PREFACE

You are warmly invited on the journey of reflection and discovery that this monograph offers. Within these pages, you will not find definitive solutions to the challenges that career development professionals face. You will not be introduced to the "right" answers or the "one way" to tackle problems. Rather, this monograph presents an opportunity to participate in a collaborative and ongoing process of learning how to tackle some of the most vexing questions that career development professionals encounter today. I offer a partnership, a collegial relationship in which we can actively reflect on problem-solving strategies, apply these approaches to real-world ethical dilemmas, and discuss applications to our work environments.

Development of the Monograph

The idea for this monograph emerged from my work with the National Career Development Association's (NCDA) Ethics Committee when a small group of 11 dedicated professionals embraced the task of revising the association's code of ethics. Over our two years of discussions, I began to wonder: How can we make the revised *NCDA Code of Ethics* (NCDA, 2007) meaningful to the NCDA membership? How can we help career development professionals apply the ideas and guidelines set forth by our Code to their daily practice? How can we make this document accessible and engaging? How do we help ethical practice become more than a list of rules and reach its full potential as a foundation for our professional work?

As I began working on this monograph, I quickly recognized the need for a resource that speaks directly to the ethical dilemmas faced by career development professionals – a resource that recognizes the common threads of our work, as well as our varied educational and training backgrounds, practice specializations, and work settings. To date, I have not found any other book that is dedicated to addressing ethics in such a comprehensive way in this particular field. Therefore,

in preparing this monograph, I considered ideas from related fields that may inform our practice. I examined resources from psychology and counseling (e.g., Herlihy & Corey, 2006; Keith-Spiegel & Koocher, 1985; Kitchener, 2000), medical and health professions (e.g., Beauchamp & Childress, 1994; Purtillo, 2005), social science research (e.g., Sieber, 1982), and helping professions in general (e.g., Corey, Corey, & Callanan, 1998; Sommers-Flanagan & Sommers-Flanangan, 2007). I hope that you find this broad perspective helpful and informative.

I also examined current thinking regarding ethics and practice by turning to some of the most prominent career development journals, including the *Career Development Quarterly*, the *Journal of Vocational Behavior*, the *Journal of Career Development*, and the *Journal of Career Assessment*. I searched article abstracts to examine the volume of primarily ethics-related literature that is available in these resources. Reviewing the past 40 years of publications, I located fewer than three dozen articles that address ethics in career development as a primary concern. Ethics-related topics most often discussed within this limited body of work included diversity and special populations, technology and the Internet, and client assessment. These articles are referenced as appropriate within this monograph and, yet, this low volume of literature certainly points to the need for further work in this area.

Considering the gap in current educational resources, I designed this monograph as a "partner piece" to the recently (2007) revised *NCDA Code of Ethics* in an effort to build upon the wealth of information that this document offers to career professionals. Its purpose is to be highly applicable to the tough situations that career professionals may encounter in their day-to-day work.

Goals of the Monograph

The guiding purpose of this monograph is to assist career development professionals to enhance

their ethical sensitivities, by providing hands-on experience with ethics terminology, resources, and issues. The following five primary goals assist in achieving this purpose:

- Embrace a proactive approach to exploring ethical issues in order to create a welcoming space for exploration and learning.

- Recognize the unavoidable nature of ethical dilemmas in the complex real-world of our work, which necessitates preparation by all career development professionals.

- Present and apply an ethical decision-making strategy that engages all facets of the human experience – affective feelings, behavioral actions, and cognitive deliberations.

- Introduce the variety of resources available in codes of ethics and professional standards documents, while recognizing their strengths and limitations.

- Actively engage participants* in the task of analyzing and addressing complex ethical dilemmas.

The achievement of these goals is expected to equip career professionals with enhanced skills and experience to quickly recognize and effectively address ethical dilemmas.

Chapter Previews

Chapter 1 provides a context for the topics and explorations provided in this monograph. It begins by defining the intended audience: all career development professionals, from a wide variety of specialties, educational and training backgrounds, and work settings that make up this field. Distinctions are made between *career planning* and *career counseling* services, highlighting valuable contributions of both types of service. Chapter 1 continues by presenting a framework for considering ethics within the field of career development. Terminology is presented that distinguishes between terms such as ethics, morality, legality, and professionalism, as well as introduces the foundational ethical principles of the helping professions. These terms and concepts are illustrated with connections to the *NCDA Code of Ethics*. The chapter concludes with recognition of the sources of ethical dilemmas, which are an unavoidable part of the complex real-world in which career professionals work.

Chapter 2 discusses resources and strategies for engaging ethical dilemmas. It begins with a discussion of the purposes and limitations of a popularly referenced resource – the ethical codes which are provided by professional associations, licensure boards, and certification bodies. This is followed by the discussion of nine common components of ethical decision-making models designed to aid helping professionals think critically about ethical dilemmas. The chapter concludes with a series of self-test ideas for exploring whether or not an ethical dilemma has been resolved.

Chapter 3 is contributed by Dr. David M. Reile, who offers an in-depth perspective on ethics in the work of career development professionals from having served on the NCDA Ethics Committee for more than a decade, including the past five years as the committee chair. In his writing, Reile provides context for ethics in career development by providing insights into the evolution of the current *NCDA Code of Ethics*. He introduces the document's key components, suggests uses for the document, describes additional services and resources provided by the NCDA Ethics Committee, and outlines strategies for resolving ethical complaints. This chapter provides unique and in-depth insights into the living process of developing, enhancing, and applying ethical guidelines over time and experience.

Chapter 4 recognizes the many additional specialization areas that career professionals may

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* Note the use of "participants," which denotes active involvement with the material presented in this monograph. The use of "readers" in this sentence feels inappropriate, as it suggests a passive role to engaging the material. As will be particularly evident in the presentation of cases in Chapter 5, active involvement is highly encouraged as you wrestle with the challenges and ideas that you encounter.

embrace in their work. While the *NCDA Code of Ethics* provides a common foundation for the career development profession, there may be times when career professionals may desire ethical guidance that is highly targeted toward their specific work environment. This chapter briefly introduces 10 codes of ethics and professional standards documents from the following related professional associations: American Counseling Association, American Psychological Association, American School Counselor Association, Association for Counselor Education and Supervision, Commission on Certification of Work Adjustment and Vocational Education Specialists, Council for Advancement of Standards in Higher Education, International Coaching Federation, National Association of Colleges and Employers, National Board of Certified Counselors, and the National Career Development Association's specialized Career Development Facilitator training. The chapter highlights distinctive contributions of each document while recognizing common themes across them. Strategies for using multiple codes of ethics and professional standards in practice are provided. Special thanks are due to Dr. Greta A. Davis for her contributions to researching the codes of ethics and professional standards documents that are presented, as well as for her extensive feedback on this chapter.

Chapter 5 invites you to actively engage the material presented with a series of cases that reflect ethical dilemmas faced by career professionals in their day-to-day practice. Each case is informed by experiences and discussions among members of the NCDA Ethics Committee during the past several years. A set of reflection questions prompts you to consider how you might handle each situation. In-depth discussion sections walk you through one approach to analyzing the situation with the aid of the *NCDA Code of Ethics*. The goals of working through these cases are (a) to heighten personal ethical sensitivities, (b) to build confidence and comfort levels for managing ethical challenges, and (c) further enhance the necessary tools and experience to recognize ethical

dilemmas quickly and to address them effectively in your own practice.

Chapter 6 recognizes that building ethical sensitivities and honing ethical decision-making skills are lifelong processes. As such, this chapter reviews the key ideas presented throughout the monograph and suggests next steps for continuing this journey in your professional life.

I also offer a lingering invitation, welcoming your feedback on this monograph. It is my sincere hope that this resource will help raise the volume of conversation about ethics – perhaps not volume in terms of sound decibels, but in terms of the quantity and quality of the professional dialogue regarding ethics in career development. Dialogue about ethics that embraces a positive, proactive, and empowering style helps move the entire career development profession forward. It is a continuation of the collaborative journey started here – amplified.

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FOREWORD

A hallmark of any profession is an ethical code that informs and enhances services for clients, students or trainees, and research participants. Career development practitioners, instructors, and researchers must place paramount importance on being informed by ethical codes and standards in their professional work roles. The National Career Development Association, along with the America Counseling Association, has made promulgating ethical codes cornerstones of the services they provide to their members.

While ethical codes are a critical benchmark in guiding professional work, challenges come in interpreting these codes in the day-to-day activities of career professionals working with clients, instructors educating students about ethical practice, and researchers charged with conducting studies in a ethical manner. Ethical issues confront career development practitioners, supervisors, and educators on an almost daily basis. What may have been learned in a ethics course during some aspect of a training program, may seem like a distant memory when confronted with a "real world" issue.

As a career practitioner, supervisor, and educator for more than 30 years, I know how vital it is to have practical tools to help us further learn about and interpret the unique, ethically-challenging aspects of our work in the career development field. In addition, having served on NCDA's Ethics Committee for six years, I am aware of how frequently we are called upon in our respective roles to analyze information and make informed judgments around ethical issues. *A Case Study Approach to Ethics in Career Development: Exploring Shades of Gray* is a valuable resource contributing to our knowledge in this area.

Julia Panke Makela has undertaken the task of reviewing what is known in the career development field related to ethical codes and what resources are currently available on this topic. She notes the scarcity of career development publications directly related to the topic of ethical codes. One important aspect of her contribution is connecting with related professions and counseling specialties around the topic of ethics, identifying similarities in these ethical codes as well as the unique distinctions. This is especially important for readers who may span varied roles in the career development field (e.g., a private practitioner who provides instruction at a university, and serves as an onsite practicum supervisor). Her unique contribution has been to develop a series of case studies that highlight important issues faced by those of us who call career development and counseling our professional "home." The publication not only deals with perennial ethical issues in the field, but also includes issues associated new developments such as the use of technology and the Internet. She makes the analysis and interpretation of ethical cases come alive through the use of active learning strategies.

This book serves as a valuable companion piece to NCDA's ethical code, a guide for individual practice, and a teaching tool for a wide variety of curricular interventions and small group training activities. By commissioning this publication, NCDA has reaffirmed the priority it places on being the leading resource for ethical practice, instruction, and research in the career development field.

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