ISCA Conference 2015:
What to Do
When You Don’t Know What to Do

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Steps in Many Decision-Making Models

• Identify and define the problem.
• Consider the principles and virtues
• Tune it to your feelings
• Consult with colleagues or experts
• Involve your client in the decision making process
• Identify desired outcomes
• Consider possible actions
• Choose and act on your choice  
  (Remley & Herlihy 2010)
Main Categories of ASCA Ethical Standards

- Responsibilities to Students (ineffective teacher)
- Responsibilities to Parents (may conflict with law as in abortion)
- Responsibilities to Colleagues and Professional Associates (lack of referral sources)
- Responsibilities to School, Communities, and Families (advocacy for all students and families)
- Responsibilities to Self (burnout, competence)
- Responsibilities to Profession (be current in practice)
The STEPS Model for School Settings

1. Define the Problem Emotionally and Intellectually.

2. Apply the ASCA and ACA Ethical Codes and the Law.

3. Consider the Student’s Chronological and Development Levels.


5. Apply the Moral Principals.
The STEPS Model for School Settings (cont.)

6. Determine Your Potential Courses of Action and Their Consequences.

7. Evaluate the Selected Action.

8. Consult.

9. Implement the Course of Action. (Stone, 2013)
ETHICAL DECISION MAKING WORKSHEET

DEFINE THE PROBLEM EMOTIONALLY AND INTELLECTUALLY

- Apply the ASCA and ACA Ethical Codes and the Law.
  - ACA/ASCA Codes
  - LAWS
- Consider the Student’s Chronological and Development Levels.
  - CHRONOLOGICAL AGE
  - DEVELOPMENTAL LEVEL
- Consider the Setting, Parental Rights and Minors’ Rights.
  - FEDERAL & STATE LAWS
  - DISTRICT POLICY

APPLY THE MORAL PRINCIPALS

DETERMINE YOUR POTENTIAL COURSES OF ACTION AND THEIR CONSEQUENCES ("GENERATE A VARIETY OF POSSIBLE SOLUTIONS ... BRAINSTORMING MAY BE USEFUL")

- SOLUTION #1
  - POSSIBLE CONSEQUENCE
- SOLUTION #2
  - POSSIBLE CONSEQUENCE
- SOLUTION #3
  - POSSIBLE CONSEQUENCE

EVALUATE THE SELECTED ACTION

CONSULT

IMPLEMENT THE COURSE OF ACTION

National Louis University, Counseling and Human Services, Ethical Decision Making Model Template based on Corey, G., Corey, MS, Corey, C., & Callanan (2012). Pinson and Kles for ISCA Presentation 4.24.15
Building Blocks for Decision Making for SCs

Apply the ASCA Ethical Standards and the law

Consider the students’ chronological and developmental levels

Consider the setting, parental rights and minors’ rights

Reminder: look at diversity and multicultural factors
(not mentioned specifically in Stone’s Model)
Kitchener’s Five Moral Principles

- Beneficence
- Nonmaleficence
- Loyalty
- Promoting autonomy
- Veracity—often not included for SCs (Kitchener, 1986)
- Context and Systems Awareness (Dollarhide & Saginak, 2008)
Five Self-Tests

• Justice
• Universality
• Publicity (Stadler, 1986)
• Moral traces (Remley & Herlihy, 2010)
• What is the policy of my employer? (Dollarhide & Saginak, 2008)
• Can I find a solution that will result in a win-win for everyone involved? (Dollarhide & Saginak, 2008)
Common Ethical/Legal Issues for SCs

- Clinical notes
- Confidentiality
- Counselor competence
- Defining the “client” – conflict of interest between student and school
- Diversity and values
- Rights of parents – informed consent

(Dollarhide & Saginak, 2008)
Other Ethical Decision Making Models

Steps in Making Ethical Decisions found in:

Moral/Ethical Decision-Making Process found in:
Ethical Standards


References


References


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Thank you!