

# IMPORTANCE OF ETHICS FOR COUNSELING PROFESSION: METAPHORICAL PERCEPTIONS OF CANDIDATE COUNSELORS<sup>1</sup>

PSİKOLOJİK DANIŞMA MESLEĞİ İÇİN ETİĞİN ÖNEMİ: ADAY PSİKOLOJİK  
DANIŞMANLARIN METAFORİK ALGILARI

Süleyman BALCI<sup>2</sup>

## Abstract

This study was conducted for analyzing metaphors stated by candidate counselors about the importance of ethical rules for field of counseling. The qualitative method was used for analyzing metaphors and convenience sampling technique was used for determining participants. The participants are 79 candidate counselors (45 females and 34 males) who were studying last year at department of guidance and counseling. An open-ended question form was conducted for qualitative data and the responses were collected in written form. After analyzing the responses, metaphors were grouped as themes and frequency and percentage of these themes were determined. In the study 75 metaphors were produced regarding counseling career ethics. These metaphors were categorized as four themes according to meaningful similarities among them. These themes are “sense of morality”, “objectivity”, “showing the path” and “providing information”. Moreover, it was determined that most common metaphors which candidate school counselors produced were moral (n=5), compass (n=4), moral rules (n=3), scales (n=3), traffic light (n=3). Since candidate counselors have produced meaningfully positive metaphors for counseling profession, it is obvious that candidate counselors are aware of that taking action according to the principles of career ethics is necessary for practices related with counseling profession.

**Keywords:** Career ethics, candidate counselors, metaphor perceptions

## Öz

Bu araştırma, psikolojik danışma mesleği için mesleki etiğin önemine ilişkin aday psikolojik danışmanların belirttikleri metaforları incelemek amacıyla yapılmıştır. Elde edilen verilerin analizi için nitel araştırma yöntemi kullanılmıştır. Bu çalışmaya, psikolojik danışma ve rehberlik bölümünde son sınıfta eğitime devam eden 79 aday psikolojik danışman (45 kadın and 34 erkek) katılmıştır. Bu araştırmaya katılan aday psikolojik danışmanlar uygun örnekleme tekniği ile belirlenmiştir. Gerekli verileri toplamak için katılımcılara açık uçlu bir soru sorulmuştur ve hazırlanmış olan forma yanıtları yazmaları istenmiştir. Verilen yanıtların incelenmesi sonrasında metaforlar, aralarındaki anlam ilişkisine göre temalar elde edilmiştir. Daha sonra temaların frekans değeri ve yüzdelik oranları belirlenmiştir. Psikolojik danışman adaylarının psikolojik danışmanlık mesleğine ilişkin etik kavramının önemine ilişkin 75 metafor ürettikleri saptanmıştır. Bu metaforlar, aralarındaki anlam benzerliğine göre dört tema halinde gruplanmıştır. Bu temalar; “erdemlilik duygusu”, “tarafsızlık”, “uygun yolu gösterme”, “bilgi sağlama” olarak belirlenmiştir. Ayrıca, katılımcıların en sık ifade ettiği metaforların ahlak (n=4), pusula (n=4), ahlak kuralları (n=3), ölçek (n=3), trafik ışığı (n=3) olduğu saptanmıştır. Psikolojik danışman adaylarının psikolojik danışmanlık mesleğine ilişkin mesleki etik kavramının önemi ile ilgili olumlu anlamlar içeren metaforlar belirttiklerinden dolayı, psikolojik danışma mesleği ile ilgili uygulamalarda mesleki etik ilkelere uygun hareket edilmesi gerektiğinin farkında oldukları anlaşılmaktadır.

**Anahtar Kelimeler:** Meslek etiği, psikolojik danışman adayları, metafor algıları

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<sup>2</sup> Ass.Prof. PhD., Kırıkkale University, Education Faculty, [suleymandr@gmail.com](mailto:suleymandr@gmail.com), Orcid: 0000-0001-9374-8808

## Introduction

Remarkable duties and roles which have been carried out by counselors enable people produce solutions regarding their problems. During counseling process in order to maintain counseling relationships concerning emotional and social concerns of people, ethically suitable practice and reasoning is essential for counselor (Levitt et al., 2015). Furthermore, following a developmental process is necessary for becoming expert counselor (Neukrug et al., 1996). According to Handelsman et al. (2005) this type of developmental process include implementing ethical and professional principles and integrating these principles with personal values of professionals. Moreover, ethical and professional principles enable counselors follow ethically suitable course of action concerning counseling relationship with higher responsibility (Forester-Miller& Davis, 2016). Because of this reason, during the training period of counseling, mass courses which teach ethical and professional principles and models practicing these principles are obligatory for candidate counselors.

Herlihy and Corey (2014) state that main functions of ethical principles for counseling field are awaring and educating the counselors regarding the importance of professional standards, maintaining a systemic method for the accountability of counseling profession, providing safety for the people who take the counseling service, providing main frame for expert counselors and candidate counselors who implement the counseling relationship and counseling practice. Additionally, it is necessary for counselors to be aware of reasons for applying each ethical rule for avoiding harming clients so that principles of career ethics for counseling profession help counselorsto practice properly by clarifying counselors personal and professional values and by helping counselors develop their awareness (Ametrano, 2014). Therefore, professional ethics and principles were established by professional organizations related with counseling profession such as American Counseling Association (ACA, 2014), American School Counselor Association (ASCA, 2016), British Association for Counselling and Psychotherapy (BACP, 2018), Australian Counselling Association (AUCA, 2019), Turkish Counseling and Guidance Association (İkiz et al., 2021).

For instance, American Counseling Association (ACA) determined core professional values for the counseling profession. These professional values, which were stated in the ACACode of Ethics, (ACA, 2014) are “enhancing human development throughout the life span; honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts; promoting social justice; safeguarding the integrity of the counselor–client relationship; and practicing in a competent and ethical manner” (ACA, 2014; Balcı, 2018). These values are essential basis for the ethical principles of counseling profession. This counseling organization have prepared basic principles, which are necessary for the appropriate process of ethical behavior and decision making in counseling practice. These basic principles are autonomy, nonmaleficence, beneficence, justice, fidelity, veracity. These principles are explained as following (ACA, 2014):

- 1- Autonomy refers that counselors accept the freedom of clients to select their own solutions and choices within their suitable environments, and manage their lifestyles by promoting client’s self-determination and fostering client’s independent decision making.
- 2- Nonmaleficence means that counselors refrain from actions which can put clients at risk of being harmed.
- 3- Beneficence contains that counselors workfor the good of the clients and community and empower clients’ wellness and mental health within their cultural environment.

4- Justice involves that counselors always treat all of the clients equitably and foster fairness and equality. This principle contains considering fee establishment, quality, time and resources concerning counseling practice.

5- Fidelity includes that counselors provide therapeutic and trusting setting in which clients try to find appropriate solutions and ways for their problems or difficulties.

6-Veracity involves that counselors treat all their clients, supervisees, and colleagues truthfully in their professional practice and they accept that trust is essential for the counseling relationship and other helping relationships.

People may understand each other better and may develop closer relationships by using metaphors during daily interactions. Some people prefer metaphors in order to express inner ideas and perceptions each other instead of language and words. Therefore, by means of metaphors human beings associate their remarkable experiences easily and connect their feeling and emotions with their experiences effectively (Sowder et al., 2013; Bernard, 2016). According to Lakoff and Johnson (2005), “a metaphor is to identify and experience one thing through another thing”. Moreover, according to Konaklı and Göğüş (2013), Kumral (2009) and Leavy et al. (2007) metaphors are important instrument in order to determine feelings, perceptions and thoughts. Similarly, according to Neukrug and Milliken (2011) metaphor provide people a learning source by enabling them bring the parts together related with experiences, perceptions, emotions, cognitions. Moreover, Ametrano (2014) state that use of metaphors for counseling practice help counselors to perceive a client’s inner thoughts and feelings and to facilitate better self understanding of their client. It is suggested that the metaphors may enable to determine one’s attitudes, beliefs and ideas about certain concept or topic and individuals’ perceptions may be affective in their practice (Balçı, 2018). Moreover, Sowder et al., (2013) and Wan et al., (2011) state that metaphors are useful tool for producing beliefs and opinions concerning the viewpoints of individuals.

After reviewing the literature, it was seen that there are several researches studying the perceptions, feelings, thoughts and beliefs of participants by means of the metaphor analysis (Sowder et al., 2013). However, number of researches studying the perceptions of school counselors and candidate school counselors regarding career ethics of counseling field by using metaphors is limited (Balçı, 2018). Due to this reason, this research is expected to contribute to literature concerning school counselors and counselor educators by providing them feedback regarding career ethics of counseling profession by means of the metaphor analysis. In addition, it is noteworthy that this research may enable to gain better understanding of use of metaphors in counseling practice qualitatively and may contribute the researches related to this subject in future by describing the candidate school counselors’ metaphors conceptually (Balçı, 2018). This study was conducted to analyze candidate school counselors’ metaphors related with significance of career ethics for field of counseling. For this aim, research questions below were replied:

1. What are the candidate school counselors’ metaphors about the counseling’s career ethics?
2. In which themes can the candidate school counselors’ metaphors about the counseling’s career ethics be categorized?

## **Method**

### **Research design**

As for research design, phenomenological research design was conducted for this research. Phenomenological research model is one of the qualitative research models. This

research model concentrate on phenomena in which people are aware of, but do not have a comprehensive and detailed understanding. In order to interpret and unveil perceptions, thoughts or beliefs of participants regarding a phenomenon or a concept, phenomenological research is implemented in general (Yıldırım & Şimşek, 2006). Candidate school counselors' metaphors about the career ethics of counseling practice were identified in this research.

### **Research sample**

The sample of this research includes 79 candidate school counselors (45 females and 34 males). These participants have been attending at fourth year in a department of guidance and psychological counseling at a state university. These participants were determined by using the convenience sampling technique.

### **Collecting data**

In order to enable candidate counselors to express a metaphor about the significance of career ethics for field of counseling profession for collecting data, participants completed gap in an incomplete sentence in written form without requesting their name and was mentioned by researcher that names of each participant are not required to write down for completing the form. Incomplete sentence, which participants were asked to complete, is "Career Ethics is ..... because ....."

### **Data analysis**

The approval of the ethics committee decision was obtained for this study, indicating that this study was fully compliant with the ethical rules of scientific research (Kırıkkale University; Ethics Committee Number: 13/07/2020-04). After the responses of participants were checked whether obtained data are in the metaphor form or the metaphors are related with its reason clause ("because..."), inappropriate responses were eliminated from data and the appropriate ones were included into analysis. Afterwards, the participants' metaphors were analyzed by applying the following five phases (Saban, 2004):

1. Phase of coding and eliminating data: In this stage, metaphors of participants were listed in alphabetical order and each metaphor were given a number starting from number one. Next, each metaphor was coded according to gender of each participant by marking KF letters for female and KM letters for male, instead of using names of participants. Moreover, whether the participants produced a suitable metaphor was checked. Four expressions were eliminated due to the fact that they did not contain suitable descriptions for metaphors.
2. Phase of compiling metaphor list: After analyzing metaphors and eliminating unsuitable descriptions for metaphors, it was determined that 79 participants produced 75 suitable metaphors and then metaphors were revised by listing them in alphabetical order. The main metaphors were formed by determining common points in each metaphor description. Hence, the metaphors list was developed.
3. Phase of sorting and themes: Based on the metaphor list, how each metaphor describes the career ethics of counseling profession was revised. For this purpose, each metaphor expressed by the candidate school counselors was examined according to its subject, source and association between its subject and its source. Next, by analyzing each metaphor in terms of its meaningful and logical relation with career ethics of counseling profession, each metaphor description was grouped in one of four themes. In developing these themes, findings of similar studies (Arslan & Sommers-Flanagan, 2018; Camadan & Kahveci, 2013; Eker & Sicak, 2016; Karabay, 2016; Kolay-Akfert, 2012; Leavy et al., 2007; Neukrug & Milliken, 2011; Özdemir, 2012; Saban, 2004; Saban et al. 2006; Shimoni & Greenberger, 2018) were investigated. In

addition, three experts from counseling profession checked and analyzed the structure of themes in order to reach an agreement on the themes for inter-rater reliability.

4. Establishing validity and the inter-rater reliability rate: Enabling the appropriate level of validity and reliability is significant for increasing credibility of study findings in a qualitative type of research (Yıldırım & Şimşek, 2006). Specifically, in this study for ensuring the appropriate level of validity and reliability, collecting and analyzing the procedure of research data is described in detail and metaphors produced by participants and theme categories are given in tables and described by giving samples of metaphor descriptions expressed by participants. For this purpose, validity and reliability procedures of qualitative study were applied. In order to provide the reliability, each theme and the metaphors were examined by three field experts. Moreover, three field experts, who are from counseling profession, checked and analyzed the structure of themes at different period of times in order to have an agreement on the themes for necessary level of reliability. The reliability was determined by using the formula developed by Miles and Huberman (1994) that  $\text{Reliability} = \frac{\text{Number of Consensus}}{\text{Total Consensus} + \text{Number of Disagreements}} \times 100$  and the reliability level was calculated as 86.2 %, which is satisfactory for the level of reliability. The research analysis is accepted as reliable when the values of reliability calculations is higher than 0.70 (Miles & Huberman, 1994; Yıldırım & Şimşek, 2006). Additionally, in order to increase the validity of current research and in order to explain results, sample direct quotations from metaphor expressions of the participant candidate counselors were given (Yıldırım & Şimşek, 2006). Due to this reason, sample direct quotations were made from the metaphors produced by the participant candidate counselors.

5. Quantitative data analysis: Frequency (f) and percentage (%) of participants that represents 75 metaphors and four themes were determined. Moreover, themes were described in tables.

### **Findings**

In this section, the data about analysis of the metaphors, which were produced by participants regarding career ethics of counseling profession was presented according to research questions sequentially.

Research question 1: What are the candidate school counselors' metaphors concerning the career ethics of counseling profession?

After examining the responses of participants related with this research question, it is observed that candidate school counselors (n:79) produced 75 suitable metaphors concerning the career ethics of counseling profession. Distribution of these metaphors was given in Table 1 according to themes, number and percentage of candidate school counselors. The most common metaphors which candidate school counselors produced were seen as moral (5 participants), compass (n=4 participants), moral rules (n=3 participants), scales (n=3 participants), traffic light (n=3 participants).

Research question 2: In which themes can the candidate school counselors' metaphors about the counseling' career ethics be categorized?

After the analysis of responses collected from the participants related with this research question, frequency and % of metaphors developed about the career ethics of counseling profession by participants was given in Table 1.

**Table 1.** Frequency and % of metaphors developed about the career ethics of counseling profession

metaphors	f	%
moral	5	6,66
compass	4	5,33
moral rules	3	4,00
scales	3	4,00
traffic light	3	4,00
book	2	2,66
conscience	2	2,66
mainframe	2	2,66
moral philosophy	2	2,66
rule	2	2,66
torch	2	2,66
basics	1	1,33
border	1	1,33
boundary customs	1	1,33
bread	1	1,33
conscientious mirror	1	1,33
conscientious value	1	1,33
constitution	1	1,33
counseling	1	1,33
culture	1	1,33
father	1	1,33
flashlight	1	1,33
harmony	1	1,33
health	1	1,33
hierarchy of rules	1	1,33
human heart	1	1,33
lamb	1	1,33
law	1	1,33
life vein	1	1,33
light	1	1,33
model	1	1,33
moral values	1	1,33

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mother	1	1,33
norm	1	1,33
ocean	1	1,33
organism	1	1,33
oxygen	1	1,33
parents	1	1,33
prosperous wind	1	1,33
pool	1	1,33
pathfinder	1	1,33
piece of line	1	1,33
president	1	1,33
prohibitions	1	1,33
road	1	1,33
sanction	1	1,33
signboard	1	1,33
street lamp	1	1,33
sun	1	1,33
traffic signboard	1	1,33
tree stem	1	1,33
triangle	1	1,33
universe	1	1,33
universal values	1	1,33
water	1	1,33
wine	1	1,33
Total	75	100

As seen in Table 1, it was found that 75 suitable metaphors were produced by 79 candidate counselors (45 females and 34 males) participating this study. These metaphors about the concept of career ethics were categorized under four themes according to meaningful and logical similarities among them. These themes are given in following table.

**Table 2.** Distribution of metaphors developed about “the career ethics of counseling profession” according to themes, number and percentage of candidate school counselors

Number of Theme	Name of Theme	Frequency of Metaphors	Frequency of Participants	% of Participants
1	Sense of morality	28	28	37
2	Objectivity	17	17	23
3	Showing suitable path	12	12	16
4	Providing information	18	18	24
Total		75	75	100

As observed in Table 2, the metaphors produced by participants were categorized under four themes according to meaningful and logical similarities among them. These themes are “sense of morality”, “objectivity”, “showing the path” and “providing information”. Subsequently, these themes were commented by describing them in list form after analyzing logical reasons which were asserted by each participant for each metaphor. Candidate school counselors defined the career ethics of counseling profession with expected and essential features such as sense of morality, objectivity, showing suitable path, providing information. 37% of the participants claimed that the career ethics of counseling profession enable school counselors to possess sense of morality (n:28 candidate school counselors) and to be objective (17 candidate school counselors, 23%). Moreover, 16% of the participants stated that the career ethics of counseling profession guide school counselors to follow suitable path (12 candidate school counselors, 16%). The rest of the participating candidate school counselors (18 candidate school counselors, 24%) associated the career ethics of counseling profession with providing information.

### **Theme 1: Sense of Morality**

When these metaphors are analyzed in terms of career ethics of counseling profession, it appears that candidate school counselors associate career ethics of counseling profession with sense of morality. School counselors are expected to make decisions with the sense of morality by applying the principles of career ethics, while implementing counseling practice for students and other individuals (Bodenhorn, 2006). Thus, it is clear that candidate school counselors emphasize this function of career ethics of counseling profession. By considering this reason, the metaphors which are related with the meaning of sense of morality were categorized under the theme of “sense of morality”. Frequency values of metaphors perceived by participants with the meaning of sense of morality were given in Table 2. As summarized in Table 2, the theme of “sense of morality” includes 28 metaphors which were produced by candidate school counselors. The most common metaphors in this theme are moral (five candidate school counselors), moral rules (three candidate school counselors), scales (three candidate school counselors), conscience (two candidate school counselors), moral philosophy (two candidate school counselors), rule (two candidate school counselors).



**Table 3.** Distribution of metaphors concerning career ethics with meaning of sense of morality

metaphors	f	%
moral	5	6,66
moral rules	3	4,00
scales	3	4,00
conscience	2	2,66
moral philosophy	2	2,66
rule	2	2,66
basics	1	1,33
conscientious mirror	1	1,33
conscientious value	1	1,33
constitution	1	1,33
hierarchy of rules	1	1,33
law	1	1,33
moral values	1	1,33
norm	1	1,33
tree stem	1	1,33
universe	1	1,33
universal values	1	1,33
Total	28	37,00

As example metaphors for the theme of “sense of morality”, two candidate school counselors have produced following metaphors about ethical principles of counseling field:

KM6: “*Career ethics is similar to moral rules. Because counselors act as needed to be due to the career ethics and they regulate their behavior according to the principles of these career ethics.*”

KF7: “*Career ethics is similar to rules. Because rules remind people about what to do and what not to do. Likewise, the principles of career ethics remind and control counselors about behaviors which are needed to do or not to do.*”

### **Theme 2: Objectivity**

When these metaphors are analyzed in terms of career ethics of counseling profession, it appears that candidate school counselors associate career ethics of counseling profession with objectivity. School counselors are expected to practice their duties and responsibilities of school guidance and counseling such as individual counseling, group counseling, meetings and activities for students and parents with the manner of unconditional acceptance and unconditional respect and objectivity (ASCA, 2016). These attitudes and manners expected from school counselors are included as essential principles in career ethics of counseling

profession. Thus, it is obvious that candidate school counselors are aware of these essential ethical principles of counseling field. Because of this reason, it is thought that candidate counselors produced metaphors regarding the concept of career ethics with the meaning of objectivity. By considering this reason, the metaphors which is related with the meaning of objectivity were categorized under the theme of objectivity. Frequency values of metaphors perceived by participants with the meaning of objectivity were given in Table 3. As Table 3 summarized, this theme includes 17 metaphors which were produced by candidate school counselors. the most common metaphors in this theme are compass (four candidate school counselors), mainframe (two candidate school counselors).

**Table 4:** Distribution of metaphors concerning career ethics with meaning of objectivity

Metaphors	f	%
compass	4	5,33
mainframe	2	2,66
border	1	1,33
boundary customs	1	1,33
harmony	1	1,33
model	1	1,33
pathfinder	1	1,33
piece of line	1	1,33
president	1	1,33
prohibitions	1	1,33
road	1	1,33
sanction	1	1,33
triangle	1	1,33
Total	17	23,00

Two examples of these metaphors which were expressed by participants were given below:

KM2: *“Career ethics is similar to compass. Compass determines and shows the destination to go; Likewise, career ethics show school counselors the behavior which is accepted as true.”*

KF4: *“Career ethics is similar to pool. Pool determines the border for water in pool; Similarly, career ethics determine the border for school counselors and remind them not to pass the border of other professionals. By this way, career ethics establish principles and system which determines border of behaviors for all school counselors.”*

### **Theme 3: Showing Suitable Path**

When these metaphors are analyzed in terms of career ethics of counseling profession, it appears that candidate school counselors associate career ethics of counseling profession with showing suitable path. School counselors are expected to follow certain principles and ways in order to apply certain methods for school guidance and counseling activities in schools such as ethical dilemmas about student confidentiality and parental rights regarding student disclosures (Bodenhorn, 2006; Ergene, 2004). Essential principles concerning how to behave and what to do in difficult situations about school guidance and counseling activities are explained by career ethics of counseling profession (ASCA, 2016; Siviş-Çetinkaya, 2015). By considering these

reasons, it is seen that essential principles of career ethics of counseling profession show the suitable path for school counselors in difficult situations about school guidance and counseling practices. Thus, candidate school counselors emphasize the showing suitable path regarding the career ethics of counseling profession.

The metaphors which is related with the meaning of showing suitable path were categorized under the theme of showing suitable path. Frequency values of metaphors perceived by participants with the meaning of showing suitable path were given in table 4. As seen in Table 4, this theme includes 12 metaphors which were produced by candidate school counselors. the most common metaphors in this theme are traffic light (four candidate school counselors), torch (two candidate school counselors).

**Table 5:** Metaphors concerning career ethics with meaning of showing suitable path

Metaphors	f	%
traffic light	3	4,00
torch	2	2,66
flashlight	1	1,33
sun	1	1,33
lamb	1	1,33
light	1	1,33
signboard	1	1,33
street lamp	1	1,33
traffic signboard	1	1,33
Total	12	16,00

Two examples of these metaphors which were expressed by participants were given below:

KM45: *“Career ethics is similar to traffic lights. Because traffic lights show drivers where to stop and when and how to drive. Likewise, career ethics show and regulate counselors where needed to stop and when and how needed to behave in professional decision making.”*

KF29: *“Career ethics is similar to street light. Because street lights enable people and drivers to follow the right way in darkness. Likewise, career ethics enable counselors to determine appropriate solutions when they are in difficult situation about their professional decision.”*

**Theme 4: Providing information**

When these metaphors are analyzed in terms of career ethics of counseling profession, it appears that candidate school counselors associate career ethics of counseling profession with providing information. When considering roles of career ethics of counseling profession, one of its important functions is to provide necessary information for counselors about what the right behavior is and how to behave for appropriate solutions (Forester-Miller & Davis, 2016; Balçı, 2018) regarding risky circumstances such as confidentiality of session records, parental rights of minor clients, dual relationships (Bodenhorn, 2006). Career ethics of counseling profession enable school counselors to make appropriate choices and decisions and show them optimum

manners or solutions for interactions and relationships with students, teachers and parents. By this way, career ethics of counseling profession provide information for school counselors. Because of this reason, the metaphors which is related with the meaning of providing information were categorized under the theme of providing information. Frequency values of metaphors perceived by participants with the meaning of providing information were given in Table 5. As seen in Table 5, this theme includes 12 metaphors which were produced by candidate school counselors. the most common metaphors in this theme are book (two candidate school counselors), heart (two candidate school counselors).

**Table 6.** Metaphors concerning career ethics with meaning of providing information

Metaphors	f	%
book	2	2,66
heart	2	2,66
bread	1	1,33
counseling	1	1,33
culture	1	1,33
father	1	1,33
health	1	1,33
human heart	1	1,33
life vein	1	1,33
mother	1	1,33
parents	1	1,33
prosperous wind	1	1,33
pool	1	1,33
ocean	1	1,33
organism	1	1,33
oxygen	1	1,33
water	1	1,33
wine	1	1,33
Total	18	24,00

Two examples of these metaphors which were expressed by participants were given below:

KF20: *“Career ethics is similar to effective leader. Because effective leader enable people to follow their responsibilities. Likewise, career ethics enable counselors to make their duties correctly within cooperation with other colleagues.”*

KM54: *“Career ethics is similar to water. Because life is not possible without water. Likewise, counseling profession is not possible without career ethics.”*

## Discussion

In current study, metaphors which were expressed by candidate school counselors about the career ethics of counseling field, were analyzed. In this study, candidate school counselors produced 75 metaphors as their perceptions about the counseling's career ethics. The metaphors which participants produced were grouped under four themes as "sense of morality", "objectivity", "showing suitable path", "providing information". Depending on findings of this study, the most common metaphors, which the candidate school counselors produced concerning career ethics of counseling profession, include moral (n=5), compass (n=4), moral rules (n=3), scales (n=3), traffic light (n=3).

The analysis of findings obtained from this study indicate that 37% of the participants (28 candidate school counselors) perceived that the career ethics of counseling profession enable school counselors to be aware of "sense of morality". Counselors are expected to make decisions with the sense of justice regarding how to make judgment in risky situations such as confidentiality (Balci, 2017; Balci, 2019), informed consent and limitations of confidentiality (ASCA, 2016; Arslan & Sommers-Flanagan, 2018; İkiz et al., 2021) in order to protect and to respect the rights of client by applying the principles of career ethics. Thus, it is thought that candidate school counselors emphasize "sense of morality" related with career ethics for counseling profession while implementing counseling practice for students and other individuals.

It was determined that 23% of the participants (17 candidate school counselors) perceived that the career ethics of counseling profession enable school counselors to be aware of "objectivity". School counselors are expected to practice their duties and responsibilities of school guidance and counseling such as career counseling (Balci, 2017), individual counseling, group counseling, meetings and activities for students and parents with the manner of unconditional acceptance and unconditional respect and objectivity (Arslan & Sommers-Flanagan, 2018; ASCA, 2016; İkiz et al., 2021). These attitudes and manners expected from school counselors are included as essential principles in career ethics of counseling profession (ASCA, 2016; Balci, 2019). These essential principles emphasize to act within with the understanding of objectivity. Therefore, it is obvious that candidate school counselors possess the understanding of "objectivity" as a function of career ethics for counseling practice.

Counselors are expected to follow certain professional ethical guidelines in order to make appropriate decisions for practices of counseling activities in the field (Levitt et al., 2015). Essential principles concerning how to behave and what to do in difficult situations about school guidance and counseling activities are explained in the documents regarding career ethics of counseling profession (ACA, 2014; ASCA, 2016; Carey et al., 2017; Balci & Topkaya, 2021). Moreover, professional principles of counseling career ethics guide and indicate the counselors how to be aware of multicultural and social attitudes and beliefs so that school counselors consult with teachers and parents of their students and deliver them information which are needed for taking action and applying suitable manners against discrimination (Shimoni & Greenberger, 2018). By considering these reasons, it is seen that essential principles of career ethics of counseling profession show the suitable path for counselors about counseling practices, so that 16% of the participants of present study (12 candidate school counselors) associate career ethics of counseling profession with "showing suitable path".

When considering function of ethical principles of counseling field, one of its important functions is to provide necessary information for school counselors about what what the right

behavior is and how to behave for appropriate solutions regarding risky circumstances against the potential risk of harming the client (Sivis-Cetinkaya, 2018; Balçı, 2019). Career ethics of counseling profession enable school counselors to make appropriate choices and decisions and show them optimum manners for interactions and relationships with teachers, students and their parents (ASCA, 2016). Moreover, professional principles of counseling career ethics enable counselors to explore their attitudes and beliefs, so that they become aware of their professional identities, strengths and limitations, and counselors develop social and multicultural competence (ASCA, 2016). Furthermore, documents and codes of counseling career ethics, which were prepared by associations of professional counseling such as Turk Guidance and Counseling Association (İkiz et al., 2021), Australian Counselling Association (AUCA, 2019), British Association for Counselling and Psychotherapy (BACP, 2018), American School Counselor Association (ASCA, 2016), American Counseling Association (ACA, 2014), provide counselors support and assistance in order to enrich their effective skills and problem solving strategies for ethical dilemmas (Ergene, 20014; Luke et al., 2013). In addition, career ethics encourage them to attend professional development trainings to possess and enrich their skills, which are necessary for increasing their professional development such as keeping confidentiality regarding risky behaviours of students (Sivis-Cetinkaya, 2019; Balçı, 2021). Likewise, results of the studies which were carried out by Kolay-Akfert (2012) and Gottlieb (2006) show that ethical documents and resources, which were produced by related counseling associations, were cited as major consulted resource for ethics information by counselors regarding ethically dilemmatic situations (Sivis-Cetinkaya, 2015). By considering these functions of career ethics of counseling profession, it is possible to claim that career ethics of counseling profession provide benefits for counselors and present study suggest that 24% of the participants (18 candidate school counselors) associate the career ethics of counseling profession with “providing information”.

As limitations, the results of the present study are limited to those candidate school counselors who participated in the sample of this study so that it is difficult to generalize the results to all population of counselors. Additionally, the sampling technique used in the study and limited number of participants makes it difficult to generalize the results to other candidate psychological counselors.

### **Conclusion and Recommendations**

As conclusion, present study indicate that candidate school counselors have professional understanding of career ethics regarding conseling profession so that candidate school counselors are able to practice counseling skills and activities consciously and competently in terms of ethical guidelines. Besides, findings of this study provide valuable information for researchers about the metaphors regarding the field of counseling.

As recomendation, more research with candidate and working school counselors from different locations may be conducted to improve the understanding of the perceptions of school counselors regarding the career ethics. Moreover, it is possible to conduct quantitative methods to compare the perceptions of practicing and candidate school counselors regarding the ethical principles of counseling field.

### **Compliance with Ethical Standards**

There is no conflict of interest between researchers. There is no institution, source or person with a conflict of interest in the study. Before the study, the participants were given explanations about the research, the purpose of the study and ethical responsibilities. The study

has ethical committee approval. (Kırıkkale University Social and Human Sciences Scientific Research and Ethics Committee Number: 13/07/2020-04)

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