Professional Ethics in Counselor Education: Ethical and Unethical Situations from The Sopranos TV Series

Semra UÇAR a (ORCID ID - 0000-0002-4395-9081)  
Sümeyye DERİN b** (ORCID ID - 0000-0002-9102-7561)

a Erciyes University, Faculty of Education, Kayseri/Türkiye  
b Sakarya University, Faculty of Humanities and Social Sciences, Sakarya/Türkiye

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Abstract

The aim of this study was to present examples of ethical and unethical situations through therapy scenes and therapy-related scenes of The Sopranos TV series and to create a supportive teaching material for ethical decision-making processes. The ethical codes of American Counseling Association (ACA) and Turkish Counseling and Guidance Association (TCGA) were taken as reference in the evaluation of ethical situations. Document analysis, one of the qualitative research methods, was used in the study. Research data were collected from therapy scenes and therapy-related scenes in all episodes of The Sopranos series (6 seasons and 86 episodes). As a result of this research, ethical and unethical behavior examples were determined in counseling relationships, multiple relationships, boundaries, confidentiality, dangerous clients and professional competence. This study shows that the therapy and scenes related to therapy in The Sopranos can be used as experiential learning materials while teaching professional ethics in counselor education.

Research Article

Psikolojik Danışman Eğitiminde Mesleki Etik: The Sopranos Dizisinden Etik ve Etik Olmayan Durum Örnekleri

Makale Bilgisi

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The Sopranos.

Öz


* The findings regarding “confidentiality” obtained in this study were presented as an oral presentation at the ERPA International Congresses on Education (3-5 June 2021).  
** Corresponding Author: sumeyyederin@gmail.com
Introduction

Professional ethics, which is among the qualifications of being a professional, is a challenging and complex process. An important part of this process is teaching how to handle unclear and controversial ethical issues where decision-making is abstruse (Jordan & Meara, 1990). Common quandaries that are open to ethical violations include informed consent, counselor relationship, confidentiality, boundaries, counselor competence, and multiple relationships (American Counseling Association [ACA], 2014; Bond, 2017). It is of great significance to enhance the ethical decision-making skills by gaining experience through various ethical dilemmas that may arise in the psychological counseling process, and dealing with any possible unwanted scenarios by taking into account the ethical codes and legal situations is another crucial issue. At this point, experiential learning methods can help transform an external experience into an internal meaning (Pelsma & Borgers, 1986). Various methods can be used as individual and/or group work as well. For example, materials involving popular culture (TV series, movies, books), expressive methods (art, written studies), case studies, therapy videos, and animations are among the main methods that can be utilized (Gibson, 2007; Henderson & Malone, 2012; Koch & Dollarhide, 2000; Thomason, 2008). In the literature, it is pointed out that the use of movies/videos as teaching materials in the classroom can appeal to different types of intelligence in students. It may facilitate the use of both the right and the left hemispheres of the brain. Furthermore, videos can activate different waves in the brain, and therefore the highest level of learning can be achieved (Berk, 2009). It has also been determined that the use of video/film help students better understand and apply the concepts in the course content by positively affecting the relationship between the instructor and the classroom (Koch & Dollarhide, 2000). Therefore, the use of movies as a teaching aid in counselor education is considered an effective method (Derin & Çetinkaya-Yildiz, 2018; Toman & Rak, 2000; Villalba & Redmond, 2008).

Experiential, expressive, and popular literature can be used in teaching ethical issues (Gibson, 2007; Sıviş-Çetinkaya, 2019). This process contributes to self-reflection, integrating personal and professional values, developing a multicultural perspective, and bridging theory and practice (Ruiz et al., 2020; Warren et al., 2010). In the literature, there are studies on the use of TV series/films as educational materials in ethics education such as In Treatment (Sıviş-Çetinkaya, 2017) and the ethical evaluation of therapy scenes in Hollywood movies released between 1990 and 2010 (Flouton Barnes, 2011). Nonetheless, there is a limitation in terms of materials and reference resources that can enhance the teaching of professional ethics.

TGCA (Turkish Guidance and Counseling Association) (2021) is in charge of preparing and publishing ethical codes in Turkey. It has been observed that international codes are also taken as references in studies conducted on ethics education and the needs of those working in the field in Turkey (Sıviş-Çetinkaya, 2015). Since The Sopranos (Chase et al., 1999-2007) is a production that includes different cultures, it also opens up the possibility of the use of ethical codes ACA (2014) as an international reference source. Additionally, it is important to allow the use of ethical codes from two different countries to enable students to learn the ethical decision-making process with supporting resources and carry the teaching process in the course to the level of analysis without being at the level of knowledge and comprehension according to Bloom’s Taxonomy (Bloom et al., 1956). To this end, the ACA Code of Ethics was chosen as it received many citations in the ethical studies and covered general applications, and the series was preferred since it was an American production in terms of contrastive analysis.

The Current Study

Therapists’ values, the quality of the service they provide, and the evaluation of ethical situations in a certain period or context are more difficult in materials such as movies/videos as they involve a limited time range compared to serials. It is possible to see this in Flouton Barnes’ (2011) studies on Hollywood movies. The Sopranos (Chase et al., 1999-2007) series stands out from other visual materials with its professional representation of therapy scenes. In this respect, this study offers the opportunity to define ethical and unethical situations through this material which spans over time. The main aim of the study is;
To present examples of ethical and unethical situations,
To contribute to professional ethical teaching by creating a supportive teaching material for ethical decision-making processes

through therapy and therapy-related scenes of the Sopranos within the framework of ACA (2014) and TGCA (2021) ethical codes.

Method

Research Model

In this research, therapy scenes and scenes related to therapy in all episodes (6 seasons and 86 episodes) of the HBO series The Sopranos (Chase et al., 1999-2007) were examined. Document analysis, one of the qualitative research methods, was used in the study. Document analysis is a systematic method used to evaluate written and electronic (text or image) documents (Bowen, 2009). Thus, current research allows the detection of situations that are difficult or rarely to be replicated, and the material can be used by others. When evaluated on the basis of qualitative research, it ensures the reproducibility of the research (Marshall & Rossman, 1999). In document analysis studies, there are various advantages such as lack of participant responsiveness and interaction, evaluation of many process-based cases, longitudinal analysis, enrichment with visual and written materials, and low cost (Bailey, 1982).

Sample

The population of the research was the therapy scenes and therapy-related scenes in the 86 episodes of The Sopranos (Chase et al., 1999-2007) TV series. Within the scope of the research, 148 scenes were determined. Due to a large number of therapy scenes in the series, various inclusion and exclusion criteria have been established by the researchers. To evaluate the scenes while preserving the contextual effect, selecting scenes with a continuous story between the same therapist and the client was important. In addition, therapy scenes consisting of one or two short sessions (individual, group, or family therapy, pediatric and adolescent therapy) and therapy scenes where content/dialog are limited are among the criteria taken into account in reducing data. line with these determined criteria, the sample of the study was scenes with Tony Sopranos-Dr. Jennifer Melfi and Carmela Soprano, who was included in the sessions as part of this therapy process as well as Dr. Jennifer Melfi and Dr. Elliot Kupferberg scenes. In summary, 126 therapies and therapy-related scenes were examined in the study.

Ethical Procedures

Prior to the research, permission was obtained from Sakarya University Social and Human Sciences Ethics Committee. (Date and Number of Documents: 08.07.2021-43250).

Data Collection Process

The data of the study were collected through the therapist-client scenes in the 86 episodes of The Sopranos (Chase et al., 1999-2007) and the scenes determined to be related to therapy. Within the scope of the study, three different series about therapy scenes were identified. These are; In treatment, Gypsy and The Sopranos. In Treatment was eliminated because it did not include inter-session interaction, which provides an opportunity to examine ethical and unethical behavior. Gypsy, another alternative series, was eliminated because it mostly moved the therapist storylines outside the sessions. The fact that The Sopranos (Chase et al., 1999-2007) series covers topics that are important in counseling ethics (informed consent, counseling relationship, professional competence, boundaries, multiple relationships, confidentiality, dangerous clients) and that publications abroad draw attention to the suitability of the series to address ethical issues has influenced the selection of the series (Eden et al., 2017; Gabbard, 2002; Schoener, 2008). In addition, the fact that the series is recommended for use in the classroom by pointing out that it has a rich content that can encourage classroom discussion about ethical issues (Thomason, 2008) and the availability of different language versions (e.g., Turkish, English) were decisive in the preference of The Sopranos series.
First of all, in order to prevent data loss during the data collection process both researchers noted the scenes related to therapy and therapy scenes, and within the framework of these notes, they created a common evaluation table including season-episode-minutes/seconds. Then, a different table was created to evaluate the ethical situations in the identified scenes. This table consists of two columns: ethical and unethical situations. During the data collection phase, the researchers watched the therapy and therapy-related scenes in the series many times. In the meantime, they noted the ethical situations in the series in the table within the framework of ACA (2014) and TGCA (2021) ethical codes. The researchers carried out this step twice independently to obtain more reliable findings. Information about The Sopranos (Chase et al., 1999-2007) series, which was analyzed in the study, is presented in Table 1.

**Table 1.**
Tag of The Sopranos Series (Internet Movie Database [IMDb], 2023)

<table>
<thead>
<tr>
<th>Series Title</th>
<th>The Sopranos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release Date</td>
<td>1999-2007</td>
</tr>
<tr>
<td>Stars</td>
<td>James Gandolfini (Tony Soprano)</td>
</tr>
<tr>
<td></td>
<td>Edie Falco (Carmela Soprano)</td>
</tr>
<tr>
<td></td>
<td>Lorraine Bracco (Dr. Jennifer Melfi)</td>
</tr>
<tr>
<td></td>
<td>Annabella Sciorra (Gloria Trillo)</td>
</tr>
<tr>
<td>Kind</td>
<td>Drama and Crime</td>
</tr>
<tr>
<td>Country</td>
<td>USA</td>
</tr>
<tr>
<td>IMDb Score</td>
<td>9.2</td>
</tr>
<tr>
<td>Number of Seasons and Episodes</td>
<td>6 Seasons- 86 Episodes</td>
</tr>
<tr>
<td></td>
<td>23.09.2023</td>
</tr>
</tbody>
</table>

**The Storyline of the Series**

The Sopranos (Chase et al., 1999-2007) series features the involvement of mafia leader Tony Soprano (James Gandolfini) in the therapy process due to his panic attack and his encounters with Dr. Jennifer Melfi (Lorraine Bracco). Tony represents a son who has a conflicted relationship with his mother, a husband who has a superficial relationship with his wife, a father who worries about his children’s problems but fails to show them exemplary behavior. At the same time, he is a mafia leader who adopts a despotic and authoritarian attitude in the business environment. Tony is a flirtatious man who has relationships with several women despite being married, and he also has a romantic interest in his therapist Dr. Melfi. Tony started therapy after a doctor’s referral and because of his panic attack. In therapy sessions, he mostly shares panic attack problems, the problems he has with her mother, spouse, and child, and his relationships with women.

Dr. Melfi is Italian-American, divorced, and has a son. She is a dedicated psychoanalytic therapist. The series also features the ongoing therapy sessions with Dr. Melfi’s colleague and past acquaintance Dr. Elliot Kupferberg (Peter Bogdanovich). Jennifer (Dr. Melfi) tries to solve the problems such as divorce, rape, inability to confront her client, obsession, and alcohol and seeks to keep a balance between her professional and personal life through these therapy sessions. Dr. Elliot is also the person who meets with Jennifer through shared circles and colleagues. Both therapy stories involve a process spanning years.

**Data Analysis**

In the first stage of the analysis, the scenes were divided into two categories as ethical/unethical, and in the next stage, the ethical codes corresponding to the content in the scenes were determined (Time 1/First analysis). After the researchers completed the two-stage analysis, they reanalyzed the data 30 days
later for time-dependent reliability (Time 2/Final analysis). Researchers conducted these assessments independently and referenced the TGCA (2021) and ACA (2014) Code of Ethics. After the analyzes were completed, the inter-coder reliability was calculated according to the formula suggested by Miles and Huberman (1994). Researchers sent a total of 60 scenes (20 scenes x 3 expert), including 17 scenes they disagreed with and randomly selected scenes, to three independent experts. Experts are psychological counselors who give randomly selected through the researcher data-base, who have entered the professional ethics course and/or have researched and agreed to provide opinions in the field of ethics. After receiving expert opinions, the coding of the experts was compared with the coding of the researchers in line with the formula of Miles and Huberman (1994) (Table 2 and Table 3).

Table 2. Intercoder Reliability for Ethical Situations

<table>
<thead>
<tr>
<th></th>
<th>Researcher 1 (Time 2)</th>
<th>Researcher 2 (Time 2)</th>
<th>Expert 1</th>
<th>Expert 2</th>
<th>Expert 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher 1 (Time 1)</td>
<td>$r = .94$</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Researcher 1 (Time 2)</td>
<td>---</td>
<td>$r = .92$</td>
<td>$r = .85$</td>
<td>$r = .90$</td>
<td>$r = .85$</td>
</tr>
<tr>
<td>Researcher 2 (Time 1)</td>
<td>$r = .92$</td>
<td>---</td>
<td>$r = .90$</td>
<td>$r = .85$</td>
<td>$r = .90$</td>
</tr>
</tbody>
</table>

Table 3. Intercoder Reliability for Unethical Situations

<table>
<thead>
<tr>
<th></th>
<th>Researcher 1 (Time 2)</th>
<th>Researcher 2 (Time 2)</th>
<th>Expert 1</th>
<th>Expert 2</th>
<th>Expert 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher 1 (Time 1)</td>
<td>$r = .92$</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Researcher 1 (Time 2)</td>
<td>---</td>
<td>$r = .86$</td>
<td>$r = .80$</td>
<td>$r = .85$</td>
<td>$r = .80$</td>
</tr>
<tr>
<td>Researcher 2 (Time 1)</td>
<td>---</td>
<td>$r = .91$</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Researcher 2 (Time 2)</td>
<td>$r = .86$</td>
<td>---</td>
<td>$r = .85$</td>
<td>$r = .80$</td>
<td>$r = .85$</td>
</tr>
</tbody>
</table>

For ethical situations, the inter-coder reliability of the researchers in two different time periods was between .92 and .95, and the inter-coder reliability between the expert-researcher was between .85 and .90 (Table 2). For unethical situations, the inter-coder reliability of the researchers in two different time periods was within the range of .86 and .92 and the inter-coder reliability between the expert-researcher was within the range of .80 and .85 (Table 3). These results show that inter-coder reliability is at a sufficient level (Miles & Huberman, 1994).
Reliability was examined with gradual and multiple evaluations. Increasing the number of evaluators with an extensive time-based interactive analysis also meets the criteria stated by Lincoln & Guba (1985). The analysis by the researchers independently and at different times and checking with the evaluations of three different experts ensure the consistency in the analysis results (Gibbs, 2007). Within the scope of internal validity, sufficient time was allocated for the collection of the data, and long-term interaction was ensured. In the scope of external validity, all stages were explained in detail so that the research could be generalized to similar situations or events. In addition, detailed explanations were made about the clients and therapists who were the subject of the research (Creswell, 2002).

Results

Ethical Situation Examples

There are many scenes in The Sopranos (Chase et al., 1999-2007) that can serve as examples of different ethical situations (Table 4). When the scenes defined as ethical are analyzed, counseling relationships (f = 84) scenes are the most frequent, followed by professional competence (f = 30), boundaries (f = 9), confidentiality (f = 8), dangerous clients (f = 3) and finally multiple relationships (f = 3).

Table 4. Scene Examples for Ethical Situations

<table>
<thead>
<tr>
<th>Theme</th>
<th>Stage Information Season-Episode/Minute</th>
<th>Ethical Situations</th>
<th>Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Relationship</td>
<td>1-1 / 08.'20''-09.'36''</td>
<td>Dr. Melfi's presentation of informed consent on the client's rights regarding the process</td>
<td>ACA (2014): A.2.a., A,2.b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TGCA (2021): 4.3.1., 4.4.1., 4.4.3., 5.1.3.</td>
</tr>
<tr>
<td></td>
<td>1-13 / 24.'04''-28.'25''</td>
<td>Dr. Melfi's sense of responsibility towards the client, not neglecting the client</td>
<td>ACA (2014): A.1.a., A.4.a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TGCA (2021): 5.1.2., 5.1.4., 5.3.1.</td>
</tr>
<tr>
<td></td>
<td>5-9 / 47.'42''-54.'51''</td>
<td>Dr. Melfi's use of both her psychiatrist and her therapist identity in preventing potential harm to the client (possible panic attack)</td>
<td>ACA (2014): 6.d.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TGCA (2021): 5.3.10., 5.4.9.</td>
</tr>
<tr>
<td>Multiple Relationships</td>
<td>1-6 / 37.'31''-40.'33''**</td>
<td>Dr. Melfi's avoidance of multiple relationships by addressing the client's attraction and interest in her within the boundaries of therapy</td>
<td>ACA (2014): A.5.a, A.5.b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TGCA (2021): 5.4.2, 5.4.3.</td>
</tr>
<tr>
<td>Time (MIN:SEC)</td>
<td>Event</td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>6-3 / 33'.57''-38'.25''</td>
<td>Dr. Melfi’s refusing to give individual therapy to Tony’s wife and referring her to another therapist</td>
<td>ACA (2014): A.2.a, A.4.a., C.2.a. TGCA (2021): 5.2.1.</td>
<td></td>
</tr>
<tr>
<td>6-20 / 13'.25''-15'.50''</td>
<td>Dr. Elliot’s accepting Jennifer as a client even though she is a colleague with whom she meets in social settings</td>
<td>ACA (2014): A.6.a. TGCA (2021): 6.1.3., 6.3.2., 6.3.5.</td>
<td></td>
</tr>
<tr>
<td>1-1 / 41'.44''-43'.19''</td>
<td>Dr. Melfi’s running into her client Tony while waiting in line at a restaurant with her boyfriend and structuring her reactions according to Tony.</td>
<td>ACA (2014): A.6.b. TGCA (2021): 6.1.3., 6.3.2.</td>
<td></td>
</tr>
<tr>
<td>1-6 / 37'.31''-40'.33''</td>
<td>In response to Tony’s attempts of gifts or behaviors such as fixing her car without the therapist’s knowledge, Dr. Melfi’s stating that she cannot accept it because it is an interference in private life.</td>
<td>ACA (2014): A.10.e. TGCA (2021): 5.5.6.</td>
<td></td>
</tr>
<tr>
<td>4-6 / 15'.31''-18'.12''</td>
<td>Dr. Melfi’s protecting the confidentiality of her client Gloria’s information even after her death</td>
<td>ACA (2014): B.3.f. TGCA (2021): 3.6.1., 4.2.2.</td>
<td></td>
</tr>
</tbody>
</table>
To minimize encounters to the therapist in the relationship.

Counseling Relationship (ACA Section A: The Counseling Relationship & TGCA 3rd Dimension: Section 4; 5: Confidentiality and Record-Keeping; The Counseling Relationship): In her sessions with Tony, it is seen that Dr. Melfi fulfills her basic responsibilities to protect the well-being of the client and makes an effort to help him in general. Besides, the tendency to use professional competencies and act in the process for the benefit of the client is also visible in Dr. Elliot's sessions. Including Carmela in Tony's sessions to be supportive can be given as an example of ethical behavior in using the support network in the context of the counseling relationship. Dr. Melfi’s management of the therapy process using both her therapist and psychiatrist identity can be given as an example of role changes in the professional relationship. Although it is not clearly seen in therapy sessions, it is observed that the client acts within the scope of informed consent by implying that they have talked about the limits of confidentiality before and reminding these limits by stepping in while she is making a statement about her job. Likewise, it can be seen in the statement she made while expressing that she could not accept Carmela as her client. In general, she continues her therapy sessions by taking into account the consent of her clients.

Multiple Relationships (ACA Section A; C: The Counseling Relationship; Professional Responsibility & TGCA 3rd Dimension: Section 5; 6: The Counseling Relationship; Multiple Relationships and Boundaries): To avoid multiple relationships, she clearly determined that her main client was Tony by directing Carmela to another therapist. Although Dr. Melfi has conflicting feelings towards her client who tries to influence her, she has not had any emotional or sexual intercourse with her client. When there were accidental encounters with her client, she generally did not allow this to lead to multiple relationships and tried to minimize the damage as much as possible. Multiple roles that may contribute to the counseling...
relationship can be considered within the scope of boundary extension. Dr. Melfi and Dr. Elliot’s situation as colleagues can be given as an example.

**Boundaries (ACA Section A: The Counseling Relationship & TGCA 3rd Dimension: Section 5; 6: The Counseling Relationship; Multiple Relationships and Boundaries):** In the terms of boundaries and protection of professional relationship, Dr. Melfi’s statement about the coffee Tony brought to the therapy session, saying it was not suitable for the nature of her professional relationships, and refusing the gift basket and the holiday tickets he bought can be given as an example. Adjusting herself to how the client would prefer to behave when they meet at the restaurant in the early stages of the therapy process with Tony can be considered ethical in terms of protecting the client’s well-being and confidentiality in case of border crossing. Despite being acquainted with Jennifer before the therapy process, Dr. Elliot’s motivation to continue with the process and to act for the benefit of the client can be described as expanding the boundaries of counseling. The tendency to expand the boundaries of counseling is also seen with Dr. Melfi. Accepting to meet her client in the car due to his excuses can be given as an example of this situation.

**Confidentiality and Dangerous Clients (ACA Section A; B: The Counseling Relationship; Confidentiality and Privacy & TGCA 3rd Dimension: Section 3; 4: Professional Responsibility; Confidentiality and Record-Keeping):** While Gloria’s relationship with Tony continues, Dr. Melfi’s not sharing any information about Gloria with Tony, and protecting her confidentiality when she dies can be given as examples of ethical situations. When she invited Carmela to Tony’s sessions, she acted faithfully to the confidentiality of Tony’s statements. Even if her parents or other family members talked about her client, she did not share any information. In the restaurant encounter with Tony, she also showed that she could not answer her boyfriend’s curious questions. At the same time, she saw her client with his lover and there was some exchange of information about his different lovers during the sessions. In such cases, she protected the privacy of the client. There were times when she tried not to be included in the conversations about her client in her sessions with her friend Dr. Elliot.

**Professional Competence (ACA Section A; C: The Counseling Relationship; Professional Responsibility & TGCA 3rd Dimension: Section 3: Professional Responsibility):** Her reaction to her client’s compliments stating that it is not appropriate to accept, which may lead to a false impression in the eye of the client, can be given as an example of the ability to manage the process. Dr. Melfi’s asking for help from a professional because of her alcohol problem, family conflicts, rape and to serve her clients more effectively are examples of ethical and professional behaviors. She acted faithfully to the limits of her authority while working with her client.

**Examples of Unethical Situations**

In The Sopranos, there are examples of unethical situations as well as ethical behaviors (Table 5). When the unethical behaviors in the scenes are analyzed, it is seen that the scenes are most frequently on counseling relationship (f= 26), followed by boundaries (f= 18), confidentiality (f= 18) and professional competence (f= 16). Although there is a risky client situation in all of the therapy scenes in the series, the list can be followed with dangerous client (f= 7) with reference to the scenes in which the aspect that carries risk for the therapist is dominant, and finally, multiple relationships (f= 5) when the scenes in which Dr. Elliot and Jennifer are seen as dominant are taken into consideration, although they include all of the therapy sessions in which they are together.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Stage Information</th>
<th>Unethical Situations</th>
<th>Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Contextual Violation) Jennifer’s disregard for the client’s voluntariness and her attempts to persuade the client to continue therapy</td>
<td>TGCA (2021): 5.2.2., 9.5.1.d.</td>
</tr>
<tr>
<td></td>
<td>6-19 / 37.'18&quot;-39.'23&quot;</td>
<td>(Contextual Violation) Jennifer’s inability for making appropriate termination and/or referral</td>
<td>ACA (2014): A.11.b, A.11.d.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TGCA (2021): 5.3.8.</td>
</tr>
<tr>
<td></td>
<td>5-1 / 36.'45&quot;-37.'55&quot;</td>
<td>(Contextual Violation) Jennifer and Dr. Elliot’s relationship as friends, colleagues and therapist-client</td>
<td>ACA (2014): A.5.d., A.6, 5.4.5., 5.4.8, 6.1.1, 6.1.5., 11.3.6.c.</td>
</tr>
<tr>
<td></td>
<td>6-20 / 13.'23&quot;-15.'50&quot;</td>
<td>(Contextual Violation) Jennifer and Dr. Elliot’s relationship as friends, colleagues and therapist-client</td>
<td>ACA (2014): A.5.d., A.6.a. 5.4.5., 5.4.8, 6.1.1, 6.1.5., 11.3.6.c.</td>
</tr>
<tr>
<td>Boundaries</td>
<td>1-6 / 25.17-28.02</td>
<td>Tony’s implicit sexual interest in Dr. Melfi, complimenting her, kissing her. Also Tony’s having Dr. Melfi’s car fixed.</td>
<td>ACA (2014): A.5.a, A.10.c. 5.4.2., 5.5.6.</td>
</tr>
<tr>
<td></td>
<td>2-3 / 15.'10&quot;-15.'50&quot;</td>
<td>Dr. Melfi’s unprofessional relationship with Tony at the restaurant</td>
<td>ACA (2014): A.5.a, A.6.b. 5.6.1.3., 6.2.3., 6.3.7.</td>
</tr>
<tr>
<td>-----------------------</td>
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<td></td>
</tr>
<tr>
<td>1-8 / 24.'08&quot;-24.'56&quot;</td>
<td>Dr. Melfi’s cooperation with Tony’s illegal actions (not reporting them to authorities)</td>
<td>ACA (2014): B.2.a TGCA (2021): 4.4.3., 4.7.2., 4.7.3., 5.3.7.</td>
<td></td>
</tr>
<tr>
<td>1-13 / 7.'02&quot;-10.'14&quot;</td>
<td>Tony’s threatening Dr. Melfi and Dr. Melfi’s diagnosing Tony’s mother</td>
<td>ACA (2014): A.4.a., B.2.a., E.5.d. TGCA (2021): 5.1.5., 4.3.2., 4.4.3., 4.7.2., 3.3.13</td>
<td></td>
</tr>
<tr>
<td>3-4 / 06.'07&quot;-07.'34&quot;</td>
<td>(Contextual Violation) Jennifer’s giving the name of her client Tony in her personal session, her inability to maintain the confidentiality of her client diary</td>
<td>ACA (2014): B.1.c., B.3.d. TGCA (2021): 4.3.1., 4.18.1., 4.18.2., 5.1.7., 5.3.8., 5.3.11.</td>
<td></td>
</tr>
<tr>
<td>3-4 / 34.'30&quot;-36.'56&quot;</td>
<td>Dr. Melfi’s continuing the sessions without letting go of the impact of being raped, seeing therapy as a personal cure.</td>
<td>ACA (2014): C.2.g. TGCA (2021): 2.1.1., 3.4.9., 3.5.8., 5.3.11.</td>
<td></td>
</tr>
<tr>
<td>3-4 / 48.'45&quot;-51.'08&quot;</td>
<td>Dr. Melfi crying during the session, deterioration/weakening</td>
<td>ACA (2014): C.2.g. TGCA (2021): 2.1.1., 2.1.2., 3.4.9., 3.5.8., 5.3.8., 5.3.11.</td>
<td></td>
</tr>
<tr>
<td>6-20 / 13.'23&quot;-15.'50&quot;</td>
<td>(Contextual Violation) Dr. Melfi’s failure to follow/ignore the scientific basis for implementation models and insistence on harmful practices</td>
<td>ACA (2014): C.7.a. TGCA (2021): 2.1.4., 2.1.5., 5.3.8., 5.3.11.</td>
<td></td>
</tr>
</tbody>
</table>

**Psychological Counseling Relationship (ACA Section A; C: The Counseling Relationship; Professional Responsibility & TGCA 3rd Dimension: Section 3,4,5 Professional Responsibility; Confidentiality and Record-Keeping; Multiple Relationship and Boundaries):** It is the nature of the dyadic relationship that is emphasized in the counseling relationship category. Dr. Melfi has several difficulties in behaving like a professional during her therapy sessions with Tony. Dr. Melfi was unable to effectively solve the equation of staying under the influence of Tony, a macho man (dangerous client) who acts illegally or takes his sexual attraction and flirtatious attempts as therapy arguments. Besides, the scenes in which Dr. Melfi ignores the consent principle of the client and persistently invites him to an appointment can be considered as a clear indication of this.
Looking at the motive of Jennifer’s therapy with Dr. Elliot, the necessity of continuing the therapies with Tony is predominant and it is mostly about convincing Dr. Elliot about her session with Tony. In the series, the fact that Dr. Melfi exhibits different approaches in her relationship with her clients reveals another aspect of the counseling relationship. While Dr. Melfi discusses her concerns about Tony’s safety and the possibility of helping him in sessions with Dr. Elliot, on the other hand, although she was aware of Gloria’s suicidal tendency (dangerous/risky client), she chose to stand by and eventually Gloria committed suicide. When Dr. Melfi’s professional relationship with Gloria is evaluated, it can be stated that the limits of confidentiality and the security of the client are ignored. Therefore, it can be argued that Dr. Melfi did not demonstrate the necessary competence in managing risky situations with dangerous/risky clients.

Consent of the client is essential in the counseling relationship and the nature of this relationship is professional. However, the fact that Dr. Melfi communicates with Tony during therapy sessions and outside of working hours and does not mind calling him client on the home phone is not compatible with the nature of this relationship. In case of need, an effective termination can be made in the counseling relationship by considering the well-being of the client, or there may be a referral to another professional (ACA, 2014, TGCA, 2021). Judging by her therapeutic relationship with Tony and Gloria, actions taken by Dr. Melfi such as not terminating sessions effectively and not referring her clients to another professional despite the need, her insistence on continuing with her clients, and exhibiting an individual risk taking attitude can be considered as signs that the counseling relationship has deviated from professionalism. Furthermore, Dr. Melfi’s tendency of posing a risk to her clients shows the clear violation of the principle: “do not harm the client”, which forms the basis of ethical codes. Indeed, although she learned that the therapy approach (psychoanalytic therapy) used in sociopathic/antisocial individuals in the sessions with Dr. Elliot in colleague meetings was not effective, her continuing therapy with Gloria, shows that the principle of not harming the client is ignored, the therapeutic promises of the client regarding the process are not professional and the client’s choice is not respected. Moreover, Dr. Melfi is also very weak in monitoring the effectiveness of therapy, in advancing the treatment process by referring to her personal opinions.

Considering Dr. Melfi’s ongoing session with Tony as a professional and her session with Dr. Elliot, it is seen that there is no information about the limits of the service, its framework, and the rights of the client through informed consent. The content of Jennifer’s therapy sessions with Dr. Elliot, a previous acquaintance, can be personal-oriented or vary from colleague support to supervision. Failure to specify these boundaries is also evident in the sessions with Gloria, Tony, and Carmela. And not informing and taking necessary precautions for Gloria, who has a suicidal tendency, can be given as an example of this situation. Dr. Melfi’s admission of Carmela to individual sessions while attending sessions with Tony also provides indications that the framework for informed consent has not been determined.

Multiple Relationships (ACA Section A: The Counseling Relationship & TGCA 3rd Dimension: Section 3;4; 5; 6: Professional Responsibility; Confidentiality and Record-Keeping; Psychological Counseling Relationship; Multiple Relationships and Boundaries): Dr. Melfi’s mixing up the dates with Gloria and meeting Tony and this way having a sexual relationship indicate the existence of multiple relationships. While listening to her two clients, Dr. Melfi waited for them to confess their relationship and continued the therapy process, remaining on the multirelationship line. Dr. Melfi did not follow a way of framing the relationship with both of her clients (Gloria and Tony) and determining what framework to stick to (updating informed consent) while talking to each other in sessions. Tony’s unawareness of Gloria’s suicidal tendencies and his guilt over Gloria’s suicide after they break up exemplifies the effect multiple relationships can have. He is also angry at her therapist for hiding this information. This situation also created a trust problem in the therapeutic relationship between Dr. Melfi and Tony. She demonstrated a similar situation by personally accepting Tony’s wife for a session.

Dr. Melfi’s invitation to Tony’s wife Carmela, with his approval, is a professional approach that can be effective in terms of using the client’s support network relationship. On the other hand, it is seen that accepting Carmela to individual therapy opens the door to ethical violations and problems for setting the
boundaries in multiple relationships and the therapist’s identification of the main client. Dr. Melfi used role changes in the professional relationship by inviting Carmela to Tony’s sessions with Tony’s permission; however, accepting Carmela individually created multiple relationships and laid the groundwork for various risks as stated before. In addition to these, there are also multiple roles between Dr. Elliot and Jennifer. It is possible that they come together outside of therapy, have mutual friend groups, and also have therapist-client relationships.

**Boundaries (ACA Section A: The Counseling Relationship & TGCA 3rd Dimension: Section 5; 6: Psychological Counseling Relationship; Multiple Relationships and Boundaries):** There were problems between Dr. Melfi and Tony, in establishing and maintaining boundaries in some cases, both during and between therapy sessions. This situation exhibited a repetitive pattern in terms of gift-giving, charging money, and communication style. Gift-giving that started with the coffee brought to the sessions progressed to reserving a table in a restaurant, handling costly vehicle repairs, sending gift baskets, and buying holiday tickets. A standard could not be established in terms of payments, and the delays were followed by Tony’s overpayments. Words used in a flirty manner in the dialogues between them or Tony’s swearing, shouting, and walking on her when he is displeased can be considered as repetitive behavior. There were times when the therapist had a hard time setting boundaries when Tony was kissing his therapist on the cheek. Also, Dr. Melfi watches Tony’s house, uses a flirtatious style in the restaurant without her client’s approval and when her client’s friends are around. In some cases, Dr. Melfi held her sessions in the hotel room or the car. Basically, while sessions should be client-focused, Dr. Melfi diagnosed Tony’s mother in some sessions. Although Dr. Elliot and Jennifer have a therapist-client relationship, meeting with mutual friends at dinners can be given as an example of unethical situations. It can be stated that these behaviors form a repetitive nature, as the therapist does not display a clear attitude towards the situations described above, by not setting the boundaries and conveying sufficient clarity to the other party.

**Confidentiality and Dangerous Clients (ACA Section B: Confidentiality and Privacy & TGCA 3rd Dimension: Section 4; S: Confidentiality and Record-Keeping; Psychological Counseling Relationship):** During the many sessions of her personal therapy, Jennifer talked about Tony and blurted out his name in one of the sessions. Considering Tony’s being a mafia leader and skepticism about secrecy also seems risky for Dr. Melfi to share this information with Tony. Although not explicitly stated, Dr. Melfi and Dr. Elliot are aware that Tony is a mobster and actively commits a crime. In her sessions with Tony, Dr. Melfi almost followed the urge to help instead of following the ethical and legal process. Considering Tony’s communication with women and his drive to “get” women, a runaway-chaser situation dominates beyond professionalism in the relationship between Dr. Melfi and Tony. Dr. Melfi’s sexual interest in Tony manifests itself in her dreams. Dr. Melfi’s ex-husband, son, and parents are also aware of Tony. Even Tony has also been the subject of some of Dr. Melfi’s friends’ meetings. In addition, Tony has problems with anger and trust. In some sessions, it was seen that he attacked Dr. Melfi and threatened her. Confidentiality and risky client context also take place between Dr. Melfi and Gloria. Dr. Melfi, on the one hand, maintains confidentiality for her client Gloria, on the other hand, ignores the client’s tendency to self-harm, and fails in attempts to refer her to another professional and prevent harm.

**Professional Competence (ACA Section A, C: The Counseling Relationship; Professional Responsibility & TGCA 3rd Dimension: Section 3: Professional Responsibility):** When ethical violations of professional competence are evaluated in the context of Dr. Elliot and Jennifer’s sessions, in some sessions, it is seen that Dr. Elliot takes a fancy to Tony’s being a mafia leader and therefore establishes a relationship that prioritizes his curiosity in the therapy sessions. On the other hand, Dr. Elliot, with his professional identity, identifies Tony as a sociopath and tries to persuade Jennifer to end the sessions with Tony. So, it can be stated that it causes the deterioration of the nature of the therapeutic relationship in the Dr. Melfi-Tony therapy sessions. Similarly, this also causes complexity of the nature of the helping relationship in the therapeutic process of Dr. Elliot and Jennifer.

Dr. Melfi avoids referring Tony to another professional and has a hard time admitting this to herself. Thus, she manipulates her basic responsibility towards the client. Dr. Melfi messes up Tony’s appointment
date, insists on him coming on appointments, drinks pre-session alcohol. The fact that Tony becomes the center of her therapy sessions with Dr. Elliot, that she continues to see clients despite the anger caused by being raped and not being able to legally protect her rights, and not being both physically and psychologically well in this process are signs of deterioration of professional competence. Moreover, falling of the crutch scared her, and then she cried, and even her mind was busy asking Tony for help and getting justice in this way. The increasing curiosity of Dr. Elliot about Dr. Melfi’s sessions with Tony, and accepting someone with multiple relationships as a client are examples of professional competence and responsibilities.

**Discussion**

This study aimed at presenting examples of the violation of ethical principles through the therapy and therapy-related scenes of The Sopranos (Chase et al., 1999-2007) series and also seeks to contribute to experiential ethics teaching by creating a supportive teaching material for the ethical decision-making process in light of the ethical codes of ACA (2014) and TGCA (2021). In this context, the research findings provide examples of the role of informed consent in the process of the client’s permission and rights as well as the change in the counseling relationship over time. Moreover, they present instances about how confidentiality, working with dangerous clients and changing relationships in the process differentiate professional competence. Similarly, in the literature, counseling relationship, multiple relationships (Gibson & Pope, 1993), boundaries (Sinclair & Pettifor, 2001; Smith & Fitzpatrick, 1995), confidentiality, and dangerous client (Çetin kaya-Yıldız, 2019; Kres et al., 2006; Pettifor & Sawchuk, 2006), and professional competence (Kress et al., 2006) are among the ethical issues that are frequently addressed. In this respect, it can be stated that the findings obtained in the study include the basic ethical issues in psychological counseling.

The findings also allow counselor candidates to witness how the client’s needs are being ignored, while it is believed that they act on the principle of not harming the client. Such situations illustrate that the boundaries are sometimes crossed for the benefit of the client and often turn into a violation without even being aware of it. In The Sopranos, a similar situation can also be observed as the therapist acts with emotional motivations rather than thinking about the benefit of the client which encourages the client’s dependence on the therapist (Koocher & Keith-Spiegel, 2016).

Sexual attraction, which is among the serious ethical problems of mental health professionals (Capawana, 2016) was included in many therapy sessions or related scenes in the series. The sexual interest of clients towards their therapist is not surprising and is not considered in the high risk group (Elkatawneh, 2013); however, the therapist is expected to fulfill his/her basic ethical responsibilities without any rationalization (Pope & Vasquez, 2007). It is seen that this situation, which is considered as a therapy argument in the series, leads to erroneous evaluations that will open the door to ethical problems. Dr. Melfi sometimes showed an explanatory and informative approach to the sexual feelings of the client, and in such cases, as Koocher & Keith-Spiegel (2016) pointed out, she tried to protect the professional boundaries and her client’s self-concept. On the other hand, the therapist felt different emotions such as anger, fear, and affection towards the client. It has also been revealed that different emotions can be felt towards clients during the therapy process (Pope & Tabachnick, 1993). With the teaching material created within the scope of the study, it is possible to open a discussion area and bring perspective to the counselor candidates regarding these situations such as how to progress as a professional in the face of the client’s sexual interest, how sexual attraction can be reflected in the therapy process and how the therapist can progress as a professional and without harming the client.

Some of the other noteworthy border crossing problems in the series are that the client sends a gift basket, a holiday ticket. In research on various ethical issues, it has been reported that therapists accept low or high cost gifts (Pope et al., 1987). In ethical codes, it is recommended for therapists to evaluate various aspects of accepting/not accepting gifts (ACA, 2004; TGCA, 2021). In this evaluation, therapists are expected to take care of the client’s benefit (Smith & Fitzpatrick, 1995) and prevent damage to the therapeutic relationship (Barnett & Johnson, 2015). The consultant comes over with different gifts throughout the series due to Dr. Melfi’s inability to make the boundaries clear enough. Considering the
benefit of the client in ethics education, it can be ensured that the multi-evaluation system regarding the situation can be activated in the counselor candidates while accepting/not accepting the gift. In this sense, the importance of paying attention to the meaning of the gift and the underlying motivation (Barnett & Johnson, 2015) and clarifying the boundaries for the client in the decision-making process can be emphasized through scene examples.

The series covers Dr. Melfi’s personal therapy process both with personal and professional examples in the context of her family life and relationships and also includes the possible consequences of choices in this process. It is recommended to evaluate the pros and cons of providing professional help before accepting a person with whom one has been in a previous relationship as a client, and if there are hesitations about the process, alternatives should be taken into consideration (Barnett & Johnson, 2015; Erickson, 2001). The relationship between Dr. Melfi and Dr. Elliot shows how trust and experience can sometimes become dysfunctional or pose risks on the path from a colleague-client relationship in social settings to a therapist-client relationship, with the transformation from crossing boundary to boundary violation. Considering that multiple relationships are frequently experienced (Pettifor & Sawchuk, 2006), it is thought that the series encourages counselor candidates to question their risky areas and orientations by introspecting themselves. During the ethics education process, psychological counselor candidates’ awareness about what questions they can ask themselves and ability to talk through the training material can enable them to see different perspectives by addressing their needs while protecting their privacy.

Another ethical issue obtained in the research is confidentiality, which is the focus of many studies (Bodenhorn, 2006; Çetinkaya-Yıldız, 2019; Pettifor & Sawchuk, 2006). In the series, Dr. Melfi calling her clients in the presence of her ex-husband, reading her ex-husband’s client record book, sharing information about Tony with her family/ex-husband and personal therapist, Dr. Elliot’s use of information he received from his client Jennifer are examples of different forms of confidentiality in a colleague environment (Pope & Vasquez, 2007). The study by Pope et al. (1987) revealed that therapists share information about their clients with third parties. Through the teaching material, it may be possible to see how different situations such as family-friendly environment, personal therapy, and life threatening situations create a tendency to behave. At the same time, attention can be drawn to different forms of confidentiality in ethics teaching. The importance of confidentiality can be explained through the examples in the series by revealing the consequences of violating confidentiality in line with personal needs, with or without mentioning the client’s name.

It is also among the ethical responsibilities of a therapist to share the necessary information with authorities in various exceptional cases (ACA, 2014; Turkish Counseling and Psychological Counseling Association, 2021). It was observed that Dr. Melfi did not report her client, who was a member of the mafia and who was involved in various crimes during the therapy process, to authorities, she maintained confidentiality against the suicidal client, and contradicted her statement made in the first session regarding the violation of confidentiality in exceptional cases. Similarly, there is a study which shows that confidentiality is maintained against suicidal and/or homicidal clients (Pope et al., 1987). In such cases, it is very important for the therapist to carefully evaluate the risk factors and warning signs regarding the clients (Pope & Vasques, 2007), and even integrate this information and evaluations with the client in terms of the principle of the client not being harmed (ACA, 2004; Turkish Counseling and Psychological Counseling Association, 2021). In the study, while Dr. Melfi was able to demonstrate her professional competence in terms of dangerous clients and confidentiality, it was also found that she could not make sufficient evaluation and integration. These findings are valuable in terms of recognizing the importance of how this knowledge can find a response in the client rather than mere knowledge in teaching ethics. While it is aimed for counselor candidates to learn in risk-free environments, this material also allows them to gain a multidimensional perspective on situations involving risk. Counselor candidates, accompanied by the instructor, can evaluate possible risks through the teaching material, discover how the decision-making process can work in such situations and how they can use sources of reference.

Within the scope of the study, concrete examples of different aspects of professional competence were also presented. Dr. Melfi’s insistence on the therapy method she adopts by ignoring the scientific
findings and not sending her client indicates that she neglects the knowledge and diligence (Welfel, 2016) or mental (Pope & Vasquez, 2007) layers of professional competence because she cried in the presence of the client, attended the sessions even though she did not feel well. This reveals that she does not take into account the emotional competence dimension (Pope & Vasquez, 2007), which includes “recognizing emotional difficulties, weaknesses, and needs”. On the other hand, the fact that Dr. Melfi continues to individual therapy for her problems (alcohol, family problems, obsession, trauma, etc.) reflects the knowledge and skills of the approach she has adopted, which means she is aware of (ACA, 2014) and tries to increase her emotional competence (Pope & Vasquez, 2007), which is a sign of her good level of knowledge and skills (Welfel, 2016). Consequently, it can be pointed out that professional competence in ethics teaching is a multidimensional structure by making use of therapy and related scenes. In this way, psychological counselor candidates can gain knowledge and self-awareness about each dimension and evaluate professional competence holistically.

It is quite possible to see the warning signs, which Koocher & Keith-Spiegel (2016) refer to as “red flags” in The Sopranos. It can be experienced how ACA (2014) and Turkish Counseling and Psychological Counseling Association (2021) can be used when evaluating situations that are ignored and that can open the door to many ethical violations. It is thought that seeing and experiencing how the functioning of cultural and legal regulations and ethical codes can be used together and how they can effectively use their own decision-making mechanisms at points where these factors do not support each other will enrich their learning processes.

**Conclusion**

The Sopranos (Chase et al., 1999-2007) series is a relevant example of the gray areas in which right and wrong cannot always be clearly reflected in practice and ethical and unethical situations can be intertwined. Besides, it can provide insight into what effects of ethical violations are decisive in the process and how these violations follow one another, as one can understand from the scenario through characters and their interactions. This situation draws attention to the importance of adherence to ethical principles and the immediate and chain effects of possible violations.

The Sopranos is a series that creates a dilemma about professional ethics. These situations, which are also a summary of how right and wrong, ethical and unethical can be affected in context, allow the teaching of professional ethics to be discussed from the perspective of the transfer of knowledge to situations and possible constituents. The therapy scenes discussed in the research not only show how the clarity of the border is lost in ensuring the well-being of the client but also exemplify how situations where the well-being of the society and the client’s well-being do not coincide turn into a series of ethical violations. Dr. Elliot and Jennifer’s sessions are also an indication of how multiple relationships blur the boundaries, and years of experience are compromised with unethical behaviors. The stated situations express the necessity of framing the behavior of colleagues among professionals, along with the moments when the autonomy of professionalism is lost (Schoener, 2008). Content like this in counselor education is a guide for regulating and establishing the ethical behavior of counselor candidates (Corey et al., 2011). This study may provide an opportunity for counselor candidates to realize their tendencies in the ethical decision-making process, as well as to realize how ethical standards are related to counseling practices (Calley, 2009). Applied ethics teaching has an important role in gaining professional identity (Corey et al., 2011). The sampling of ethical and unethical scenes in The Sopranos also shows that positive and negative examples can coexist, as Lehman (2002) emphasizes.

**Limitations and Suggestions**

While considering the research findings, it is possible to see different interpretations due to the differences in point of view, apart from the definitions and determinations of the researchers and related experts. Analyzing the relevant scenes by other researchers will contribute to the representativeness of the material in question. The disadvantages of document analysis include the fact that the document reflects a particular group, being limited to what the document presents, and being limited to the image it presents of the culture it addresses (Bailey, 1982). In terms of representing the cultural structure,
studies on creating teaching materials can be planned through TV series and films that reflect the culture lived in. The ethical and unethical situations covered in the research are limited to what the series’ scenario offers. Counseling professional ethics is a very broad field. So, only ethical evaluations related to individual therapy were included in the study. Examples of ethical and unethical situations that may be encountered in more specific areas such as couple/family therapy, school counseling, and group therapies are not included. As the material does not constitute the course content alone, enhancing it with student journals and group work can increase the contribution of the material to the teaching process.

**Author Contribution Rates**

The authors contributed equally to the study.

**Ethical Declaration**

All rules included in the “Directive for Scientific Research and Publication Ethics in Higher Education Institutions” have been adhered to, and none of the “Actions Contrary to Scientific Research and Publication Ethics” included in the second section of the Directive have been implemented.

**Conflict Statement**

The author declares no competing interests.
Giriş


Mevcut Çalışma

Terapistin değerleri, sunduğu hizmetin niteliği ve etik durumların belirli bir zaman diliminde veya doğrultusunda değerlendirilmesi film/video gibi materyallerde dizlere kıyaslama sonrul bir süreç içermesi dolayısıyla daha güç olmaktadır. Flouton Barnes’in (2011) Hollywood filmlerini incelediği çalışmada bunu görmek mümkündür. Terapistin sahnelerinin profesyonel temsilişı sağlayan çok az örneğin bulunması The

- Etik ve etik olmayan durum örnekleri sunmak,
- Etik karar verme süreçlerine yönelik destekleyici bir öğretim materyali oluşturarak deneyimsel mesleki etik öğretimine katkıda bulunmak amaçlanmıştır.

Yöntem

Araştırma Modeli


Örneklem


Etik Durum


Veri Toplama Süreci

sınıf içinde kullanımının önerilmesi (Thomason, 2008) ve farklı dil versiyonlarının bulunması (Türkçe, İngilizce gibi) The Sopranos dizisinin tercik edilmesinde belirleyici olmuştur.


Tablo 1. The Sopranos Dizisinin Künyesi (Internet Movie Database [IMDb], 2023)

<table>
<thead>
<tr>
<th>Dizinin Adı</th>
<th>The Sopranos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dizinin Orijinal Adı</td>
<td>The Sopranos</td>
</tr>
<tr>
<td>Gösterim Tarihi</td>
<td>1999-2007</td>
</tr>
<tr>
<td>Oyuncular</td>
<td>James Gandolfini (Tony Soprano) Mafya babası/Dr. Melfi’nin danığı ve Tony’nin eşi Edie Falco (Carmela Soprano) ve Psikoterapist Lorraine Bracco (Dr. Jennifer Melfi) ve Dr. Melfi’nin danığı Annabella Sciorra (Gloria Trillo)</td>
</tr>
<tr>
<td>Tür</td>
<td>Dram, Suç</td>
</tr>
<tr>
<td>Ülke</td>
<td>ABD</td>
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<tr>
<td>IMDb Puanı</td>
<td>9.2 21.10.2022</td>
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<tr>
<td>Sezon ve Bölüm Sayısı</td>
<td>6 Sezon- 86 Bölüm</td>
</tr>
</tbody>
</table>

Dizinin Konusu

The Sopranos (Chase vd., 1999-2007) dizisi, mafya babası Tony Soprano’nun (James Gandolfini) panik atak problemi nedeniyle terapi sürecine dâhil olması ve Dr. Jennifer Melfi (Lorraine Bracco) ile bir araya geldiği terapi seanslarının ele alır. Tony, annesiyle çatışmalı bir ilişki içinde olan bir evlat, karısıyla yüzeyesel ilişkisi olan bir eşi, çocuklarının problemlerini dert edinen; ancak onlara örnek davranış sergileyemeyen bir babayı temsil etmektedir. Aynı zamanda iş çevresinde despot ve otoriter tutum taknaın bir mafya lideridir. Tony, evli olmasına rağmen çok sayıda kadına ilişkisi olan çapkın bir erkek ve terapisti Dr. Melfi’ye de romantik ilgisi vardır. Terapi senaslarında daha çok panik atak problemi, anne, eşi-çocuk ve kadınlarla ilişkili konusunda yaşadığı problemleri paylaşılmaktadır.

Dr. Melfi: İtalya kökenli Amerikalıdır, boşanmıştır ve bir oğlu vardır. Mesleğine kendini adamış psikanalitik yönelimli bir terapisttir. Dizide ayrıca Dr. Melfin’in meslektâşı ve eski tanidığı Dr. Elliot Kupferberg (Peter Bogdanovich) ile devam eden terapi seansları da yer alıyor. Jennifer (Dr. Melfi), bu terapi seansları aracılığıyla; boşanma sürci, tecavüz, dânışanı ile ayrılanma, takıntı, alkoll problemi gibi sorunlarını çözümle kavuşturmaya ve mesleği ile ilişkisel yaşıma arasında denge tutturmaya çalışmaktadır.
Dr. Elliot, aynı zamanda meslektesi ve ortak çevrelere dolayısıyla da bir araya geldiği biridir. Her iki terapi öyküsü de yıllara yayılan bir süreci içeriyor.

Verilerin Analizi


**Tablo 2.**

*Etik Durumlar İçin Kodlayıcılar Arası Güvenilirlik*

<table>
<thead>
<tr>
<th>Araştırmacı 1 (Zaman 2)</th>
<th>Araştırmacı 2 (Zaman 2)</th>
<th>Uzman 1</th>
<th>Uzman 2</th>
<th>Uzman 3</th>
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<tr>
<td>Araştırmacı 1 (Zaman 1)</td>
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<td>r=.85</td>
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<tr>
<td>Araştırmacı 2 (Zaman 1)</td>
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<tr>
<td>Araştırmacı 2 (Zaman 2)</td>
<td>r=.92</td>
<td>---</td>
<td>r=.90</td>
<td>r=.85</td>
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</tbody>
</table>

**Tablo 3.**

*Etik Olmayan Durumlar İçin Kodlayıcılar Arası Güvenilirlik*

<table>
<thead>
<tr>
<th>Araştırmacı 1 (Zaman 2)</th>
<th>Araştırmacı 2 (Zaman 2)</th>
<th>Uzman 1</th>
<th>Uzman 2</th>
<th>Uzman 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Araştırmacı 1 (Zaman 1)</td>
<td>r=.92</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Araştırmacı 1 (Zaman 2)</td>
<td>---</td>
<td>r=.86</td>
<td>r=.80</td>
<td>r=.85</td>
</tr>
<tr>
<td>Araştırmacı 2 (Zaman 1)</td>
<td>---</td>
<td>r=.91</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Araştırmacı 2 (Zaman 2)</td>
<td>r=.86</td>
<td>---</td>
<td>r=.85</td>
<td>r=.80</td>
</tr>
</tbody>
</table>
Etik durumlar için iki farklı zaman diliminde araştırmacılar ait kodlayıcılar arası güvenilirlik .92 - .95; uzman-araştırmacı arasındaki kodlayıcılar arası güvenilirlik .85 - .90 aralığında (Tablo 2). Etik olmayan durumlar için iki farklı zaman diliminde araştırma olarak kodlayıcılar arası güvenilirlik 86 - .92; uzman-araştırmacı arasındaki kodlayıcılar arası güvenilirlik .80 - .85 aralığında (Tablo 3). Bu sonuçlar, kodlayıcılar arası güvenilirliğin yeterli düzeyde olduğunu göstermektedir (Miles ve Huberman, 1994).


**Bulgular**

**Etik Durum Örnekleri**

The Sopranos (Chase vd., 1999-2007) dizisinde farklı etik durumlara örnek teşkil edebilecek birçok sahne mevcuttur (Tablo 4). Etik olarak tanımlanan sahneler analiz edildiğinde ilk sırada psikolojik danışma ilişkisi (f= 84), ikinci sırada mesleki yeterlilik (f= 30), üçüncü sırada sınırlar (f= 9), devamında gizlilik (f= 8), tehliki danışan (f= 3) ve son olarak çoklu ilişkiler (f= 3) gelmektedir.

**Tablo 4.**

<table>
<thead>
<tr>
<th>Tema</th>
<th>Sahne Bilgileri Sezon-Bölüm / Dakika</th>
<th>Etik Durumlar</th>
<th>Esas Alınan Etik Kodlar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Çoklu İlişkiler</td>
<td>1-6 / 37.'31''-40.'33''*</td>
<td>Dr. Melfi’nin danışanının kendisine olan çekimi ve ilgisini terapi sınırları çerçevesinde ele alarak çoklu ilişkilerden kaçınması</td>
<td>ACA (2014): A.5.a, A.5.b. Türk PDR-Der. (2021): 5.4.2, 5.4.3.</td>
</tr>
</tbody>
</table>
Dr. Melfi’nin, Tony’nin eşine bireysel terapi vermesi kabul etmeyip onu başka bir terapiste yönlendirmesi

Türk PDR-Der. (2021): 5.2.1.

Dr. Elliot’ın Jennifer’e sosyal ortamlarda bir araya geldiği bir meslektası olmasına rağmen danışan olarak kabul etmesi

Türk PDR-Der. (2021): 6.1.3., 6.3.2., 6.3.5.

Dr. Melfi’nin, sevgilisi ile birlikte restaurantta sıra beklerken danışanı Tony ile karşılışması ve tepkilerini Tony’ye göre yapılandırması

Türk PDR-Der. (2021): 6.1.3., 6.3.2.

Tony’nin terapistin bilgisi dışında arabasını tamir etmesi gibi hediye veya davranış girişimlerine karşılık Dr. Melfi’nin özel yaşamı müdahale olduğuunu belirterek kabul edemeceğini belirtmesi

Türk PDR-Der. (2021): 5.5.6.

Danışanın acil/riskli durumu dolayısıyla görüşme mekanını değiştirmeye açık olması


Dr. Melfi’nin romantic ilişkisi olan danışanlarından Gloria ve Tony’nin bilgilerini bir diğeri ile paylaşmaması

Türk Türk PDR-Der.(2021): 3.6.1., 4.2.2.

Dr. Melfi’nin danışanı Gloria öldükten sonra da ona ait bilgilerin gizliliğini koruması

Türk Türk PDR-Der. (2021): 3.6.1., 4.2.2.
Dr. Melfi’nin meslektas ortalarda danışanı Tony’ye yönelik meraklı sorulara yanıt vermekten kaçınması ve bilgi paylaşmaması


Dr. Melfi’nin Tony ile çalışırken terapist ve psikiyatr olarak mesleki yetkinlik sınırları dahilinde (ilac tedavisi vb.) hareket etmesi

| 1-1 / 30.'51"-33'.20" | 1-1 / 49.'59"-53'.31" | Dr. Melfi’nin Tony ile çalışan terapist ve psikiyatr olarak mesleki yetkinlik sınırları dahilinde (ilac tedavisi vb.) hareket etmesi | ACA (2014): A.1.a., C.2.a., C.2.g. | Türk PDR-Der. (2021): 3.3.7, 3.5.2, 3.6.1, 3.7.4. |

**Meslekli Yeterlilik**

| 1-6 / 37.'31"-40.'33"* | Dr. Melfi’nin danışanının, kendisine olan çekimi ve ilgisini terapi sınırlarını çerçevesinde ele alarak çoklu ilişkilerden kaçınmasını | ACA (2014): A.5.a; Türk PDR-Der. (2021): 3.1.3. |

| 4-4 / 49.'38"-51.'15" | Dr. Melfi’nin zorlayıcı kişisel yaşam olayları (boşanma, tecavuz vb.) dolayısıyla terapi desteği alması | ACA (2014): A.1.a., C.2.a., C.2.g. | Türk PDR-Der. (2021): 3.4.9, 3.5.2, 3.5.8, 3.6.1. |

*Ortak sahne


**Çoklu İlişkiler (ACA Bölüm A; C: Danışmanlık İlişkisi; Mesleki Sorumlu ve Türk PDR Der. 3. Boyut: Bölüm 5; 6: Danışmanlık İlişkisi; Çoklu İlişkiler ve Sınırlar):** Çoklu ilişkiye girmemek adına Carmela’yi başka bir terapiste yönlendirecek asıl danışanın Tony olduğunun net olarak belirlemiştir. Dr. Melfi her ne kadar danışanın yönelik çelişik duyguyla yaşasa da veya danışanı onu etkilemek adına girişimde bulunsa da danışanı ile herhangi bir duygusal veya cinsel ilişkiye girmemştir. Tesadüfî karılaşmalarından doğan terapist danışan karşılıkları olduğunda genel olarak bu durum çoklu bir ilişkiye yol açmasına müsaade etmemiş ve mümkin olduğunca zarar minimize etmeye çalışmıştır. Psikolojik danışma ilişkisine katkı olabilecek çoklu roller sınır genišletme kapsamında ele alınabilmektedir. Meslektas olan Dr. Melfi ve Dr. Elliot’un durumu buna örnek olarak verilebilir.
Sınırlar (ACA Bölüm A: Danışmanlık İlişkisi ve Türk PDR Der. 3. Boyut: Bölüm 5; 6: Danışmanlık İlişkisi; Çoklu İlişkiler ve Sınırlar): Sınırlar ve mesleki ilişkinin korunması adına; Dr. Melfi’nin Tony’nin terapi seansına getirdiği kahveleri mesleki ilişkilerinin doğasına uygun olmadığını belirtmesi, hediye sepetini, gizlice yapılan arabaları ve aldığı tatil biletiyle reddetmesi örnek olarak verilebilir. Tony ile terapi sürecinin ilk aşamalarında restauranıda karşılaştıkları kendi danışanın nasıl davranmayı tercih edeceğine göre paylaşmaları sınırların iyiliğini ve gizliliğini koruması açısından etik olarak nitelendirilebilir. Dr. Elliot’un Jennifer ile terapi sürecindeki tanıqlıklarına rağmen süreçte devam etmeleri ve danışan faydasına harakeyet etme etkisi durumunda danışanın pickture ile nitelendirilebilir. Danışmanlık sınırlarını genişletme eğilimi Dr. Melfi’de de görülmektedir. Danışanın başına gelenler dolayısıyla arada görünüşü kabul etmesi de bu duruma örnek olarak verilebilir.


Mesleki Yeterlilik (ACA Bölüm A; C: Danışmanlık İlişkisi; Mesleki Sorumluluk ve Türk PDR Der. 3. Boyut: Bölüm 3; Mesleki Sorumluluk): Meslek profesyoneli olarak danıçanın hoşlanma içeren ifade ve davranışları karşısında terapistin mesleki yaklaşıının yanlış bir izlenim verdiği dair açıklamada bulunması, sürec yönetmesi becerisine örnek gösterilebilir. Dr. Melfi’nin alkol problemi, aile içi anlaşmazlıklar, tecxuv ve danışanlarına daha etkili hizmet vermek adına psikoterapiye başvurusu etik ve profesyonel davranış örnek olarak gösterilebilir. Danıçanı ile çalışmaya yaptığı uygulamada yetkinin sınırlarında sadık kalarak hareket etmiştir.

Etik Olmayan Durum Örnekleri

The Sopranos dizisinde etik durumların yanı sıra etik olmayan durum örnekleri de yer alır (Tablo 5). Sahnelerdeki etik olmayan davranışlar analiz edildiğinde ilk sirada psikolojik danışma ilişkisi (f = 26), ikinci sirada sınırlar (f = 18) ve gizlilik (f = 18), devamında mesleki yeterliliğin (f = 16) geldiği görülür. Dizideki terapi sahnelerinin tamamında riskli danışan durumu söz konusu olmakla birlikte terapist için risk taşıyan yönünün baskın olduğu sahneler referans alındığında tehlikeli danışan (f = 7), son olarak Dr. Elliot ve Jennifer’in birlikte bulundukları terapi seanslarının tamamını içermekle beraber baskın olarak görüldüğü sahneler dikkate alınmadığında çoklu ilişkiler (f = 5) şeklinde sıralanabilir.

Tablo 5.
Etik Olmayan Durumlar İçin Sahne Örnekleri

<table>
<thead>
<tr>
<th>Tema</th>
<th>Sahne Bilgileri</th>
<th>Etik Olmayan Durumlar</th>
<th>Esas Alınan Etik Kodlar</th>
</tr>
</thead>
</table>
(Bağlamsal İhlal) Jennifer’ın dansıyanın gönüllüğünü göz ardı etmesi ve terapiye devam etmesi için dansıyanın iına etmeye çalışması

ACA (2014): A.4.a, C.2.g.
Türk PDR-Der. (2021): 5.3.8., 9.5.1.d.

(Bağlamsal İhlal) Jennifer’ın uygun sonlandırma ve/veya sevk etmede yetersiz olması

Türk PDR-Der. (2021): 5.3.8.

Dr. Melfie’nin, Tony’nin eşi Carmela ile bireysel terapi seansı


(Bağlamsal İhlal) Jennifer ve Dr. Elliot’in arkadaş, meslektaş ve terapist-danışan ilişkisi

Türk PDR-Der. (2021): 5.4.2., 5.4.6.

Tony’nin Dr. Melfi’ye olan cinsel ilgisini örtük dile getirmesi, ona iltifat etmesi, onu öpmesi. Ayrıca Tony’nin Dr. Melf’in arabanın tamır etmesi.

Türk PDR-Der. (2021): 5.4.2., 5.5.6.

Dr. Melfi’nin restaurantta Tony ile profesyonel olmayan iletişimi kurması

Türk PDR-Der. (2021): 6.1.3., 6.2.3., 6.3.7.

Dr. Melfi’nin Tony’yi akşam saatlerinde araması

Türk PDR-Der. (2021): 6.2.1., 6.2.3., 6.4.1.

Tony’nin Dr. Melfi’yi tehdit etmesi ve Dr. Melf’in Tony’nin annesine tanı koyması

Türk PDR-Der. (2021): 5.1.5., 4.3.2., 4.4.3., 4.7.2., 3.3.13
<table>
<thead>
<tr>
<th>Sayı / Seans</th>
<th>Dr. Melfi'nin Tony'nin Yaşadığı Olaylar</th>
<th>ACA (2014): B.2.a Türk PDR-Der. (2021): 4.4.3., 4.7.2., 4.7.3., 5.3.7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 / 06.‘07”-07.‘34”</td>
<td>(Bağlamsal İhlal) Tony’nin ismini vermesi, danışan kayıtlarını tuttuğu ajandanın giziliğini sağlamanması</td>
<td></td>
</tr>
<tr>
<td>3-4 / 34.‘30”-36.‘56”</td>
<td>Dr. Melfi’nin tecavüz ugramanın etkisini, üzerinde atmadan, seansları sürdürmesi, terapiyi kişisel tedavi yolu olarak görmesi.</td>
<td>ACA (2014): C.2.g. Türk PDR-Der. (2021): 2.1.1., 3.4.9., 3.5.8., 5.3.11.</td>
</tr>
<tr>
<td>3-4 / 48.‘45”-51.‘08”</td>
<td>Dr. Melfi’nin seans sırasında ağlaması, bozulma/zayıflama</td>
<td>ACA (2014): C.2.g. Türk PDR-Der. (2021): 2.1.1., 2.1.2., 3.4.9., 3.5.8., 5.3.8., 5.3.11.</td>
</tr>
<tr>
<td>6-20 / 13.‘23”-15.‘50”</td>
<td>(Bağlamsal İhlal) Dr. Melfi’nin uygulama modelleri için bilimsel temelleri takip etmesi/göz ardı etmesi ve zararlı uygulamalarda israrçı davranışları.</td>
<td>ACA (2014): C.7.a. Türk PDR-Der. (2021): 2.1.4., 2.1.5., 5.3.8., 5.3.11.</td>
</tr>
</tbody>
</table>

### Mesleki Yeterlilik

<table>
<thead>
<tr>
<th>Sayı / Seans</th>
<th>Dr. Melfi’nin Tony’nin Yaşadığı Olaylar</th>
<th>ACA (2014): B.2.a Türk PDR-Der. (2021): 4.4.3., 4.7.2., 4.7.3., 5.3.7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 / 06.‘07”-07.‘34”</td>
<td>(Bağlamsal İhlal) Tony’nin ismini vermesi, danışan kayıtlarını tuttuğu ajandanın giziliğini sağlamanması</td>
<td></td>
</tr>
<tr>
<td>3-4 / 34.‘30”-36.‘56”</td>
<td>Dr. Melfi’nin tecavüz ugramanın etkisini, üzerinde atmadan, seansları sürdürmesi, terapiyi kişisel tedavi yolu olarak görmesi.</td>
<td>ACA (2014): C.2.g. Türk PDR-Der. (2021): 2.1.1., 3.4.9., 3.5.8., 5.3.11.</td>
</tr>
<tr>
<td>3-4 / 48.‘45”-51.‘08”</td>
<td>Dr. Melfi’nin seans sırasında ağlaması, bozulma/zayıflama</td>
<td>ACA (2014): C.2.g. Türk PDR-Der. (2021): 2.1.1., 2.1.2., 3.4.9., 3.5.8., 5.3.8., 5.3.11.</td>
</tr>
<tr>
<td>6-20 / 13.‘23”-15.‘50”</td>
<td>(Bağlamsal İhlal) Dr. Melfi’nin uygulama modelleri için bilimsel temelleri takip etmesi/göz ardı etmesi ve zararlı uygulamalarda israrçı davranması</td>
<td>ACA (2014): C.7.a. Türk PDR-Der. (2021): 2.1.4., 2.1.5., 5.3.8., 5.3.11.</td>
</tr>
</tbody>
</table>

### Psikolojik Danışma İlişkisi (ACA Bölüm A: C: Psikolojik Danışmanlık İlişkisi; Mesleki Sorumluluk ve Türk PDR Der. 3. Boyut: Bölüm 3,4,5- Mesleki Sorumluluk; Güzellik ve Kayıt Tutma; Çoklu İlişkiler ve Sınıflar)

Psikolojik danışma ilişkisi kategorilerde temelde vurgulanan ikili ilişkisinin doğasıdır. Dr. Melfi, Tony ile olan terapi sürecinde bir meslek profesyoneli olarak davranma konusunda çeşitli güçlükler yaşar. Dr. Melfi, Tony’nin kendisine duygulu cinsel çekimi ve flörtöz girişimleri terapiyeye argüman olarak ele almaktadır (transferans-karşı transferans) rolü ile yasa dışı davranış tehlikeli danışanın etkisinde kalma denklemi etkili bir şekilde çözümlemiştir. Dr. Melfi’nin danışanın (Tony’nin) gönlüyle esasını göz ardı ettiği ve onu israrla randevuya çağrıldığı sahnelerin olması bunun açık bir göstergesi olarak değerlendirilebilir.

Jennifer’in Dr. Elliot ile terapisinin odağına bakıldığında da, merkezde Tony ile terapilerde devam etmenin gerekliği ve bu konuda Dr. Elliot’u içe etme söz konusudur. Dizide Dr. Melfi’nin, danıranları ile ilişkisinde farklı yaklaşımlar sergilemesi ve psikolojik danışma ilişkisinin bir başka yönünü ortaya koyar. Dr. Melfi, bir yanında Tony’nin güvenliği konusundaki endişelerini ve ona yardımcı edebilmeyi Dr. Elliot ile seanslarına taşırken; diğer yanında Gloria’nın intihar eğiliminden (tehlikeli/riskli danışan) haberdar olmasına rağmen beklemeye kalmayı tercih etmiş ve sonunda Gloria intihar etmiştir. Dr. Melfi’nin Gloria ile olan profesyonel ilişkisi değerlendirildiğinde giziliğinin sınırlarının ve danışanın güvenliğinin sağlanmasını göz ardı edildiği ifade edilebilir. Dolayısıyla Dr. Melfi’nin tehlikeli/riskli danıranlarla risk durumlarını yönetmede gerekli yeterliliği sergileyemediği öne sürülabilir.
Psikolojik danışma ilişkisinde danışanın Gonzulluluğunun esas olduğu ve bu ilişkisinin doğası profesyonel niteliktedir. Ancak Dr. Melﬁ’nin Tony ile terapi seansları ve mesai saati dışındaki iletişim kurması, danışanının ev telefonundan arayışında bir sakınca duymaması bu ilişkisinin doğasına uyumlu değildir. Psikolojik danışma ilişkisinde iletişim halinde danışanın ililiğini düşünerek etkili sonlandırma yapılabilir ya da başka meslek profesyoneline sevk etme durumu söz konusu olabilir (ACA, 2014, Türk PDR, 2021). Tony ve Gloria ile olan terapötik ilişkii değerlendirildiğinde Dr. Melﬁ’nin etkili sonlandırma yapmaması, ihtiyaç doğmasına rağmen danışanların bir meslek profesyoneline sevk etmeyi, danışanları ile devam etmeke israr olması ve bireysel risk alan bir tutum sergilemesi psikolojik danışma ilişkisinin profesyonel nitelikte uzaklaşmışın işaretleri olarak değerlendirilebilir. Bununa birlikte Dr. Melﬁ’nin bu eğiliminin danışanları için risk oluşturduğu ve etik kodların temelini oluşturan “danışanın zarar vermemesi” ilkesinin göz ardı edildiğini görür. Nitekim Dr. Melﬁ’nin, Gloria’ın intihar etmesi, meslektas toplantılarında ve Dr. Elliot ile olan seanslarda sosyopatı/antisosyal bireylerde kullanılan terapi yaklaşımının (psikanalitik terapi) etkili olmadığı konusunda bilgi edinmesine rağmen kişisel israr ile terapötik devam danışanın zarar verme ilkesinin göz ardı edildiğini, danışanın sürece ilişkin terapötik olarak vadedilenlerin profesyonel nitelik taşımadığı ve danışanın seçmececeyeye saygı duymadığını gösterir niteliktedir. Bunlara ek olarak, Dr. Melﬁ’nin terapötik etkilerini izleme konusunda ve oldukça zayıf kaldığı, kişisel kanatlardaki referans olarak tedavi süreci ileterlmesinde açıca görülür.

Dr. Melfi’nin meslek profesyonelileri arasında Tony ile devam eden seansı ve Dr. Elliot ile olan kişisel seansı dikkate alınlığında; bilgilendirilmiş onam aracılığı ile hizmetin sınırları, çerçevesi ve danışan haklarına ilişkin bilgilendirmeye yer verilmediğini görür. Jennifer’in Dr. Elliot ile önceki tanıtıldığı da dikkate alınlığında seansların içeriği kişisel olmasa da, olabildiği gibi meslektas desteği ile supervizyonu kadar değişen bir çoktuluk gösterir. Bu sınırların belirlenmesi Gloria, Tony ve Carmela ile olan seanslarda da kendini gösterir. İntihar eğilimi olan Gloria için gerekli bilgilerin yönetilmesini yapmamak ve gereken önlemlerin alınması bu duruma örnek verilebilir. Dr. Melﬁ’nin Tony ile seanslara devam ederken Carmela’yi bireysel seanslara kabul etmesi de bilgilendirilmiş onam çerçevesinin belirlenmediğine dair işaretler sunar.

**Çoklu İlişkiler (ACA Bölüm A: Danışmanlık İlişkisi ve Türk PDR Der. 3. Boyut: Bölüm 3; 4; 5; 6: Mesleki Sorumluluk; Gızzılık ve Kayıt Tutma; Psikolojik Danışmanlık İlişkisi; Çoku İlişkiler ve Sınırlar):** Dr. Melfi’nin bir diğer danışanı Gloria’nın, Dr. Melfi’nin randevuları karşımıza ile Tony ile tanışması ve cinsel birlikteker içerisinde bir ilişkilerin olması çoklu ilişkinin varlığına işaret eder. Dr. Melfi, iki danışanının dinlenen bir yanında onların ilişkilerini ifade etmelerini beklemiş bir yanandan da terapi sürecine devam ederek çoklu ilişki hattında kalmıştır. Dr. Melfi her iki danışan ile (Gloria ve Tony) ilişkisinin çerçevesini düzenleyen ve seanslarda birbirlerinden söz etmeleri halinde nasıl bir çevreye bağlı kalınacağı her yer belirlenmiştir (bilgilendirilmiş onanın güncellenmesi) bir yol izlememiştir. Tony’nin Gloria’nın intihar eğiliminden habersiz olması ve Gloria ile ilişkileri bittiktiken sonra Gloria’nın intihar etmesiyle kendini suçlu hissetmesi çoklu ilişkinin yoldaşlığı etkisiyle önlenkildir. Terapötikin bu bilgisini kendisini saklamasına da katkıdır. Bu durum Dr. Melfi ve Tony arasındaki terapötik ilişkide de güven problemi oluşturmuştur. Benzer bir durum Tony’ın eşini bireysel olarak bir seans kabul ederek de göstermiştir.

Dr. Melfi’nin Tony’nin de onayı ile eşi Carmela’yi seanslara davet etmesi danışanın destek ağığı ilişkisi kullanıma açıtılsından etkili olabilecek mesleki bir yaklaşımdır. Diğer yanandan Dr. Melfi’nin sınırları belirleme noktayla_Return_4; Carmela’yi bireysel terapötik kabul etmesi, sınırlar belirleme probleminin yanı sıra çoklu ilişkii ve terapistin asi danışanını belirme noktasında etik ihlallere karşı aralıklıdır. Dr. Melfi, Carmela’yi Tony’nin izini ile Tony’nin seanslarına davet ederek mesleki ilişkideki rol değişikliklerini kullanmıştır; fakat bireysel olarak da Carmela’yi kabul etmek çoklu ilişkii oluşturulmuş ve daha önce de ifade edildiği gibi çeşitli risklere zemin hazırlamıştır. Bunlara ek olarak, Dr. Elliot ile Jennifer arasından da birden fazla rol söz konusuudur. Terapi dışında bir araya gelikleri, ortak arkadaş gruplarının olduğu ve aynı zamanda terapist-danışan ilişkileri içerisinde olmaları söz konusudur. Terapi dışında bir araya gelikleri, ortak arkadaş gruplarının olduğu ve aynı zamanda terapist-danışan ilişkileri içerisinde olmaları söz konusudur.

**Sınırlar (ACA Bölüm A: Danışmanlık İlişkisi ve Türk PDR Der. 3. Boyut: Bölüm 3; 4; 5; 6: Psikolojik Danışmanlık İlişkisi; Çoku İlişkiler ve Sınırlar):** Dr. Melfi-Tony arasında hem terapi seanslarında hem de terapi seansları arasında kimi durumlarında sınırları oluşturma ve korumada problemler yaşanmıştır.
Hediyeleşme, ücretsizdirmeye ve iletişim tarzi noktasında da bir durum tekrarlayıcı bir örtüntü sergilemiştir. Seanslara getirilen kahve ile başlanyan hediyeleşme; restauranta masa ayarlama, maliyetli olan araç tamirini halletme, hediyeye sepeti gönderme ve tatil biletleri alma şeklinde ilerlemiştir. Ödeler naktasında da bir standart oluşturulamamış ve gecikmeleri Tony’nin fazla ödemesi takip etmiştir. Aralarındaki diyaloglardan fürtöz tarzda kullanılan kelimeler veya Tony’nin hoşnutuz olduğu zamanlarda kuir edip bağışır, üzerine yürülen tekrarlayıcı davranış olarak değerlendirilebilir. Tony, terapitini yanıgunaşta一经en überken terapitin sincerirørmakta zorlandığı zamanlar olmuştur. Bu durumlarda Dr. Melfi’nin Tony’ın evini gezmetmesi, restoranda danışanının onayı olmadan ve danışanının arkadaşlarıyla yanındayken fürtöz bir iş ámbito kullanması da eklenebilir. Dr. Melfi, seanslarını kimi durumlarda otel odasında veya arabada yapmıştır. Temelde seansların danışan odaklı olması gerekken Dr. Melfi, bazı seanslarında Tony’nın annesine tani koymmuştur. Dr. Elliot ve Jennifer’in terapist-danışan ilişkisi olmasına rağmen ortak arkadaş yemeklerinde bir araya gelerleri de etik olmayan durumlara örnek olarak verilebilir. Terapistin yukarıda tanımlanan durumlardan karsısında net bir tavır sergilememesi ve sınırları vurgulamaması, yeterli netlieti karşı tarafla iletememesi dolayısıyla bu davranışların tekrarlayıcı bir nitelik kazandığı belirilebilir.

Gizlilik ve Tehlikeli Danışanlar (ACA Bölüm B: Gizlilik ve Mahremiyet ve Türk PDR Der. 3. Boyut: Bölüm 4; 5: Gizlilik ve Kayıt Tutma; Psikolojik Danışmanlık İlkilişki): Jennifer, kişisel terapisinin birçok seansında Dr. Elliot’a Tony’yi anlatmış, hatta seanslardan birinde Tony’nin ismini az olduğundan kaçırmıştır. Tony’nin mafya babası olması ve gizlilik naktasındaki şüpheciliği de dikkate alındığında Dr. Melfi için bu bilgisi Tony ile paylaşmak da riskli görülmektedir. Açıq ifadelerle belirtilmesi de Dr. Melfi ve Dr. Elliot Tony’nin mafya babası olduğundan ve aktif suç işlemiğinde haberlardır. Dr. Melfi, Tony ile olan seanslarında etik ve yasal işleyiş takip etmek yerine adeta yardım etme güdüşünü takip etmiştir. Tony’nin kadınlarla illetişimi ve kadınları “elde etme” güdüşü de dikkate alındığında Dr. Melfi ve Tony arasındaki ilişkide profesyonelliğin ötesinde bir kaçan-kovalayan durumu hakimdir. Dr. Melfi’nin Tony’ye duyduğu cinsel ligi, gündüğü rüyalar ile de kendini göstermemiş. Dr. Melfi’nin eski eşi, öğü ve ebeveynleri de Tony’den haberlardır. Hatta Tony, Dr. Melfi’nin bazı arkadaş toplantlarınını da konusu olmuştur. Bunların yanı sıra Tony’nin öfke ve güven konusunda soruları vardır. Bazi seanslarında Dr. Melfi’nin üzerine yürüdüğü, onu tehdit ettiği görülmüştür. Gizlilik ve riskli danışan bağlamı Dr. Melfi ve Gloria arasında da gerçekleştirilmektedir. Dr. Melfi, bir yandan danışan Gloria için gizliliği korurken diğer yandan danışanın kendine zarar verme eğilimini göz ardı etmiştir ve başka bir profesyonele sevk etme ve zararı önlemeye girişimlerinde yetyersiz kalmıştır.

Mesleki Yeterlilik (ACA Bölüm A, C: Danışmanlık İlkilişki; Mesleki Sorumluluk ve Türk PDR Der. 3. Boyut: Bölüm 3: Mesleki Sorumluluk): Mesleki yeterlilik konusundaki etik olmayan davranışlar Dr. Elliot ile Jennifer’in seansları bağlamında değerlendirdiğinde Dr. Elliot’in bazı seanslarında Tony’nin mafya babası olmasının cazibesine kapıldığını ve bu nedenle terapi seanslarında kişisel merakını öncelikle bir ilişki kurduğu görülür. Bir diğer taraftan Dr. Elliot, mesleki kimliği ile Tony’yı sosyopat olarak tanımlaması ve terapisti olduğu Jennifer’i, seansları sonlandırması noktasında ikna etmeye çalışmıştır. Bu durumun Tony-Dr. Melfi ilişkisinde teraptopik ilişkinin bozulmasına neden oldu belirilebilir. Benzer şekilde bu durum, Jennifer’in Dr. Elliot ile olan terapotik sürecinde de, yardım ilişkisinin doğasının karmaşıklaşmasına yol açmıştır.

Dr. Melfi Tony’yi bir başka profesyonele sevk etmekten kaçınıp ve bu durum kendine itiraf etmekte zorlanmıştır. Böylece danışanın yönelik temel sorumluluğunun manipüle etmiştir. Dr. Melfi’nin, Tony’nin randevu tarihini karıstırmış, randevulara gelmesi için israrı olması, seans öncesi alkol alması, Dr. Elliot ile terapilerinin merkezini Tony’nin olusturmaya, tecavüze ugrasmadığı ve yasal olarak haklarının korunamamasını getirdiği öfkeye rağmen danışan görme devam etmesi, bu sürece fiziksel olarak iyi olmaydiği gibi psikolojik olarak da iyi olmaması mesleki yeterliliğinin bozulduğunu dair işaretlerdir. Seansta koltuk değiştiği düşüncede korkması ve sonra ağlaması, hatta zihnini Tony’den yardım istememini ve bu şekilde adaleti sağlamanın mesgul etmesi de örnek olarak eklenebilir. Dr. Melfi’nin Tony ile süreçlerinin Dr. Elliot için meraka dönüşmesi ve çoklu ilişkide olduğu birini danışan olarak kabul etmesi de mesleki yeterlilik ve sorumlulukla ilişkin durumlara örnektr.
Tartışma


Araştırmadan elde edilen bulgular, psikolojik danışman adaylarının danışanara zarar vermeme ilkesinden hareket edildiğine inanılırken danışanın ihtiyaçlarının yok sayılabilceğini görmekle imkan tanır. Bu gibi durumlar beraberinde sınırların danışanın yararına adına yapılmalı bir durum ve çoğun zaman da farklı bile olmamadık ilahle dönüşebildiğini göstermektedir. Böylese bir durum, The Sopranos bağlamında, terapistin danışanın yararını düşünmekten daha çok duygusal motivasyonlarla hareket ettiği ve danışanın terapiste bañoğlılığını teşvik ettiği (Koocher & Keith-Spiegel, 2016) şeklinde de değerlendirilebilir.


Dizi, D. Melfi’nin (Jennifer) kişisel terapi süreci, aileتباعı olarak ve ilişki Điện certains communauté de pensée sur la base de l'histoire de même sexe de meslekli örnekler sunarak bu süreçte seçimlerin getirdiği olası sonuçlara da yer vermektedir. Daha önce ilişki içinde olan bir kişiyi danışan olarak kabul etmeden önce, profesyonel yardım sunmanın artıları ve eksilerinin değerlendirmesi, sürece yönelik tereddütler bulunması halinde ise alternatiflerin
değerlendirilmesi önerilir (Barnett & Johnson, 2015; Erickson, 2001). Dr. Melfi-Dr. Elliot arasındaki ilişki; sosyal ortamlarda bir araya gelen meslektastan terapist-danışan ilişkisine giden yolda güven ve deneyimin yer yer nasıl da gelişizliğeleceği veya riskler uyandırabileceği sınır aşımından sınır ilahine dönüşmesi ile göstermektedir. Çoklu ilişkilerin sıkılıkla yaşadığı göz önünde bulundurulduğunda (Pettifor & Sawchuk, 2006), psikolojik danışman adaylarının içe bâk yaparak riskli alanlarını ve yönergelerini sorgulamalarına da dizinin teşvik eder nitelikte olduğu düşünülmektedir. Etik yönetim sürecinde psikolojik danışman adaylarının, kendilerine hangi sorulara sorabileceklerini fark etmeleri ve eğitim materyalı üzerinden konușabilmeleri mahremiyetlerini korurken ihtiyaçları ele alıp farklı açılardan görmelerini sağlayabilir.


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**Sonuç**

The Sopranos (Chase vd., 1999-2007), dizi karakterleri ve etkileşimleri ile senaryoda ortaya konduğu gibi, doğru ve yanlışın her zaman uygulamaya net bir şekilde yansıtılmayaçığının, etik ve etik olmayan davranışların iççe geçmişçiliğinin, etik ihlallerin süreç içerisinde etkilerinin neler olduğunun ve bu ihlallerin birbirini nasıl takip ettikinin etkili bir örneğidir. Bu durum, etik ilkelere bağlılığın önemine ve olası ihlallerin anlık ve uzun enquanto etkilerine dikkat çekmektedir.

The Sopranos, mesleki etik konusunda ilkiy ve yaratan bir dizidir. Doğru ve yanlıştırma her zaman uygulamaya net bir şekilde yansıtılmayaçığının, etik ve etik olmayan davranışların iççe geçmişçiliğinin, etik ihlallerin süreç içerisinde etkilerinin neler olduğunun ve bu ihlallerin birbirini nasıl takip ettikinin etkili bir örneğidir. Bu durum, etik ilkelere bağlılığın önemine ve olası ihlallerin anlık ve uzun enquanto etkilerine dikkat çekmektedir.

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Yazar Katkı Oranı

Yazarlar çalışmanın tümüne eşit oranda katkı sunmuştur.
Etki Beyan

“Yüksekoğıretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesinde” yer alan tüm kurallara uymuş ve yönergenin ikinci bölümünde yer alan “Bilimsel Araştırma ve Yayınlara Ayrı Eylemlerden” hiçbir gerçekleştirilmemiştir.

Çatışma Beyanı

Yazarlar çalışma kapsamında herhangi bir kurum veya kişi ile çıkar çatışması bulunmadığını beyan etmektedir.

References


