



Ethical Decision Making for Risky Behaviors: A Model for School Counseling in Turkey*

Riskli Davranışlara Yönelik Etik Karar Verme: Okul Psikolojik Danışmanları için Bir Model Önerisi

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Abstract. In Turkey, there is not a great deal of research about ethical dilemmas and ethical decision-making mechanisms for school counselors; yet existing studies reveal difficulties school counselors face when handling difficult situations. The current paper proposes a culture-specific, including systemic and legal considerations, ethical-decision making model for school counselors in Turkey for risky behaviors of the students. The proposed model is based on the current situation regarding ethical issues in school counseling in Turkey with reference to the TPCGA, ASCA, and ACA ethical guidelines. A case example was provided, followed by further recommendations for policy, research, and practice.

Keywords: Ethical decision-making, ethical dilemmas, risky behaviors, school counseling.

Öz. Türkiye’de okul psikolojik danışmanlarının karşılaştıkları etik ikilem içeren zor vakaları ele almada güçlük yaşadıklarını gösteren araştırmalara rağmen, üzerinde karar kılınmış bir etik karar verme modelinin olmadığı görülmektedir. Bu çalışma, okul psikolojik danışmanları için riskli öğrenci davranışlarına yönelik eğitim sistemi ve mevcut yasal düzenlemelerle uyumlu kültüre-özü bir etik karar verme modeli sunmaktadır. Bu kavramsal model, okullarda karşılaşılan etik sorunlara ilişkin mevcut durum göz önünde bulundurularak, TPCGA, ASCA, ve ACA tarafından oluşturulan etik standartlara dayanarak geliştirilmiştir. Çalışmada, ayrıca modelin kullanımına yönelik bir vaka örneği sunulmuş, politika, araştırma ve uygulamaya yönelik önerilerde bulunulmuştur.

Anahtar sözcükler: Etik karar verme, etik ikilem, riskli davranışlar, okul psikolojik danışmanlığı.

INTRODUCTION

The adaptation of ethical guidelines is crucial for professions such as school counseling in which the major concern is the vulnerable population with whom they work. Therefore, ethical standards and principles should lead to choices and solutions for school counselors when ethical dilemmas arise (Huey & Remley, 1988; Remley & Herlihy, 2007).

Ethical dilemmas refer to the problem situations that require contradictory solutions yet each one proposes sound reasons, but there is not a completely satisfactory choice (Kitchener, 1984). Because of the critical position of school counselors as program leaders (Gysbers, & Henderson, 2001), their collaboration and consultation with stakeholders and the legal processes concerning parental rights can inevitably create some ethical issues (Iyer & Baxter-MacGregor, 2010). At this time, ethical decision-making skills, including the qualifications and competencies of school counselors to apply ethical standards and minimize conflicts between ethical and legal issues, are of great importance.

In Turkey, when school counselors encounter an ethical dilemma, they can follow one of the ethical decision-making models (e.g., Corey, Corey, & Callanan, 2011; Ergene, 2004; Forrester-Miller, & Davis, 1996; Garcia, Winston, Borzuchowskz, & McGuire-Kuletz, 2004;

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Gümüş & Gümüş, 2008; Hansen & Goldberg, 1999; Luke, Goodrich, & Gilbride, 2013; Stone, 2009). However, these models are not appropriate either to school counseling or to the Turkish school system.

School counseling is different from other counseling fields in terms of the expectations from school counselors or the requirements, as well as the structure of the services (such as involving multiple collaborators). For instance, school counselors can encounter students' risky behaviors that are associated with serious, life-threatening consequences and long-term and mostly repetitive cases (Terzian, Andrews, & Moore, 2011). This kind of situations might result in the development of possible ethical issues. In the meantime, the professional activities and practices of school counselors should meet legal requirements and regulations (Stone & Zirkel, 2010). However, not every legal practice is at the same time an ethical one (Bond, 2016), which also creates ethical dilemmas for counselors in their professional practice. At this point, rules are specific, but sanctions are not clear in Turkey (Gümüş & Gümüş, 2008). In addition, the legal regulations regarding school counseling have not only affected the development of the school counseling profession and professional identity since its beginnings (Korkut, 2007; Stockton & Yerin-Güneri, 2011) but also created some difficulties and ethical dilemmas for school counselors in Turkey.

Based on the current situation and relevant research, there is a need for cultural ethical decision-making model. Therefore, the aim of this paper is to propose an ethical decision-making model regarding difficult situations, such as risky behaviors of students for school counselors in Turkey. This model can be also helpful for school counselors in other countries as the process of ethical decision-making model was conceptualized by considering risky situations in the school setting, yet based on ethical principles of counseling.

The paper begins with a review of the school counseling system in Turkey. This review encompasses several related areas, including ethics training through counselor education and current issues in school counseling in terms of ethical difficulties of school counselors. The proposed ethical decision-making model is then outlined, followed by a case example in which the model is applied, and concluding with recommendations for policy, research, and practice.

Problems of School Counseling in Turkey Regarding Ethics

In Turkey, school counselors mostly have an undergraduate degree from a four-year Psychological Counseling and Guidance program; which includes a wide range of counseling courses, and are housed within the faculty of education and department of educational sciences (Korkut-Owen, & Yerin Güneri, 2013). After graduation, they have to pass a nationally administered exam to be able to find a position at a public school, or they can choose to work at a private school without having to pass this exam (Culbreth & Korkut, 2006). Master and doctoral levels of education are also available for school counselors.

Ethics training is provided as a separate course in counselor education programs in Turkey (Higher Education Council, 2007). Although the Turkish Higher Education Council (HEC) regulates the counseling training programs by facilitating cooperation and coordination among the higher education institutions, there is not a specialized accreditor for counseling programs like the Council for Accreditation of Counseling and Related Educational Programs within the United States (CACREP, 2016). There has been a strong need for the standardization of counseling programs to foster professional identity and counseling competencies (such as the acquisition of ethical knowledge, awareness and behaviors), yet uniformity and consistency among counselor education programs and curricula have remained lacking (Doğan, 2000a; Korkut, 2007; Stockton & Yerin Güneri, 2011). It is notable that becoming an ethical counselor depends firstly on self-awareness and insight, as well as a culturally sensitive outlook into others' world (Gladding, 2009), which makes teaching ethics challenging (Kitchener, 1984). Apart from only a three-credit ethics course through an undergraduate counseling program, the integration of ethics into counselor education, as well as professional development opportunities after-graduation, is still open to development in Turkey.

In most countries, school counselors have a number of resources for ethical standards such as the American Counseling Association (ACA), the American School Counselor Association (ASCA), British Association for Counselling and Psychotherapy (BACP), and Australian Counselling Association. Similarly, the Turkish Psychological Counseling and Guidance Association (TPCGA) first published ethical guidelines in 1995, with updated editions in 2006 and 2011 (TPCGA, 1995; 2006; 2011). The TPCGA ethical guidelines pointed out six main principles: competency, trustworthiness, being sensitive and respectful, sensitivity to individual and cultural differences, social responsibility, and professional and scientific responsibility. Based on these principles, ethical guidelines are identified under eight categories as general standards, principles for counseling, measurement and evaluation, research and publication, consultation, professional preparation, private practice, and management of human resources. The aim is to promote ethical behaviors in counselors. Subsequently, the TPCGA has continued its activities to improve the professional practice. Recently, the competencies for school counselors and career counselors have been published under the coordination of the Vocational Qualifications Authority (Mesleki Yeterlik Kurumu; MYK, 2017). This document also underlines the necessity of ethical attitudes of school counselors.

Professional activities and practices of school counselors should also meet legal requirements and regulations (Stone & Zirkel, 2010). In Turkey, the Ministry of National Education (MONE) has the authority to regulate school counseling services in addition to the HEC (Korkut, 2007). Unlike some countries, Turkey does not regulate the licensure status of counselors. In fact, professionals specialized in different disciplines (e.g., sociology, education, philosophy, etc.) have been appointed to school counselor positions with the only requirement of attending a one-month training course (Doğan, 1998; Pişkin, 2006; Stockton & Yerin Güneri, 2011). Even, there is a need to improve the ethical understanding and approaches of the counselors, who have occupational background (e.g., İkiş, Mete Otlı, & Arslan, 2017); it causes impairment to appoint unqualified graduates to school counseling services on quality and effectiveness of counseling services and its professional identity based upon essential ethical guidelines. Moreover, the latest version of the Guidance and Counseling Services Regulation has been issued by the MONE in November 2017. According to this, school counselors are expected to take extra duties such as teaching, tutoring, monitoring students during breaks in the school day and willing to accept any responsibility as exam invigilator or regarding guidance services that school administrators can assign (MONE, 2017). Furthermore, in spite of all the discussion and relevant literature regarding this issue (e.g., Yerin-Güneri, Büyükgöze-Kavas, & Koydemir, 2007), the professional title of school counselors was stated as “guidance teacher” contrary to the previous regulation (MONE, 2001). This might exemplify that sometimes not every legal practice is meant to be ethical at the same time (Bond, 2016), which may arise ethical dilemmas for counselors in their professional practice.

Ethical Issues Perceived by School Counselors in Turkey

Although empirical research on the ethical difficulties that school counselors face in Turkey is quite limited, the existing studies reveal some crucial findings. It was reported that school counselors have experienced ethical dilemmas in the areas of confidentiality and volunteering, dual and multiple relationships, professional competence and proficiency (e.g., Erdur-Baker & Çetinkaya, 2007; Kolay-Akfert, 2012; Siviş-Çetinkaya, 2015b; Yam, 2017).

First, ethical dilemmas regarding confidentiality included issues such as the students’ risky behaviors, emotional and health problems, illegal behaviors, custody issues, being a part of school discipline system, and expectations of school administrators and teachers (Kolay-Akfert, 2012). Erdur-Baker and Çetinkaya (2007) reported that school counselors experienced ethical dilemmas regarding confidentiality; especially because of the general curiosity and questions of teachers, parents and school administrators concerning the students’ problems. Another study reported that counselors perceived the breach of confidentiality as ethical in child abuse incidents (98%), and potential harm towards oneself (96%) or others (94%). However, the researcher mentioned that although the judgments of the counselors seemed ethical, it is

important to examine how they really behaved throughout the process (Siviş Çetinkaya, 2015a). In another research study, it was evidenced that 40% of the child sex abuse incidents seemed to be under-reported (Siviş-Çetinkaya, 2015b). This might imply the needs of counselors for ethical problem-solving skills and decision-making models to the specific situations.

Ethical issues regarding volunteering were reported as the second most common dilemma. School counselors reported that they have experienced ethical dilemmas regarding volunteering of the students for counseling relationship because of the expectations of school administrators, parents and teachers (e.g., Erdur-Baker & Çetinkaya, 2007; Kolay-Akfert, 2012). Although the TPCGA reports that counseling relationships should be based on volunteering of clients (TPCGA, 2011), the latest Guidance and Counseling Services Regulation (MONE, 2017) does not mention volunteering among counseling principles.

Third, school counselors reported that vague job definitions, including school administrators' unawareness of the counseling profession and assigning administrative tasks, result in ethical issues about dual and multiple relationships (Erdur-Baker & Çetinkaya, 2007; Kolay-Akfert, 2012). Accordingly, Tuzgöl-Dost and Keklik (2012) reported that school counselors perceived the same factors as the difficulties of counseling profession. As a result, Yerin-Güneri and colleagues (2007) reported that the relationships with school administrators and teachers, administrative tasks, and vague job definitions as the factors that caused occupational stress and burnout in school counselors.

Fourth, school counselors stated that they had difficulties handling ethical and legal dilemmas regarding competencies, especially when they were more novice counselors (Kolay-Akfert, 2012). Some studies indicated their perceptions about the discrepancies between counselor training and real practices in the school as well as insufficiency of undergraduate education to manage ethical dilemmas (e.g., Erdur-Baker & Çetinkaya, 2007; Tuzgöl Dost & Keklik, 2012). Subsequently, most of the school counselors complained about the fact that there are not enough institutions to provide supervision (e.g., Erdur-Baker & Çetinkaya, 2007; Kolay-Akfert, 2012), although the importance of supervising was underlined throughout the counseling education and literature in Turkey (e.g., Hamamcı, Murat, & Esen-Çoban, 2004; Siviş-Çetinkaya & Kararmak, 2012).

In sum, school counselors in Turkey reported problems similar to those mentioned in the international literature (e.g., Bodenhorn, 2006; Glosoff & Pate, 2002; Isaacs and Stone, 1999; Moyer & Sullivan, 2008). These dilemmas could be caused by ethical violations, lack of knowledge and competence, lack of sensitivity on the subject, ignorance, or personal issues (Korkut, Müderrisoğlu, & Tanık, 2006; Yam, 2017). Making a professional assessment of ethical dilemmas and putting ethical standards into action depends on the sensitivity of counselors about this issue, and their ability to integrate theory with practice and problem-solving skills (Gümüş & Gümüş, 2010). In addition, there is compatibility between ethical codes and professional sanctions in Turkey (Gümüş & Gümüş, 2008), which potentially brings some ethical problems to school counselors. Therefore, the cultural, political and economic context in Turkey should be considered when evaluating the nature of ethical dilemmas (Erdur-Baker & Çetinkaya, 2007) as well as specific characteristics and requirements of school settings.

Need for cultural ethical decision-making model

Counseling services and training in Turkey have been developed based on the model in the United States (Doğan, 2000b; Pişkin, 2006; Korkut, 2007). However, it has been emphasized that counseling based on a generic western approach would not produce effective results for Turkish schools and the Turkish community (Doğan, 2000b). In addition, the Turkish decision-making system is based in a top-to down approach; the MONE and the HEC both have influence on the counseling profession (Korkut, 2007). Thus, although comprehensive school counseling program that mentions preventive approach was adopted in Turkey (Nazlı, 2005; Erkan et al., 2006); school counselors are expected to handle difficult situations like personal, stressful and traumatic issues (MONE, 2017). School counselors also stated the lack of relevancy between counselor training and the application of counseling in the schools and lack of resources regarding ethical decision-making (e.g., Erdur- Baker & Çetinkaya, 2007; Yerin-Güneri et al.,

2007). Considering both systemic and cultural differences in Turkey, an ethical decision-making model for difficult situations in a school setting is needed.

A Proposal: Ethical Decision-Making Model for Risky Behaviors

The conceptual framework of the model involves the TPCGA Ethical Guidelines (2012), the ethical standards of the ASCA (2016) and the ACA (2014) as they all have similar functions and the education system in Turkey. Beyond the systemic requirements, each step of this model considers essential moral principles of autonomy, nonmaleficence, beneficence, justice, and fidelity (Beauchamp & Childress, 2001; Kitchener, 1984). We have also incorporated the existing ethical decision-making models of Forester-Miller and Davis (1996) and Schmit, Schmit, Henesy, Klassen, and Oliver (2015).

Consideration 1: Identify the way that the issue is delivered to counseling service

Consideration 2: Identification of the case /event and its prevalence

Consideration 3: Investigation of the underlying reasons and risk factor

Consideration 4: Examination of the ethical guidelines and legislation regarding the issue

Consideration 5: Determining the ethical dilemmas

Consideration 6: Planning and Implementation

Consideration 7: Monitoring and Evaluation

Moreover, the context of this model involves the experiences and views of the authors who had a professional background as experienced school counselors over ten years.

Consideration 1: Identify the way the issue is delivered to counseling service

It refers to the way the school counselor is informed or notified about the issue. Students can share the situation with him/herself. Other students, parents of other students, school teachers or administrators can inform the counselor about the risky behavior of a student. In this step, identifying the way that information is gathered is important as different steps can be followed according to the form of notification. For instance, if the student brings the issue to the counselor, it is important to encourage him/her for sharing this situation with the counselor. If the information is obtained from third parties, necessary precautions related to confidentiality must be taken to protect the effected students. It is also important to raise awareness about risks and consequences of sharing, especially in social media, at this step. The first priority of a counselor should be to protect the physical, cognitive, emotional, and social development of the student/s as a whole. The school counselor should have gone through a process of informed consent with the students (Gümüş & Gümüş, 2009; Stone, 2009).

Consideration 2: Identification of case /event and its prevalence

After the initial step, the next step aims to clarify and then evaluate the issue. In this step, there is some crucial points school counselor should try to identify: the type, frequency, severity and prevalence of the risky behavior. In the light of the information obtained, risk groups are determined. According to severity and prevalence of the issue, the requirement to inform school administration is evaluated and the appropriate time is decided (i.e. should it be shared at first or after the necessary information is collected and evaluated). If informing is imperative at this stage, school counselors must take precautions to protect the student/s, ensure confidentiality, and determine the boundaries of the collaboration with the school administration. Consultation with school administrators should be provided.

Consideration 3: Investigation of underlying reasons and risk factors

This step involves that the school counselor inquiries into the underlying reasons and risk factors of the problem behavior such as personal, developmental and external factors that might cause the behavior. The possible functions of this behavior are explored and evaluated. To obtain data, school counselors can conduct interviews with students, parents, and teachers if necessary. During this process, school counselors should be sensitive to protect the confidentiality of student/s and the name of the school.

Consideration 4: Examination of ethical guidelines and legislation regarding the issue

This step suggests examining the relevant ethical guidelines and existing legislation. In Turkey, school counselors should review the ethical guidelines provided by the TPCGA (2011) and apply them to the current situation. Accordingly, legislation such as the Child Protection Law (2005), Regulations for Pre-School Education and Primary School Institutions (2014), the Regulation for Secondary Education Institutions (2017), and the MONE Guidance and Counseling Services Regulation (2017) need to be examined and evaluated as they pertain to the current issue.

Consideration 5: Determining ethical dilemmas

This step aims to determine and clarify ethical dilemmas, after applying ethical codes and examining the legislation regarding the issue. School counselor should determine which legal requirements might possibly interfere with ethical standards. The next steps will be based on the possible avenues available to manage the ethical dilemma.

Consideration 6: Planning

After clarifying ethical aspects of the issue, the next step involves making a plan. All acquired information is gathered together. An action plan is drafted based on the previous steps. A framework for the collaboration and consultation with other teachers and parents is determined. Resources for supervision are investigated.

The necessity of a referral process is evaluated, based upon ethical and legal responsibilities of school counselors. In Turkey, Gümüş and Gümüş (2010) suggest to meet these circumstances to decide referral: the need of the student for clinical assessment and treatment, the condition that the counseling relationship is harmful rather than beneficial for the student, which is proved by the reports of the counselor. In addition, the counselor serves outnumbers of students, which prevents giving qualified service, even though s/he has consigned the other duties. The other reasons such as annual or sick leave can be also a reason for referral (p. 56).

Consideration 7: Implementation, monitoring and evaluation

The next step involves implementing the course of action for each stakeholder group such as parents, teachers, school administrators, including the students who attempted the behavior and those who are affected indirectly. School counselors should carefully manage this step. For instance, if informing parents is imperative, the conditions required to breach confidentiality are reviewed and the preference of the student is asked; the student may want to share the information with him/herself or ask the counselor to do it.

Following the implementation, the process should involve monitoring and process evaluation. During this step, the intervention plan can be revised. This step is also embedded into each separate action throughout the process.

Case Example: Self-injurious Behaviors

Self-injurious behavior is a planned and an intended attempt by an individual to harm his/her own body, ending with tissue damage. It is not a suicidal behavior or attempt, but has a repetitive pattern (Brunner et al., 2007). This example includes the behavior of scratching wrists with different cutting tools such as pencil sharpener, pencil, scissors etc. Initially starting with a few students at the middle school level, the behavior soon spreads to other students using social media. Thus, it became a widespread issue in the school, which caused involvement of many people

Consideration 1: Identification of the way the issue is delivered to counseling service

In this case, school counselor was informed of the situation by a parent whose child was not involved with the behavior. Then, some other students who had done self-injury behavior shared with the school counselor by themselves. Moreover, some teachers reported the school counselor about the same issue as they had learnt from the students in their classroom at the beginning of the process. Therefore, different possibilities was explained below.

Information from the student him/herself.

The school counselor listens to the student with empathy and tries to understand the issue in detail (how many times it occurred, where it took place, what are the underlying reasons and risk factors, etc.). At this step, it is also important to raise awareness of the risks and consequences of sharing the behavior on social media. The school counselor discusses the helping process with the student by giving him/her information about confidentiality and its restrictions. The student is re-scheduled for the next session and the first interview is terminated. Informed consents should be provided to the student/s.

Information from other students.

All aspects of the issue are examined carefully (how the student got the information, or who is/are the one/s exhibiting the behavior and why). The school counselor tries to identify the effected parties as well as the informant(s) in terms of the psychological support they need. Necessary precautions are taken for confidentiality, including social media.

Information from parents of other students.

The school counselor listens to the parents carefully, taking into consideration their worries and concerns. Parents are encouraged to inform the school's counseling services and are assured that the issue will be dealt with delicately. The support that the parents can provide for their children is discussed. It is mentioned to keep the information confidential.

Information from teachers / administrators.

The school counselor tries to understand all aspects of the issue (how the teacher got the information, who is/are the one/s exhibiting the behavior and why, whether the teacher shared information with someone else, etc.). The teacher is encouraged to inform the counseling service of school about the issue and confidentiality is ensured. Consultation is provided to the teacher for the next steps. If an administrator gives the information, the steps to handle the issue and the boundaries of the collaboration are discussed. The school counselor create an awareness for confidentiality.

Consideration 2: Identification and prevalence of case / event

The school counselor identifies all factors contributing to the issue, such as the type of self-injurious behavior, its frequency, initial start, where it is performed, and investigates the prevalence of the behavior among the students. Risk groups are defined (those who are doing repetitive actions, those who only try it once, those who are curious but have not tried yet, those who are possible to try it, etc.). If school administrators do not have information yet and it is imperative based on the evaluations, the appropriate time is decided to share with them; should it be shared at first or after the necessary information is collected and evaluated. Permission from the student/s are taken before this process. The school counselor should take precautions to protect the student/s' confidentiality.

Consideration 3: Investigation of underlying reasons and risk factors

Personal and developmental characteristics of the students who have been involved in the self-injurious behavior are explored to better understand the reasons and risk factors behind it. These reasons and risk factors may include impulsivity, socio-emotional problems, search for an identity, and the need of belonging to a group, etc. The similarities between the students (gender, socioeconomic status [SES], family background, etc.) might provide some explanations. Risk factors such as the effects of social media, influence of friends, conflicts within the family, and communication problems are evaluated. In addition, this behavior might have some functions such as attracting attention, difficulty in coping, and dealing with anxiety.

Consideration 4: Examination of ethical guidelines and legislation regarding the issue

According to the Child Protection Law (2005), "Children are individuals who have not completed their eighteen years of age, even if they have reached puberty" (Article 3 / a1). In this

case, according to Article 4 /1 a. b., students must be protected and observed within the scope of children's rights in terms of living, development, health and well-being. In addition, the Regulation on Preschool Education and Primary Education Institutions (2014) states that "Every student has a parent during his/her education and training. The parent is the mother or the father, or the legal representative of the student." The MONE Guidance and Psychological Counseling Services Regulation (2017) emphasizes the importance and necessity of respectfulness to individual differences, being scientific, confidentiality, developmental and preventative approach, putting forward the needs of the individuals, school and society, adopting professional ethics, and cooperation among the stakeholders in counseling services.

Regarding self-injurious behaviors of the students, prominent ethical guidelines provided by the TPCGA (2011) are briefly summarized below:

Supporting development.

School counselors should protect the physical, cognitive, emotional, social development of the student as a whole.

Confidentiality.

It emphasizes the necessity of the protection of private information belonging to the client; this information cannot be shared without any threat or danger to the person or environment, and without the knowledge of the clients.

Consultation.

The most appropriate decision can be made by consulting with other experts, especially in cases where the violation of confidentiality is necessary.

Professional competency.

The TPCGA *Code of Ethics (2011) C. a. 1* states that, "Counselors are able to serve, teach and organize research in areas of specialization in which they have been educated and had adequate supervised practice or carried out appropriate professional practice."

Referral.

Counselor starts the referral process when s/he understands that s/he cannot help the client because of his/her professional incompetency.

Supervision.

Counselors can utilize supervision to handle situation. In the context of this legal framework, school counselors can have supervision to manage the ethical decision-making process regarding self-harm behavior.

Consideration 5: Determining ethical dilemmas

In this situation, first, parents have the right to be informed about their children; considering that the risky behavior involves self-harm. This might intervene with confidentiality (See Consideration 1). Apart from parents, informing school administrators might be decided according to frequency, severity, and prevalence of the risky behaviors (See Consideration 2). Another crucial dilemma arises because of the use of social media. Self-injurious behaviors spread through the images and videos shared via social media, and more importantly, create the risk of possibly increasing the prevalence and repetition of the behavior. At this point, the question of how and to what extent school counselors could explore students' social media accounts creates an ethical dilemma (See Consideration 3). Next, consulting with other counselors working at the school might be necessary in terms of planning and taking the right steps to prevent the behavior from spreading, as well as the requirements in the school system, which might constitute a threat to confidentiality especially if some other teachers already know about the issue (See Consideration 1). Regarding professional competency and referral, the school counselor should distinguish the students who have engaged in the self-injurious

behavior because of the developmental characteristics of adolescence and those who need further clinical assessment and help, which exceeds the competencies of the school counselor. However, if the school counselor works in a place where referral is not possible, this might also create a dilemma. Lastly, in this case example, the school counselor can seek out supervision to determine which steps to take in the school and verify their approaches; however, there might not be an opportunity for this.

Consideration 6: Planning

An action plan is determined based on the previous steps. This plan can include a framework of the activities for each stakeholder group (such as parents, teachers, and school administrators), as well as including the students who attempted the behavior and those who are effected indirectly. The students who need referrals for further clinical help are evaluated and the steps for referral are determined. Possible resources for supervision are investigated.

Consideration 7: Implementation, monitoring and evaluation

The course of action is initiated according to planning. The helping process starts with the students who need psychological support. The students who need clinical evaluations and therapy/counseling are referred, yet the school counselor continues to collaborate with their psychiatrist to observe the students in the school. Parental guidance is provided. Consultation and collaboration with teachers and administrators might be necessary. Preventive programs, such as promoting coping and conflict resolution skills and emotion regulation strategies, are initiated. Supervision is received in accordance with the possibilities of the school and/or the school counselor through the process.

In the last step, the school counselor should monitor the process. If new ethical issues arise, the planning and implementation steps should be re-evaluated. Monitoring and evaluation starts with the first step. The school counselor should evaluate each stage, which will affect the implementation of the next step.

CONCLUSION and RECOMMENDATIONS

School counselors should diligently apply ethical guidelines to school counseling. When looking at current counselor education, the legislation for the school counseling, the relevant literature and research in Turkey, there is a need for increasing ethical attitudes and providing trainings and resources for school counselors. In addition, school counselors potentially face ethical dilemmas while experiencing multiple collaborations with teachers, administrators, parents etc. in the school setting. Therefore, the approach for ethical decision-making should consider the school system. We propose a new model for ethical decision making for risky behaviors in a school setting.

Policy makers should consider that given the ethical and legal sensitivities of the provision and implementation of counseling in schools, it is a necessity, not a preference, for this service to be carried out by the graduates from the field. In addition, as emphasized many times (e.g., Voltan-Acar, 1985), there is a need to establish a legal entity that will act as a guide for the practice and supervision of whether counselors comply with professional ethics.

There is a need for more research to determine ethical dilemmas that school counselors encounter and to evaluate the impact of the current legislation and counseling regulations in Turkey on the effectiveness of counseling services. In addition, more case examples and scenarios based on specific ethical dilemmas should be provided to increase the number of resources regarding ethical dilemmas. Moreover, culturally specific ethical decision-making models, such as the one offered in this paper, should be proved by evidence-based practices.

Finally, practitioners should consider that ethical decision-making models provide a roadmap, not exact solutions to ethical problems. For this reason, professionals have the responsibility of seeking out consultation and supervision, being aware of their own values (and not allowing these values to influence their decisions), and adopting one of the ethical decision-making models when they face an ethical dilemmas.

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