From the Editor

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FROM THE EDITOR

It has been my goal to expand the editorial review board for our journal with people who bring the unique blend of academic acumen and real world experience. In that way, we can shape submitted articles so they are not only academically sound, but practical and useful to the everyday professional counselor. So, it is with great pleasure that I welcome two new members to our editorial review board. Dr. Nancy Calley is a faculty member at the University of Detroit, Mercy. Dr. Calley is an Associate Professor and Chair of the Department of Counseling and Addiction Studies at the University of Detroit Mercy. She teaches counseling theories, program development and evaluation in counseling, assessment and treatment of mental health disorders, and clinical supervision. Ms. Kyle Bishop, M.S. is the Assistant Director of Counseling Services at St. Mary’s College of Maryland. She completed her Master’s degree at Johns Hopkins University and is currently working toward her doctorate in counseling psychology. Ms. Bishop is licensed as a mental health therapist in the state of Maryland.

Now that our journal has expanded our editorial review board, we need to increase the number of articles that are submitted for review and publication. Please consider submitting your work to the journal. It is our goal to offer supportive feedback that will help shape articles to be useful pieces for the practicing counselor and academic in the state of Michigan and beyond.

Our current edition offers three articles that focus on the work and education of K-12 school counselors and college counselors, with two of the articles focusing on multicultural training and education. Michigan is a state that has many diverse of wonderful cultures. That strength in diversity requires that counselors in all settings understand the need to be sensitive to a person’s culture and value system. This sensitivity begins with first understanding one’s own culture and how it impacts your world view and then seeking to understand your client’s worldview. It is from there that multicultural competence begins.

Finally, we have an article that asks school counselors what they perceive their roles to be and how well trained they believe they are to fulfill those roles. This is a debate that has gone on for at least two decades as the role of the school counselor evolves in the ever turbulent environment of K-12 education.

Abstract

Until this study, research exploring the relationship between multicultural competence and ethical decision-making in school counselors had been lacking. Using data from a nationally representative sample of 160 school counselors, the present study found no correlation between these two variables. However, this result may have been due to the inherent limitations of a homogeneous sample population (i.e., all participants were members of American Counseling Association). Implications of the findings and suggestions for future research are discussed.

Multicultural Competence and Ethical Decision-Making in School Counselors

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It is unlikely school counselors will find clear concise responses to all of the ethical dilemmas that they face (Remley & Huey, 2002). Lambie (2005) concurs, “Rarely do ethical dilemmas confronting professional school counselors involve definitive ‘correct’ or ‘incorrect’ choices” (p.249). Although school counselors have access to two sets of ethical guidelines (i.e., American School Counseling Association (ASCA) code of ethics and American Counseling Association (ACA) code of ethics), both of these resources routinely fail to address many of the everyday challenges faced by practitioners in the field. The purpose of this article was to gain a greater understanding of the relationship between school counselors’ multicultural competence and their capacity for ethical decision-making.

Ethical Decision-Making and School Counselors

Kottler & Brown (2000) point out that, “Ethical dilemmas do arise because of a conflict between what is best for the client and what is best for other people” (p.360). According to the ASCA Ethical Guidelines (2004) Section A.2.c., a professional school counselor has a duty to prevent harm to a student or other person, and this mandate even supersedes the obligations of confiden-

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