

## APPENDIX A

### COUNSELOR SELF-EFFICACY SCALE

This inventory is to examine the counseling self-efficacy of practicum course participants of their perceptions of counseling performance skills. This is not a test. There are no right or wrong answers. Rather this inventory attempts to measure how you feel you will behave as a counselor in a counseling situation. Please respond to the items as honestly as you can so as to most accurately portray how you think you will behave as a counselor. Do not respond with how you wish you could perform each item, rather answer in away that reflects your actual estimate of how you will perform as a counselor at the present time.

#### Section A

Please indicate how much you AGREE or DISAGREE with each of the following statements by circling the appropriate figure in the response column.

Abbreviations used are as follows:

SD = Strongly Disagree

D = Disagree

U = Undecided

A = Agree

SA = Strongly Agree

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
1. My knowledge of personality development is adequate for counseling effectively.	1	2	3	4	5
2. My knowledge of ethical issues related to counseling is adequate for me to perform professionally.	1	2	3	4	5
3. My knowledge of behavior change principles is not adequate.	1	2	3	4	5
4. I am not able to perform psychological assessment to professional standards.	1	2	3	4	5
5. I am able to recognize the major psychiatric	1	2	3	4	5

conditions.

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
6. My knowledge regarding crisis intervention are not adequate					
7. I am able to effectively develop therapeutic relationships with clients.	1	2	3	4	5
8. I can effectively facilitate client self- exploration.	1	2	3	4	5
9. I am not able to accurately identify client affect.	1	2	3	4	5
10. I cannot discriminate between meaningful and irrelevant client data.	1	2	3	4	5
11. I am not able to accurately identify my own emotional reactions to clients.	1	2	3	4	5
12. I am not able to conceptualize client cases to form clinical hypotheses.	1	2	3	4	5
13. I can effectively facilitate appropriate goal development with clients.	1	2	3	4	5
14. I am not able to apply behavior change skills effectively.	1	2	3	4	5
15. I am able to keep my personal issues from negatively affecting my counseling.	1	2	3	4	5
16. I am familiar with the advantages and	1	2	3	4	5

disadvantages of group counseling as a form

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
of intervention.					
17. My knowledge of the principles of dynamics is not adequate	1	2	3	4	5
18. I am able to recognize the facilitative and debilitating behavior of group members.	1	2	3	4	5
19. I am not familiar with the ethical and professional issues specific to group work.	1	2	3	4	5
20. I can function effectively as group leader/facilitator.	1	2	3	4	5

## Section B

Please answer all questions. Indicate your response by marking a tick [ / ] in the appropriate space.

### 1. Sex:

Male [ ]

Female [ ]

### 2. Race

Malay [ ]

Chinese [ ]

Indian [ ]

Others [ ]

### 3. Your highest academic qualifications:

Diploma [ ]

Bachelor degree [ ]

Master degree [ ]

Others, please specify:.....

### 4. Your highest academic qualifications in counseling :

Diploma [ ]

Bachelor degree [ ]

Others, please specify : .....

### 5. Are you a counselor in school or other institutions ?

Yes [ ]

No [ ]



6. Years of experience as a counselor :

None [ ]

Less than 5 years [ ]

5 – 10 years [ ]

More than 10 years [ ]

7. Which semester are you in currently:

First [ ]

Second [ ]

Third [ ]

Forth [ ]

Others, please specify:.....

8. Which area in training helped you most to become an efficacious counselor?

One –to – one practice with client [ ]

Listening to tapes of course mates' counselling session [ ]

Verbal feedback from supervisors and course mates [ ]

Physical and emotional state during session (e.g. fatigue nervous ,anxiety) [ ]

9. Please tick [ / ] the courses that you have taken/ still undergoing.

Personality [ ]

Bimbingan dan Kaunseling di Sekolah [ ]

Teori-teori Kaunseling [ ]

Teknik-teknik Kaunseling [ ]

Bimbingan dan Kaunseling Kerjaya [ ]

Praktikum Kaunseling 1 [ ]

Bimbingan dan Kaunseling Kelompok [ ]

Isu-isu dan Penyelidikan dalam Bimbingan dan Kaunseling [ ]

Penggunaan Ujian dalam Kaunseling [ ]

Perkembangan Sepanjang Hayat [ ]

10. Which of the courses that you have taken contributed strongly to your application of counselling skills:

- |   |       |
|---|-------|
| Personality   | [   ] |
| Bimbingan dan Kaunseling di Sekolah                     | [   ] |
| Teori-teori Kaunseling                                  | [   ] |
| Teknik-teknik Kaunseling                                | [   ] |
| Bimbingan dan Kaunseling Kerjaya                        | [   ] |
| Praktikum Kaunseling 1                                  | [   ] |
| Bimbingan dan Kaunseling Kelompok                       | [   ] |
| Isu-isu dan Penyelidikan dalam Bimbingan dan Kaunseling | [   ] |
| Praktikum 11  | [   ] |
| Penggunaan Ujian dalam Kaunseling                       | [   ] |
| Perkembangan Sepanjang Hayat                            | [   ] |
| Others, please state.....                               |       |

11. What other courses you prefer to be conducted to help you improve your counselling self-efficacy? Please state your suggestions.....

12. Is guidance and counselling your major? Yes [   ]    No [   ]

THANK YOU FOR YOUR KIND CO-OPREATION

## **APPENDIX B**

### **Ethical Standards of the American Counselling Association**

#### **Preamble**

The Association is an educational, scientific, and professional organization members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include wide variety of academic disciplines, levels of academic preparation, and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal, and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counsellors, guidance and student's personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles that define the ethical behaviour of Association members. Additional ethical guidelines developed by the Association's Divisions for their specialty areas may further define a member's ethical behaviour.

## **SECTION A: General**

1. The member influences the development of the profession by continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members must gather data on their effectiveness and be guided by the findings. Members recognize the need for continuing education to ensure competent service.
2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed to maintain high standards of professional conduct. The member strives to maintain the highest levels of professional services offered to the individuals to be served. The member also strives to assist the agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the member is in agreement with the general policies and principles of the institution. Therefore the professional activities of the member are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behaviour among professional associates, both members and non-members, must be expected at all times. When information is possessed that raises doubt as to the ethical behaviour of professional colleagues, whether Association members or not, the member must take action to attempt to rectify such a condition. Such action shall use the institution's channels first and then use procedures established by the Association.
4. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.
5. In established fees for professional counselling services, members must consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance must be provided in finding comparable services of acceptable cost.
6. When members provide information to the public or to subordinates, peers, or supervisors, they have a responsibility to ensure that the content is general, unidentified client information that is accurate, unbiased, and consists of objective, factual data.
7. Members recognize their boundaries of competence and provide only those services and use only those techniques for which they are qualified by training or experience. Members should only accept those positions for which they are professionally qualified.

8. In the counselling relationship, the counsellor is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the counsellor's personal needs at the expense of the client.
9. Members do not condone or engage in sexual harassment which is defined as deliberate or repeated comments, gestures, or physical contacts of a sexual nature.
10. The members avoid bringing personal issues into the counselling relationship, especially if the potential for harm is present. Through awareness of the negative impact of both racial and sexual stereotyping and discrimination, the counsellor guards the individual rights and personal dignity of the client in the counselling relationship.
11. Products or services provided by the member by means of classroom instruction, public lectures, demonstrations, written articles, radio or television programmes, or other types of media must meet the criteria cited in these standards.

## **SECTION B: Counselling Relationship**

This section refers to practices and procedures of individual and/or group counselling relationships.

The member must recognize the need for client freedom of choice. Under those circumstances where this is not possible, the member must apprise clients of restrictions that may limit their freedom of choice.

1. The member's primary obligation is to respect the integrity and promote the welfare of the client(s), whether the client(s) is (are) assisted individually or in-group relationship. In a group setting, the member is also responsible for taking reasonable

precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. Members make provisions for maintaining confidentiality in the storage and disposal of records and follow an established record retention and disposition policy. The counselling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the member as a professional person. In a group counselling setting, the counsellor must set a norm of confidentiality regarding all group participants' disclosures.
3. If an individual is already in a counselling relationship with another professional person, the member does not enter into a counselling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the client is in another counselling relationship after the counselling relationship begins, the member must gain the consent of the other professional or terminate the relationship, unless the client elects to terminate the other relationship.
4. When the client's condition indicates that there is clear and imminent danger to the client or others, the member must take reasonable personal action or inform responsible authorities. Consultations with other professionals must be used where possible. The assumption of responsibility for the client's (s') behaviour must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.
5. Records of the counselling relationship, including interview notes, test data, correspondence, tape recording, electronic data storage, and other documents are to be considered professional information for use in counselling, and they should not be

considered a part of the records of the institution or agency in which the counsellor is employed unless specified by state statute or regulation. Revelation to others of counselling material must occur only upon the expressed consent of the client.

6. In view of the extensive data storage and processing capacities of the computer, the member must ensure the data maintained on a computer is: (a) limited to information that is appropriate and necessary for the services being provided; (b) destroyed after it is determined that the information is no longer of any value in the providing services; and (c) restricted in terms of access to appropriate staff members involved in the provision of services by using the best computer security methods available.
7. Use of data derived from a counselling relationship for purposes of counsellor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject client.
8. The member must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship at or before the time that the counselling relationship is entered. When working with minors or persons who are unable to give consent, the member protects these clients' best interests.
9. In view of common misconceptions related to the perceived inherent validity of computer-generated data and narrative reports, the member must ensure that the client is provided with information as part of the counselling relationship that adequately explains the limitations of computer technology.
10. The member must screen prospective group participants, especially when the emphasis is on self-understanding and growth through self-disclosure. The member



must maintain an awareness of group participants' of compatibility throughout the life of the group.

11. The member may choose to consult with any other professionally competent person about a client. In choosing a consultant, the member must avoid placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the client.
12. If the member determines an inability to be of professional assistance to the client, the member must either avoid initiating the counselling relationship or immediately terminate that relationship. In either event, the member must suggest appropriate alternatives. (The member must be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the client declines the suggested referral, the member is not obligated to continue the relationship.
13. When the member has other relationships, particularly of an administrative, supervisory, and/or evaluative nature with an individual seeking counselling services, the member must not serve as the counsellor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's situation warrants counselling intervention should the member enter into/or maintain a counselling relationship. Dual relationships with clients that might impair the member's objectivity and professional judgment (e.g., as with close friends or relatives), must be avoided and/or the counselling relationship terminated through referral to another competent professional.
14. The member will avoid any type of sexual intimacies with clients. Sexual relationships with clients are unethical.

15. All experimental methods of treatment must be clearly indicated to prospective recipients, and safety precautions are to be adhered to by the member.
16. When computer applications are used as a component of counselling services, the member must ensure that: (a) the client is intellectually, emotionally, and physically capable of using the computer application; (b) the computer application is appropriate for the needs of the client; (c) the client understands the purpose and operation of the computer application; and (d) a follow up of client use of a computer application is provided to both correct possible problems (misconceptions or inappropriate use) and assess subsequent needs.
17. When the member is engaged in short-term group treatment/training programmes (e.g. marathons and other encounter type or growth group), the member ensures that there is professional assistance available during and following the group experience.
18. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives.
19. The member must ensure that members of various ethnic, racial, religious, disability, and socioeconomic groups have equal access to computer applications used to support counselling services and that the content of available computer application does not discriminate against the groups described above.
20. When computer applications are developed by the member for use by the general public as self-help/stand-alone computer software the member must ensure that: (a) self-help computer applications are designed from the beginning to function in a stand-alone manner, as opposed to modifying software that was originally designed to

require support from a counsellor; (b) self-help computer applications will include within the programme statements regarding intended user outcomes, suggesting for using the software, a description of the conditions under which self-help computer applications might not be appropriate, and a description of when and how counselling services might be beneficial; and (c) the manual for such applications will include the qualifications of the developer, the development process, validation data, and operating procedures.

### **SECTION C: Measurement & Evaluation**

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follows as applying to the whole range of appraisal techniques including test and non-test data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counselling decisions.

1. The member must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional invalidated information carefully in modifying interpretation of the test results.
2. In selecting tests for use in a given situation or with a particular client, the member must consider carefully the specific validity, reliability, and appropriateness of the

test(s). General validationed legally as well as ethically when tests are used for vocational and educational selection, placement, or counselling.

3. When making any statements to the public about test and testing, the member must give accurate information and avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.
  4. Different tests demand different level of competence for administration scoring and interpretation. Members must recognize the limits of their competence and perform only those functions for which they are prepared. In particular, members using computer-based test interpretations must be trained in the construct being measured and the specific instrument being used prior to using this type of computer application.
  5. In situations where a computer is used for test administration and scoring, the member is responsible for ensuring that administration and scoring programmes function properly to provide clients with accurate test results.
  6. Tests must be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behaviour or irregularities occur during the testing session, those conditions must be noted and the results designated as invalid or of questionable validity.
- Unsupervised or inadequately supervised test taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories is to be encouraged.

7. The meaningfulness of test results used in personnel, guidance, and counselling functions generally depends on the examinee's unfamiliarity with the specific terms on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results must be made known to the examinee.
8. The purpose of testing and the explicit use of the results must be made known to the examinee prior to testing. The counsellor must ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent client stereotyping.
9. The examinee's welfare and explicit prior understanding must be the criteria for determining the recipients of the test results. The member must see that specific interpretation accompanies any release of individual or group test data. The interpretation of test data must be related to the examinee's particular concerns.
10. Members responsible for making decisions based on test results have an understanding of educational and psychological measurement, validation criteria, and test research.
11. The member must be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purpose for the use of such instruments must be stated explicitly to examinees.
12. The member must proceed with caution when attempting to evaluate an interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

13. When computer-based test interpretations are developed by the member to support the assessment process, the member must ensure that the validity of such interpretations is established prior to the commercial distribution of such a computer application.
14. The member recognizes that test results may become obsolete. The member will avoid and prevent the misuse of obsolete test results.
15. The member must guard against the appropriation, reproduction, or modification of published tests or parts thereof without acknowledgement and permission from the previous publisher.
16. Regarding the preparation, publication, and distribution of tests, reference should be made to:
  - a. "Standards for Educational and Psychological Testing," revised edition, 1985, published by the American Psychological Association on behalf of itself, the American Educational Research Association and the National Council of Measurement in Education.
  - b. "The Responsible Use of Tests: A Position Paper of AMEG, and NCME," *Measurement and Evaluation in Guidance*, 1972, 5, 385-388.
  - c. "Responsibilities of Users of Standardized Tests," APGA, *Guidepost*, October 5, 1978, pp. 5-8.

#### **SECTION D: Research and Publication**

1. Guidelines on research with human subjects should be adhered to, such as:
  - a. Ethical Principles in the conduct of Research with Human Participants,

Washington, D.C.: American Psychological Association, Inc., 1982.

- b. Code of Federal Regulation, Title 45, Subtitle A, Part 46, as currently issued.
  - c. Ethical Principles of Psychologists, American Psychological Association, Principle #9: Research with Human Participants.
  - d. Family Educational Rights Privacy Act (the Buckley Amendment).
  - e. Current federal regulations and various states rights privacy acts.
2. In planning any research activity dealing with human subjects, the member must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with them.
  3. Responsibility for ethical research practice lies with principal researcher while others involved in the research activities share ethical obligation and full responsibility for their own actions.
  4. In research with human subjects, researchers are responsible for the subjects' welfare throughout the experiment, and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.
  5. All research subjects must be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research the member must be responsible for corrective action as soon as possible following completion of the research.
  6. Participation in research must be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.
8. The member must be responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.
9. The member has an obligation to make available sufficient original research data to qualified others that may wish to replicate the study.
10. When supplying data, aiding in the research of another person, reporting research results, or making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.
11. When conducting and reporting research, the member must be familiar with and give recognition to previous work on topic, as well as to observe all copyright laws and follow the principles of giving full credit to all to whom credit is due.
12. The member must give due credit through joint authorship, acknowledgements, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.
13. The member must communicate to other members the results of any research judged to be of professional or scientific value. Results reflecting unfavorable on institutions, programmes, services, or vested interests must not be withheld for such reasons.
14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of



performance and with full regard to the completeness and accuracy of the information required.

15. Ethical practice requires that authors not submit the same manuscript or one essentially similar in content for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or in substantial part in another journal or published work should not be submitted for publication without acknowledgement and permission from the previous publication.

### **SECTION E: Consulting**

Consultation refers to a voluntary relationship between a professional helper and help-needing individual, group, or social unit in which the consultant is providing help to the client(s) in defining and solving a work related problem or potential problem with a client or client system.

1. The member acting as consultant must have a high degree of self-awareness of his/her own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and /or organizational change and that the focus of the relationship be on the issues to be resolved and not on the person(s) presenting the problem.
2. There must be understanding and agreement between member and client for the problem definition, change of goals, and prediction of consequences of interventions selected.
3. The member must be reasonably certain that she/he or the organization represented has the necessary competencies and resources for giving the kind of help that is

needed now or may be needed later and that appropriate referral resources are available to the consultant.

4. The consulting relationship must be one in which client adaptability and growth toward self-direction are encouraged and cultivated. The member must maintain this role consistently and not become a decision maker for the client or create a future dependency on the consultant.
5. When announcing consultant availability for services, the member conscientiously adheres to the Association's Ethical Standards.
6. The member must refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency clients by members of its staff. In such instances, the clients must be apprised of other options open to them should they seek private counselling services.

#### **SECTION F: Private Practice**

1. The member should assist the profession by facilitating the availability of counselling services in private as well as public settings.
2. In advertising services as a private practitioner, the member must advertise the services in a manner that accurately informs the public of professional services, expertise and techniques of counselling available. A member who assumes an executive leadership role in the organization shall not permit his/her name to be used

in professional notices during periods when he/she is not actively engaged in the private practice of counselling.

3. The member may list the following; highest relevant degree, type and level of certification and/or license, address, telephone number, office hours, type and/or description of services and other relevant information. Such information must not contain false, inaccurate, misleading, partial, out-of-context, or deceptive material or statements.
4. Members do not present their affiliation with any organization in such a way that would imply inaccurate sponsorship or certification by that organization.
5. Members may join in partnership/cooperation with other members and/or other professionals provided that each member of the partnership or corporation makes clear the separate specialties by name in compliance with the regulations of the locality.
6. A member has an obligation to withdraw from a counselling relationship if it is believed that employment will result in violation of the Ethical Standards. If the mental or physical condition of the member renders it difficult to carry out an effective professional relationship or if the member is discharged by the client because the counselling relationship is no longer productive for the client, then the member is obligated to terminate the counselling relationship.
7. A member must adhere to the regulations for private practice of the locality where the services are offered.
8. It is unethical to use one's institutional affiliation to recruit clients for one's private practice.

## **SECTION G: Personnel Administration**

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to: (a) make institutional goals specific; and public; (b) make the members contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives, it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members must define and describe the parameters and levels of their professional competency.
2. Members must establish interpersonal relations and working agreements with supervisors and subordinates regarding counselling or clinical relationships, confidentiality, distinction between public and private material, maintenance and dissemination of recorded information, work-load, and accountability. Working agreements in each instance must be specified and made known to those concerned.
3. Members must alert their employers to conditions that may be potentially disruptive or damaging.
4. Members must inform employers of conditions that may limit their effectiveness.
5. Members must submit regularly to professional review and evaluation.
6. Members must be responsible for in-service development of self and/or staff.

7. Members must inform their staff of goals and programmes.
8. Members must provide personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.
9. Members must select competent persons and assign responsibilities compatible with their skills and experiences.
10. The member, at the onset of a counselling relationship, will inform the client of the member's intended use of supervisors regarding the disclosure of information concerning this case. The member will clearly inform the client of the limits of confidentiality in the relationship.
11. Members, as either employers or employees, do not engage in or condone practices that are inhumane, illegal, or unjustifiable (such as considerations based on sex, handicap, age, race) in hiring, promotion, or training.

## **SECTION H: Preparation Standards**

Members who are responsible for training others must be guided by the preparation standards of the Association and relevant Division(s). The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members must orient students to programme expectations, basic skill development, and employment prospects prior to the programme.
2. Members in charge of learning experiences must establish programmes that integrate academic study and supervised practice.

3. Members must establish a programme directed toward developing students' skills, knowledge, and self-understanding stated whenever possible in competency or performance terms.
4. Members must identify the levels of competencies of their students in compliance with relevant Division standards. These competencies must accommodate the paraprofessional as well as the professional.
5. Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the programme those individuals who are unable to provide competent services.
6. Members must provide a programme that includes training in research commensurate with levels of role functioning. Paraprofessional and technician-level personnel must be trained as consumers of research. In addition, personnel must learn how to evaluate their own and their programme's effectiveness. Graduate training, especially at the doctoral level, would include preparation for original research by the member.
7. Members must make students aware of the ethical responsibilities and standards of the profession.
8. Preparatory programmes must encourage students to value the ideas of service to individuals and to society. In this regard, direct financial remuneration or lack thereof must not be allowed to overshadow professional and humanitarian needs.
9. Members responsible for educational programmes must be skilled as teachers and practitioners.

10. Members must present thoroughly varied theoretical positions so those students may make comparisons and have the opportunity to select a position.
11. Members must develop clear policies within their educational institutions regarding field placement and the roles of the students and the instructor in such placement.
12. Members must ensure that forms of learning focusing on self-understanding or growth are voluntary; or if required as part of the educational programme, are made known to prospective students prior to entering the programme. When the educational programme offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member must have no administrative, supervisory, or evaluating authority regarding the participant.
13. The member will at all times provide students with clear and equally acceptable alternatives for self-understanding or growth experiences. The member will assure students that they have a right to accept these alternatives without prejudice or penalty.
14. Members must conduct an educational programme in keeping with the current relevant guidelines of the Association.