

CHAPTER 3

Values and the Helping Relationship

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 3-1 Clarify how therapist values operate in the counseling process.
- 3-2 Better understand the ethical issues involved in imposing therapist values.
- 3-3 Identify appropriate reasons for a referral of a client to another professional.
- 3-4 Describe what is meant by discriminatory referrals.
- 3-5 Comprehend the implications of recent court cases addressing discriminatory referrals.
- 3-6 Recognize when supervision may be needed to address value concerns.
- 3-7 Assess value conflicts regarding sexual attitudes and behavior.
- 3-8 Reflect on values pertaining to abortion.
- 3-9 Critically examine a variety of case examples on value situations.
- 3-10 Understand the role of spiritual/religious values in counseling.
- 3-11 Explore values pertaining to end-of-life decisions.

CHAPTER OUTLINE

Introduction

Controversies Regarding Integrating Personal Values With a Professional Identity

Clarifying Your Values and Their Role in Your Work

The Ethics of Imposing Your Values on Clients

Value Conflicts: To Refer or Not to Refer

Discriminatory Referrals

The Legal Framework Regarding Values Discrimination

State Legislation to Protect Religious Freedom

Informed Consent on Managing Personal Values

Seeking Supervision Regarding Your Values

Values Conflicts Regarding Sexual Attitudes and Behavior

Value Conflicts Pertaining to Abortion

Case Study of Other Possible Value Conflicts

Striving for Openness in Discussing Values

The Role of Spiritual and Religious Values in Counseling

Spiritual and Religious Values in Assessment and Treatment

Ethical and Clinical Considerations With Nonreligious Clients

Religious Teachings and Counseling

Personal Beliefs and Values of Counselors

An Ethical Decision-Making Process Model

Training in Dealing With Spiritual and Religious Concerns

Value Conflicts Regarding End-of-Life Decisions

Codes of Ethics Regarding End-of-Life Decisions

Role of Professionals in Helping Clients With End-of-Life Decisions

CHAPTER OVERVIEW

In Chapter 3, a good deal of time is given to subjects such as how religious and spiritual values can be ethically addressed in counseling; ways of dealing with end-of-life decisions; and how to manage a conflict of values. Students learn that their task is to become aware of their values and to manage them, rather than considering referring a client with whom they have a value difference. Students are challenged to pay attention to the ways their values can impinge on the client's ability to make autonomous decisions.

SUGGESTIONS FOR ACTIVITIES

1. In pairs discuss counseling situations that might involve a conflict of values. Then choose a specific situation to role-play, with one student playing the part of the client and the other playing the part of the counselor. Be sure to leave adequate time at the end to process the experience.
2. The case examples given in this chapter address a wide variety of value issues. In small groups, select two or three of these vignettes and discuss how you, as a group, might address the ethical issues raised in each of these cases.
3. Discuss this statement: "It is sometimes appropriate for counselors to influence clients to adopt values that seem to be in the best interests of clients."
 - In what ways do you agree or disagree with this statement?
 - How is the "best interest of the client" determined in counseling?
 - Under what circumstances would it be a good idea for the counselor to influence the client's values?
 - Under what circumstances might it be harmful for the counselor to influence the client's values?

DISCUSSION QUESTIONS

1. In video role play 7, Family Values: The Divorce, the client (Janice) has decided to leave her husband and get a divorce. She tells her counselor (Gary) that she doesn't want to work on her marriage anymore. Janice says that she is tired of her husband's anger and moods. The counselor responds: "I hate to hear that. What about your kids? Who will be the advocate for them?" She says, "If I am happy, they will be happy. I will take care of my kids." The counselor concludes by asking, "Is divorce the best way to take care of your children?" It is clear that the counselor has an agenda for the client. The counselor's focus is on the welfare of her children. The client feels misunderstood and does not think the counselor is helping her.

In small groups, discuss the main ethical issues in this case. If you were Janice's counselor, how do you imagine you would respond? What kind of questions would you ask of Janice, if any? Put yourself in this situation with a client similar to Janice. Assume that your client is experiencing a great deal of ambivalence about getting a divorce, even though she tells you she is convinced that her marital situation is hopeless. She pleads with you to tell her whether she should remain married or get a divorce. What approach might you take? If your client expects you to provide her with an answer, because she is coming to you as the expert, what would you do? Have one student role-play the confused client who is searching for an answer and ask several students to give different ways of proceeding with this client.
2. In video role play 8, Sexuality: Promiscuity, the client (Suzanne) is having

indiscriminate sexual encounters, and her counselor (Richard) expresses concern for Suzanne when he learns about her sexual promiscuity. Richard then focuses on how Suzanne's behavior plays out the recurring theme of abandonment by her father, but she thinks there is no connection. If you were Suzanne's counselor, how would you deal with the situation as she presents it? What main ethical issues do you think this role play illustrates and what is your stance on these? Is it ethically appropriate for you to strongly influence your client to engage in safer sex practices, even if she did not ask for this? Demonstrate how you would approach Suzanne through role-playing.

3. In video role play 9, *Being Judgmental: The Affair*, the client (Natalie) shares with her counselor that she is struggling with her marriage and is having a long-term affair. The counselor (Janice) says, "Having an affair is not a good answer for someone—it just hurts everyone. I do not think it is a good idea." How would your values influence your interventions in this situation? In what value areas pertaining to relationships might you have difficulty maintaining objectivity? Are there situations in which you might want to get your client to adopt your values? This vignette can be useful in small group discussions and also in role-playing. Have one student role-play the counselor and show how he or she might work with Natalie. In a second role play, have one student become the counselor's supervisor and demonstrate what issues you might explore with Janice.
4. Video role play 10, *Imposing Values: Religion as an Answer*, portrays a conflict of values between the client and the counselor. The client, LeAnne, thinks prayer should be her answer to her personal problems. She doesn't believe she is hearing the Lord clearly. Her counselor, Suzanne, has some trouble understanding what her client's religion means to her and how to work within LeAnne's religious framework in the counseling relationship. Instead, Suzanne comments that she feels that she is in competition with God and the client's religion. Suzanne wants her client to put more faith in the counseling process as an answer to her problems rather than relying on her religion.

In small groups discuss some of these questions: Is it ethical for you to challenge your client's belief in the power of prayer and her reliance on God to solve her problems? Explain. What ethical issues do you see if a client introduces spiritual or religious concerns and the counselor does not want to explore these with the client? If LeAnne were your client, how might you proceed with her? What concerns do you have, if any, about your ability to remain objective with LeAnne if she wants to talk about finding her answers in her religion?

5. In video role play 11, *Value Conflicts: Contemplating an Abortion*, there is a value clash between the client and the counselor. The client (Sally) is considering an abortion, and the therapist has difficulty with this possible decision. Lucia, the counselor, says that she is feeling uncomfortable because of her belief that life begins at conception. Lucia tells Sally that she will have to get some consultation so that she can sort out her thinking. In small groups, discuss the ethical issues involved in this situation. How do you imagine the client feels about her counselor's responses? What are your thoughts about a counselor disclosing his or her beliefs about abortion so the client knows where the counselor stands? What are your thoughts from an ethical perspective if the counselor were to suggest a referral because of a value conflict? This would be a good case to role-play and show various ways of dealing with the client. When should a counselor seek supervision and consultation if his or her values conflict with those of the client?
6. In video role play 12, *Counselor Disapproval: Coming Out*, the client (Conrad) discloses his homosexual orientation. Conrad states that this is something he is struggling with, mainly because it is not accepted in his culture or in his religion. The client admits that he trusts his counselor (John), and it feels good to be able to make this disclosure.

Conrad wants his counselor's help in coming out to his friends and family. So, it appears that the client wants to explore his thoughts and feelings about his sexual orientation in light of his cultural and religious values.

Conrad finds the counselor is unreceptive, and John says, "Are you sure this is the best thing for you?" Then John discloses that he does not approve of homosexuality, emphasizing that he does not see this as "being very healthy." Conrad has negative reactions to John's judgmental attitude and lack of acceptance of who he is as a person. In small groups discuss some of these questions: How does John's disclosure of his values affect the client-counselor relationship? If you were John's supervisor, what would you want him to look at? If you were the counselor in this situation, how would you respond to Conrad? If the counselor were to refer Conrad because of a value conflict, this would be a discriminatory referral, which is unethical. What steps can the counselor take, short of referral, to work effectively with this client?

7. In video role play 13, An Ethical and Legal Issue: End-of-Life Decision, the client (Gary) tells his counselor that he just found out he is HIV positive and is seriously considering ending his life. The counselor (Natalie) tells Gary that she can't believe what she is hearing. Natalie is doing her best to persuade him not to take his life. She tells him that he is taking the easy way out if he chooses to end his life. She asks him if he has a plan. Natalie suggests to him that he think about his family and other options. She lets Gary know that he may be in a crisis state and not able to make a good decision. What are the ethical and legal issues involved in this case? Can you see any potential conflict between the ethical and legal issues in this situation? If you were Gary's counselor, would you respect his decision to end his life, or would you attempt to influence him to search for alternatives to suicide? After discussing the issues involved in this case, practice role-playing the way you might deal with Gary.

KEY CONCEPTS AND TERMS

advanced directives: Decisions people make about end-of-life care that is designed to protect their self-determination when they reach a point in their lives when they are no longer able to make decisions of their own about their care.

aid-in-dying: Providing the lethal means to cause a person's death, with the person performing the act that ends his or her own life (also referred to as assisted suicide).

California End-of-Life Option Act: A physician-assisted suicide law modeled on the Oregon law.

death competence: Specialized skill in tolerating and managing clients' problems related to dying, death, and bereavement.

Death With Dignity Act: Oregon's physician-assisted suicide law.

ethical bracketing: Involves developing the ability to manage personal values so that they do not unduly influence the counseling process.

euthanasia: A "good death," which refers to the process of minimizing pain associated with death of people with terminal or incurable illness.

hastened death: Speeding up the dying process, which can entail withholding or withdrawing life support.

living will: A formal, written statement that specifies a person's preferences for end-of-life care.

rational suicide: A person deciding—after going through a decision-making process and without coercion from others—to end his or her life because of extreme suffering involved with a terminal illness.

religion: A binding of people to a higher power, usually by means of a formal organization that is based on established beliefs and teachings.

spirituality: A personal inclination or desire for a relationship with a transcendent or God.

suicide: The taking of one's own life.

value imposition: Refers to counselors attempting to influence a client to adopt their own values, attitudes, beliefs, and behaviors.

values statement: To inform prospective students about the competencies they will be expected to develop during their training program.

LO/STANDARDS CORRELATION CHART

| A-head | LO | Standard 1 | Standard 2 | Standard 3 | Standard 4 |
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| Clarifying Your Values and Their Role in Your Work | 3-1 Clarify how therapist values operate in the counseling process | CACREP5f - Counseling and Helping Relationships - Counselor characteristics and behaviors that influence the counseling process. | EPAS Competency1 b - Demonstrate Ethical and Professional Behavior - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | NOHS Standard 7 - Human service professionals ensure that their values or biases are not imposed upon their clients. | CSHSE A10b - Self-Development. Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations - Clarification of personal and professional values. |
| The Ethics of Imposing Your Values on Clients | 3-2 Better understand the ethical issues involved in imposing | CACREP5f - Counseling and Helping Relationships - Counselor characteristics | EPAS Competency1 b - Demonstrate Ethical and Professional | NOHS Standard 7 - Human service professionals ensure that their values or | CSHSE A10b - Self-Development. Standard 20: The program shall provide |

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| | therapist values | and behaviors that influence the counseling process. | Behavior - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | biases are not imposed upon their clients. | experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations - Clarification of personal and professional values. |
| The Ethics of Imposing Your Values on Clients | 3-3 Identify appropriate reasons for a referral of a client to another professional | CACREP1i - Professional Counseling Orientation and Ethical Practice - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | EPAS Competency8 e - Intervene With Individuals, Families, Groups, Organizations, and Communities - Facilitate effective transitions and endings that advance mutually agreed-on goals. | NOHS Standard 35 - Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients. | CSHSE A6b - Interventions and Direct Services. Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions - Skills to facilitate appropriate direct services and interventions related to specific client or client group goals. |

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| The Ethics of Imposing Your Values on Clients | 3-4 Describe what is meant by discriminatory referrals | CACREP1i - Professional Counseling Orientation and Ethical Practice - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | EPAS Competency 8e - Intervene With Individuals, Families, Groups, Organizations, and Communities - Facilitate effective transitions and endings that advance mutually agreed-on goals. | NOHS Standard 35 - Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients. | CSHSE A6b - Interventions and Direct Services. Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions - Skills to facilitate appropriate direct services and interventions related to specific client or client group goals. |
| The Legal Framework Regarding Values Discrimination | 3-5 Comprehend the implications of recent court cases addressing discriminatory referrals | CACREP1i - Professional Counseling Orientation and Ethical Practice - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations | EPAS Competency 8e - Intervene With Individuals, Families, Groups, Organizations, and Communities - Facilitate effective transitions and endings that advance mutually agreed-on goals. | NOHS Standard 35 - Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, | CSHSE A1c - History. Standard 11: The Curriculum shall include the historical development of human services - Historical and current legislation affecting services delivery. |

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| | | in professional counseling. | | emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients. | |
| The Legal Framework Regarding Values Discrimination | 3-6 Recognize when supervision may be needed to address value concerns | CACREP1m - Professional Counseling Orientation and Ethical Practice - The role of counseling supervision in the profession. | EPAS Competency 1e - Demonstrate Ethical and Professional Behavior - Use supervision and consultation to guide professional judgment and behavior. | NOHS Standard 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas. | CSHSE A10e - Self-Development. Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations - Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency). |
| Values Conflicts Regarding Sexual Attitudes and Behavior | 3-7 Assess value conflicts regarding sexual attitudes and behavior | CACREP5f - Counseling and Helping Relationships - Counselor characteristics and behaviors that influence | EPAS Competency 2c - Engage Diversity and Difference in Practice - Apply self-awareness and self-regulation | NOHS Standard 7 - Human service professionals ensure that their values or biases are not imposed upon their clients. | CSHSE A10b - Self-Development. Standard 20: The program shall provide experiences and support to enable |

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| | | the counseling process. | to manage the influence of personal biases and values in working with diverse clients and constituencies . | | students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations - Clarification of personal and professional values. |
| Value Conflicts Pertaining to Abortion | 3-8 Reflect on values pertaining to abortion | CACREP5f - Counseling and Helping Relationships - Counselor characteristics and behaviors that influence the counseling process. | EPAS Competency2c - Engage Diversity and Difference in Practice - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies . | NOHS Standard 7 - Human service professionals ensure that their values or biases are not imposed upon their clients. | CSHSE A10b - Self-Development. Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations - Clarification of personal and professional values. |
| Case Study of Other Possible Value Conflicts | 3-9 Critically examine a variety of case examples on value situations | CACREP1k - Professional Counseling Orientation and Ethical Practice - Strategies for personal and professional | EPAS Competency1b - Demonstrate Ethical and Professional Behavior - Use reflection and self-regulation | NOHS Standard 7 - Human service professionals ensure that their values or biases are not imposed upon their clients. | CSHSE A10b - Self-Development. Standard 20: The program shall provide experiences and support to enable |

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| | | self-evaluation and implications for practice. | to manage personal values and maintain professionalism in practice situations. | | students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations - Clarification of personal and professional values. |
| The Role of Spiritual and Religious Values in Counseling | 3-10 Understand the role of spiritual/religious values in counseling | CACREP2g - Social and Cultural Diversity - The impact of spiritual beliefs on clients' and counselors' worldviews. | EPAS Competency2a - Engage Diversity and Difference in Practice - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | NOHS Standard 7 - Human service professionals ensure that their values or biases are not imposed upon their clients. | CSHSE A9d - Client-Related Values and Attitudes. Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice - The worth and uniqueness of the individual including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity. |

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| Value Conflicts Regarding End-of-Life Decisions | 3-11 Explore values pertaining to end-of-life decisions | CACREP5f - Counseling and Helping Relationships - Counselor characteristics and behaviors that influence the counseling process. | EPAS Competency2c - Engage Diversity and Difference in Practice - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies . | NOHS Standard 7 - Human service professionals ensure that their values or biases are not imposed upon their clients. | CSHSE A9g - Client-Related Values and Attitudes. Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice - Appropriate professional boundaries. |
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