

Chapter 2: Ethical and Legal Foundations of Group Work in the Schools

Chapter 2 – Multiple Choice Questions

1. _____ are based on generally accepted societal norms, beliefs, customs and values.
 - a. Laws
 - b. Ethical standards
 - c. Both of the above.
 - d. None of the above.
2. The difference between laws and ethical standards is that laws
 - a. are more prescriptive.
 - b. dictate minimum standards of behavior.
 - c. carry penalties for failure to comply.
 - d. All of the above.
3. _____ are those which leaders try to attain at the highest standards and think about as their actions impact members.
 - a. Mandatory ethics
 - b. Aspirational ethics
 - c. Nonmalificent ethics
 - d. Beneficent ethics
4. _____ is NOT a moral principle named by Forester-Miller and Davis (2002).
 - a. Autonomy
 - b. Confidentiality
 - c. Justice
 - d. Fidelity
5. Which of the following is a purpose of the *ACA Code of Ethics*?
 - a. Clarify the nature of ethical responsibilities
 - b. Support the mission of the association
 - c. Assist members in constructing a professional course of action
 - d. All of the above.
6. _____ is NOT one of the eight divisions of the *ACA Code of Ethics*?
 - a. Coordination and Collaboration
 - b. Relationships with Other Professionals
 - c. Research and Publication
 - d. The Counseling Relationship

7. The *ACA Code of Ethics* includes
 - a. an index of terms.
 - b. an Editorial section.
 - c. the infusion of multicultural issues.
 - d. a section for addressing issues in a school setting.
8. The *ACA Code of Ethics* applies to counseling
 - a. children.
 - b. adults.
 - c. married couples.
 - d. all populations and settings.
9. _____ is the cornerstone of all counseling.
 - a. Trust
 - b. Confidentiality
 - c. Counselor competence
 - d. Informed consent
10. When counseling minors, _____ confidentiality rights belong to the child, but _____ confidentiality rights belong to the parent.
 - a. legal; ethical
 - b. legal; legal
 - c. ethical; ethical
 - d. ethical; legal
11. If a parent demands to know what is going on in group, the leader may
 - a. only divulge information about the parent's child as appropriate and may not share information about other students in the group.
 - b. not tell the parent any information.
 - c. ask the group members for permission.
 - d. ask the members if they would like the parent to break the trust of the group.
12. It is necessary that leaders
 - a. do not include siblings in groups.
 - b. monitor their competence as different groups and clients require different skills.
 - c. ignore their values and character influences.
 - d. All of the above.
13. Group leaders who try to hide their values or are unaware of their values may
 - a. be more effective.
 - b. do more harm than good.
 - c. prevent influencing group members' values.
 - d. None of the above.

14. Group leaders must be aware of
- time constraints.
 - hidden agendas.
 - how backgrounds of members influence their behavior and acceptance into the group.
 - gossiping outside of the group.
15. _____ exist to ensure appropriate behavior for professionals within a particular context to ensure that the best interests of the clients are met.
- Laws
 - Ethical standards
 - Both of the above.
 - None of the above.
16. If a conflict between ethical standards and laws exist, leaders must
- make the clients aware of the conflict.
 - follow the law.
 - choose which is best for the client.
 - follow the ethical standards.
17. Which of the following laws governs student records?
- Health Insurance Portability and Accountability Act (HIPAA)
 - Protection of Pupil Rights Amendment (PPRA)
 - Group Work Act
 - Family Educational Rights and Privacy Act (FERPA)
18. Under FERPA _____ can access a student's record.
- anyone who has custody of the child
 - any staff member within the school
 - those people with a legitimate educational interest
 - only the child
19. The Protection of Pupil Rights Amendment (PPRA) requires _____ for any psychological, psychiatric, or medical examination, testing or treatment of students.
- informed parental consent
 - debriefing
 - record keeping
 - professional training
20. Professional counselors conducting groups in schools must be aware of limitations that FERPA may impose on
- curriculum materials.
 - assessments used to identify or evaluate members.
 - types of information kept in counseling notes.
 - All of the above.

Answer Key: 1. c, 2. d, 3. b, 4. b, 5. d, 6. a, 7. c, 8. d, 9. b, 10. d, 11. a, 12. b, 13. b, 14. c, 15. c, 16. a, 17. d, 18. c, 19. d, 20. d.

Chapter 2 – Extended Response Questions

1. Compare and contrast the concepts of laws and ethical standards.
2. Describe the five main purposes of the *ACA Code of Ethics*.
3. Define confidentiality and describe its limits with regard to group work.
4. Choose, define, and describe two major ethical issues in group counseling.
5. Explain the *Family Educational Rights and Privacy Act* (FERPA) of 1974.
6. Explain the *Health Insurance Portability and Accountability Act* (HIPAA) of 1996.
7. Explain the *Protection of Pupil Rights Amendment* (PPRA) of 1978.
8. Describe how FERPA affects group work in public schools.
9. Describe the implications HIPAA has for group leaders.
10. Name and describe the five moral principles delineated by Forester-Miller and Davis (2002).

Chapter 2 – Activities

1. Promotion of autonomy facilitates independence of group members and their right to make their own decisions. Explain to the group members that everyone is allowed to hold their own beliefs and make their own decisions. Read a controversial scenario to the group. Remind the group of the accepted autonomy. Ask each member for his/her thoughts and opinions regarding the scenario. Discuss these opinions among the group members.
2. In a group discussion on couples and family counseling, clearly define who “the client” is. Discuss expectations and limits of confidentiality, and then have small groups of students write an agreement among involved parties who have the capacity to give consent.
3. As a group, discuss what confidentiality is and the limits of confidentiality in a group setting. Discuss when the professional counselor might have to break confidentiality and the possible consequences for breaking confidentiality. Ask students to describe confidentiality in their own terms and add several statements to a banner that will be hung somewhere in the classroom. Review the banner and imply that these ideas could become rules for group members.
4. Prepare an informed consent form that includes: an explanation of the rights of every group member, the purpose of the group, expectations members can have, and an explanation that participation is voluntary.
5. To become aware of your own values and ideas about a given group topic, explore these values by speaking with a supervisor or coworker. Using self-reflection, examine your position on this issue and display a willingness to explore and accept diverse viewpoints, values, and beliefs.
6. Conduct an in-depth study of a cultural group you will likely encounter in your future counseling practice to become aware of the impact cultural differences can have on the group.