To the Graduate Council:

I am submitting herewith a dissertation written by Robert E. Niemi entitled "Ethical Judgment in Counseling Students and Its Relationship to Ethical Knowledge and Life-experience Factors." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology and Guidance.

Lawrence M. DeRidder, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

A

ETHICAL JUDGMENT IN COUNSELING STUDENTS AND ITS RELATIONSHIP TO ETHICAL KNOWLEDGE AND LIFE-EXPERIENCE FACTORS

A Dissertation

Presented for the

Doctor of Education

Degree

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ABSTRACT

The purpose of this study was to determine (1) if counselors who differed in level of ethical judgment also differed, systematically, in their knowledge of professional ethics and (2) if counselors with varied life experiences differed in their level of ethical judgment. The Ethical Judgment Scale (EJS), developed by Van Hoose (1971), was used to assess the ethical judgment orientation of counselors through their responses to fifteen situations keyed to five developmentally ascending states: punishment, institutional, societal, individual and principle or conscience. The EJS stages were compared to scores on the Ethical Awareness Test (EAT), a fifteen question objective test of knowledge of professional ethics in the counselor-counselee relationship, and to responses on a twenty-two item social experience background questionnaire.

Subjects included fifty-five graduate students enrolled in Counselor Education or School Psychology programs, who had been formally exposed to professional ethics at some time in their training. The EJS, the EAT and the background questionnaire were administered to all subjects. Single-classification analysis of variance was used in analyzing the data.

Subjects showed little variability around the mean EJS scores and represented only two stages, societal (N = 23) and individual (N = 32). Scores on the EAT ranged from 5 to 13 with a mean of 8.345 and a standard deviation of 1.965. On the basis of single-classification analysis of

variance, EAT scores could not be predicted any better using EJS group membership than could be predicted on the basis of chance; EJS stages and social experience background factors showed no significant relationship.

The results could be partially explained by the lack of variability in EJS scores or by intervening variables which may have confounded the results. The EAT may also need further refinement.

The EJS and EAT represent important, unique and timely attempts to elucidate ethical theory and to provide assessment tools for the counseling profession. While this study failed to support a relationship between ethical judgment and ethical knowledge or between ethical judgment and social experience background factors, it is recommended that research continue to explore the relationship between ethical judgment and such factors as situational variables, counseling experience and counselor behavior. One background factor (Academic College of Undergraduate Major) was significantly related to EJS stages, however, this result was most likely due to chance.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION.	1
	Professional Interest in Ethics	5
	Empirical Studies	6
	Statement of the Problem.	13
	Definition of Terms	14
	Hypotheses.	15
	Limitations	17
II.	METHOD SECTION.	18
	Subjects.	18
	Instrumentation	18
	Procedures.	21
	Statistical Tools to Test Hypotheses.	22
III.	PRESENTATION OF DATA AND DATA ANALYSIS.	24
	Description of Counselor Sample	24
	Ethical Judgment Scale (EJS).	29
	Ethical Awareness Test (EAT).	36
	Results of Statistical Analyses	44
IV.	DISCUSSION, RECOMMENDATIONS AND SUMMARY	48
	Recommendations	54
	Summary	55

CHAPTER PAGE

REFERENCES 57

APPENDIXES 63

APPENDIX A. ETHICAL JUDGMENT SCALE 64

APPENDIX B. ETHICAL AWARENESS TEST 75

APPENDIX C. SOCIAL EXPERIENCE BACKGROUND QUESTIONNAIRE 83

VITA 89

LIST OF TABLES

TABLE PAGE

1. Social Experience Background Information. 25

2. Frequency of State Responses on EJS 30

3. Frequency of Stage Responses and Total Score on EJS 31

4. Frequency of "Principle" and "Individual" Responses on EJS. . . 34

5. Frequency of Correct Responses on EAT 37

6. ANOVA Summary (EJS Stages by EAT Scores). 44

7. Summary of Analysis of Variance Results by Variable and Ethical Judgment Scores 46

CHAPTER I

INTRODUCTION

The advocacy of honest communication and dealings among individuals has been the cornerstone of civilized law and social custom. For those professional organizations, whose purpose it is to serve their fellowman, a statement of organizational intention is usually formulated to establish a general contractual agreement between that profession and the population it is designed to serve. These statements of intention are public acknowledgment of acceptance of a responsibility for fair dealings and mark the emergence of that organization as a profession (Dunlop, 1968).

Organizations such as the National Rehabilitation Counseling Association (1972), the National Association of Social Workers (1967), the American Psychological Association (1972), and the American Personnel and Guidance Association (1974) have promulgated such statements of intention. These statements of intention, usually referred to as codes of ethics or ethical standards, not only provide guidelines for professional conduct, but inform their prospective clients what might reasonably be expected in professional dealings.

Ethics may be defined as being a body of regulations which is developed for dealing with others in terms of commonly accepted values (Bixler, 1946). In the past, within the counseling profession, there has been a tendency to view ethical codes in terms of "controls, laws, or

standards" (Kelly, 1972). Concern with ethical issues has tended to focus upon practices of advertising and promotion (Golann, 1969), intra-professional concerns and specifying minimal standards of professional behavior (Kelly, 1972).

However, the ethical codes are increasingly viewed as guidelines in conflict situations (Schmidt, 1965), guidelines for counselor personal decision-making (Geist, et al., 1973) and as a suggestion of a principle or spirit of decision-making for the future (Beck, 1971). Currently, counselor judgment is seen as necessary (Holtman, 1960; Keith-Spiegel, 1977) since the counseling situations to which these ethical guidelines need to be applied tend to be individualized (Davidson, 1969), complex (Golann, 1969), and are not limited to clear-cut solutions (Blocher, 1966).

Whether one views counseling ethical standards as laws for minimal professional performance or as guidelines for professional judgment may affect how one views unethical behavior and how one reacts to correct this situation. Schwebel (1955) viewed deviations from the ethical code as due to self-interest, self-enhancement, poor judgment, and ignorance of technical knowledge. Keith-Spiegel (1977), as chair of the American Psychological Association Committee on Ethics and Scientific and Professional Ethics and Conduct, reported that a substantial percentage of the ethical infractions reviewed are due to ignorance of the standards, insensitivity to the needs of clients or colleagues, extreme emotional involvement and poor professional judgment. Although the former writer seems to emphasize willful disregard and the latter writer emphasizes non-willful factors, both authors seem to agree on lack of judgment as an important factor in infractions of ethical standards.

Lack of knowledge of the ethical standards was also mentioned by Keith-Spiegel (1977) as a factor in infractions of ethical standards. However, emphasis on knowledge of ethics to assure ethical behavior does not acknowledge that counselors may interpret ethical obligations differently according to work settings (Patterson, 1971), according to the source and magnitude of censure (Zimmerman and Krauss, 1971), according to legal requirements (Roston and Sherrer, 1973), or may choose to ignore their obligations (Swoboda, et al., 1978). Long and Impellitteri (1971) asserted that "knowledge of society's prohibitions, guides and sanctions does not guarantee that a counselor will act responsibly."

Whether a counselor deviates from his/her ethical standards due to willful disregard, lack of personal insight or chooses to interpret them for individualized situations, professional judgment is of paramount importance. Assuring ethical behavior may not be possible but, after assuring initial knowledge of ethical standards, perhaps it is possible to assist the counselor in weighing the important considerations in complex situations. In the last analysis, practice must be determined by the good judgment of an experienced counselor or psychologist who follows closely to the spirit of the ethical principles (Holtzman, 1960).

Evidence suggests that individuals progress over time in sequential and discernable stages of judgment development. Dewey (1964) theorized three stages of moral judgment development: the premoral, the conventional, and the autonomous. Piaget (1948) defined three stages of moral reasoning in children: (1) the premoral stage, where there is a primary

obligation for the self; (2) the heteronomous stage, where there is obedience to rules and submission to power; and (3) the autonomous stage, where the purposes and consequences of following rules are considered. Moral judgment development can be conceptualized in terms of three levels that apply to both children (Kohlberg, 1958) and adults (Coder, 1975): (1) the preconventional level, where value is placed on providing for one's self; (2) the conventional level, where value is placed on maintaining the social order; and (3) postconventional, where value is placed on self-chosen principles. Kohlberg also divided these three levels into six stages of moral development. Building upon the work of the moral developmentalists, VanHoose, in 1971, developed a theory of the ethical development of counselors. VanHoose assumes that there are five successively more advanced stages of counselor ethical judgment. These stages are: (1) the punishment orientation, with strict adherence to prevailing rules and standards; (2) the institutional orientation, with strict adherence to institutional rules and standards; (3) societal orientation, with concern for duty and societal welfare; (4) individual orientation, with primary concern for the needs of the individual; and (5) principle or conscience orientation, where what is right according to one's conscience determines one's ethical behavior.

In this study, counselor ethical judgment will be considered in relationship to Van Hoose's theory and the social-experiental factors found to be facilitative of judgment development in moral development research.

I. PROFESSIONAL INTEREST IN ETHICS

Despite much rhetoric about ethical issues, actual professional concern with ethics may be more accurately inferred from literature reviews and psychology surveys. In an early survey, DePalma and Drake (1956) found that 60 percent of the responding psychology departments offered "little or no training" in ethics (DePalma and Drake, p. 557). Those that offered no training indicated that "each psychologist must work out his own ethical standards" and that "the teaching of ethics should be relegated to the department of philosophy" (DePalma and Drake, p. 556). Hobbs (1959), Brown (1969), and Layton, et al., (1971) found few studies related to the study of ethics. Brown (1969), in a seven year review, found 2.2 percent of Personnel and Guidance Journal articles dealing with ethical and professional problems. In a survey of the Division of Psychotherapy (Golann, 1969) by the American Psychological Association Ethics Committee, the low response rate (15 percent) seemed to suggest widespread indifference to ethical concerns. This article calls attention to a great need for ethics education. The December, 1971 issue of the Personnel and Guidance Journal was completely devoted to ethical issues, however none of these articles were empirically derived. McNamara and Woods (1977) surveyed four representative psychological journals (1430 articles) from 1971-1974. The overwhelming impression was that the journals surveyed had little to moderate regard for ethical standards. In summary, these literature reviews and psychology surveys would indicate little concern for professional ethical issues.

II. EMPIRICAL STUDIES

The differing views of the causes of unethical behavior as well as the seemingly widespread reluctance to deal with ethical issues seems to have influenced the amount and conceptualization of empirical research in this area. In most of the empirical studies of counselor ethics, it is difficult to determine whether researchers are seeking to make inferences concerning ethical knowledge or about ethical behavior, when using hypothetical counseling incidents. Burnett (1966) used "problem situations" and found that graduate students were "more aware" of ethics than selected deans of men. In a comprehensive survey of 5 percent of the American Personnel and Guidance Association, Shertzer and Morris (1972) related responses to twelve "critical-incidents" to demographic characteristics to find the "correlates of ethical practice and behavior." The "critical-incidents" were taken directly from the Ethical Standards Casebook (APGA, 1965). In this study, the authors speak of the ability to "recognize" the ethically appropriate response, while Burnett (1966) stated that graduate students were "more aware." The words "more aware" and "recognize" would indicate that these studies involved the task of recognition and, consequently, measured knowledge of the respective ethical codes. Wislar (1976) used the more ambiguous "critical-incidents" from the Shertzer and Morris (1972) study in an attempt to assess a counselor's ethical awareness, not by mere recognition (knowledge) of the correct ethical response, but by ranking only inappropriate distractor statements. Wislar provided no correct responses to the "critical-incidents." The study produced no significant results.

Some early efforts, utilizing hypothetical counseling incidents, investigated the ethical loyalty of counselors, whether to the individual or to society. Smith (1956) found that school counselors were more inclined toward social obligation than to loyalty to the client. Wiskoff (1960), used 22 "conflict situations" and found clinical psychologists most responsive to the individual, industrial psychologists most responsive to society and counseling psychologists somewhere between the two. These studies, using hypothetical counseling incidents, demonstrated that counselors may have different predispositions when making decisions. Hogan (1970) identified two similar predispositions as the "ethics of personal conscience" and the "ethics of social responsibility," when researching moral judgment.

Because behavior can be situation-specific (Patterson, 1971), counselor ethical behavior may not be able to be predicted. Knowledge of an ethical code can be assessed more directly by means of objective testing (Barr, 1971) rather than be inferred from hypothetical counseling incidents. Hypothetical counseling incidents may best be utilized in gaining an understanding of counselor predispositions in decision-making and judgment. A theory of counselor ethical judgment would also appear useful to guide research.

In 1971, Van Hoose developed the Ethical Judgment Scale (EJS), which contains fifteen hypothetical situations that might conceiveably confront a counselor. Influenced by the moral development theories of Piaget and Kohlberg, Van Hoose conceptualized a developmental theory which includes five discernable stages of ethical judgment. Van Hoose makes

the assumption that each successive stage is more advanced in ethical judgment. The stages of ethical judgment are as follows:

> Stage 1. Punishment Orientation: Strict adherence to prevailing rules and standards. One must be punished for bad behaviors.
>
> Stage 2. Institutional Orientation: Strict adherence to institutional rules and policies. The right ethical posture is based upon expectations of higher authorities.
>
> Stage 3. Societal Orientation: Maintenance of standards, approval of others and avoidance of problems characterize this stage of ethical behavior. Concern is for duty and for societal welfare.
>
> Stage 4. Individual Orientation: Primary concern for needs of the individual while avoiding violation of laws and rights of others. Concern for law and societal welfare is recognized but is secondary to the needs of the individual.
>
> Stage 5. Principle or Conscience Orientation: Concern for client is primary with little regard for the legal, professional, or societal consequences. What is right determines one's ethical behavior. (Moore, pp. 22-3)

Vafakas (1972) used the EJS to study 174 community college counselors in Michigan. She found that most community college counselors reflect an institutional or societal orientation in dealing with their clients, that the longer counselors are in contact with a problem the more they reflect an individual or principle orientation and that older counselors tend to be more judgmental and punitative, reflecting the standards of the society and the institutions in which they work. Paradise (1976), using sixty-five masters-level counseling trainees, found that those who showed an internal locus-of-control had a greater tendency to score high on ethical judgment, that EJS stages were hierarchial, and that those who were exposed to principled levels of ethical reasoning scored higher in

ethical judgment than those who did not receive such a treatment. The research of Vafakas (1974) and Paradise (1976) has shown the critical-incident approach as applicable to discerning levels of ethical judgment. In this study, the critical-incident approach will be used to assess ethical judgment and an objective achievement test approach will be used to assess ethical knowledge.

Historical or antecedent information can also be useful in psychological research (Owens, 1968; Fiske, et al., 1971; Roe, 1953). However, which antecedent factors would be most appropriate to consider in investigating counselor ethical judgment needs to be determined. Barr (1971) collected information concerning length of time on job, university attended, membership in APGA, undergraduate major, sex, number of siblings in family, age, marital status, and prior work experience. University sttended, membership in APGA and sex were found to be significant discriminators of ethical knowledge of counselors. Shertzer and Morris (1972) found religious preferences, amount of education and method of academic exposure to ethics as significant. Wislar (1976) also considered several antecedent characteristics, but none were found to be significant. Confusion results from attempting to discern the influences of antecedent characteristics in these studies due to the lack of a distinction between ethical knowledge and judgment. In the Shertzer and Morris (1972) study, which utilized the critical-incident approach, it would seem that the significant antecedents would be predictive of ethical judgment; however, it has already been shown that this study was most likely measuring

ethical knowledge. Moral development research may, however, provide historical or antecedent predictors of higher developmental levels of judgment that could be useful in ethical judgment research.

Implications of Moral Development Research for Ethical Judgment

Piaget (1948) observed moral development in the context of a children's game of marbles. He observed that younger boys learned the game of marbles, and variations of the game, from older boys, much in the same way as a child learns cultural values from the older generation:

> ....our children, as they grow older, take part in an ever-increasing number of local traditions. The marble player of 10 or 12 will discover, for example, that there are other usages in existence besides those to which he is accoustomed; he will make friends with children from other schools who will free him from his narrow conformity ....(Piaget, 1948, pp. 103-4)

In this way the child learns "social perspective" on the rules. He learns which rules are most and least important to the spirit and challenge of the game. Edwards (1975) termed this increasing participation in local traditions "experiencing diversity of rules."

A second experiental factor which Piaget (1948) found to be facilitative of moral development was increasing involvement with one's peer group and the concommitant detachment from the hierarchial authority structure of the family:

> ....by the mere fact of tying himself down to certain rules of discussion and collaboration, and thus cooperating with his neighbors in full reciprocity (without any false respect for tradition nor for the will of any one individual) the child will be able to dissociate custom from the rational ideal. (Piaget, 1948, p. 72)

The third factor which Piaget hypothesized as affecting moral development involved the authority structure of the child's home. In some homes, the authoritarian environment maintains the child in the role of unquestioning obedience to parental rules. Piaget reasoned that, if the child is allowed to discuss the rules of the home in a rational manner, understand the reasoning behind the rules, and to see adults as also subject to rules, this would accelerate the child's moral understanding:

> ....one must place oneself on the child's own level and give him a feeling of equality by laying stress on one's own obligations and one's own deficiencies.. In this way the child will find himself in the presence, not of a system of commands requiring ritualistic and external obedience, but a system of social relations such that everyone does his best to obey the same obligations, and does so out of mutual respect. (Piaget, pp. 137-8)

Several social-experience factors, which would fall into one of these three categories, have been found to be related to increased moral development:

Experiencing Diversity of Rules (Mixing with people from different cultural backgrounds)
Member of a minority group (Novak, 1976)
Multi-racial high school situation (Edwards, 1974)
Age (Kohlberg, 1969)
Peace Corps Experience (Haan, 1974)

Increasing Involvement with Peers (Extent of Independent Living)
Boarding school attendance (Edwards, 1975)
Living in own apartment or house (Haan, Smith & Block, 1968)
Close friends more influential, personally and politically than parents (Haan, Smith & Block, 1968)

Family Environment
Politically liberal parents (Haan, Smith & Block, 1968)
Non-authoritarian child-rearing practices (Edwards, 1974)
Parental warmth (White, 1973)

Other Factors
Having interrupted college career (Haan, Smith & Block, 1968)
Studying social sciences or law at university (Edwards, 1974)
Being from a complex society (Edwards, 1974)
Being a guidance counselor rather than an assistant principal (Novak, 1976)
Children's attendance of ungraded classrooms (Whiteman and Kosier, 1964)

The following interventions have been found to significantly increase moral development:
Learning counseling skills (Felton, 1975; Bernier, 1976)
Learning facilitative teaching skills (Bernier, 1976)
Participation in moral dilemma discussions (Fleetwood and Parish, 1976; Paradise, 1976)
Participation in a curriculum involving personal introductions and moral discussions, counseling and empathy training, moral psychology and philosophy, and leading moral discussions (Sullivan, P., 1975)

These studies of moral development give support to Piaget's three hypotheses concerning the development of moral judgment and suggest additional demographic or social experience factors which may influence the development of judgment. Additional research has also been performed which indicates that moral development and ethical judgment are quite similar to each other. Heirarchial stage sequencing has been established for moral development (Rest, J. and Kohlberg, L., 1976) and ethical judgment (Paradise, 1976). Internal locus-of-control has been shown to be related to principled moral development (Bloomberg, 1974) and ethical judgment (Paradise, 1976). Principled discussion has been shown to increase both moral development (Fleetwood, 1976) and ethical judgment (Paradise, 1976) scores.

Van Hoose's developmental theory of ethical judgment was greatly influenced by the work of the moral developmentalists; therefore these same factors may influence the development of ethical judgment. In this

study, a social experience questionnaire will be used to explore whether social experience also influences ethical judgment.

III. STATEMENT OF THE PROBLEM

There has been no distinction made among educators and researchers between knowledge of the ethical code and ethical judgment. Commonly, there is, among educators, an emphasis on knowledge of the ethical codes for counselors, but not much acknowledgment of the need for interpreting these codes. Researchers have frequently assumed that judgment in hypothetical counseling situations measures knowledge of ethics. There is need for empirical research to differentiate these concepts. Such a distinction is necessary so that counselor-educators might consider improvement of judgment capabilities as an important aspect of counselor preparation toward ethical behavior. Researchers may realize that they need to measure knowledge of ethics directly rather than infer its presence from counselor judgement.

There have been a few empirical studies which have attempted to research the factors which might predispose counselor ethical knowledge (behavior?). However, the background factors which might predispose ethical judgment, the prerequisite for ethical behavior, have not been researched. Such research is needed to provide background information for counselor-educators to consider when examining their counseling training programs. Significant findings among these background factors will also lend support to the developmental theory of ethical judgment.

IV. DEFINITION OF TERMS

The following definitions will make subsequent terminology more readily understandable:

Ethical Judgment Scale (EJS) - A measure designed to assess the ethical orientation of counselors. Counselor ethical judgment is conceptualized in terms of five stages of ascending development.

Ethical Judgment - A counselor's capacity to make decisions in complex counseling situations.

Ethical Judgment Scale (EJS) Dilemmas - Hypothetical ethical dilemmas in which there are presented conflicts between obedience to law, rules, authority and the welfare of the individual. The EJS contains 15 hypothetical dilemmas.

Ethical Judgment Scale (EJS) Stages - The five stages of ethical development: (1) punishment, (2) institutional, (3) societal, (4) individual, (5) principled.

Composite Development Score (CDS) - The total of the numerical stage designations associated with the response to each of the 15 dilemmas of the EJS. The score ranges from 15 (all punishment responses) to 75 (all principled responses).

Ethical Awareness - The extent of one's knowledge of professional ethics.

Ethical Awareness Test (EAT) - A fifteen item, multiple-choice achievement test which assesses awareness of the ethical code statements which apply to the counselor-counselee relationship. This instrument is referred to both the APA (1963) and the APGA (1974) codes.

Background Questionnaire - A questionnaire which asks for 22 items of an individual's social experiental background.

V. HYPOTHESES

Hypothesis I: A counselor's knowledge of ethics is significantly different at different levels of ethical judgment.

Rationale: Research with professional ethics has found that counselors at high levels of counseling experience, deans of men (Burnett, 1966) and practicing counselors (Barr, 1971), have significantly lower knowledge of professional ethics than graduate students. According to moral development theory, these possessors of high levels of counseling experience would be expected to also possess high levels of ethical judgment. In accordance with these assumptions, it would appear likely that higher levels of ethical judgment may be related to lower levels of ethical knowledge. However, this assumption must be accepted cautiously due to the confusion resulting from using ambiguous critical-incidents to assess ethical knowledge in these studies. Another factor to consider is that practicing counselors and deans of men would seem to have more freedom, with entailed responsibilities, to perform their duties utilizing a high degree of professional judgment. Accordingly, graduate students could be expected to be more knowledgeable of professional ethics due to the recency of their formal classroom exposure to ethics. The research is not clear-cut in the area of ethical judgment and knowledge due to conceptual problems and these other extraneous influences.

There is, however, reason to believe that knowledge and judgment are two different ethical dimensions. Shertzer and Morris (1972) found that formal exposure to ethics (ethical knowledge?) may be of little value in responding to counseling critical-incidents (ethical judgment?). Additionally, professionals dealing with ethical issues within the profession believe knowledge of ethics to be different from judgment when dealing with ethical problems (Keith-Spiegel, 1977; Long and Impellitteri, 1971). The two instruments proposed for this study have been constructed for measuring the dimensions of ethical judgment (EJS) and ethical Knowledge (EAT) independently. This hypothesis will investigate the relationship between these two dimensions of professional ethics.

Hypothesis II: A counselor's ethical judgment is significantly greater at higher levels of social experience.

Rationale: Both Kohlberg's theory of moral development and Van Hoose's theory of ethical judgment present an increasing developmental sequence to explain moral development and ethical judgment, respectively. The hierarchial stage sequencing of each of these constructs has also been established (Rest, J. and Kohlberg, L., 1976; Paradise, 1976). Research has shown that subjects with an internal locus-of-control orientation use significantly more principled ethical judgment (Paradise, 1976) and significantly more principled moral judgment (Bloomberg, 1974) than those persons with an external locus-of-control orientation. Principled discussion has been shown to increase both moral development (Fleetwood, 1976) and ethical judgment (Paradise, 1976). Consequently, it appears

that these two constructs must be quite similar to one another. It seems reasonable to assume that many of the same social-experiental factors found significant in moral development research would also influence the development of ethical judgment.

VI. LIMITATIONS

1. External validity is limited to those graduate students in counseling or school psychology training programs, who have received, at some time, formal exposure to professional ethics.

2. Internal validity may be limited due to the necessary limitations on the amount of researcher control of subjects (e.g., using only volunteers; allowing some subjects to complete test battery outside of class).

3. Internal validity may also be limited due to the limited validity and reliability data for the Ethical Awareness Test.

4. In this study, knowledge of ethics has a limited focus. Knowledge of ethics only refers to the aspects of professional ethics that deal with the counselor-counselee relationship.

CHAPTER II

METHOD SECTION

I. SUBJECTS

The subjects for this study included fifty-five graduate students from the departments of Educational Psychology and Guidance and of Psychology at The University of Tennessee, Knoxville. All subjects had an educational concentration in either school psychology (40 percent) or counseling (60 percent) and had been formally exposed to professional ethics at some time in their training. The subject sample had 43.6 percent males and 56.4 percent females and over two-thirds (69.1 percent) of the subjects were between the ages of 20 and 30.

II. INSTRUMENTATION

Ethical Judgment Scale (EJS)

The Ethical Judgment Scale (see Appendix A) was developed by Van Hoose in 1971 and revised in 1975. The EJS conceptualizes counselor ethical judgment in terms of five developmentally ascending stages. Fifteen hypothetical case incidents are presented and the respondents are asked to select the alternative that best describes the action they would perform in such a situation. The responses are each keyed to one of the five stages of ethical judgment. Using an ordinal scoring procedure developed by Moore (1977), the stage designations from each counseling

incident were totaled to provide a composite total of the amount of ethical judgment used by each respondent. The predominant stage for each subject was determined as follows:

Score	
15.0 - 22.4	Punishment
22.5 - 37.4	Institutional
37.5 - 52.4	Societal
52.5 - 67.4	Individual
67.5 - 75.0	Principle

Construct validity for the EJS has been established by two independent researchers. Vafakas (1972) factor analyzed the ethical stage scores for 174 community college counselors and found relative independence of the ethical stages. Paradise (1976) confirmed the earlier findings of Vafakas (1972) and, using 65 counselor-trainees, demonstrated that the secondary stage orientation (second most frequently selected ethical orientation) is adjacent to the dominant or most frequently selected ethical orientation at a far greater probability than would be expected by chance. Paradise also found a significant relationship between locus-of-control (Rotter, 1966) and ethical orientation. The more internally oriented the counselor, the higher the ethical orientation. Paradise examined the internal consistency as an indicator or reliability, and calculated the coefficient alpha (Item-total correlation) to be .64.

Ethical Awareness Test

This scale (see Appendix B) was developed by the author to obtain a measure of ethical awareness (Knowledge of professional ethical code) in the area of the counselor-counselee relationship. This test is keyed

to the ethical code of the American Personnel and Guidance Association (APGA, 1974) and the ethical code of the American Psychological Association (APA, 1963). The test consists of fifteen multiple-choice questions. The ethical statements from the APGA code were primarily from section B, with additional references being drawn from statements A6, D5, C1, and E7. Within the APA code, references drawn primarily from sections 6, 7, and 8, with additional references from statements 11B, 12A, 12D, 14C, 16C, and 16D. APGA code statements B8, B11, and B14, which pertain to ethical functioning in groups were not included because there were no corresponding statements in the APA (1963) code. Appendix A, however, of the updated Casebook on Ethical Standards of Psychologists (1967), did contain "Guidelines for Psychologists Conducting Growth Groups," but this reference was not used in constructing this test due to its limited circulation. Content validity was established at an acceptable level by obtaining ratings from five experienced counselors who were knowledgeable about professional ethics. The scale was examined by these judges for "coverage of designated material," "appropriateness of item format to content," and "appropriateness of item inclusion." All items had appropriate to very appropriate mean ratings. Reliability was established at .71 using the Kuder-Richardson formula 20 procedure (Tuckman, 1972).

Social Experience Background Questionnaire

Items for this questionnaire were derived from those social experience characteristics found to be related to high developmental levels of judgment from moral development research. Additional items which were

consistent with Piaget's theoretical assumptions concerning cognitive development were also included. Information from this questionnaire is in the form of nominal data.

Twenty-five items of social experience background information were initially requested. The item which requested information concerning attendance at boarding school was dropped from consideration due to only one subject in this category. Additionally, there were only 10 subjects who had experienced military service. Further distinctions as to branch of military and length of service were also dropped from consideration due to the small numbers in the treatment cells. Information gained from the remaining twenty-two questionnaire items was inspected and classified to form the revised questionnaire presented in Appendix C.

III. PROCEDURES

Subjects were recruited on a volunteer basis from school psychology and counseling education classes. Subjects were urged not to discuss the materials among one another until they were completed with the testing. The test booklet contained the EJS, the EAT, and the social experience background questionnaire. Some subjects completed the test materials during class time while others completed them outside of class. Those completing the scales outside of class agreed not to use any reference materials. Subjects were guaranteed anomymity from all persons except the data analyzer regarding their responses.

IV. STATISTICAL TOOLS TO TEST HYPOTHESES

Hypothesis I: A counselor's knowledge of ethics is significantly different at different levels of ethical judgment.

Because of its suitability for research that yields unequal numbers in the treatment cells (Hays, 1963), single-classification analysis of variance was used to compare the ethical awareness mean scores for each of the populated stages of ethical judgment (.05 level of significance). The Bartlett Chi-square test for homogeneity of variance will be used (alpha level set at .01). Scheffe' post hoc analysis would have been conducted if results demonstrated significance to determine which stage of the ethical judgment factor was contributing to the significant F value.

	Ethical Judgment				
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Ethical Awareness Mean Scores	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$

Hypothesis II: A counselor's ethical judgment is significantly greater at higher levels of social experience.

Because of its suitability for research designs that yield unequal numbers in the treatment cells (Hays, 1963), single-classification analysis of variance was used to compare the ethical judgment mean scores for each of the levels of each background factor. Twenty-two single-classification analyses of variance were performed. To determine whether

the variance of any significant results were homogeneous, the Bartlett Chi-square test was used (alpha level set at .01). Scheffe' post hoc analysis was conducted where results demonstrated significance to determine which level of the background factor was contributing to the significant F value.

	Age in Years				
	20-25	26-30	31-35	36-40	Over 40
Ethical Judgment Mean Scores	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$

Hypothesis II was considered to be valid if a majority of the social experience background factors were found to be significant at the .05 level.

CHAPTER III

PRESENTATION OF DATA AND DATA ANALYSIS

The purposes of the present study were: (1) to determine if counselors who differed in level of ethical judgment also differed, systematically, in their knowledge of ethics, and (2) to determine if counselors with varied background social experiences differed in their level of ethical judgment. This chapter reports the data collection and analysis.

I. DESCRIPTION OF COUNSELOR SAMPLE

Sixty-one test batteries were completed in this study; of this, fifty-five were completed correctly, including the social experience background questionnaire. Table 1 presents the background information frequencies and relative frequencies which describe the subjects of this study. Also included are the mean EJS scores for each category of each social experience variable.

Data in Table 1 show that 43.6 percent of the counselor sample were male and 56.4 percent were female. The majority (69.1 percent) of the counselors were between age 20 and age 30. A slight majority (52.7 percent) had an undergraduate major in psychology and more than two-thirds (67.3 percent) had their undergraduate major in the college of Liberal Arts. Educationally, about one-half (50.9 percent) had less than 2 years years in graduate school. Participating students came from three graduate

TABLE 1

SOCIAL EXPERIENCE BACKGROUND INFORMATION

Variable/Category Label	Absolute Frequency	Relative Freq. (%)	Mean EJS Score
SEX			
(1) Male	24	43.6	52.7500
(2) Female	31	56.4	53.1935
AGE			
(1) 20-25	20	36.4	52.9500
(2) 26-30	18	32.7	52.3889
(3) 31-35	8	14.5	54.1250
(4) 36-40	3	5.5	52.0000
(5) Over 40	6	10.9	54.0000
MEMBER OF MINORITY GROUP			
(1) Yes	8	14.6	52.0000
(2) No	39	70.9	53.0000
(0) No Answer	8	14.6	
MINORITY GROUP CLASSIFICATION			
(1) Spanish	2	3.6	52.5000
(2) Black	3	5.5	51.0000
(3) Oriental	0	0.0	
(4) Jewish	3	5.5	52.0000
FAMILY OF ORIGIN			
(1) Very Authoritarian	4	7.3	54.5000
(2) Somewhat Authoritarian	21	38.2	53.3810
(3) Neither	6	10.9	51.6667
(4) Somewhat Democratic	19	34.5	52.2632
(5) Very Democratic	2	3.6	59.0000
(0) No Answer	3	5.5	
NUMBER OF PLACES LIVED			
(1) 1-3 Places	16	29.1	51.9375
(2) 4-6 Places	23	41.8	53.1739
(3) 7-9 Places	9	16.4	54.6667
(4) 10-15 Places	7	12.7	52.7143

TABLE 1 (CONTINUED)

Variable/Category Label	Absolute Frequency	Relative Freq. (%)	Mean EJS Score
SIZE OF CITY LIVED IN BEFORE EIGHTEEN YEARS OLD			
(1) Country - 999	5	9.1	50.0000
(2) 1,000 - 19,999	19	34.5	53.4211
(3) 20,000 - 99,999	10	18.2	55.1000
(4) 100,000 - 1 Million	3	5.5	51.8125
(5) Greater 1 Million	3	5.5	54.0000
(0) No Answer	2	3.6	
AMOUNT OF OTHER TYPES OF TRAININS			
(1) No Other Training	32	58.2	53.0313
(2) One Other Type Training	13	23.6	52.6154
(3) More Than One Other Type Training	8	14.5	53.1250
(0) No Answer	2	3.6	
TYPE OF HIGH SCHOOL			
(1) Uni-racial	26	47.3	53.9615
(2) Multi-racial	28	50.9	52.2143
(0) No Answer	1	1.8	
NUMBER OF YEARS BETWEEN HIGH SCHOOL AND STARTING COLLEGE			
(1) No Years	48	87.3	53.0208
(2) One or More Years	5	9.1	53.0000
(0) No Answer	2	3.6	
MILITARY SERVICE			
(1) Yes	10	18.2	53.1000
(2) No	45	81.8	52.9778
TIMES TRAVELED TO ANOTHER COUNTRY			
(1) No Visits	16	29.1	54.0625
(2) 1-2 Visits	20	36.4	52.0000
(3) 3-4 Visits	9	16.4	54.7778
(4) 5 or More Visits	9	16.4	51.4444
(0) No Answer	1	1.8	
LIVED IN ANOTHER COUNTRY			
(1) Yes	12	21.8	53.3333
(2) No	43	78.2	52.9070

TABLE 1 (CONTINUED)

Variable/Category Label	Absolute Frequency	Relative Freq. (%)	Mean EJS Score
YEARS BETWEEN STARTING COLLEGE AND NOW			
(1) 5-6 Years	11	20.0	52.9091
(2) 7-8 Years	11	20.0	53.1818
(3) 9-10 Years	11	20.0	53.1818
(4) 11-17 Years	11	20.0	53.4545
(5) 18 or More Years	8	14.5	54.0000
(0) No Answer	3	5.5	
YEARS LIVED INDEPENDENT OF PARENTS			
(1) 0-1 Years	7	12.7	50.8571
(2) 2-5 Years	11	20.0	52.6364
(3) 6-10 Years	19	34.5	53.4444
(4) 11-15 Years	9	16.4	53.4444
(5) More than 15 Years	9	16.4	54.1111
MARITAL STATUS			
(1) Married	25	45.5	53.2400
(2) Single	22	40.0	53.0454
(3) Divorced	8	14.5	52.1250
GRADUATE PROGRAM			
(1) Educational Psychology, Counseling	33	60.0	52.9091
(2) Ed. Psych.-School Psych	15	27.3	52.7333
(3) Psych-School Psych.	7	12.7	54.0000
UNDERGRADUATE MAJOR			
(1) Psychology	29	52.7	53.0345
(2) Education	9	16.4	50.3333
(3) Other	16	29.1	54.7500
(0) No Answer	1	1.8	
ACADEMIC COLLEGE OF UNDERGRADUATE MAJOR			
(1) Liberal Arts	37	67.3	54.0000
(2) Education	15	27.3	50.6000
(3) Other	2	3.6	55.0000
(0) No Answer	1	1.8	
NUMBER OF OTHER UNIVERSITIES ATTENDED			
(1) No Other University	5	9.1	54.0000
(2) 1-2 Other Universities	37	67.3	52.8108
(3) More Than 3 Other Universities	13	23.6	53.2308

TABLE 1 (CONTINUED)

Variable/Category Label	Absolute Frequency	Relative Freq. (%)	Mean EJS Scores
NUMBER OF YEARS IN GRADUATE SCHOOL			
(1) 0-1 Years	13	23.6	52.0769
(2) 1.1-2 Years	15	27.3	54.0000
(3) 2.1-3 Years	17	30.9	52.3529
(4) 3.5 or More Years	9	16.3	54.2500
(0) No Answer	1	1.8	
PROSPECTIVE EMPLOYMENT AREA			
(1) Administration	0	0.0	
(2) Teaching	3	5.5	54.6667
(3) Applied	40	72.7	53.4000
(4) Administration-Teaching	1	1.8	57.0000
(5) Administration-Applied	4	7.3	50.7500
(6) Teaching-Applied	5	9.1	51.4000
(0) No Answer	2	3.6	

school programs: Counseling in the Department of Educational Psychology (60 percent), school psychology in the Department of Educational Psychology (27.3 percent) and the school psychology program in the Psychology Department (12.7 percent).

ETHICAL JUDGMENT SCALE (EJS)

The scoring system for the EJS was described in Chapter II. Scoring results in subjects obtaining a score between 15 and 75. Each stage has two parameters. The single total score (CDS) determines the dominant stage for each subject. Subjects were found to be represented by the Societal, stage 3, or the Individual, stage 4 ethical orientation. Scores ranged from 41 to 62 with a CDS mean of 53.0 and a standard deviation of 4.50. Among the 55 subjects, 23 were stage 3's and 32 were stage 4's. There were no stage 1's, 2's, or 5's.

Table 2 presents the frequency count of stage responses (N = 55) for the 15 counseling situations used in the EJS. This table can be read as follows: For situation 1, 4 subjects chose stage 1 responses, 5 chose stage 2 responses, 16 chose stage 3 responses, 26 chose stage 4 responses, and 4 chose stage 5 responses.

Table 3 shows the frequency count for stage responses and total scores over the 15 EJS situations for each subject. For example, subject 1 made 2 stage 1 responses, 1 stage 2 response, 3 stage 3 responses, 5 stage 4 responses, and 4 stage 5 responses. As seen in Table 3, subjects showed little variability around the mean EJS score; thus, the sample was relatively homogeneous with respect to EJS scores.

TABLE 2

FREQUENCY OF STATE RESPONSES ON EJS

Situation	Stage Responses 1	2	3	4	5
1	4	5	16	26	4
2	0	2	13	40	0
3	0	2	19	32	2
4	1	17	10	2	25
5	1	0	43	10	1
6	1	1	0	32	21
7	2	4	2	16	31
8	4	1	9	1	40
9	0	0	2	51	2
10	3	1	1	14	36
11	21	8	3	21	2
12	0	4	38	11	2
13	23	5	25	1	1
14	2	2	36	0	15
15	26	2	1	3	23

TABLE 3

FREQUENCY OF STAGE RESPONSES
AND TOTAL SCORE ON EJS

Subject Number	Stage Frequencies 1	2	3	4	5	Score (CDS)
1	2	1	3	5	4	53
2	1	0	4	6	4	57
3	1	0	6	4	4	55
4	1	0	5	3	6	58
5	3	3	3	4	2	44
6	1	0	4	6	4	57
7	3	2	6	2	2	43
8	1	1	5	6	2	53
9	2	1	5	5	2	49
10	2	1	6	4	2	48
11	3	2	5	3	2	44
12	2	0	3	4	6	57
13	1	1	3	7	3	54
14	1	2	5	5	2	50
15	2	1	7	4	1	46
16	1	1	4	4	5	56
17	2	2	3	4	4	51
18	1	1	4	4	5	56
19	3	1	4	4	3	48
20	1	1	5	4	4	54
21	1	0	5	5	4	56
22	1	1	2	5	6	59
23	0	3	3	6	3	54
24	0	1	3	5	6	61
25	3	0	5	3	4	50
26	2	1	3	6	3	52
27	3	0	3	3	6	54
28	1	1	4	4	5	56
29	2	0	6	2	5	53
30	2	1	2	4	6	56
31	3	0	4	4	4	51
32	1	0	5	5	4	56
33	1	1	7	2	4	52
34	2	1	4	3	5	53
35	0	2	2	7	4	58
36	3	1	4	5	2	47
37	1	0	2	5	7	62

TABLE 3 (CONTINUED)

Subject Number	Stage Frequencies 1	2	3	4	5	Score (CDS)
38	1	1	3	6	4	57
39	1	2	4	5	3	52
40	1	1	4	5	4	55
41	2	0	4	6	3	53
42	1	1	3	5	5	57
43	4	1	5	5	0	41
44	3	1	3	6	2	48
45	1	1	6	4	3	52
46	1	0	3	7	4	58
47	1	1	3	7	3	55
48	1	2	4	5	3	52
49	2	1	2	6	4	54
50	1	1	4	5	4	55
51	2	1	4	3	5	53
52	1	1	6	5	2	51
53	3	1	2	6	3	50
54	1	0	2	7	5	60
55	1	4	2	5	3	50

Table 4 contains the absolute frequency of Individual and Principle responses for each situation on the EJS, the relative frequencies of these responses in percentages and the relative frequency of these responses in percentages by graduate program. Situations 5, 12, 13 and 14 had relatively few Individual and Principle responses. Counselors in the Educational Psychology program (EDPC) had the highest percentage of Individual and Principle responses in situations 2, 3, 7, 13 and 14; school psychology students in the Educational Psychology program (EDPSP) in situations 1, 5, 6, 8, 9 and 11; and school psychology students in the Psychology program (PSP) in situations 4, 6, 9, 10, 12 and 15.

Anecdotal Analysis

Examination of the trends in responding to each of the individual situations of the EJS provides useful anecdotal information.

Advice-giving was consistently avoided in situations 2, 3, 5, 11 and 12. In most of these situations (except situations 2 and 11) advice-giving represented low levels of ethical judgment. However, advice-giving was also completely avoided where it was the "principle" response (situations 2 and 11). In situation 2, a practicing child abuser is pregnant for the fifth time, does not want the baby, and is seeking ways to terminate the pregnancy. The suggestion that termination of the pregnancy is her best alternative was completely avoided. In situation 11, the advice-giving response to "convince him (the counselee) to seek help immediately" in a situation where the counselee was planning suicide was also completely avoided.

TABLE 4

FREQUENCY OF "PRINCIPLE" AND "INDIVIDUAL" RESPONSES ON EJS

Question	Frequency of Principle and Individual Responses	Frequency of Principle and Individual Responses	Frequency of Individual and Principle Responses by Programs (%) (EDPC)	(EDPSP)	(PSP)
1	30	54.6	51.5	60.0	57.1
2	40	72.7	78.8	73.3	42.9
3	34	61.8	63.6	60.0	57.1
4	27	49.1	48.5	33.3	85.7
5	11	20.0	15.2	33.3	14.3
6	53	96.4	93.9	100.0	100.0
7	47	85.5	87.9	80.0	85.7
8	41	74.6	69.7	86.7	71.4
9	53	96.4	93.9	100.0	100.0
10	50	90.9	87.9	93.3	100.0
11	23	41.8	39.4	53.3	28.6
12	13	23.6	18.2	26.7	42.9
13	2	03.6	06.1	00.0	00.0
14	15	27.3	30.3	20.0	28.6
15	26	47.3	42.4	53.3	57.1

In situations 1, 2, 3, 6, 7, 8, and 10, individual or principle responses which proposed explaining, helping to consider, helping to understand, assisting in any way possible, and informing client of disturbing test results, were the most popular responses. However, in two situations the principle response, indicating that the client was free to make any decision, was consistently avoided in situation 5 involving abortion and in situation 12, involving prostitution.

Reporting to proper authorities or parents, in situations not involving danger to client or others, was consistently avoided in situations involving drugs (situations 3 and 10), premarital sexual relations (situation 6), stealing (situation 7), severe personality disturbance (situation 8), pre-marital pregnancy (situation 9) and prostitution (situation 12). Informing others, in these situations, was designated to be punishment or institutional responses. Additionally, in situation 4, the most popular response was to contact parents in a situation involving planning to commit suicide. Here, informing parents was the principle response. However, in situation 11, involving planning suicide, the most popular response was informing parents <u>against</u> the counselee's wishes. Here, informing parents was designated a punishment response.

Responses involving lying to a client (situation 8), to a court (situation 13), and to a client's parents (situation 14) were also consistently avoided. Interestingly, however, the avoided stage 4 response to situation 8 involved lying to protect the client: "The counselor feared that the test might aggravate his emotional condition and increase the disturbance."

Also consistently avoided were responses indicating changing a client's attitude (situation 2), moralizing (situation 6), terminating counselee for refusing counselor's advice (situation 11), "disregarding client's" (situation 11), directing the counselee elsewhere for suicide or drug assistance (situations 4 and 5), counselor making an apology (situation 14), counselor convincing parents (situation 14). In these situations, these responses were designated punishment or institutional and, not surprisingly, were unpopular. However, in situation 13, the individual response indicating destroying or hiding records, and the principle response of refusing to appear in court, were also consistently avoided. In situation 15, the relatively unconventional action of taking the counselee outdoors and walking him around to bring the client off a bad drug trip, was also consistently avoided. This was designated an individual response.

IV. ETHICAL AWARENESS TEST (EAT)

Using the procedure for scoring described in Chapter II, each subject received one point for each question about ethics answered correctly. Each subject's EAT score indicated the total number of questions answered correctly. Table 5 contains the absolute frequency of a correct response for each question on the EAT, the relative frequency of a correct response in percentages, and the relative frequency of a correct response in percentages by graduate program. The abbreviation "EDPC" indicates the counseling program in the Department of Educational Psychology; "EDPSP"

TABLE 5

FREQUENCY OF CORRECT RESPONSES ON EAT

Question	Frequency Correct	Frequency Correct (%)	Frequency (EDPC)	Correct by (EDPSP)	Program (%) (PSP)
1	18	32.7	33.3	26.6	42.8
2	26	47.2	48.5	40.0	57.1
3	38	69.1	60.6	73.3	71.4
4	32	58.2	60.6	53.3	57.1
5	8	14.5	15.1	20.0	00.0
6	46	83.6	90.9	73.3	71.4
7	32	58.2	54.5	53.3	85.7
8	27	49.1	57.6	33.3	42.8
9	28	50.9	57.6	33.3	57.1
10	28	50.9	48.5	53.3	57.1
11	49	89.1	84.8	100.0	100.0
12	29	52.7	45.5	46.6	100.0
13	41	74.5	75.8	66.6	85.7
14	41	74.5	75.8	66.6	85.7
15	16	29.1	21.2	26.6	71.4

indicates the school psychology program in the Department of Educational Psychology and; "PSP" indicates the school psychology program within the Department of Psychology. Scores range from 5 to 13 with a mean of 8.345 and a standard deviation of 1.965. It is interesting to note in Table 5 that, although the PSP group only contained seven subjects, they had the highest percent of correct responses for 10 of the 15 EAT questions.

Ancedotal Analysis

Examination of response frequencies to each of the fifteen EAT questions provides insight into the strengths and weaknesses in ethical knowledge for the subjects of this study:

Question 1. Approximately 33 percent of all respondents answered the question correctly. This includes one-third of the EDPC students, one-fourth of the EDPSP students and 43 percent of the PSP students. The most popular response (34.5 percent) indicated that, when imminent harm to others is present, the counselor should report the situation, including the source of his information, to the authorities as well as encouraging the client to inform those persons involved. Apparently, slightly more than one-third of the participating students did not realize that they should not reveal the source of their information to authorities.

Question 2. Approximately 47 percent of respondents answered this question correctly, including 48 percent of the EDPC students, 40 percent of EDPSP students, and 57 percent of the PSP students. This response indicated that, at the beginning of counseling, the counselor should inform the client when confidentiality may be broken, all experimental methods,

and any reservations the counselor has about initiating therapy. The second most popular response (29.1 percent) indicates that many students may not realize the importance of the counselor acknowledging any personal reservations about initiating counseling.

Question 3. Sixty-nine percent of the respondents answered this question correctly. This included 63 percent of EDPC students, 73 percent of EDPSP students, and 71 percent of PSP students. This response indicated confidentiality should not be respected when there is clear and imminent danger to a counselee. The second most popular response (20 percent) indicated that the counselor should also not respect confidentiality when directed to by his professional superior.

Question 4. Approximately 58 percent of the respondents answered this question correctly. This included 61 percent of EDPC students, 53 percent of EDPSP students, and 57 percent of PSP students. This correct response indicated that a counselor should not initiate counseling when the counselee is in a relationship with another professional, and when the counselor is in a supervisory relationship with the counselee. The second most popular response (25 percent of respondents) indicated that, additionally, counseling should not be initiated when the counselee is wanted for a serious crime.

Question 5. Approximately 14.5 percent of the respondents answered this question correctly. This percentage included 15 percent of EDPC students, 20 percent of EDPSP students and None of the PSP students. This response indicated that a counselee should be referred when the counselor

cannot understand the counselee's problem and when the counselor and counselee are employed together. The most popular response (67 percent of respondents) indicated that the counselor additionally should refer a counselee when the counselor's personal values are influencing the counselee's decision. The professional ethical standards make no mention of the need to refer a client in this situation. However, article B7 of the APGA (1974) ethical code suggests that the counselor should inform the counselee of "conditions of which the counselee would be aware." This could include attitudinal biases on the part of the counselor. The bais in this situation could be discussed in relationship to its affect on the client and her decision.

Question 6. Approximately 83 percent of the respondents answered this question correctly. This includes 91 percent of the EDPC students, 73 percent of the EDPSP students, and 71.4 percent of the PSP students. The correct response indicates that a counselor's first responsibility should be to the needs and protection of the counselee. The second most popular response (14.5 percent) indicated that the counselor's first responsibility should be to the institution or agency by which he/she is employed.

Question 7. Approximately 58 percent of respondents answered this question correctly. This includes 55 percent of EDPC students, 53 percent of EDPSP students, and 85.7 percent of PSP students. The correct response indicates that it is necessary for the counselor to work with persons who have control over the counselee when the counselee is a child or is in

prison. The second most popular response (27.3 percent) indicated that the counselor should also work with persons in control of the counselee when the counselee is very immature.

Question 8. Forty-nine percent of respondents answered this question correctly. This included 58 percent of EDPC students, 33 percent of EDPSP students, and 43 percent of PSP students. The correct response indicates that a counselor should consult with another professional when (1) institutional policy varies from his ethical standards, (2) the counselor anticipates informing the authorities of imminent danger to a client or others, and (3) the counselor wishes to obtain another opinion regarding a counseling situation. The second most popular response (27 percent) indicated that it was only necessary to consult with another professional to obtain another opinion regarding a counseling situation.

Question 9. Approximately 50 percent of respondents answered this question correctly. This included 58 percent of EDPC students, 33 percent of EDPSP students, and 57 percent of PSP students. This correct response indicates that, when a counselor learns that a counselee is seeing another professional, the counselor should continue counseling if that other professional approves. The second (23.6 percent) and third (22 percent) most popular responses indicated that the counselor should delay a decision until progress can be determined and immediately terminate the relationship, respectively.

Question 10. Approximately 50 percent of the respondents answered this question correctly. This percentage includes 48.5 percent of EDPC students,

53 percent of EDPSP students and 57 percent of PSP students. The correct response indicates that, when a counselor finds it necessary to allow his counseling files to be available to others, he/she should inform counselees and other professionals of the situation. The second most popular response (47 percent) rejected this response option.

Question 11. Approximately 90 percent of the respondents answered this question incorrectly. This percentage includes 85 percent of EDPC students, 100 percent of the EDPSP students and 100 percent of the PSP students. The correct response indicates that, when a counselor uses information from the counseling interview, he/she should present only materials where the counselee's identity is disguised. Four EDPC students gave responses to indicate that all interview information should be made available. One EDPC student would consult with another professional.

Question 12. Approximately 53 percent of respondents answered this question correctly. This percentage includes 45.5 percent of EDPC students, 47 percent of EDPSP students and 100 percent of PSP students. The correct response indicates that, when an experiment involving counselees necessitates deception, the counselor should inform the counselee as soon as possible following the experiment. The second most popular response (27.3 percent) indicated that the counselee should be informed prior to the experiment.

Question 13. Approximately 75 percent of the respondents answered this question correctly. This percentage included 76 percent of EDPC students, 67 percent of EDPSP students, and 86 percent of PSP students.

The correct response indicates that, if a counselor at a university is approached by a student at that university for private counseling, the counselor should provide counseling if the university has made explicit provision for such a contingency and only after informing the student that he/she can receive counseling free from the university. The second most popular response (13 percent) did not acknowledge that the university needs to make explicit provision for this situation.

Question 14. Approximately 75 percent of respondents answered this question correctly. This percentage includes 76 percent of EDPC students, 67 percent of EDPSP students and 86 percent of PSP students. The correct response indicates that, when a counselor encounters a counselee with little financial resources, the counselor should consider the possibility of providing services for little or no remuneration. The second most popular response (18 percent) suggested recommending available public service agencies.

Question 15. Approximately 29 percent of respondents answered this question correctly. This percentage includes 21.2 percent of EDPC students, 26.6 percent of EDPSP students and 71.4 percent of PSP students. The correct response indicates that, when a counselor releases testing information, he/she should interpret the test scores to the recipients. The second most popular response (58 percent) indicated that the counselor should, additionally, use this opportunity for personal counseling if problems are discovered.

IV. RESULTS OF STATISTICAL ANALYSES

Hypothesis I

Hypothesis I examined whether a counselor's knowledge of ethics is significantly different at different levels of ethical judgment. Table 6 shows the results of a single-classification ANOVA comparing EJS stages and EAT scores.

TABLE 6

ANOVA SUMMARY
(EJS Stages by EAT Scores)

EJS Stage	N	$\bar{X}$ EAT Score	F Ratio	F Prob.
3	23	7.3478	2.872	0.0960
4	32	8.1875		

The lack of significant results does not allow acceptance of the hypothesis that a counselor's knowledge of ethics is significantly different at different levels of ethical judgment. However, while the F ratio probability (.09) is not significant, it does show a strong positive relationship between ethical judgment scores and ethical awareness scores. Range tests (Scheffe') were not performed to determine the source of variance due to there being only two populated treatment groups. The Bartlett Chi-square test did not reveal any gross heterogeneity.

With the availability of social experience background information, it was decided to additionally investigate the possibility of using one or more social experience factors as blocking variables in this analysis. From the review of literature, sex (Barr, 1971) and amount of education (Barr, 1971; Shertzer and Morris, 1972) would be expected to be related to ethical knowledge. Due to the nominal classifications of these background factors, nonparametric correlations were performed between these two factors and EAT total scores. However, neither of these two factors had a large enough correlation (.20-.40) with EAT total scores to qualify as a blocking variable.

Hypothesis II

Hypothesis II stated that a counselor's ethical judgment is significantly greater at higher levels of social experience.

Social experience information was collected for 22 background dimensions. Twenty-two one-calssification ANOVA's were performed. A summary of the results of these analyses is presented in Table 7. Examination of the data reveals that only one of the twenty-two tests (academic college of undergraduate major) yielded results significant at the .05 level. Here, undergraduate liberal arts majors were significantly higher in ethical judgment than those whose undergraduate major was education. Also, although not significant, specific undergraduate major was close to significance ($p = 0.0582$). Those with undergraduate majors other than education or psychology had the highest mean EJS scores (54.75), psychology was second (53.0345), and education was third (50.333). Since most of

TABLE 7

SUMMARY OF ANALYSIS OF VARIANCE RESULTS BY VARIABLE AND ETHICAL JUDGMENT SCORES

Variable	F Ratio
Sex	0.129
Age	0.304
Member of Minority Group	0.266
Minority Group Classification	0.061
Family of Origin	1.267
Number of Placed Lived	0.719
Size of City Lived in Before 18 Years Old	1.460
Amount of Other Types of Training	0.044
Type of High School	2.056
Number of Years Between High School and Starting College	0.001
Military Service	0.005
Times Traveled to Another Country	1.467
Lived in Another Country	0.082
Years Between Starting College and Now	0.079
Years Lived Independent of Parents	0.572
Marital Status	0.182
Graduate Program	0.200
Undergraduate Major	3.009
Academic College of Undergraduate Major	3.569*
Number of Other Universities Attended	0.124
Number of Years in Graduate School	0.715
Prospective Employment Area	0.794

*Significant at the .05 level.

the undergraduate majors labeled "other" were from the college of liberal arts, it is not surprising that "college of undergraduate major" was found significant. It represents a pooling of the two highest mean scores of the undergraduate major classifications. It is interesting to note that in both of these social experience dimensions (college of undergraduate major and undergraduate major) those persons labeled "other" had the highest mean scores.

Several background factors had negative between-component variance due to large within group variance. Of the remaining four background factors (size of city, racial mixture of high school, times traveled to another country and family of origin), the first three factors showed no clear-cut trends when examining the mean EJS scores (see Table 1, page 25). However, it is noteworthy that persons from very authoritarian and very democratic families had higher mean EJS scores than persons in the other family classifications. Additionally, those persons from very democratic families (N = 2) averaged 4.5 points higher than persons from very authoritarian families (N = 4).

In that a majority of social experience background factors were not found to be significantly related to higher stages of ethical judgment, there is no support for hypothesis II. Although academic college of a counselor's undergraduate major does appear to affect EJS scores, there is no significant trend to suggest that social experience background factors can be predictive of higher levels of ethical judgment.

CHAPTER IV

DISCUSSION, RECOMMENDATIONS AND SUMMARY

This study explored the empirical relationship between scores on the Ethical Judgment Scale and scores on an objective measure of ethical knowledge, the Ethical Awareness Test. Also investigated was the relationship between ethical judgment scores and various social experience background factors. Statistical analysis was applied to the EJS and the EAT scores in an attempt to describe the relationship between these two factors. Statistical analysis was also applied to the EJS scores and the twenty-two social experience background factors. The results presented failed to support either hypothesized relationship. However, the former analysis was close enough to significance to bear closer examination. The latter analyses do provide some information for counselor educators and researchers in professional ethics.

It was hypothesized that those on different stages of ethical judgment would have significantly different amounts of knowledge of professional ethics. Directionality was not predicted by this first hypothesis. Utilizing an ordinal scoring procedure described by Moore (1977), one-classification analysis of variance showed a non-significant positive correlation between EJS stages and EAT scores. This can be interpreted to mean that those subject whose ethical judgment scores were stage 4 (individual) on the EJS, showed slightly more inclination to score higher

on the Ethical Awareness Test. In light of the two studies (Barr, 1971; Burnett, 1966), which show professionals (deans of men; practicing counselors) with presumably high levels of judgment scoring lower in ethical knowledge than graduate students, how can this result be explained?

From a statistical standpoint, these results might be explained by a lack of variability in the EJS scores or by a reexamination of the scoring procedure for the EJS. Intervening variables may also have confounded the results. The EAT may also need further refinement. Each of these possibilities will be explored in turn.

Statistically, EJS scores fell within a narrow range between 41 and 62. Subjects were therefore classified in only two of the possible five stages of ethical judgment. The relationship between ethical judgment stages and ethical awareness, represented by only two stages, could be either reinforced or diminished if subjects had populated the three additional stages. A similar range of scores was also found by Moore (1977), who found counselors-in-training to only populate stages 3 and 4 of ethical judgment. Perhaps Moore's ordinal method of scoring does not differentiate efficiently among the ethical stage classifications.

Paradise (1976) suggested that, due to the basically topological nature of the EJS, a nominal scale might be more appropriate. Using ordinal scaling, 42 percent of the subjects in the present study appear to be primarily concerned with maintaining standards, seeking others' approval and avoiding problems (societal stage). Fifty-eight percent of the subjects in this study show primary concern for the individual, with

secondary concern for law and societal welfare (individual stage). None of the fifty-five subjects in this study had a principle or conscience orientation. (However, when the using a nominal scaling method, which notes the individual's modal response, 20 percent of the subjects were designated "societal," 55 percent "individual," and 25 percent "principle or conscience" orientation in ethical judgment.) A post hoc analysis of variance comparing these nominal designations with EAT group means, however, only increased within group variance and diminished between group variance. It seems that, for the purposes of this study, comparing ethical judgment to ordinally scaled EAT scores, ordinal classification into EJS stages is most appropriate.

Another possible explanation for the lack of higher scores (decreased score range) on the EJS may be due to semantic factors such as implied counselor irresponsibility, organismic variables such as counselor moral convictions, or the awesomeness of legal mandates. These conclusions are derived from response analysis of the 15 EJS counseling situations. All fifty-five subjects avoided the EJS principle response (stage 5) in one situation and 53-55 subjects avoided the principle response in six other situations. Also, all fifty-five subjects avoided the EJS individual response (stage 4) in one situation and 52-54 subjects avoided the individual response in four additional situations (see Table 2, page 30, Chapter III).

Irresponsibility may have been implied by the principle response to situations 2 and 11, presenting the counselor as an advice-giver. In

situation 3, the principle response to allow the counselee to "do his own thing" and implied counselor approval of "some drugs" may also have implied counselor irresponsibility. Irresponsibility could also have been implied by the unconventional action of taking the counselee outdoors and walking him around in situation 15.

The counselor's personal moral convictions may have influenced choices in situations 5, 8, and 12. In situations 5 and 12, the principle responses to allow the counselee to make his/her own decision in situations involving abortion and prostitution were consistently avoided. The individual responses which advocated lying to protect the counselee in situations 8 and 14 were also avoided. An interesting observation is the apparent "double standard" regarding sexual activity for males and females. For example, individual or conscience responses were chosen (96 percent) for a sexually active male (situation 6); whereas individual or conscience responses were chosen less frequently (20 percent, situation 5) for a sexually active female.

In situation 13, the principle response was to refuse to appear in court. The individual response was to destroy or hide records. These responses were consistently avoided. The responses to this situation are not surprising due to the possible legal consequences. These responses are consistent with the results found by Zimmerman and Krauss (1971). Zimmerman and Krauss were able to predict ethical risk taking from the severity of censure and the agency of censure.

These observations underscore the possible situational nature of the EJS dilemmas and might explain response level inconsistency across the five EJS stages.

The EAT may also need further refinement. Three questions (5, 6 and 11 were not effective in discriminating among subjects' knowledge about professional ethics because they were either too easy (questions 6 and 11) or too hard (question 5). Question 6 may have been familiar to a large number of subjects due to the "welfare of the counselee" being the "by word" of counselor training. If a counselor-trainee were to remember no other ethical principle, he would probably remember this one. Question 11 was probably responded to so often correctly due to the recency of the counselor-trainees' familiarity with the supervision/instruction process and the emphasis given to this ethical guideline in the counseling supervision process. Indeed, it would be surprising if a large number of counselor-trainees did not respond to this question correctly. Question 5 deals with the counselor's personal attitudes. Article B7 of the APGA (1974) ethical code indicates that the counselee should be informed of "limitations that may affect the continuance of the relationship." Counselor-trainees may not be accustomed to discussing their personal attitudes with a counselee and may find it more comfortable to make a referral. In addition, on the EAT, seven of the 60 distractor statements were not responded to at all (statements 6C, 9A, 10C, 11C, 12D, 14A and 15A). Thus, while the EAT does provide good anecdotal information and an estimate of the counselor's knowledge of professional ethics in the counseling relationship, it could use some revision.

Hypothesis 2 investigated the relationship between ethical judgment scores and twenty-two social experience background factors. Only

one of the background factors (Academic college of undergraduate major) was significant. This hypothesis was not supported. In light of the numerous studies showing the affect of social experience on moral development, how can it be explained that social experience does not also foster ethical development?

One answer might come from moral development theory and a distinction between social and counseling experience. As shown earlier, Kohlberg's and Piaget's theories view development to be an interaction of maturation and social experience. Moral development occurs as persons have the opportunity to take roles, develop empathy, and experience conflict regarding moral dilemmas. Perhaps development on the EJS scale should not be expected from counselor-trainees until they have had sufficient counseling experience and have encountered sufficient ethical conflict in their work. A more appropriate experience indicator might be an evaluation of the extent, depth and ethical conflict which one has directly experienced in counseling. For example, how much role playing, how much counseling of diverse populations, and how many ethical conflicts noted over a specified period might give a more accurate indicator of a person's experience in counseling?

Another explanation for the lack of significant results in hypothesis 2 may be the methodology for investigating the social experience background factors. In this study, each of the twenty-two factors was considered independently to determine its influence on ethical judgment. Perhaps, however, these factors do not act independently, but are interrelated. A social experience background scale could be devised to give

each subject a cumulative score total for either social experience or counseling experience.

In summary, the present study suggests that (1) ethical knowledge may not be different at different stages of ethical judgment and (2) social experience background factors may not be related to ethical judgment development. Statistically, the lack of variability in EJS scores may be a factor in the lack of significant differences; scoring along a developmental continuium may be inappropriate. Intervening variables may have confounded the results. The EAT may need refinement. Finally, the subjects in this study may lack the experience to make more individual and conscience responses on the Ethical Judgment Scale.

I. RECOMMENDATIONS

The present study does not support a statistical relationship between ethical judgment and ethical knowledge or between ethical judgment and social experience factors. The Ethical Judgment Scale, however, presents an important, unique and timely ethical theory and assessment tool for the counseling profession. Also, for a comprehensive theory of ethical judgment, the relationships between ethical knowledge, ethical judgment and ethical behavior still need to be described. Further investigations should explore:

1. the stitutional nature of ethical judgment. Does the structure of the work or school environment influence responses on the EJS?

2. the relationship between experience in counseling and ethical judgment. A cumulative measure of counseling experience would seem to be indicated. Multiple correlation could be used to form a prediction equation.

3. the relationship between ethical judgment and actual counselor behavior.

4. the relationship between ethical knowledge and ethical judgment further. The EAT may need to be further refined and expanded for this purpose.

II. SUMMARY

Ethics in counseling has become increasingly important with the current emphasis on technical proficiency, accountability, licensure and malpractice claims. Ethical codes have been promulgated as an attempt to guide counselor behavior. Review committees have been set up to police members of the profession from within. However, investigation in the area of counselor ethical behavior has not been sufficiently limited in scope by research (Pepinski, 1973). There is little acknowledgement of the need for judgment in the counselor; there is no clear distinction between ethical knowledge and ethical judgment; no understanding of the factors which influence counselor ethical judgment; and little acknowledgement of the situational nature of a counselor's ethics. The present research attended to only two of the possible areas which were determined to be relevant to counselor ethical judgment. These areas were: the relationship between ethical knowledge and ethical judgment and the relationship between social experience background factors and ethical judgment.

The purpose of this study was to determine if counselor ethical knowledge was different at different stages of ethical judgment and if

ethical judgment was different at different levels of social experience background factors. Fifty-five graduate students in counselor education and school psychology completed a measure of ethical judgment (Ethical Judgment Scale, EJS), a measure of ethical knowledge (Ethical Awareness Test, EAT), and a social experience background questionnaire. A one-classification analysis of variance comparing EJS stages and EAT scores indicated a positive, but non-significant relationship between these factors. One-classification analyses of variance for twenty-one social experience background factors showed only one background factor (college of undergraduate major) to be significantly related to EJS scores. Investigation of this second hypothesis indicated that those graduate counseling students with an undergraduate liberal arts major were significantly more likely to have higher ethical judgment scores than those counselors whose undergraduate major was in the college of education.

Neither of the hypothesized relationships were supported. The lack of significant results was hypothesized to result from (1) the lack of variability in EJS scores, (2) the nature of the ordinal scale scoring, (3) intervening variables confounding the results, (4) the need for additional refinement of the EAT, and (5) the subjects' lack of experience in encountering ethical conflict.

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APPENDIXES

APPENDIX A

ETHICAL JUDGMENT SCALE

ETHICAL JUDGMENT SCALE

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ETHICAL JUDGMENT SCALE

INSTRUCTIONS

On the following pages you will find fifteen incidents involving a counselor and a client. Each incident is followed by several possible responses based on the incident described. Choose your response and write the letter of your response on the answer sheet provided. This response should indicate the action which you would make if you were dealing with the situation.

There are no RIGHT or WRONG answers. Please select ONE and only ONE answer.

1. You are a counselor in a community mental health center. A young man who received short-term counseling from you two years ago, enters your office and explains that he is an escapee from the state prison where he is serving a 10 year term for child molestation. He has been on the run for several months. He appears tired, anxious and scared. He states that he is undecided about his next move: He does not know whether he should leave the country or give himself up.

   COUNSELOR ACTION

   A. Tell him you do not work with criminals and report immediately to proper authorities.

   B. Help him to understand his mistakes and counsel him to surrender.

   C. Explain that you cannot make his decisions but that you will try to help him find possible solutions.

   D. Here is a person in trouble - give him help without regard for his behavior or for later consequences.

   E. Tell him you will work with him but that he should turn himself in and avoid further trouble.

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

   COUNSELOR ACTION

   A. Counsel the mother to inform her husband of her condition and give her names of agencies that can help her.

   B. Advise her to get an abortion.

   C. Explain to the parent that the function of a school counselor is not to get involved in family problems.

   D. Help her to consider all possible alternatives.

   E. Try to change her attitude and have the new addition to the family

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

COUNSELOR ACTION

A. Direct the young man immediately to a Drug Center where he can learn to eliminate the habit.

B. Turn him over to the Narcotics Squad.

C. Reinforce his concern over the danger of taking drugs and encourage him to terminate the practice immediately. Give him additional literature to strengthen his decision.

D. Help him understand his dependency on drugs.

E. Tell him that some drugs may not really be harmful and suggest that he has a right to "do his own thing."

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

COUNSELOR ACTION

A. Contact the Suicide Presention Center where they can attempt to adequately deal with his disturbance.

B. Try to help him to gain more self-confidence in himself by stressing his strong qualities.

C. Contact his parents or nearest relative immediately.

D. Direct him to various organizations so that he can learn to work with young people and share a common interest.

E. Tell the young man that you cannot handle personal problems and to seek advice elsewhere. Direct him to a psychologist or psychiatrist.

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

COUNSELOR ACTION

A. Suggest that you arrange a conference with the parents before any decisions are made.

B. Suggest that blood tests be given to the various boys who may be responsible for her condition and that the "father" undertake the financial responsibilities.

C. Suggest an agency where she can have the baby and give it up for adoption, or keep it.

D. Help arrange an abortion for the young lady.

E. Inform the young lady that the function of the counselor is not to give medical advice.

6. A young man seeks your advice as a counselor in the area of birth control. He is 17 years of age and is actively engaging in sexual relations. He is tired of his parents meddling into his affairs. He states that his parents are very conservative regarding promiscuity and is seeking your approval.

COUNSELOR ACTION

A. Suggest that pre-marital sexual relations are wrong and direct him to other activities.

B. Tell the young man that you cannot handle medical problems and to seek the advice of a physician.

C. Help him to understand the consequences of his behavior.

D. Tell his parents of his promiscuous behavior.

E. Give him the names of physicians and/or agencies that will provide him with birth control information.

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

COUNSELOR ACTION

A. Tell the client to give the coat to you and you will return the coat to the store without revealing the boy's identity.

B. Write up a confession and have the client sign the paper admitting he took the coat. Tell him to call and tell his parents what he has done, then turn him over to the proper authorities so that he will pay his debt to society.

C. Have the manager of the store come into your office and confront the boy. If the boy is truly sorry for the deed, persuade the manager to give the boy another chance.

D. The stolen coat is not the real problem and therefore counseling should focus upon why he store the coat.

E. Tell the boy that the stolen coat is a matter of his own conscience and that you will assist him in any way possible.

8. A college student has taken a personality test and the results indicated a severely disturbed individual. The client wanted to know the results of the test.

COUNSELOR ACTION

A. Upon questioning the counselor, the student was told the results were "about normal." The counselor feared that the test might aggravate the mental condition and increase the disturbance.

B. The true results should be made known to the client because he has asked for the testing and has a legitimate right to find out the correct results.

C. He should tell the client not to worry about it and that he cannot give out the results because it was against policy.

D. His parents should be notified immediately and proper medical attention should be made available.

E. The client should be directed to a mental institution, or other agency, for further testing because he might prove dangerous to other students.

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

COUNSELOR ACTION

A. Tell her to marry the young man and have the child. Her opportunities of continuing her education can be arranged after the birth of the baby.

B. Tell her to seek advice from her parents.

C. Since she is opposed to having the child, seek avenues to terminate the pregnancy.

D. Enlighten her of the dangers of an illegal abortion. Direct her to the proper authorities where she can have the child and give the infant up for adoption.

E. Arrange a conference with her and the prospective father and discuss all possible alternatives and their consequences.

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

COUNSELOR ACTION

A. The authorities should be notified immediately and the young lady taken into custody.

B. Recommend that the girl turn the boy over the authorities and that help will be given to the girl to get off the drug habit.

C. Provide counseling in an effort to help her understand her problems.

D. Parents of the girl should be notified and information "forced out" of her as to the identity of the pusher.

E. Hush up the whole situation and let it be handled by authorities through different means, because the unfavorable publicity would be embarrassing to the school.

11. A client stated that he was planning suicide. The counselor tried to get the client to tell his parents so that they could protect him while he was in his present state. The client refused.

COUNSELOR ACTION

A. The counselor should remain silent even though he felt sure that the client's life was in danger.

B. The counselor should arrange a conference with the parents of the client to see if they were aware of the situation.

C. Since the client refused his advice, the counselor feels it necessary to terminate the sessions.

D. Direct him to the Suicide Prevention Center where they can attempt to adequately deal with his problem.

E. Try and consult with the client and pursue the reasons for the lack of communication with his parents.

12. As a counselor, one of your clients comes to you and explains that she is a prostitute. She has just turned 17 and does not live with her parents. She would like to continue her education even though she is receiving failing grades. She does not feel her life is worthwhile, but realizes that prostitution is the only means in which she can make the amount of money to cover her living expenses.

COUNSELOR ACTION

A. Since she is under age, arrange a conference with her parents and inform them of her behavior.

B. Explain that she has a right to live her own life and that you will assist her with any conflicts which may develop.

C. Advise her of the "evils" of prostitution and refer her to the financial aids department.

D. Help her to understand the full consequences of her behavior.

E. Explain that you can accept her but society will not condone what she does, therefore offer to provide whatever services you can.

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

COUNSELOR ACTION

A. Since the counselor has received a summons, he should comply with the request of the authorities.

B. The counselor can turn over only basic information saying that this is all he had on the client.

C. Destroy or hide all of the records.

D. Appear in court without the records.

E. Refuse to appear in court.

14. The parents of a 19 year old girl are planning to sue the counselor for withholding information concerning their daughter's pregnancy and illegal abortion which resulted in severe illness for the girl.

COUNSEL ACTION

A. The counselor should stand on the position of client-counselor confidentiality without regard to personal consequences.

B. The counselor should seek advice from an attorney.

C. The counselor should convince the parents that he was acting in good faith.

D. The counselor can apologize to the parents saying that he did not know what action the girl would take.

E. The counselor can claim he does not know anything concerning the case.

15. A client walks into your office and he is having a bad trip on drugs. The mind of your client is operating in a framework he has never experienced before; it appears to be the pinnacle of existential terror. A lot of bad trippers are convinced that they have gone crazy forever. The wall may be melting. What do you do?

COUNSELOR ACTION

A. Ask the client if he has a friend he would like to see.

B. Convince him that everything is going to be all right. "Talk him down" over a period of hours by going with the flow.

C. Take him outdoors and walk him around.

D. Turn the person over to a hospital.

E. Call his parents and have them pick him up.

APPENDIX B

ETHICAL AWARENESS TEST

ETHICAL AWARENESS TEST

This instrument was constructed to assess awareness of the important dimensions of counselor professional ethics in the counselor-counselee relationship. Questions were drawn from the ethical codes of the American Psychological Association and the American Personnel and Guidance Association. Only those items which were common to both codes were included in the test. It is felt that this instrument assesses an important area of counselor functioning.

Although, in these fifteen questions, the professional is referred to as a "counselor" and the "help-seeker," a "counselee," these questions have been constructed to apply to either counseling or therapy situations.

Choose the response which you believe to be correct and write the letter of your response on the answer sheet provided.

There is only one CORRECT answer. Please select ONE and only ONE answer.

ETHICAL AWARENESS TEST

Multiple Choice (Choose ONE and only ONE answer)

1. When a counselor learns from a counseling relationship of conditions where harm to others is imminent, the counselor should:

   a. Report the situation, including the source of his information, to the responsible authorities.

   b. Encourage the counselee to inform those persons subject to imminent harm.

   c. Continue counseling contingent upon the counselee informing the proper authorities.

   d. Report the situation, but not the source of information to the responsible authorities.

   e. Both a and b responses.

2. At or before the counseling relationship is entered, the counselee should be informed of:

   a. the conditions under which confidentiality may be broken.

   b. All experimental methods, clearly explained.

   c. Any reservations the counselor has about initiating counseling.

   d. All of the above responses.

   e. Only responses a and b.

3. Confidentiality is not respected when:

   a. It is necessary to consult with another professionally competent person about a counselee.

   b. You are directed to by your superior professional person.

   c. There is clear and imminent danger to an individual counselee.

   d. Only responses a and b.

   e. Only responses b and c.

4. A counselor should not initiate counseling or should terminate a counseling relationship when:

   a. The individual is already in a counseling relationship with another undesignated professional.

   b. The counselee is wanted for a serious crime.

   c. The counselee is in a supervisory relationship with the counselee.

   d. All of the above responses.

   e. Only responses a and c.

5. Referral of a counselee is necessary when:

   a. The counselor cannot understand the nature of the counselee's problem.

   b. When the counselor feels that his/her attitudes towards abortion are influencing the counselee's decision about abortion.

   c. The counselor is the director of the Mental Health Center where the counselee is employed.

   d. All of the above responses.

   e. Only responses a and c.

6. When in counseling, the counselor's first responsibility is to:

   a. The rules and policies of the institution or agency which made it possible for the counseling relationship to exist.

   b. the needs and protection of the counselee.

   c. Inform the authorities of any illegal/immoral behavior.

   d. Society and the welfare of the general public.

   e. The name and public reputation of the profession which the counselor represents.

7. In which of the following situations would it be necessary to work with other persons who exercise significant control and direction over the counselee?

   a. When the counselee is in prison.

   b. When the counselee is very immature.

   c. When the counselee is a child.

   d. All of the above responses.

   e. Only responses a and c.

8. Consultation with another professional is necessary when:

   a. Institutional policies are at variance with the counselor's professional ethical standards.

   b. The counselor anticipates informing the responsible authorities of imminent danger to the counselee or others.

   c. The counselor wishes to obtain another opinion regarding a counseling situation.

   d. All of the above responses.

   e. Only responses b and c.

9. When a counselor learns that his/her counselee is receiving counseling from another source, the counselor should:

   a. Continue counseling only if the counselee is dissatisfied with the other counseling relationship.

   b. Ask the counselee to terminate the other relationship.

   c. Continue counseling if that other professional approves.

   d. Immediately terminate the relationship.

   e. Delay a decision to terminate until the counselee's progress can be determined.

10. If a counselor finds it necessary to keep his/her own counseling files available to teacher/management persons in his/her work setting, the counselor should:

    a. Provide dissemination of counselee data upon request.

    b. Inform counselees and other professionals of the situation.

    c. Not be concerned because responsibility for counselee confidentiality rests with the institution's most senior professional.

    d. Only responses b and c.

    e. None of the above responses.

11. When the counselor uses material from the counseling interview for supervision/instructional purposes, the counselor should:

    a. Present only materials where the counselee's identity is disguised.

    b. Make all interview information available.

    c. Make no reference to the counselee's chosen area of employment.

    d. Consult with another professional.

    e. Only responses a, b, and d.

12. If the methodology of a research experiment, which involves counselees, necessitates concealment or deception, the counselor should:

    a. Inform the counselee before the experiment.

    b. Not be allowed to perform the experiment.

    c. Inform the counselee as soon as possible following the research.

    d. Feel no obligation to inform the counselee of any aspects of the experiment.

    e. Feel no obligation to inform the counselee unless there is a possibility of psychological or physical harm.

13. If a counselor is employed to provide counseling services at a university and a student from that university approaches that counselor for private counseling, the counselor should:

    a. Only provide services if the university has made explicit provision for private work with its students.

    b. Refer the individual to a competent professional who does not work for the university.

    c. Inform the student that he/she can receive counseling services from the university at no charge.

    d. Under no circumstances accept a private fee or other form of remuneration.

    e. Only responses a and c.

14. When a counselor has available time and encounters a prospective counselee who has little financial resources, the counselor should:

    a. Maintain the set fee schedule.

    b. Consider the possibility of providing services for little or no remuneration.

    c. Consider the possibility of not providing services to this counselee.

    d. Recommend available public service agencies.

    e. Only responses a and c.

15. When releasing testing information, the counselor should:

    a. Send test scores directly to parents, students, or employers with the test publisher's most up-to-date interpretive brochures.

    b. Interpret the test scores to parents and/or students, and/or employers.

    c. Use this opportunity for personal counseling if personal problems are discovered.

    d. Only responses a and c.

    e. Only responses b and c.

ETHICAL AWARENESS TEST

Answer Sheet

Question	Answer	Reference	
		APGA Code	APA Code
1.	d	B11, B4	6A
2.	d	(a) B2, B7	8 (True)
		(b) B13	16C (True)
		(c) B7	8 (True)
3.	c	(a) B9	6B (False)
		(b) B15	7A (False)
		(c) B4	6A (True)
4.	e	(a) B10	7C (True)
		(b)	(False)
		(c) B6	6C (True)
5.	e	(a) B10	7C (True)
		(b) B7	8 (False)
		(c) B12	8C (True)
6.	b	B1	7B
7.	e	Intro., Part B	8B
8.	d	(a) B15	7A (True)
		(b) B5	6A (True)
		(c) B9	6B,6D (True)
9.	c	B3	11B
10.	b	(a) B5	6B (False)
		(b) B15	7A (True)
		(c) B2	6D (False)
11.	a	(a) B6	6C (True)
		(b) B6	6C (False)
		(c) B6	6C (False)
		(d) B6	6C (False)
12.	c	D5	16D, 16H
13.	e	E7	12D
14.	b	A6	12A
15.	b	C1	14C

APPENDIX C

SOCIAL EXPERIENCE BACKGROUND QUESTIONNAIRE

BACKGROUND QUESTIONNAIRE

Please check ONE and only ONE response per item. Please answer ALL items.

1. Sex:

_____Female

_____Male

2. Age:

_____20-25

_____26-30

_____31-35

_____36-40

_____Over 40

3. Member of Minority Group:

_____Yes

_____No

4. Minority Group Classification:

_____Spanish

_____Black

_____Oriental

_____Jewish

5. Family of Origin:

_____Very traditional or authoritarian

_____Somewhat traditional or authoritarian

_____Neither authoritarian nor democratic

_____Somewhat modern or democratic

_____Very modern or democratic

6. Number of different places you have lived:

_____1-3 Places

_____4-6 Places

_____7-9 Places

_____10-15 Places

7. The size of the city or town in which you spent a majority of your time before age 18:

_____Country - 999

_____1,000 - 19,999

_____20,000 - 99,999

_____100,000 - 1 Million

_____Greater than 1 Million

8. Amount of Other Types of Training:

_____No Other Training

_____One Other Type Training

_____More Than One Other Type Training

9. Racial Mixture of Your High School:

_____Uni-racial (Less than 10% minority students)

_____Multi-racial (More than 10% minority students)

10. Number of Years Between High School and Starting College:

_____No Years

_____One or More Years

11. Have You Lived in Another Country:

_____Yes

_____No

12. Military Service:

_____Yes

_____No

13. Times Traveled to Another Country:

_____No Visits

_____1-2 Visits

_____3-4 Visits

_____5 or More Visits

14. Number of Years Between Starting College and Now:

_____5-6 Years

_____7-8 Years

_____9-10 Years

_____11-17 Years

_____18 or More Years

15. Number of Years Lived Independent of Parents:

_____0-1 Years

_____2-5 Years

_____6-10 Years

_____11-15 Years

_____More than 15 Years

16. Marital Status:

_____Married

_____Single

_____Divorced

_____Widowed

17. Your Graduate Program:

_____Educational Psychology - Counseling

_____Educational Psychology - School Psychology

_____Psychology - School Psychology

18. Your Undergraduate Major:

_____Psychology

_____Education

_____Other

19. Academic College of Your Undergraduate Major:

_____Liberal Arts

_____Education

_____Other (Please specify: _____)

20. Number of Other Universities Attended:

_____No Other University

_____1-2 Other Universities

_____More than 3 Other Universities

21. Number of Years in Graduate School:

_____0-1 Years

_____1.1-2 Years

_____2.1-3 Years

_____3.1 or More Years

22. Prospective Employment Area:

_____Administration

_____Teaching

_____Applied

_____Administration - Teaching

_____Administration - Applied

_____Teaching - Applied

VITA

Robert E. Niemi was born in Quincy, Massachusetts on March 22, 1944. He attended elementary schools in that city and was graduated from Quincy High School in June 1961. The following September, he entered Milligan College, and in June 1965 he received a Bachelor of Arts degree in English. After teaching public school in Jacksonville, Florida and a tour of duty in the U. S. Navy, he began study towards a master's degree in psychology at East Tennessee State University in the Fall of 1972. This degree was awarded in June 1974.

He entered the graduate school of education at The University of Tennessee, Knoxville in January 1976. He received the Doctor of Education degree in Educational Psychology and Guidance in December 1980.