA: American Counseling Association.

National Association of Workforce Development Professionals. (2002). Code of professional ethics and practices. Washington, DC: Author.

Steinman, S. O., Richardson, N. F., & McEnroe, T. (1998). The ethical decision-making manual for helping professionals. Pacific Grove, CA: Brooks/Cole.

Chapter 5

Student **Appendices**

Appendix S-1: Additional Training Resources

The following is a list of online references and resources used in or recommended for this chapter of the curriculum. By the very nature of the Internet, this list cannot be inclusive of all available resources. As such, the authors and NCDA invite recommendations from NCDA instructors and participants on references and resources for all chapters.

This list will be updated on NCDA's website (www.ncda.org) periodically. Additionally, the authors recommend the use of *The Internet: A Tool for Career Planning*, Third Edition. A list of updated links from this book is maintained on NCDA's website.

Note: The National Career Development Association and the authors and editors of this list of resources make no claim as to the accuracy and validity of the information presented on the websites below. The content of the sites below are the property of their respective owners and editors. No warranty, either express or implied, is made by the inclusion of a website on this list.

- **Do the Right Thing:** www.ct.counseling.org/2011/04/do-the-right-thing/
- **Ethical "Dilemma" ECU Assignment [Video]:** www.youtube.com/watch?v=jlQWkR4ezAU
- **Ethically Challenged Amy – Part 1 [Video]:** www.youtube.com/watch?v=j_b-aTwBVkA
- **Ethically Challenged Amy – Part 2 [Video]:** www.youtube.com/watch?v=Pb-DhdcKk-o
- **Ethics Board and Assessments [Video]:** www.youtube.com/watch?v=JZT6Pg2Qe1s
- **Ethics and Career Counseling – Prezi Presentation:**
www.prezi.com/efrx0vc0bqad/ethics-and-career-counseling/
- **Global Career Development Facilitator (GCDF) Code of Ethics:**
www.cce-global.org/Assets/Ethics/GCDFcodeofethics.pdf
- **National Career Development Association (NCDA):** www.ncda.org

Appendix S-2: Worksheet for Ethical Decision-making

Statement of the situation:

Step 1. Define the problem and the ethical issues involved.

Step 2. Review relevant ethical codes and standards. List them here.

Step 3. Identify and outline options for action.

Step 4. Consider your feelings and emotional responses. Describe them here.

Step 5. Seek consultation. Indicate to whom you would turn for assistance.

Step 6. Take action. List the probable action steps you might take.

Appendix S-3: Applying Ethical Standards Practice Scenarios

Case A. A client comes in visibly distressed. He is previously incarcerated and says that he is lonely, can't find a decent job, and will probably die alone. He also tells you that he sees no hope, that all the jobs he has had are either illegal or dead end, and that it is clear that you can't help him. He indicates that he will not be coming back for future appointments since nothing does any good anyway. As you talk, he begins to sob and tells you that he has just found out that his mother, with whom he lives, has been diagnosed with inoperable cancer. He says he doesn't know how he can live without her support.

Case B. A student/client brings you a copy of an interest inventory that she has recently completed in one of her community college classes. She asks you to explain what it means. You have been trying to get her to make decisions about what kind of training to pursue, and you think this inventory may help her decide. However, you are not familiar with this particular inventory.

Case C. You are working with a woman who has two school-age children. She is being mandated to work or participate in a training program to receive monthly public assistance checks. She seems particularly distracted today and tells you that she can't even think of making decisions. She confides that she has just learned that her boyfriend has been molesting her 11-year-old daughter. She asks you how she should handle the situation.

Case D. You have been working for several months with a client (a recent high school graduate) who gets jobs easily, but then gets fired a few days after beginning work. Apparently, he is often late and sometimes falls asleep on the job. You have been trying to get him to change his sleeping and waking habits and to learn to use an alarm clock. He then confides that he has a drug problem, that he is addicted to heroin, and that he supports his habit with petty crime.

Case E. Before you started working in your new position as a career services provider, you had extensive training as a volunteer in a crisis center. You worked there one evening a week and one weekend evening a month for five years and became a shift supervisor. Your experience included responding to many suicide threats and reports of spouse and child abuse. When you ask one of your clients at the career center why she has been missing so many classes, she tells you that the stress of studying is causing her to beat her children, and she is afraid she will injure one of them.

Case F. You find out that a colleague, also a career services provider, has started dating one of her clients and that they are planning to move in together next month. You know that this client is very vulnerable. He is a recovering alcoholic whose marriage has just broken up and who has just lost his job.

Adapted from Hoppin, J., & Splete, H. (Eds.). Curriculum for Career Development Facilitators. Rochester, MI: Oakland University. (1996). Used with permission.

Appendix S-4: Cases, Ethical Standards and Role Boundaries

For each of the cases you used in the Applying Ethical Standards Case Studies, where would you place the requirements of the situation related to your own competencies, the Code, and your assigned role?

Under the three headings on the left, list activities that this case requires under “Within Role,” “Outside Role,” and “Unsure.” Across from each, place an X mark under one of the three columns labeled “Know How,” “Don’t Know How,” or “Unsure.”

Role Boundary Analysis: Level of Skill/Training/Ability			
Scope of Practice	Know How	Don’t Know	Unsure
Within Role			
Outside of Role			
Unsure			

Adapted from Hoppin, J., & Splete, H. (Eds.). Curriculum for Career Development Facilitators. Rochester, MI: Oakland University. (1996). Used with permission.

Appendix S-5: Ethical Decision-making Process Template

The template below will guide you through the ethical decision-making process.

Note: You may duplicate this form as needed to use with case examples.

Step 1. Define the problem and the ethical issues involved.

Step 2. Review relevant ethical codes and standards.

Step 3. Identify and outline options for action.

Options for Action			
Options	Benefits	Risks	Probable Outcomes
1.			
2.			
3.			

Step 4. Consider your feelings and emotional responses.

Step 5. Seek consultation.

Step 6. Take action.

Appendix S-6: Summary of the National Career Development Association Code of Ethics (Revised 2015)

The following is a summary of each section of the NCDCA Code of Ethics (NCDCA, 2015). It is not intended to be and should not be used to replace the full code. The full text of the Code can be found online (see Resource List for web address). Each section title is followed by the introduction provided in the Code and then a summary description of the section.

Section A. The Professional Relationship

Career professionals encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Career professionals actively attempt to understand the diverse cultural backgrounds of the individuals they serve.

Career professionals also explore their own cultural identities and how one's cultural identity affects one's values and beliefs about the working relationship.

Career professionals are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*).

Section A focuses on a variety of issues related to the relationship between the career professional and his or her client(s). The primary responsibility of career professionals is to respect the dignity and to promote the welfare of the individuals to whom they provide service. Career professionals keep appropriate records and ensure that clients are able to give informed consent to the working relationship. Career professionals seek to be developmentally and culturally sensitive, and avoid harming their clients, students, trainees, and research participants. Career professionals are aware of their own values, attitudes, beliefs, and behaviors, and avoid imposing their values on clients. Sexual or romantic interactions or relationships with current clients, their romantic partners, or their family members are prohibited. Nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided by career professionals, except when the interaction is potentially beneficial to the client. When appropriate, career professionals advocate for clients. Career professionals consider the financial status of clients and the locality in which they practice when determining fees. Career professionals understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and a way of showing gratitude. Career professionals do not abandon or neglect clients to whom they provide career services.

However, they should terminate a professional relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit from, or is being harmed by continued service provision. When career professionals transfer or refer clients to other practitioners, they ensure that appropriate processes are completed and open communication is maintained.

Section B. Confidentiality, Privileged Communication, and Privacy

Career professionals recognize that trust is a cornerstone of the professional relationship. Career professionals work to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Career professionals communicate the parameters of confidentiality in a culturally competent manner.

Section B focuses on confidentiality and privacy related issues. Career professionals do not share confidential information without client consent or without sound legal or ethical justification. Career professionals inform clients of the limitations of confidentiality. To the extent possible, clients are informed before confidential information is disclosed. Career professionals take precautions to ensure the confidentiality of information transmitted electronically. When providing career services to minor clients or adult clients who lack the capacity to give voluntary, informed consent, career professionals protect the confidentiality as required by law. Career professionals ensure that records are kept in a secure location.

Career professionals obtain permission from clients prior to recording sessions electronically and when observation of sessions will occur. Career professionals provide reasonable access to records and copies of records when requested by competent clients. Career professionals store records following termination of services to ensure reasonable future access, maintain records in accordance with all applicable laws.

When institutional approval is required, career professionals provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol. Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication.

When acting as consultants, career professionals seek agreements among all parties involved.

Section C. Professional Responsibility

Career professionals provide open, honest, and accurate communication in dealing with the public and other professionals.

They practice in a nondiscriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the NCDA Code of Ethics. Career professionals actively participate in local, state, and national associations that foster the development and improvement of the provision of career services. Career professionals promote change at the individual, group, institutional, and societal levels that improves the quality of life for individuals

and groups and removes potential barriers to the provision or access of appropriate services being offered. Career professionals have a responsibility to the public to engage in ethical practice. In addition, career professionals engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

Section C focuses on professional behavior. Career professionals have a responsibility to read, understand, and follow the NCDA Code of Ethics and adhere to all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures. Career professionals practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. While developing skills in new specialty areas, career professionals take steps to ensure the competence of their work and to protect others from possible harm.

Career professionals accept employment only for positions for which they are qualified and hire only individuals who are qualified and competent. Career professionals take reasonable steps to consult with other career professionals or related practitioners when they have questions regarding their ethical obligations or professional activities. Career professionals claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Career professionals who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate. Career professionals use techniques, procedures, and modalities that are grounded in theory and are generally considered to be established professional practice.

Career professionals do not condone or engage in discrimination against any individual based on any characteristics not specifically relevant to job performance or any basis prohibited by law; nor do they engage in or condone sexual harassment or exploit others in their professional relationships.

Section D. Relationships with Other Professionals

Career professionals recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the profession. Career professionals develop positive working relationships and systems of communication with colleagues to enhance services to clients.

Section D focuses on professional relationships. Career professionals are respectful of approaches to career services that differ from their own and work to develop and strengthen relations with colleagues from other disciplines. When working in multidisciplinary teams, career professionals clarify and adhere to all professional and ethical obligations. Acceptance of employment in an agency or institution implies that career professionals are in agreement with its general policies

and principles and alert their employers of inappropriate policies and practices. When providing consultation, career professionals attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected and review, in writing and orally, the rights and responsibilities of career professionals and consultees.

Section E. Evaluation, Assessment, and Interpretation

Career professionals use assessment instruments as one component of the career services process, taking into account the client's personal and cultural context. Career professionals promote the well-being of individual clients or groups of clients by developing and using appropriate career, educational, and psychological assessment instruments.

Section E focuses on use of assessment instruments. Career professionals do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these tools provide.

They utilize only those testing and assessment services for which they have been trained and are competent in administering and interpreting. Career professionals responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.

Prior to assessment, career professionals explain the nature and purposes of assessment and the specific use of results by potential recipients, and they release assessment data only with the consent of the client. Career professionals take special care to provide proper diagnosis and may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

Career professionals administer assessments under the same conditions that were established in their standardization and use, with caution, assessment techniques that were normed on populations other than that of the client.

When providing forensic evaluations, the primary obligation of career professionals is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Individuals being evaluated are informed in writing that the relationship is for the purpose of an evaluation, not to provide career services.

Section F. Use of the Internet in the Provision of Career Services

Career professionals have always been at the forefront in using new technologies to assist in serving clients. More and more, technology (and specifically the Internet) is being used to provide and/or

support services offered by career professionals. However, the Internet should typically be only one component of the career services process and then its use must be evaluated based on the client's personal and cultural context. Above all, career professionals must practice ethically and continually promote the wellbeing of individual clients or groups of clients.

Section F focuses on the use of the Internet. Career professionals inform clients of the benefits and limitations of using information technology applications in their professional relationship. When providing technology-assisted distance career services, career professionals determine that clients are capable of using and are likely to benefit from the services. When technology-assisted distance career services are deemed inappropriate by the career professional or client, career professionals provide appropriate alternatives. Career professionals ensure that the use of technology services with clients is in accordance with all applicable laws. Career professionals have an obligation to be aware of free and/or low-cost public access points to the Internet within the community. Career professionals have a responsibility to act in an ethical manner at all times, including when working with clients online.

Websites and other services designed to assist clients with career planning and job searching should be developed with content input from career professionals. The content of a website or other online career information or planning services should be reviewed for the appropriateness of offering the material in this medium. Career professionals, who maintain career-related websites, maintain them on a regular basis to ensure that the sites are working and are professionally appropriate. When using assessments on the Internet, career professionals are responsible for knowing and abiding by other standards developed by NCDA.

Section G. Supervision, Training, and Teaching

Career professionals foster meaningful and respectful professional relationships and maintain appropriate boundaries with supervisees and students.

Career professionals have theoretical and pedagogical foundations for their work, and aim to be fair, accurate, and honest in their assessments of students.

Section G focuses on issues related to supervision, training, and teaching. A primary obligation of supervisors and educators is to monitor the services provided by other career professionals or students for whom they have responsibility. Supervisors and educators also monitor client welfare and supervisee performance and professional development. Prior to offering supervision and training services, career professionals are trained in applicable methods and techniques. Supervisors and educators clearly define and maintain ethical professional, personal, and social relationships with their supervisees or students. Sexual or romantic interactions or relationships with current supervisees or students are prohibited.

Supervisors and educators do not condone or subject supervisees or students to harassment, sexual or otherwise.

Supervisors and educators make their supervisees or students aware of professional and ethical standards and legal responsibilities. Before initiating career services in a field placement, students disclose their status and explain how this status affects the limits of confidentiality. Students have a responsibility to understand and follow the NCDA Code of Ethics and adhere to all applicable laws.

Supervisors and educators endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. In addition, supervisors and educators do not withhold endorsement of qualified supervisees or students.

Section H. Research and Publication

Career professionals who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society.

Career professionals support efforts of researchers by participating fully and willingly whenever possible. Career professionals minimize bias and respect diversity in designing and implementing research programs.

Section H focuses on research-related issues. Career professionals plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles and all applicable laws. Career professionals have an obligation to contribute to periodic evaluations of the services they provide to their clients. The interventions, techniques, and methods of service delivery they use should be evaluated to establish evidence-based practice. Career professionals also have an obligation to periodically review the evaluation and research literature in their area of expertise so that the career services they provide to their clients reflect established best practices.

Career professionals who conduct research with human participants are responsible for the welfare of participants throughout the research process. Individuals have the right to consent to become research participants. Career professionals do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception.

Career professionals conducting research involving clients make clear that clients are free to choose whether or not to participate in research activities. Information obtained about research participants during the course of an investigation is confidential. Nonprofessional relationships with

research participants should be avoided as these interactions may set up dual relationships and role confusion that may be harmful to the emotional health of participants. Sexual or romantic interactions or relationships between career professionals/researchers and current research participants are prohibited, and researchers do not condone or subject research participants to harassment, sexual or otherwise.

Section I. Resolving Ethical Issues

Career professionals behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other career professionals to the same standards and are willing to take appropriate action to ensure that these standards are upheld. Career professionals work to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Career professionals incorporate ethical practice into their daily work. They engage in ongoing learning and development regarding current topics in ethical and legal issues in the profession.

Section I focuses on the resolution of ethical issues. Career professionals understand the NCDA Code of Ethics and other applicable ethics codes from professional organizations or from certification and licensure bodies of which they are members, and ensure that they are knowledgeable of and follow all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct. If ethical responsibilities conflict with laws, career professionals make known their commitment to the NCDA Code of Ethics and take steps to resolve the conflict. If the conflict cannot be resolved, career professionals must adhere to the requirements of all applicable federal, state, local, and/or institutional statutes, laws, regulations, and procedures.

When career professionals suspect that another career professional is acting in an unethical manner, they take appropriate action by first attempting to resolve the issue informally with the other career professional.

When uncertain as to whether a particular situation or course of action may be in violation of the NCDA Code of Ethics, career professionals consult with others who are knowledgeable about ethics and the NCDA Code of Ethics, with colleagues, and/or with appropriate authorities. Career professionals cooperate with investigations, proceedings, and requirements of the NCDA Ethics Committee or ethics committees of other duly constituted associations or licensing/certifications boards having jurisdiction over those charged with a violation.