Attitudes and Experiences of British Columbian Counsellors
Regarding Dual Relationships

By

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ABSTRACT

The British Columbian Members of the Canadian Guidance and Counselling Association were surveyed, in order to explore their attitudes and experiences regarding dual relationships. Of 529 deliverable surveys, 206 usable returns yielded a response rate of 39%. The survey instrument collected data regarding respondents' characteristics, ethicality ratings of 39 dual relationship activity items, and experiences of dual relationships. A number of significant relationships were found between respondents' characteristics and their ethicality ratings of the 39 dual relationship activity items. Respondents' experiences of dual relationships were organized into types of dual relationships, problematic aspects of dual relationships, and themes of counsellors' experiences.

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Chapter 1: Introduction

The topic of dual relationships in counselling has received increasing attention over the last decade (Borys & Pope, 1989; Koocher & Keith-Speigel, 1998). Dual relationships "exist whenever clients and therapists have a relationship outside the therapy hour" (Nerison, 1992, p. 1). There are many types of dual relationships including business, sexual, familial, social, and professional. Examples of these relationships include a therapist providing counselling services to his or her accountant, friend, cousin, or clinical supervisee. The relevance of this issue was highlighted when Pope and Vetter (1992) sampled over 1,300 psychologists and identified dual relationships as the second most frequently reported ethical dilemma. In addition to this high prevalence, the potentially harmful effects of dual relationships are frequently cited as cause for professional attention (Nerison, 1992; Pope & Vasquez, 1998). These effects include erosion of the therapeutic relationship, conflict of interest, and limiting the benefits of therapy after termination (Borys, 1994; Pope & Vasquez, 1998). Given these potentials, avoidance of dual relationships by counsellors' would appear to be a logical course of action. However, in practice, dual relationships are often more difficult to address, hence their frequent identification as dilemmatic. This difficulty is often related to numerous complicating elements that underlie dual relationships (Herlihy & Corey, 1997; Koocher & Keith-Speigel, 1998). For example, is it ethical to accept a small inexpensive gift from a client such as a flower, as compared to a $50 piece of jewelry? Is it more ethical to begin a friendship with a client two years after termination as compared to six months? Or, is there a difference between counselling an employee and a colleague? In some situations there are limited alternatives, and denying a client counselling to avoid a dual

relationship may mean that the client receives no counselling at all. These monetary, temporal, role, and alternative treatment issues are identified in the professional literature as some of the elements of dual relationships that are germane to ethical decision-making. However, there has been minimal research to verify, and provide information about, how counsellors' attitudes are influenced by the various elements of dual relationships.

Historically, the professional focus has been upon sexualized dual relationships (Borys, 1988; Borys & Pope, 1989). More recently, non-sexualized dual relationships have been delineated and given consideration (Koocher & Keith Speigel, 1998) and will be the primary focus for this project. This focus is based upon the premise that sexualized dual relationships have been researched extensively and are clearly identified as unethical by the research and professional guidelines. Sexualized dual relationships will be minimally addressed in this project to enable comparison with previous research, and as a basis for exploring other elements of dual relationships.

Some research has been conducted in the United States regarding counsellors' attitudes toward, and experiences of, non-sexualized dual relationships (Anderson & Kitchener; Borys, 1988; Gibson & Pope, 1993; Pope, Tabachnick & Keith-Spiegel, 1987). Pope and Vasquez (1998) suggest that while these studies of non-sexualized dual relationships "provide some initial empirical data upon which to develop an understanding of the phenomenon .... What is striking, however, is the scarcity of such studies" (p. 198). The authors then identify the need for critical self-study and systematic collection of data regarding dual relationships. The scarcity of such studies is even more notable for Canadian counsellors with no published research identified in a literature review. Investigation of a Canadian population would provide new information about

counsellors' attitudes towards dual relationships, and enable comparison to previous research.

The current research will include three components. First, there will be replication of previous investigations regarding attitudes toward dual-relationship activities. Second, the research will explore new topics related to elements of dual relationships to increase our understanding of counsellors' ethical decision-making processes. A final component of the research is to broaden the professional knowledge base with respect to counsellors' experiences of dual relationships.

Definition of Terms

The terms dual relationships, multiple relationships and overlapping relationships have been used in the literature to describe situations when counsellors have more than one relationship with a client before, during or after counselling (Herlihy & Corey, 1997; Lerman & Rigby, 1990). For the purposes of this project the term dual relationships will primarily be used.

Chapter 2: Literature Review

The professional literature contains diverse information regarding dual relationship issues. For review purposes, this information has been divided into sections including theoretical considerations, elements of dual relationships, types of dual relationships, relevant ethical codes, and previous research. Theoretical considerations pertain to topics such as the counselling relationship, fiduciary relationships, social role theory, boundaries, and ethics. Elements of dual relationships include topics such power, informed consent, benefit versus harm, and cultural values. Various types of dual relationships, such as employment, familial and financial are identified in the professional literature and will be reviewed in this section. Dual relationships are addressed in several ethical codes and the pertinent sections of these codes will be identified. Finally, previous research in this area will be outlined.

Theoretical Considerations

Counselling relationship. The therapeutic counselling relationship is considered foundational to the change process (Mahoney & Lyddon, 1988; Meichenbaum, 1994; Neimeyer, 1993). The essence of this relationship is that the client discloses personal information and is offered certain safeguards for this such as objectivity, confidentiality, and competence (Reisman, 1986). Rogers (1957) proposed that effective therapeutic relationships include a therapist who is congruent, has unconditional positive regard for the client, is empathic towards the client and effectively communicates this at some level. The significance of these conditions to the therapeutic relationship has been emphasized in the literature (Hackney & Cormier, 1996; Meichenbaum). These conditions presume a

focus upon the client's welfare and needs (Biaggio & Greene, 1995; Rogers, 1961, 1972). Indeed, a unique and differentiating characteristic of the counselling relationship is that one participant's interests and agenda take priority (Adleman & Barrett, 1990; Smith & Fitzpatrick, 1995).

Fiduciary relationship. Professionals are generally considered to have fiduciary relationships with their clients (Bayles, 1989). The subject of counselling as a profession, or in the process of professionalization, is a topic beyond the scope of this project. However, in considering the nature of the client-counsellor relationship, the author will presume towards professional ethical models as described in the literature. Bayles's discussion of professional relationships identifies the fiduciary type as the ideal. Within fiduciary relationships, "the professional's superior knowledge is recognized, but the client retains a significant authority and responsibility in decision-making" (p. 77). The client's participation in informed consent indicates the professional's role of proposing courses of action. As it is the professional who is providing the information, there is the element of trust on the part of the client and obligations of trustworthiness on the part of the professional. This trust is premised upon expectations that the professional exercises their judgment and skill in the best interest of the client (Zaner, 1991). Specifically relating to dual-relationships, Bayles proposes that "professionals have a duty to inform clients of their own personal interests that might affect their independence of judgment" (p. 91). To this point, the discussion of fiduciary relationships has been conceptual in nature and translating these concepts into Canadian legal guidelines for counsellors is complicated (Evans & Hearn, 1997). This is due to the "position of the courts that a practitioner-client relationship is not de facto a fiduciary relationship; rather

the nature of each professional relationship defines whether it is a fiduciary relationship or not" (Evans & Hearn, p. 58).

Social role theory. Components of social role theory have been used to describe dual relationships (Kitchener, 1988; Kitchener & Harding, 1990) and identify three guidelines that "differentiate between relationships that have a high probability of leading to harm and those that do not" (Kitchener, 1988, p. 217). First, as the incompatibility of the expectations of the roles increases, so does the potential for harm. For example, if a counsellor acts as therapist and employer for Jane, Jane may find the evaluation in the employment relationship to be incompatible with the objectivity of the therapeutic relationship. This example also illustrates the second guideline: As the obligations of different roles diverge, there is a potential for loss of objectivity. For instance, the counsellor may lose objectivity towards Jane due to difficulties within their employment relationship. The third guideline relates to the potential for exploitation as the power and prestige differs between the counsellor and client as indicated by their respective roles. "Because such relationships are asymmetrical, consumers may not be in a position to protect their interests or to evaluate the professional's advice" (Kitchener & Harding, p. 148).

Boundaries. The topic of boundaries is frequently addressed in the literature as integral to dual relationship issues (Smith & Fitzpatrick, 1995; Borys, 1994). Therapeutic boundaries can be conceptualized as a framework that defines the characteristics of the relationship, allocation of roles, and styles of relating (Gutheil & Gabbard, 1993; Owen, 1997). This framework includes the structural elements such as place, time and content of discussion. It is generally thought that both clients and counsellors contribute to the

development of this framework, although counsellors are responsible for maintaining the professional limits thereof (Greene, 1994; Hermansson, 1997). Breaches of this framework have been labeled as either boundary crossing or boundary violation (Smith & Fitzpatrick). Boundary crossing is a nonpejorative term to describe variation from commonly accepted practice that may benefit the client (Herlihy & Corey, 1997; Smith & Fitzpatrick). Boundary crossings can be considered as adapting to the needs of that client at that time, for example accepting a token gift, or a therapist's use of self-disclosure (Gutheil & Gabbard; Smith & Fitzpatrick). Boundary violation is a pejorative term describing transgression of a boundary that causes harm (Herlihy & Corey).

Dual relationships are considered to be one of the most significant sources of boundary confusion between therapists and clients (Herlihy & Corey, 1997; Lerman & Rigby, 1990). However, some contend that over-development, or rigidity, of boundaries may limit empathy, therapeutic change and clinical judgment (Lazarus, 1994; Owen, 1997; Tomm, 1993). Borys (1994) suggests that "boundaries and the personal meaning of the therapeutic boundaries are an arena in which critical emotional issues are manifested and worked through. Clear, consistent boundaries provide a structure and safety for many patients that is a curative factor in itself... and need have no impact on therapist warmth and empathy" (p. 267).

Ethics. The term ethics pertains "to the beliefs we hold about what constitutes right conduct" (Corey, Corey, & Callahan, 1998, p.3) regarding the therapeutic relationship. However, according to Garfat and Ricks (1995) "ethical discourse is no longer simply about determining absolute or relative principles in order to come up with 'right answers'. Ethics is being rethought in terms of process" (p. 394). That is, the way

one arrives at a decision is in itself a component of ethical practice. For example, a practitioner could maintain client confidentiality for various reasons including avoidance of professional censure, automatically following professional codes, or promotion of client welfare.

Ethical choices are often considered to be along a continuum, rather than absolute dichotomous values of ethical and unethical (Brown, 1990a). That is, two different behaviours can both be considered ethical, but one seems more so than the other. This is often the case as ethical dilemmas are set in the context of competing values (Garfat & Ricks, 1995; Ricks, 1997).

Some discussions of professional ethics revolve around the concepts of principles and virtues (Jordan & Meara, 1990; Meara, Schmidt, & Day, 1996). Principle ethics are described as a set of impartial, universal and compelling principles that assist rational decision making in dilemmas. Examples of principles include autonomy, justice, beneficence and nonmaleficence. This compares with virtue ethics which focus "on character traits and nonobligatory ideals that facilitate the development of ethical individuals" (Meara, Schmidt & Day, p. 4). Virtues relevant to psychology include competence, integrity, discretion, respectfulness, and benevolence. "A major distinction between principle ethics and virtue ethics is that the former may be captured by the word obligation; and the latter by the word ideal" (Meara, Schmidt & Day, p. 25).

Elements of Dual Relationships

Dual relationships are complex and are the topic of varying opinions among professionals (Herlihy & Corey, 1998; Koocher & Keith Speigel, 1998). The complexity may relate to the elements that underlie dual relationships as identified in the literature.

The following section explores several of these elements, although it should not be considered exhaustive. Topics to be addressed include power, small-world hazards, temporal considerations, nature of the counselling relationship, informed consent, benefit versus harm, cultural values, and theoretical orientations.

Power. Although power was discussed in relation to social role theory, this topic warrants further consideration as the differential in power between the client and counsellor is seen as one of the most important issues in dual relationships (Kitchener, 1988; Pearson & Piazza, 1997; Pope, 1991; Tomm, 1993; Valentich & Gripton, 1992). Some feminist therapists even consider it an ethical imperative to "acknowledge the reality of power differences, use them responsibly, and work toward reducing them when appropriate" (Smith & Douglas, 1990, p. 49). Smith and Fitzpatrick (1995) identify four characteristics of the counselling relationship that place the therapist in a position of power over the client:

> First, the therapeutic relationship is characteristically a one-way relationship in which the therapist learns much about the client's most private thoughts and feelings, whereas the client learns very little about the therapist. Second, clients are presumed to be more emotionally needy than the therapists and, consequently, more vulnerable to psychological injury. Under these conditions, a negligent intervention by the clinician can cause lasting injury to the emotionally exposed client. Third, when filing a complaint against therapists, patients (explicitly or implicitly) waive their right for privacy because rendering a judgment requires that the content of therapy and, hence, their personal lives, be examined in a public forum. Unlike patients, therapists' professional conduct (and their personal lives) undergoes scrutiny in these proceedings. ... Finally, there is the power traditionally ascribed to healers in our society (p. 501)

When a non-therapeutic dual relationship also exists, this power may extend to that other relationship (Kitchener, 1988; Kagle & Giebelhausen, 1994). Although dual relationships are not necessary for exploitation of power to occur (Lazarus, 1994),

"having a second relationship with people with whom a professional relationship exists makes it easier to abuse that power" (Pearson & Piazza, 1997, p. 91). Gottlieb (1993) recommends that this power dimension of relationships be considered from the client's more vulnerable point of view rather than the counsellor's perspective.

Small-world hazards. Koocher and Keith-Speigel (1998) use this term as a descriptor for counsellors working in relatively small isolated communities where "face-to-face contact with clients outside the office is inevitable" (p. 190). These hazards regularly arise in rural or small town practices (Horst, 1989; Schank, 1998) and rural counsellors may learn of a connection to a client that was not known or anticipated. For example, John the counsellor realizes that his client Barb is married to his son's teacher.

An additional complication of small-world hazards is that rural counsellors risk alienating the community if they abstain from local businesses to avoid dual relationships (Schank, 1998; Shank & Skovholt, 1997). Further, these practitioners face the dilemma that declining help to someone because of dual relationships often means the person receives no help at all, due to limited alternatives (Smith & Fitzpatrick, 1995).

Many small-world hazards are not limited to rural practices. Urban centres contain multiple small-worlds and the related hazards such as religious organizations, professional circles, ethnic groups, and the gay and lesbian community (Gonsiorek, 1995; Koocher & Keith-Speigel, 1998; Smith, 1990; Sears, 1990). Given these hazards, the goal of avoiding dual relationship issues is often considered aspirational in nature and impossible to avoid completely (Gottlieb, 1993; Herlihy & Corey, 1997; Koocher & Keith-Speigel).

Temporal considerations. Dual relationships can occur before, during or after the therapeutic relationship (Kagle & Giebelhausen, 1994). In sequential dual relationships, the time span between the relationships is often considered to be relevant by counsellors and ethics committees (Anderson & Kitchener, 1996; Coleman & Schaefer, 1986; Sell, Gottlieb & Schoenfeld, 1986). Becoming friends with a previous client may seem more ethical ten years after therapy as compared to three months. However, some counsellors maintain the "once a client, always a client" axiom and believe that the therapist-client relationship exists in perpetuity (Anderson & Kitchener, 1995; Borys & Pope, 1989).

Nature of the counselling relationship. Gonsiorek and Brown (cited in Gottlieb, 1993) delineate two types of counselling relationships: type A therapy in which the transferential aspect is considerable, and type B therapy which is short term with little opportunity for transferential relationships. Dual relationships tend to be seen as more acceptable with Type B therapies of limited intimacy. Gottlieb (1993) considers the duration of the relationship relevant based upon the assumption that power increases over time. The therapist's power also increases as they gain more personal knowledge about clients, such as their fears, history and deepest secrets (Sonne, 1994). Thus, a couple of sessions of instruction for progressive relaxation are likely to result in a different therapeutic relationship than a year of weekly sessions involving personal exploration.

Informed consent. A fundamental ethical tenet in counselling is client autonomy, or the right of people to make decisions about their own lives (Kitchener, 1988, Pope & Vasquez, 1991). However, many believe that it is impossible for a counselling client to give equal and informed consent for participation in dual relationships (Bograd, 1993; Kitchener, 1988; Stadler, 1986). This belief is based upon the assumption of a power

differential in the relationship, and a client's limited knowledge regarding problematic aspects of dual relationships (Adleman & Barrett, 1990; Bograd). "In other words it is up to the therapist to protect the client, even when the client would seem to have long outgrown the need for protection" (Bograd, p. 8).

Benefit versus harm. Part of the complexity of dual relationship issues is that they are not always considered harmful, and the degree of harm may vary widely (Gabbard, 1994; Herlihy & Corey, 1997). Kitchener (1988) proposes that all dual role relationships can be ethically problematic and have the potential for harm. Some feminist theorists recommend that role conflict and overlap be avoided whenever possible (Brown, 1990a; Lerman & Rigby, 1990). The harm resulting from dual relationships generally falls into three categories; (a) erosion and distortion of the therapeutic relationship and its benefits, (b) exploitation of the more vulnerable client, and (c) loss of objectivity of the counsellor or appearance thereof (Pope, 1991; Pope & Vasquez, 1991).

On the other hand, some therapists believe that generalized discouragement of all dual relationships will impoverish clients of potential benefits such as modeling, reality testing, and informal support. Tomm (1993) argues that "it is not duality that constitutes the ethical problem, it is a therapist's personal propensity and readiness to exploit clients...that is central" (p. 9). Lazarus (1994) posits that ethical guidelines can become inhumane and destructive prohibitions that can impede therapy. While condemning sexual dual relationships, exploitation, disparagement, abuse, and harassment, Lazarus believes that "most other limits and proscriptions are negotiable" (p. 259). Some suggest that concerns over dual relationships are due to fear of malpractice suits and therapist self-preservation rather than for client benefit (Hermansson, 1997; Lazarus).

Cultural values. Counsellors operate within a pluralistic cultural milieu and ethical behaviour may be viewed as relative to the client's culture (Meara, Schmidt & Day, 1995; Sears, 1990; Sue, 1998). It is important to consider that current ethical guidelines are primarily eurocentric in nature and thus may have limited application to other cultures (Parham, 1998; Sue). For example, some cultures place a high value upon giving gifts and a lack of sensitivity to this by the counsellor may damage the relationship (Sue; Walden, 1998). Other cultures consider disclosure of personal information to a stranger to be taboo and so may pursue dual relationships to avoid this (Sue). Finally, attending rituals such as weddings, or Bat Mitzvah ceremonies "may be appropriate in some cultural groups where nonattendance is interpreted as lack of concern, but may be seen as optional or even a potential violation in other circumstances" (Brown, 1991, p. 329).

Theoretical orientations. Within counselling, the various theoretical orientations tend to have different norms about what constitutes ethical practice (Adleman & Barrett, 1990; Borys, 1994; Gutheil & Gabbard, 1993). For example, many feminist therapists view selected self-disclosure as a means of equalizing power (Adleman, 1991; Smith & Douglas, 1991). This compares to psychodynamic counsellors who tend to avoid sharing details of their personal life (Borys & Pope, 1989). Also, some behaviorist schools permit employing patients in the treatment settings (Gutheil & Gabbard). In fact, "a clear boundary violation from one ideological perspective may be standard professional practice from another" (Gutheil & Gabbard, p. 188).

Types of Dual Relationships

Throughout the literature, examples and types of dual relationships are discussed with varying degrees of consideration. The following grouping of types is an attempt to delineate the most common situations, but is not exhaustive. The reader is encouraged to remember that dual relationships can occur before, during or after the counselling relationship (Pope, 1991).

Circumstantial encounters. These dualities are unintentional interactions and may be unique events, or repeated occurrences. For example, a counsellor may unexpectedly find a client as their server at a restaurant, or in a line up with them at the library (Anderson & Kitchener, 1996). Some circumstantial overlaps extend over longer periods such as attending the same church and belonging to the same Parent Teacher Association. The primary concern in these situations seem to be which rules are in effect, how one should act, maintaining confidentiality, and how the shared knowledge from outside the counselling setting influences the therapeutic relationship (Pearson & Piazza, 1997).

Incidental boundary crossings. Some counsellors may engage in intentional isolated incidences of boundary crossing, or periods of duality in particular circumstances (Koocher & Keith-Speigel, 1998). Instances of this would be attendance at a client's wedding, funeral of a client's family member, or during a client's testimony in court. Other instances would include accepting a gift from a client and providing non-erotic physical comfort such as a hug.

Familial. Counsellors are often asked by their family for input or advice about emotional difficulties. If these requests require more than casual comment, a dual relationship might develop (Koocher & Keith-Speigel, 1998). Such would be the case if

counsellor Jane were asked by her brother Tom to see his daughter regarding some behavioural difficulties. Family ties may also lead dual relationships in a more indirect fashion such as the social relationships of a counsellors' spouse, children, siblings, or parents. For example, a counsellor may begin working with a client and find out later that the client works with the counsellor's son.

Social. Herlihy and Corey (1997) state that the roles of counsellor and friend are incompatible. "A question remains, however, as to where to draw the line. Is it ethical to counsel a mere acquaintance? A friend of a friend? A relative of a friend? We think it is going to absurd lengths to insist that counselors should have *no* other relationship, prior or simultaneous, with their clients" (p. 97, italics in original).

Employment. If an additional relationship arises from the counsellor's work setting, a dual relationship exists (Anderson & Kitchener, 1996; Koocher & Keith Speigel, 1998). For instance, a previous client may become a coworker, or a counsellor may provide counselling services to an employee.

Client peripheral overlaps. These types of dual relationships occur when the counsellor provides services to clients who are associated with each other in some way. This does not refer to family or relationship counselling where the clients are engaged in the counselling process together. Referrals may even be generated from clients that result in dual relationships. This would be the case if a client asked a counsellor to see her partner, friend, or coworker on a separate basis (Koocher & Keith-Speigel, 1998).

Collegial. Dual relationships can develop when one counsels colleagues who are also seen in professional settings (Pearson & Piazza, 1997). For example, counsellors

may be clients for personal therapy and then meet their counsellor at a professional development workshop.

Educational. When a supervisor, teacher, or advisor also has a counselling role with a student or supervisee, this is considered a dual relationship (Pearson & Piazza, 1997).

Political. Counsellors who are active in their political community may encounter dual relationship issues (Evans & Hearn, 1997). "Because feminist therapists are highly likely to be politically active, it is also highly likely that they will encounter overlaps between their professional and activist roles" (Biaggio & Greene, 1995, p. 97).

Financial. Dual relationships occur when a counsellor and client have common business or financial interests (Anderson & Kitchener, 1996; Koocher & Keith-Speigel, 1998). Examples of this include when a client is an investment advisor and the counsellor enters into a capital venture with the client, or if a counsellor sells an item to a client.

Bartering. An aspect of financial dual relationships is bartering, which is an agreement for the client to provide products or services in exchange for counselling. Bartering can appeal to the altruistic motives of a counsellor who wishes to provide service to those who are unable to pay (Woody, 1998). Despite this appeal, bartering is generally identified in the literature as unwise practice with the potential for exploitation of the client and counsellor (Brown, 1990b; Woody). Service bartering can be particularly difficult if the value placed on the counsellor's time and skill is higher than the client's (Koocher & Keith-Speigel, 1998). For example, if a typist is generally paid $12 per hour and a counsellor charges $60, would this person type for five hours in

exchange for one hour of counselling? If there is a product exchange for services then defining the monetary value of the object such as artwork, produce, or furniture can be challenging (Koocher & Keith-Speigel). Another challenge presents itself if the therapist is not satisfied with the performance of services, or quality of goods (Woody, 1998). The counsellor then has the challenge of deciding what to do about an increasingly complicated situation.

Ethical Codes

As earlier discussed in fiduciary relationships, professionals have an ethical obligation to practice in the best interest of the client. What constitutes ethical practice is described in codes of ethics by organizations such as the Canadian Guidance and Counselling Association (CGCA), Canadian Psychological Association (CPA), the College of Psychologists of British Columbia (CPBC), and the Feminist Therapy Institute (FTI). Each of these codes make specific reference to the issue of dual relationships.

Canadian Guidance and Counselling Association. Several articles of the Code of Ethics for the CGCA (1999) relate specifically to dual relationship issues:

> B7. Dual Relationships. Counsellors make every effort to avoid dual relationships with clients that could impair professional judgements or increase the risk of harm to clients. Examples of dual relationships include, but are not limited to, familial, social, financial, business, or close personal relationships. When a dual relationship can not be avoided, counsellors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs.
>
> B10. Relationships with Former Clients. Counsellors remain accountable for any relationships established with former clients. Those relationships could include, but are not limited to those of a friendship, social, financial, and business nature. Counsellors exercise caution about entering an such relationships and take into account whether or not the issues and relational dynamics present during the counselling have been fully resolved and properly terminated. In any case, counsellors seek consultation on such decisions.

> B11. Sexual Intimacies. Counsellors avoid any type of sexual intimacies with clients and they do not counsel persons with whom they have had a sexual relationship. Counsellors do not engage in sexual intimacies with former clients within a minimum of three years after terminating the counselling relationship. This prohibition is not limited to the three year period but extends indefinitely if the client is clearly vulnerable, by reason of emotional or cognitive disorder to exploitative influence by the counsellor. Counsellors, in all such circumstances, clearly bear the burden to ensure that no such exploitative influence has occurred, and to seek consultative assistance.
>
> B12. Multiple Clients. When counsellors agree to provide counselling to two or more persons who have a relationship (such as husband and wife, or parents and children), counsellors clarify at the outset which person or persons are clients and the nature of the relationship they will have with each person. If conflicting roles emerge for counsellors, they must clarify, adjust, or withdraw from roles temporarily.

In addition to these articles, avoidance of dual relationships is also promoted in Article C7, which relates to consulting and private practice, and Article F7, which relates to counsellor education, training and supervision.

Canadian Psychological Association. The Canadian Code of Ethics (1991) acknowledges that "although avoidance of all situations which present a conflict of interest is not possible, it is the responsibility of psychologists to avoid as many as possible" (p. 20). Sections of this code directs members to:

> II.26 Be acutely aware of the power relationship intherapy (sic) and, therefore, not encourage or engage in sexual intimacy with therapy clients, neither during therapy, nor for that period of time following therapy during which the power relationship could be expected to influence the client's personal decision making.
>
> III.32 Avoid dual relationships (e.g.. with students, employees, or clients) and other situations which might present a conflict of interest or which might reduce their ability to be objective and unbiased in their determinations of what might be in the best interests of others.
>
> III.33 Inform all parties, if a real or potential conflict of interest arises, of the need to resolve the situation in a manner that is consistent with Respect for the

> Dignity of Persons (Principle I) and Responsible Caring (Principle II), and take all reasonable steps to resolve the issue in such a manner.

College of Psychologists of British Columbia. The Ethical Standards of Psychologists (1985) dictate:

> 6.a Psychologists are continually cognizant of their own needs and of their potentially influential position with relation to persons such as clients, students, and subordinates. They avoid exploiting the trust and dependency of such persons. Psychologists make every effort to avoid dual relationships that could impair their professional judgment or increase the risk of exploitation. Examples of such dual relationships include, but are not limited to, research with and/or treatment of employees, students, persons under supervision, close friends, or relatives. Sexual intimacies with clients are unethical.

Feminist Therapy Institute. The Ethical Guidelines for Feminist Therapists (1987) state:

> III.A. A feminist therapist recognizes the complexity and conflicting priorities inherent in multiple or overlapping relationships. The therapist accepts responsibility for monitoring such relationships to prevent potential abuse of or harm to the client.
>
> III.B. A feminist therapist is actively involved in her community. As a result, she is especially sensitive about confidentiality. Recognizing that her client's concerns and general well-being are primary, she self-monitors both public and private statements and comments.
>
> III.C. A feminist therapist does not engage in sexual intimacies nor any overtly or covertly sexualized behavior with a client or former client.

Summary of ethical codes. Although the phrasing of each code is different, there are common elements. All of the codes disallow sexual intimacies with current clients. The CPA and FTI codes speak to post termination sexual relationships as unethical. Each of the codes speaks to minimizing the potential harm of dual relationships while acknowledging that not all of these situations are avoidable. The CPA and FTI codes address the counsellor's responsibilities when such relationships are not avoidable.

Although codes of ethics provide some reference points for counsellors, "being ethical is more than learning the rules and applying them" (Ricks & Garfat, 1998, 73). Indeed, generalized rules may be difficult to apply to the unique practice contexts of ethical dilemmas (Ricks & Garfat, 1998). Finally, as earlier stated, it is important to consider that current ethical guidelines are primarily eurocentric in nature, thus may have limited application to other cultures (Parham, 1998; Sue, 1998).

Previous Research

Pope, Tabachnick & Keith-Spiegel (1987) dispersed surveys to 1,000 randomly selected members of Division 29 (psychotherapy) of the American Psychological Association (APA) with a 46% response rate. The survey was comprised of three main sections. First, there was a list of 83 behaviours covering a variety of professional issues such as dual relationships, confidentiality, informed consent, and competence. Approximately 30 of these behaviours related to boundary or dual relationship issues and respondents were asked to rate each behaviour according to three categories: (a) to what extent did they engage in these behaviours, (b) to what extent do they consider each behaviour as ethical, and (c) to what extent do the behaviours constitute good practice. Second, respondents were presented with 14 resources for guiding practice (e.g. colleagues, graduate training, ethics committees etc.), and asked to rate them in terms of effectiveness. The third and final section inquired about participant's characteristics such as age, theoretical orientation, and gender.

A few of the surveyed dual relationship behaviors were significantly ($p<0.001$) related to gender. Females were more likely to hug a client and have the clients call them by their first name. Males were more likely to tell a client they were sexually attracted to

them and to engage in sexual fantasy about a client. Some identified limitations of this study were the complex issues involved in the questionnaire items, and limited generalizability to others (Pope, Tabachnick & Keith-Speigel, 1987). Borys and Pope (1989) noted that in that study, "participants were asked to provide information about both their beliefs and behaviors, which created the possibility that responses regarding beliefs influenced responses regarding behavior or vice versa" (p. 283).

Borys (1988) conducted a survey regarding dual relationships that was sent to 4,800 psychologists, psychiatrists, and social workers with 1,600 members from each of three national professional groups. Counsellors were surveyed regarding 10 personal characteristics and 20 dual relationship behaviours. Half of each of the professional groups were asked about their beliefs regarding the ethicality of behaviours, and half were asked about frequency of their own practices of the behaviours. The return rate was 49% and after screening out unusable forms and non-practicing respondents 2,130 surveys were analyzed (Borys & Pope, 1989). Some identified limitations to this study were the complex nature of the items, social desirability responses, and statistical interpretation limitations.

Based upon factor analysis of the beliefs responses, social and financial types were combined resulting in three factors. The first included incidental involvements, which were seen as more ethical by psychologists than the other two professions, and by males more than females. Second, social/financial involvements were rated as less ethical by psychiatrists compared to the other two professions, females compared to males; and urban practitioners compared to rural practitioners. Third, dual professional roles were seen as less ethical by females compared to males, and urban practitioners

compared to rural. Several behaviours were viewed as never ethical by a majority of the respondents: (a) selling a product to a client, (b) providing therapy to an employee, (c) engaging in sexual activity with a client after termination, (d) engaging in sexual activity with a current client, and (e) inviting clients to a personal party or social event

Analyses of the practice of behaviours also revealed some statistically significant differences. Incidental involvements were more common for women than men, and private practitioners as compared to other practice settings. Financial relationships were more common for rural than urban practitioners and less common for psychodynamic as compared to humanistic and cognitive orientations. Social relationships were less common for women than men, and psychodynamic therapists compared to other orientations. Finally, professional overlaps were more common for males than females. The most frequently reported behaviours were accepting a gift of less that $10, and providing simultaneous therapy with a client's friend, lover, or relative.

Gibson and Pope (1993) randomly sampled 1,024 counsellors certified by the National Board of Certified Counselors (NBCC) with a 59% response rate. The instrument listed 88 behaviours and asked respondents to indicate their belief that a behaviour was ethical with a yes or no response. Counsellors were then asked to rate their confidence in these ethical judgements on a scale from 0 for "no confidence" to 10 for "highest confidence". Participants were also presented a list of 16 sources of ethical information and asked to rate the usefulness of each. Finally, demographic information was collected such as age, gender, type and year of degree, discipline and formal ethics training.

Of these 88 behaviour items, 23 related to dual relationship issues and some significant patterns in rating items as ethical or unethical were identified ($p<0.001$). Older participants were more likely to view as ethical: (a) counselling friends, (b) counselling students or supervisees, and (c) counselling employees. Males were more likely to view as ethical: (a) giving a gift worth at least $50 to a client, and (b) counselling students or supervisees.

Anderson and Kitchener (1996) asked 320 psychologists to provide incidents on nonromantic, nonsexual relationships with former clients. Participants were also asked to discuss whether they saw these relationships as ethically problematic or not. Responses were received from 63 psychologists; 15 indicated no such experiences; the remaining respondents reported 91 useable incidents. After reviewing the responses, eight types of relationships were established: a) Personal or friendship, b) social interaction and events, c) business or financial, d) collegian or professional, e) supervisory or evaluative, f) religious affiliation, g) Collegial or professional plus workplace, and h) workplace.

Respondents gave various reasons for seeing the relationships as ethically problematic or not ethically problematic. Examples of reasons for seeing the relationships as ethically problematic included the impact of special knowledge about the former client, remaining power differentials, discomfort of former client, confidentiality issues, conflict of interest for the therapist, and actual or potential exploitation. Examples of reasons for seeing the relationships as not ethically problematic included necessity, sufficient time since termination, maintenance of confidentiality, maintenance of boundaries, clarification through peer consultation, and no harm to the former client.

The authors presented four tentative implications of this research, although they noted that the small sample size limited the generalizability of the findings. First, psychologists practicing psychotherapy deal with a variety of posttermination dual relationships, many of which are circumstantial in nature. Thus, it may fall to the practitioner to choose how they will engage in dual relationships rather than if they will. Second, there is little consensus about the ethicality of nonromantic, nonsexual posttermination dual relationships. Third, participants on both sides of the argument about the ethicality of the relationships had their own rationales or reasons for their positions. Finally, the authors pointed out the lack of consideration in the APA's code of ethics for nonsexual nonromantic posttermination relationships.

Purpose and Questions of the Present Study

Purpose of the present study.

As illustrated in the literature, dual relationships continue to be an issue of concern and debate within the realm of professional ethics and warrant further investigation. The present study will replicate some previous research and explore new areas. Replication will provide information from a new geographical population and will enable consideration of how attitudes might change over time. Exploration of new areas will include delineating the elements of dual relationships through the use of matched pair items. For example, temporal considerations will be explored using items that include the use of time frames such as six months or two years. Exploration of new areas will involve collecting data regarding counsellors' experiences of dual relationship and their perceptions thereof.

Research questions. This study will attend to the following five research questions:

1. What are the attitudes of British Columbian counsellors regarding the ethicality of certain types of dual relationship activities?

2. How do counsellors' attitudes in the current study compare to those found in similar research?

3. Are counsellors' attitudes consistent with the professional literature regarding theoretical considerations of dual relationships, elements of dual relationships, and guidelines for clinical practice in relation to issues such as power differentials, temporal considerations, and role disparity?

4. Are there associations between counsellors' characteristics and their attitudes toward dual relationships?

5. What are counsellors' personal experiences and perceptions of problematic dual relationships?

Chapter 3: Method

To address the purposes and questions of this study a mixed methodology was utilized in a dominant-less dominant design (Creswell, 1994; Tashakkori & Teddlie, 1998). In this design, the researcher presents the study within a single, dominant paradigm with a smaller component of the study drawn from a different paradigm. The dominant paradigm serves as a framework for the use of literature and theory in the study. The current research was based upon a dominant positivistic paradigm with a smaller naturalistic component. The naturalistic approach will be utilized to address the research question regarding counsellors' personal experiences of dual relationships.

The remainder of this chapter will provide a description of the procedure for data collection.

Procedure

The surveyed population consisted of the British Columbian members of the Canadian Guidance and Counselling Association (CGCA). Given the large number and broad geographical area of the sample, a mail out questionnaire was one of the most feasible alternatives for data collection (Gall, Borg & Gall, 1996; Hepner, Kivlighan, & Wampold, 1992), and is consistent with similar research (Borys, 1988; Pope, Tabachnick & Keith-Spiegel, 1987). Hence, a survey research design (Babbie, 1973; Dillman, 1978; Weathers, Furlong, Solorzano, 1993) was selected for studying the attitudes and experiences of counsellors regarding dual relationship issues. The data were collected using survey packages that were mailed in October, 1999. These packages were distributed from the offices of the CGCA in Ottawa in CGCA envelopes, and each included a stamped self-addressed envelope. Reminder post-cards on purple cardstock

were sent out two weeks later to all of the members asking them to return the survey if they had not done so already, and thanking them for their participation (Appendix D). The coded survey data were entered by the researcher into a data file using the Statistical Package for the Social Sciences (SPSS) software. A word processing software program was used to transcribe and organize all responses to the open-ended survey questions regarding counsellors' experiences.

Response Rate

Out of 529 deliverable surveys, 214 were returned. Eight of these 214 surveys were eliminated for one or more of the following reasons: a) the respondents indicated that they had not practiced for the last two years; b) none of the demographics descriptors were completed; c) none of the scaled items were completed. Thus, 206 surveys were considered analyzable for a response rate of 39%. CGCA does not collect demographic information from their membership and so comparison to the survey population was not possible.

Instrument

Each survey package included a cover letter from the researcher on University of Victoria letterhead (See Appendix A) outlining the background of the study, issues of consent and confidentiality, and methods for contacting the researcher with any questions or concerns. An additional cover letter from the President Elect of the CGCA, Renée Piché, was enclosed stating support for the study (See Appendix E). The survey instrument was divided into three sections (see Appendix B and Appendix C): (a) 15 questions regarding respondent characteristics (b) 39 dual relationship activity items

which were to be rated on a five point likert scale, and (c) two open ended questions regarding counsellors' experiences of problematic dual-relationships.

Consistent with the literature on survey research (Babbie, 1973; Dillman, 1978; Rea & Parker, 1992; Weathers, Furlong, Solorzano, 1993; Weisberg. Krosnick, & Bowen, 1996), the instrument was designed to reward the respondent, reduce the costs of responding, and establish trust with the respondent. The respondents were rewarded by showing positive regard for their knowledge and input in the cover letter, expressing appreciation for their contribution, and using a consulting (rather than demanding) approach. Costs to the respondent were reduced by including a returned self-addressed stamped envelope, keeping the instrument short in length and time commitment, and using clear layout and language for the items. The issue of respondent trust was attended to by clearly identifying support by known organizations such as the University of Victoria and the CGCA. Additionally, assurances were made about the anonymity and confidentiality of responses.

The instrument was pretested by five graduate students who were asked to comment on the instrument in terms of clarity of instructions and items, and to record the time it took for completion. For the most part, the feedback indicated that the instrument was clearly understood and took about eight to 15 minutes to complete. Based upon the returned pretests, there were some minor revisions in the demographics question regarding practice locale. Also, activity item number ten was seen as questionable in terms of clarity by two of the pretesters. Based upon discussion with them, the item was revised from Providing Counselling to a Co-worker(s) of <u>the</u> Counsellor's Partner/Spouse to Providing Counselling to a Co-worker(s) of <u>that</u> Counsellor's Partner/Spouse.

Some strategies in the literature that are associated with increased response rates were precluded by circumstances. CGCA would not disclose their membership list and so individualized letters and follow-ups were not possible. Hence one follow up reminder was mailed to all members that also thanked them for their participation. The costs of generalized mailing precluded additional reminders.

The Questionnaire

The questionnaire was developed by the writer based upon the theoretical literature reviewed and previous research. Substantial portions were drawn from Borys (1988) with permission. Because the instrument was not a standardized test review of its development and underlying rationale follows. The reader is referred to Appendix F for additional details.

Demographic information section. The first section of the instrument collected data regarding respondents' characteristics (See Appendix B). Previous research (Borys, 1988; Gibson & Pope, 1993; Pope, Tabachnick & Keith-Spiegel, 1987) and other literature suggest that certain practitioner characteristics are associated with different attitudes about dual relationships. Respondents were queried regarding their age, gender, marital status, duration of practice, practice setting, client population, theoretical orientation and education level. In considering other factors that might influence counsellors' attitudes about dual relationship behaviours the topic of formal education or training about professional ethics arose. Respondents were asked if they had received formal training in ethics, and if so, to explain what type of training. A germane issue underlying the issue of rural versus urban practices is circumstantial contact with clients outside the counselling setting. Hence, in addition to asking about locale, counsellors

they were also asked to numerically indicate how frequently they coincidentally run into clients outside of counselling. Borys's research also explored this topic but asked for frequencies in descriptive categorizations such as "frequently", "sometimes", or "rarely". Rather than these descriptive categories, this researcher utilized numeric amounts with the intention of avoiding interpretation issues and providing a broader rage of information due to the open-ended nature.

Attitudes section. This portion (see appendix C) collected information regarding the respondents' attitudes toward dual relationship activities. The development of the items was also informed by other research and the professional literature in the area as previously discussed. The section contained 39 dual relationship activity items and asked respondents to rate them on a five point scale in terms of whether they considered it: Always Ethical (5), Ethical Under Most Conditions (4), Ethical Under Some Conditions (3), Ethical Under Rare Conditions (2), and Never Ethical (1). An option of Not Sure (0) was provided. This layout was similar to previous research by Borys (1988). The terms 'previous client', 'client', and 'termination' were defined at the top of the page to improve clarity.

Several of the 39 activity items were replications of, or very similar to, previous research and those items not previously used were informed by the literature review. Some of the main considerations in developing these items were specificity of terminology; varying degrees of circumstances such as monetary amounts; the sequence of events for the relationships; whether or not the counselling was concurrent with the other relationship; and if not concurrent, what time span separated the two relationships. Several specific pairs of items were included to explore whether counsellors' attitudes

were consistent with suggestions made in the professional literature. One example of these pairs is: a) Lending a Client up to $10, and b) Lending a Client Over $10. For a detailed outline of the development, format, sequencing, and scaling of the survey items the reader is referred to Appendix F.

The 39 Dual Relationship Activity Items were organized within eight types as seen in Table 1. Respondents were asked to rate each of these 39 items on the five point scale or select the option of Not Sure.

Table 1

Types and Numbers of Dual Relationship Activity Items for Attitudes Section of Instrument

Type of Item	Number
Response set minimizing	3
Sexual dual relationships	3
Social dual relationships	5
Familial dual relationships	2
Professional dual relationships	
Employment setting related	4
Educational setting related	2
Client peripheral related	1
Incidental boundary crossings	5
Circumstantial encounters	3
Financial dual relationships including bartering	11

Qualitative section. The final section of the instrument asked two open-ended questions: a) Please give an example of a problematic dual relationship experience you have had, and b) What made this dual relationship problematic for you? The first question was to identify the most commonly reported types of problematic dual relationships for counsellors. The term 'problematic' was used to focus the respondents and illicit information about situations they had difficulty with. Merriam-Webster's dictionary (1985) defines problematic as "difficult to solve or decide" (p. 937). This term was selected as a relatively neutral and nonpejorative adjective in order to reduce the perception of risk or negative judgment for the respondent. The second question was to access information about the respondents' perceptions of the problematic aspects. The phrasing was intended to be non-threatening in nature, and it was hoped that the "for you" nature of the request would obtain the respondents' personal experiences rather than externally focused social or professional considerations.

The responses to the open ended questions were subject to both conceptual and relational content analysis based upon provisional a priori typology developed from the literature review (Berelson, 1952; Miles & Huberman, 1994; Palmquist, 2000; Weber, 1990; Weisberg, Krosnick & Bowen, 1996). For the type of dual relationship experience, the seven a priori groupings were the same as those of the survey items with the exception of the response set type. With regards to the problematic aspect of dual relationships, content analysis began with seven a priori types consistent with the literature review and previous research. Many responses to the open ended questions were different from the researcher's expectations and it became evident that some reorganization was warranted. As this reorganization was integrally related to the pattern

of results for the qualitative data, the evolution of the method will be discussed in the qualitative results section.

Chapter 4: Results

Quantitative Data

Characteristics of Respondents

Age. Of the 206 surveys analyzed, 199 respondents indicated their age which ranged from 27 to 75 with an average of 46.16 (SD = 9.3 years). The respondents were then divided into five age groups (25 - 34, 35 - 44, 45 - 54, 55 - 64, and 65 and over). As the category of 65 and over was comprised of only 2.4% of respondents the last two groups were combined into 55 and over. The categorized frequencies of counsellors' reported age are outlined in Table 2.

Table 2

Categorized Frequencies of Counsellors' Reported Age

Category	f	P
25 - 34 years	20	9.5
35 - 44 years	61	26.6
45 - 54 years	79	38.3
55 and over years	39	18.9

Gender. Of the 206 respondents, 205 reported their gender with 80.1% (n=165) indicating they were female and 19.9% (n = 41) indicating they were male.

Marital status. Respondents had five marital status options to select from: a) single, b) married, c) separated/divorced, d) widowed, and e) other with a request to specify their situation. Those respondents who selected "other' for their response and identified themselves as living "common-law" (n = 11) were recategorized as married. After this was completed 18.4% (n = 38) indicated they were single, 62.6% (n = 129)

indicated they were married, 13.2% (n = 27) indicated they were separated/divorced, 3.4% (n = 7) indicated they were widowed, and 1.96% (n = 4) indicated 'other'. One respondent did not indicate marital status.

Counselling experience. Respondents were asked to indicate the number of client contact hours they would have in a typical week, and their number of years of counselling experience. The average number of years of experience was 10.34 with a range from less than one year to 37 years (SD = 7.47 years). The average number of weekly client contact hours was 16.85 (SD = 10.59) with a range from one to fifty-one hours. The number of years of experience and client contact hours were grouped into categories as outlined in Tables 3 and 4.

Table 3

Counsellors' Reported Number of Years of Counselling (n = 206)

Category	f	P
0 - 5 years	66	32
6 - 10 years	72	35
11 - 20 years	42	20
Over 20 years	22	11
Not indicated	4	2

Table 4

Counsellors' Reported Number of Weekly Client Contact Hours (n = 206)

Category	f	P
1 - 10 hours	73	35
11 - 20 hours	76	37
21 - 30 hours	34	17
31 hours and over	17	8
Not indicated	6	3

Both of these two variables describe aspects of the counsellors' levels of experience. However, neither of these measures is representative of the counsellors' total client contact experience and researcher speculated that total client contact could have a different influence than duration or frequency of client contact. To more accurately determine counsellors' client contact experience, the raw data for each of these variables were multiplied and categorized. For example, a respondent who reported counselling for 10 years with 15 hours of client contact in a typical week would score 150 and a respondent who reported counselling for 20 years with 20 hours of client contact in a typical week would score 400. The numbers yielded by these calculations were then divided into categories of Total Client Contact Experience as seen in Table 5.

adult women. Respondents were categorized as Multiple if each of the three categories was designated as at least 20%, with no category over 59%. An example of this would be 25% under 19 years of age, 30% adult men, and 45% adult women. These five categorizations were able to accommodate the vast majority (96%) of respondents as indicated in Table 6.

Table 6

Frequency of Counsellors' Responses for Categories of Clientele (n = 206)

Category	f	P
Majority Women	88	43
Majority Children	34	17
Majority Men	23	11
Mixed Adult	28	14
Multiple	25	12
Uncategorized	6	3
Not indicated	2	1

Employment setting. Counsellors were asked to indicate their area of employment and were provided six options to select from: a) Private practice, b) Inpatient facility, c) Government, d) Community Agency, e) Educational Institution, and f) Other with a request for specification. Respondents were asked to indicate multiple employments by ranking their selections in order with the number one indicating the most time commitment. However, 41 respondents indicated multiple employments with circles or check marks that left identification of primary employment impossible. Two respondents who selected Other and indicated that they were involved in corrections were grouped

with Government. Due to the small number of respondents who selected Inpatient (n = 2) this category was removed and the respondents grouped into Other.

Table 7

Frequency of Counsellors' Responses for Primary Form of Employment (n = 206)

Category	f	P
Private Practice	68	33
Educational Institution	37	18
Community Agency	35	17
Government	14	7
Other	11	5
Uncategorized	41	20

Theoretical orientation. Counsellors were asked about their primary theoretical orientation, and if they considered themselves eclectic to indicate the major contributing orientations. Many counsellors provided a single response that was automatically designated as their primary orientation. Others provided multiple responses that were designated with numerical ranking and the first ranked one was considered and coded as the primary therapy orientation. Where multiple theoretical orientations were indicated but not ranked, the first one listed was assumed to be primary and ranked accordingly. After reviewing responses for patterns, they were grouped into five general theoretical categories: a) Cognitive - Behavioural, b) Humanist - Existential, c) Psychodynamic, d) Systems, and e) Feminist. In addition to these five categories, a category of Other was included. The categorizing of Psychodynamic and Feminist theoretical orientations were

essentially straightforward. The other three categories involved some consultation and reference to the professional literature (Corey, 1995; Borys, 1988; Peterson & Nisenholz, 1987). The Cognitive - Behavioral category included approaches such as Cognitive, Behavioural, Cognitive Behavioural, Eye Movement Desensitization Reprocessing, Rational Emotive Behaviour Therapy, and Solution Focused Brief Therapy. The Existential-Humanist category included responses such as Person-Centred, Rogerian, Humanist, Existential and Gestalt. This was also considered the most applicable category for Reality Therapy as according to Corey, "in many ways, control theory/reality therapy (CT/RT) parallels existential therapy, person-centred and Gestalt therapy" (p. 259). Examples of responses that were categorized into Systems approaches include Satir, Bowen Family Systems, and Systems. The 'Other' or uncategorized primary therapeutic orientations included approaches such as Thought Field Therapy, Social Constructionism, Christian, Narrative, and body centred therapies. The frequencies of responses for these categories are outlined in Table 8.

Table 8

Frequency of Counsellors' Responses for Primary Theoretical Orientation

Category	f	P
Cognitive - Behavioural	69	33
Humanist - Existential	61	30
Psychodynamic	23	11
Systems	15	7
Feminist	11	5
Other	23	10
Not Indicated	4	2

Education level. Counsellors were asked to indicate the highest level of education that they had completed, and were provided the options of High School, Two Year Certification/Diploma, Bachelor's, Master's, Doctorate, and Other with a request to indicate specifics. One respondent indicated a high school education and 14 indicated a Two Year Certification/Diploma. Two respondents selected Other and indicated Psychiatric Nursing and Christian Counselling as their education level. These 17 respondents were regrouped into a new category of Lower than Bachelor's. Table 9 outlines the frequency of responses for each category.

Table 9

Frequency of Counsellors' Responses for Education Level (n = 206)

Category	f	P
Lower than Bachelor's	17	9
Bachelor's	24	12
Master's	151	73
Doctorate	11	5
Not Indicated	2	1

Educational major. When asked about their educational major, many respondents' selections fit within three categories. There were several respondents who reported a wide variety of majors, which were grouped into a category of Other. Examples of these include Social Work, Art Therapy, Nursing, and Religious Studies. Descriptive statistics regarding these demographics are outlined in Table 10.

Table 10

Frequency of Counsellors' Responses for Educational Major (n = 206)

Category	f	P
Counselling Psychology	92	45
Psychology	32	16
Education	12	6
Other	29	14
Not Indicated	41	20

Formal education regarding ethics. When asked whether they had received formal education or training in ethics most of respondents (86%, n = 178) indicated they had, and 14% (n = 28) indicated that they had not. Those who had received formal

education were asked for details about the type of education, and examples were given such as workshop, full course, or part of a course. Many respondents utilized these examples in addition to several other descriptions such as "part of training", and "part of internship". These types of descriptions, as well as the 'part of a course' responses, were grouped into one category of Part of Training. The levels of education were ranked from highest to lowest based upon presumed degrees of time commitment and work involvement. Taking a full course was considered highest, part of training was ranked next, and a workshop was considered lowest. Those who gave multiple responses (e.g. workshop, part of course) were categorized according to the highest level of education. Table 11 shows the frequency of responses for each category.

Table 11

Frequency of Counsellors' Responses for Formal Training in Ethics (n = 206).

Category	f	P
None	28	14
Some but not described	5	2
Workshop	13	6
Part of Training	78	38
Full course	82	40

Locale. The locale for counsellors' practices was explored and they were given the following three options to select from: a) I live and work in the same urban or suburban area, b) I live and work in the same small town or rural community, and c) I live in one small town or rural community, and work in another small town or rural community. The last option, living and working in two different rural communities was

selected by eight respondents. These were collapsed into the urban category based upon the assumption that these practitioners' experiences would be more similar to urban than rural in terms of the underlying issues such as coincidental encounters and limited alternatives. This collapsing lead to 80% of counsellors (n = 165) categorized as practicing in urban areas, 19% (n = 39) in rural. Two respondents (1%) did not indicate their locale.

Circumstantial encounters. Most counsellors indicated a numerical frequency of circumstantial encounters with clients outside of counselling on a per day, month, or year basis, as outlined in the instructions. These responses were then standardized into a number of times per year basis. For example, once per week was considered as 52 times per year, or once per month was considered as 12 times per year. Some respondents gave answers such as "never", "a lot", or "rarely". Those who responded with the terms "never" (n = 6), and "rarely" (n = 13) were categorized as two times or less per year. Responses such as "a lot" and "often" (n = 5) were considered uncategorizable.

Table 12

Reported Frequency of Circumstantial Encounters With Clients Outside of Counselling (n = 206)

Category	f	P
2 or less per year	73	35
3 - 6 times per year	21	10
7 - 20 times per year	33	16
Over 20 times per year	65	32
Uncategorized	14	7

The measurement of these circumstantial encounters was directed towards distinguishing between rural and urban practices. The association of circumstantial encounters with practice locale was analyzed after filtering out cases which were not categorized for either locale or circumstantial encounters (see Table 13). Cross-tabulations revealed a significant relationship between these two variables, x^2 (3, n = 191) = 32.33, $p < 0.001$. This data indicates that counsellors in rural practices are more likely than their urban colleagues to experience circumstantial encounters with clients.

Table 13

Cross-Tabulations for Frequency of Practice Locale and Circumstantial Encounters.

	Number of circumstantial encounters per year			
Locale	2 or less	3 - 6	7 – 20	More than 20
Urban	55	16	23	33
Rural	3	0	4	19

The possibility that counsellors' primary employment setting, such as Educational Institutions, was associated with increased frequency of Circumstantial Encounters was explored with no significant relationship identified x^2 (15, n = 192) = 9.177, p = 0.871.

Counsellors' Attitudes Regarding Dual Relationship Activity Items

This section will review the descriptive statistics for each of the items such as percentage of counsellors responding in each category, the mean of responses and the dispersion of responses in the form of standard deviations. To assess for statistical differences between pairs of items Wilcoxon's signed rank procedure was utilized to determine acceptance or rejection of null hypotheses. Wilcoxon's procedure is a nonparametric analysis used with two related variables to test the hypothesis that the two

variables have the same distribution and takes into account the magnitude of differences within the pairs.

For review purposes, the descriptive statistics for the 39 activity items of the questionnaire have been grouped into the previously identified categories of dual relationships: Sexual, Social, Familial, Professional, Incidental Boundary Crossings, Circumstantial Encounters, and Financial. The discussion will begin with a review of the items intended to minimize, and assess for, response set.

Response set items. Three items were specifically related to response biases and Table 14 reviews the descriptive statistics for these items. The data indicate that over 90% of respondents considered these behaviours as Ethical Under Most or All Conditions. The responses were also closely dispersed as reflected by their relatively low standard deviations.

Table 14

Descriptive Statistics for Response Set Items

Item	1	2	3	4	5	0	NR	M	SD
Accepting a "Thank-You" card from a client at the termination of counselling	1.0	1.0	6.8	46.1	43.7	0.5	1.0	4.33	0.73
Calling a client by their first/given name	0	0.5	1.9	51.5	45.6	0.5	0	4.43	0.56
Shaking hands with a client	0	1.0	3.9	47.1	48.1	0	0	4.42	0.62

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR=No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

Sexual items. Counsellors' responses regarding perceptions about sexual dual relationships are outlined in Table 15.

Table 15

Descriptive Statistics for Sexual Dual Relationship Items

Item	1	2	3	4	5	0	NR	M	SD
Having a sexual relationship with a client	100	0	0	0	0	0	0	1.0	0
Having a sexual relationship with a previous client two years after termination	53.9	27.7	10.7	3.9	0.5	2.9	0.5	1.65	0.87
Having a sexual relationship with a previous client six months after termination	89.8	7.3	1.5	0	0	1.5	0	1.10	0.35

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR=No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

The paired items of Having a Sexual Relationship With a Previous Client Two Years After Termination and Having a Sexual Relationship with a Previous Client Six Months After Termination were analyzed with Wilcoxon's signed rank test which indicated a significant difference ($p < 0.001$). Of valid cases ($n = 197$), 120 gave equal rating to the paired responses and 77 rated the Six Months item as less likely to be ethical than the Two Year item.

This indicates that counsellors unanimously see concurrent sexual dual relationships with clients as Never Ethical. Also, in sequential sexual dual relationships, increasing duration of the post-termination period is related to counsellors rating behaviours as more likely to be ethical.

Social items. Table 16 shows counsellors' responses to items related to the five social items. The data indicate that over 80% of respondents rate various types of concurrent social dual relationships as never or rarely ethical. The paired items of Becoming Friends With a Client and Becoming Friends With a Previous Client Two Years After Termination were analyzed with Wilcoxon's signed rank test that indicated a significant difference ($p < 0.001$). Of valid cases ($n = 197$), 51 gave equal rating to the paired responses, and 143 rated Becoming Friends With a Client as less ethical than Becoming Friends With a Previous Client Two Years After Termination. Thus friendships which develop after a two year post-termination time frame were rated as more likely to be ethical than those which were concurrent. The ratings for the post-termination friendship were also more dispersed across the scale indicating wider variability in counsellors' responses.

Table 16

Descriptive Statistics for Social Dual Relationship Items

Item	1	2	3	4	5	0	NR	M	SD
Starting to provide counselling for a friend	46.1	35.4	13.1	2.4	0.5	1.9	0.5	1.73	0.83
Going out to eat with a client after a counselling session	66.5	21.8	8.7	0.5	0	1.0	1.5	1.42	0.67
Becoming friends with a client	70.4	21.4	5.3	0.5	0	0.5	1.9	1.34	0.61
Becoming friends with a previous client two years after termination	17.0	31.1	29.1	16.0	4.4	1.5	1.0	2.58	1.06
Inviting a client to a personal party or social event	77.2	18.0	2.4	0.5	0.5	1.0	0.5	1.27	0.58

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR=No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

Familial items. The descriptive statistics for the two familial dual relationship items are provided in Table 17. Over 85% of respondents rated counselling relatives as never or rarely ethical. There was more acceptance of these types of activities with a wider variability of responses for Providing Counselling to a Co-worker(s) of that Counsellor's Partner/Spouse.

Table 17

Descriptive Statistics for Familial Dual Relationship Items

Item	1	2	3	4	5	0	NR	M	SD
Providing counselling to relatives	64.1	22.8	11.2	0	0.5	0.5	1.0	1.48	0.73
Providing counselling to a co-worker(s) of that counsellor's partner/spouse	40.8	25.7	15.0	5.8	1.0	4.9	6.8	1.87	0.99

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR = No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

Professional items. The seven professionally related items and the counsellors responses can be seen in Table 18.

Table 18

Descriptive Statistics for Professional Dual Relationship Items

Item	1	2	3	4	5	0	NR	M	SD
Starting counselling for an employee	68.0	15.0	8.3	1.5	0	3.9	3.4	1.39	0.72
Starting counselling for a coworker	52.9	26.2	8.7	2.4	0.5	5.3	3.9	1.58	0.81
Hiring a previous client six months after termination of counselling	45.1	32.5	14.6	3.4	0.5	3.9	0	1.76	0.87
Hiring a client	76.7	17.5	4.9	0	0	1	0	1.27	0.55
Allowing a client to enroll in one's class for a grade	52.9	23.8	11.7	2.4	1.5	6.8	1.0	1.65	0.91
Providing counselling to a relative, friend or lover of a client	14.6	16.5	40.8	19.4	4.4	3.4	1.0	2.82	1.07
Providing counselling to a current supervisee	63.6	20.4	9.7	1.9	1.5	1.9	1.0	1.53	0.87

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR = No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

The paired items of Starting Counselling for an Employee and Starting Counselling for a Coworker were analyzed with Wilcoxon's signed rank test that indicated a significant difference ($p < 0.001$). Of valid cases ($n = 186$), 140 rated these two items equally, 37 rated counselling an employee as less ethical than counselling a coworker, and nine rated counselling a coworker as less ethical than counselling an employee.

The paired items of Hiring a Client and Hiring a Previous Client Six Months After Termination of Counselling were analyzed with Wilcoxon's signed rank test which indicated a significant difference ($p < 0.001$). Of valid cases ($n = 198$), 164 rated these items equally, 32 respondents rated Hiring a Client as less ethical than Hiring a Previous Client Six Months After Termination of Counselling, and two respondents rated Hiring a Previous Client Six Months After Termination of Counselling as less ethical than Hiring a Client.

Over 79% of respondents rated the three concurrent employment overlap behaviours as never or rarely ethical. Over 75% of respondents rated concurrent supervisory or educational professional overlaps as never or rarely ethical. Providing Counselling to a Relative, Friend or Lover of a Client was rated as the most ethical of the seven professional overlaps with 65% of respondents rating this behaviour as Ethical Under Some, Most, or All Conditions. This item also had the largest standard deviation of the seven items, which indicates the widest variability of responses.

Incidental boundary crossing items. The rates of response for the five items related to incidental boundary crossings are outlined in Table 19.

Table 19

Descriptive Statistics for Incidental Boundary Crossing Items

Item	1	2	3	4	5	0	NR	M	SD
Accepting a gift from a client worth up to $20	21.8	27.7	27.2	18.4	2.0	2.4	0.5	2.5	1.09
Accepting a gift from a client worth over $20	47.6	30.6	11.7	4.4	0.5	4.4	1.0	1.73	0.89
Hugging a client	1.9	23.3	51.5	20.4	2.4	0	0	2.98	0.79
Accepting an invitation to a client's special occasion	12.1	32.5	40.3	11.2	1.0	2.9	0	2.55	0.89
Giving a client a ride home after a session	18.4	47.1	24.3	8.3	1.0	1.0	0	2.25	0.89

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR=No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

The paired items of Accepting a Gift From a Client Worth up to $20 and Accepting a Gift From a Client Worth Over $20 were analyzed with Wilcoxon's signed rank test which indicated a significant difference ($p < 0.001$). Of valid cases ($n = 193$), 88 rated these two items equally, 103 rated accepting a gift over $20 as less ethical than accepting a gift under $20, and two rated accepting a gift under $20 as less ethical than accepting a gift over $20.

Respondents were generally more accepting of incidental boundary crossing items (with the exception of Accepting a Gift From a Client Worth Over $20) as compared items for other types of dual relationships such as Familial, Social, or Financial. This is evidenced by the mean of responses generally being higher (toward the Always Ethical anchor) for incidental boundary crossing items as compared to other types.

Circumstantial encounter items. Responses for items related to circumstantial encounters are outlined in Table 20. The three circumstantial encounters items were rated as Ethical Under Some, Most, or All Conditions by 77%, 69% and 84% of respondents. These items also had a broad dispersion of responses indicating wide variability of counsellors' attitudes for these activities.

Table 20

Descriptive Statistics for Circumstantial Encounter Items

Item	1	2	3	4	5	0	NR	M	SD
Coincidentally attending an ongoing community class with a client	10.7	16.0	21.8	32.5	12.6	3.9	2.4	3.22	1.21
Attending a fitness facility where the counsellor occasionally runs into client(s)	1.9	10.7	22.3	41.7	19.9	2.4	1.0	3.69	0.98
Dining at a restaurant where a client is a server	6.8	14.6	27.7	37.9	12.1	0.5	0.5	3.34	1.09

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR=No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

Financial items. There were eleven items related to financial dual relationships with four of these specifically considering bartering issues. The responses for the eleven financial items are summarized in Table 21. Purchasing goods from a client, lending a client any amount of money, going into business with a current or former client, and selling client an item unrelated to counselling were rated as never or rarely ethical by at least 80% of respondents. These items also had relatively low standard deviations indicating a narrower range of responses. Selling a Client an Item Under $10 Which

Could be Considered a Counselling Aid was rated as the most ethical of the financial items. This item also had the highest standard deviation of all 39 items reflecting the broadest dispersion of responses along the scale.

Table 21

Descriptive Statistics for Financial Dual Relationship Items

Item	1	2	3	4	5	0	NR	M	SD
Purchasing goods from a client	53.4	29.1	13.1	1.0	0	0.5	0.5	1.60	0.76
Lending a client up to $10	56.3	29.6	10.2	1.9	0.5	1.5	0	1.59	0.79
Lending a client over $10	72.8	19.9	5.8	0	0.5	1.0	0	1.33	0.63
Going into business with a client	94.7	5.3	0	0	0	0	0	1.05	0.23
Going into business with a previous client	43.2	36.4	13.1	2.4	0	3.4	1.5	1.73	0.79
Selling an item to a client which is unrelated to counselling	74.3	17.5	4.4	1.9	1.0	0.5	0.5	1.36	0.75
Selling a client an item under $10 which could be considered a counselling aid	12.1	16.5	19.9	34.5	12.1	4.4	0.5	3.19	1.24
Starting counselling with goods and/or services being received for counselling	38.8	22.3	16	6.3	1.9	10.2	4.4	1.94	1.07
Receiving goods and/or services in exchange for counselling if a client becomes unable to pay	27.7	24.3	30.1	8.3	2.9	6.3	0.5	2.3	1.08
Providing counselling for an equal time amount (e.g. 1:1) of "professional" services	42.7	22.3	16.0	5.8	4.4	8.3	0.5	1.98	1.16
Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services	55.8	17.5	9.7	3.9	1.5	9.7	1.9	1.62	0.96

Note. Rating code: 1=Never Ethical, 2=Ethical Under Rare Conditions, 3=Ethical Under Some Conditions, 4=Ethical Under Most Conditions, 5=Always Ethical, 0=Not Sure, NR=No response. Not Sure and No Response excluded from calculations of mean and standard deviation.

The paired items of Lending a Client up to $10 and Lending a Client Over $10 were analyzed with Wilcoxon's signed rank test which indicated a significant difference ($p < 0.001$). Of valid cases ($n = 202$), 156 rated these items equally, 45 rated lending over $10 as less ethical than lending under $10, and one rated lending under $10 as less ethical than lending over $10.

The paired items of Selling an Item which is Unrelated to Counselling and Selling an Item Under $10 Which Could be Considered a Counselling Aid were analyzed with Wilcoxon's signed rank test which indicated was a significant difference ($p < 0.001$). Of valid cases ($n = 194$), 33 rated these items equally and 159 rated Selling an Item which is Unrelated to Counselling as less ethical than Selling an Item Under $10 Which Could be Considered a Counselling Aid. Two respondents rated Selling an Item Under $10 Which Could be Related to Counselling as less ethical than Selling an Item which is Unrelated to Counselling.

The final four items were related to bartering issues and were comprised of two sets of paired items. The first pair of items was related to differences in the sequence of events for the counselling and bartering relationship: Starting Counselling With Goods and/or Services Being Received for Counselling, and Receiving Goods and/or Services in Exchange for Counselling if a Client Becomes Unable to Pay. Wilcoxon's signed rank test indicated that there was a significant difference in responses towards these two items ($p < 0.001$). Of valid cases ($n = 171$), 111 rated the items equally, 50 rated starting counselling based upon bartering as less ethical than bartering if a client becomes unable to pay, and 10 rated bartering if a client becomes unable to pay as less ethical than

starting counselling based upon bartering. Wilcoxon's signed rank test indicated that the difference in responses towards these two items was significant ($p < 0.001$).

The second pair of bartering items differentiated the amount of, and relative value placed upon, the clients' bartered services. The two items were Providing Counselling for an Equal Time Amount (e.g. 1:1) of "Professional" Services, and Providing Counselling for an Unequal Time Amount (e.g. 1:4) of "Manual" Services. Wilcoxon's signed rank test indicated that the difference in responses towards these two items was significant ($p < 0.001$). Of valid cases ($n = 177$), 128 rated the items equally, 44 rated the unequal time exchange as less ethical than the equal time exchange, and 5 rated the equal time exchange as less ethical than the unequal time exchange.

Ranking of items. In addition to descriptive statistics for the categories of items, ranking all items according to mean response outlines the relative placement of each activity from least to most ethical. This ranking can be seen in Table 22 and one pattern to emerge is counsellors' rating of most (27 out of 39) of these behaviours as Never or Rarely Ethical downward to the mean of 2.5 for Accepting a Gift From a Client Worth up to $20. A second pattern evident is the increase in size of the standard deviations of responses as the means for responses increase (until the Response Set items). A final pattern of note is the clustering of the Circumstantial Encounter items together towards the Always Ethical anchor, right above the response set items.

Table 22

Items Ranked in Order of Counsellors' Ratings of Perceived Ethicality

Item	M	SD
Having a sexual relationship with a client	1.00	0
Going into business with a client	1.05	0.23
Having a sexual relationship with a previous client six months after termination	1.10	0.35
Inviting a client to a personal party or social event	1.27	0.58
Hiring a client	1.27	0.55
Lending a client over $10	1.33	0.63
Becoming friends with a client	1.34	0.61
Selling an item to a client which is unrelated to counselling	1.36	0.75
Starting counselling for an employee	1.39	0.72
Going out to eat with a client after a counselling session	1.42	0.67
Providing counselling to relatives	1.48	0.73
Providing counselling to a current supervisee	1.53	0.87
Starting counselling for a coworker	1.58	0.81
Lending a client up to $10	1.59	0.79
Purchasing goods from a client	1.60	0.76
Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services	1.62	0.96
Having a sexual relationship with a previous client two years after termination	1.65	0.87
Allowing a client to enroll in one's class for a grade	1.65	0.91
Accepting a gift from a client worth over $20	1.73	0.89
Starting to provide counselling for a friend	1.73	0.83

table continues

Going into business with a previous client	1.73	0.79
Hiring a previous client six months after termination of counselling	1.76	0.87
Providing counselling to a co-worker(s) of that counsellor's partner/spouse	1.87	0.99
Starting counselling with goods and/or services being received for counselling	1.94	1.07
Providing counselling for an equal time amount (e.g. 1:1) of "professional" services	1.98	1.16
Giving a client a ride home after a session	2.25	0.89
Receiving goods and/or services in exchange for counselling if a client becomes unable to pay	2.30	1.08
Accepting a gift from a client worth up to $20	2.50	1.09
Accepting an invitation to a client's special occasion	2.55	0.89
Becoming friends with a previous client two years after termination	2.58	1.06
Providing counselling to a relative, friend or lover of a client	2.82	1.07
Hugging a client	2.98	0.79
Selling a client an item under $10 which could be considered a counselling aid	3.19	1.24
Coincidentally attending an ongoing community class with a client	3.22	1.21
Dining at a restaurant where a client is a server	3.34	1.09
Attending a fitness facility where the counsellor occasionally runs into client(s)	3.69	0.98
Accepting a "Thank-You" card from a client at the termination of counselling	4.33	0.73
Shaking hands with a client	4.42	0.62
Calling a client by their first/given name	4.43	0.56

Note. Where means are equal, ranking based upon higher frequency in the Never Ethical category.

Analysis of the Independent Variables

This section presents the statistically significant relationships between the independent variables of respondents' demographics and the dependent variables of responses to survey items. Uncategorized responses and responses of Other were not

considered in this analysis. Determination of statistical significance was based upon rejection of the null hypotheses that there were no significant differences in responses when the sample was grouped according the independent variables.

Cross-tabulations were used to test the null hypotheses and to minimize insufficient cell sizes the five response categories were collapsed into three categories. The responses of Always Ethical and Ethical Under Most Conditions were combined into a Always/Most Category. The responses for Never Ethical and Ethical Under Rare Conditions were combined into a Never/Rarely Ethical. The responses were then cross-tabulated and Spearman's correlation was utilized for the ordinal independent variables. For the nominal independent variables a non-directional Pearson Chi-square was utilized to assess for significant relationships. For items where cell sizes were insufficient for this analysis, the categories were again collapsed with Ethical Under Some Conditions combined with the Always/Most category leaving two categories. This combination was based upon a review of the frequency of the data within various categories, and was intended to capture the less frequent responses towards the Always Ethical anchor of the scale. The degrees of freedom will be indicative of this additional collapsing of categories. An alpha of 0.05 was set for significance as a balance between the more liberal alpha of an exploratory analysis and a more conservative alpha in light of the number of tests being performed. Significance levels will be reported for each association that met the 0.05 criteria with those closer to this level being viewed more cautiously.

Counsellors' gender. The independent variable of counsellors' gender was the most frequently associated with rejection of the null hypotheses for a total of 16 significant relationships. These results are illustrated in Table 23.

Table 23

Items with Significant Associations Between Counsellors' Gender and Ratings of Ethicality

Item	n	df	x^2	p
Starting to provide counselling for a friend *	201	1	13.380	< 0.001
Going out to eat with a client after a counselling session*	201	1	4.081	0.043
Becoming friends with a client*	201	1	11.826	0.001
Becoming friends with a previous client two years after termination**	201	2	7.904	0.019
Coincidentally attending an ongoing community class with a client**	193	2	6.916	0.031
Providing counselling to relatives*	203	1	5.056	0.025
Providing counselling to a co-worker(s) of that counsellor's partner/spouse**	182	2	8.735	0.013
Starting counselling for a coworker*	187	1	11.068	0.001
Hiring a previous client six months after termination of counselling**	198	2	11.53	0.003
Hiring a client**	204	2	10.884	0.001
Hugging a client**	205	2	6.683	0.035
Accepting an invitation to a client's special occasion***	200	2	7.854	0.020
Attending a fitness facility where the counsellor occasionally runs into client(s) ***	199	2	7.360	0.026
Going into business with a previous client*	196	1	6.356	0.012
Providing counselling for an equal time amount (e.g. 1:1) of "professional" services ***	188	2	6.577	0.037
Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services *	182	1	9.333	0.002

Note. * Males had a higher than expected count in Always/Most/Some and females had a lower than expected count in Always/Most/Some. ** Males had a lower than expected count in Rare/Never and females had a higher than expected count in Rare/Never. *** Males had higher than expected count

in Always/Most with a lower than expected count in Some and females had a lower than expected count in Always/Most with a higher than expected count in Some.

These significant relationships were related to three patterns of cell count frequencies being different from expected counts. First, males had a higher than expected count in Always/Most/Some and females had a lower than expected count in Always/Most/Some for the following seven items: a) Starting to provide counselling for a friend, b) Going out to eat with a client after a counselling session, c) Becoming friends with a client, d) Providing counselling to relatives, e) Starting counselling for a coworker, f) Going into business with a previous client, and g) Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services. Second, males had a lower than expected count in Rare/Never and females had a higher than expected count in Rare/Never for the following six items: a) Becoming friends with a previous client two years after termination, b) Coincidentally attending an ongoing community class with a client, c) Providing counselling to a co-worker(s) of that counsellor's partner/spouse, d) Hiring a previous client six months after termination of counselling, e) Hiring a client, and f) Hugging a client. Third, males had a higher than expected count in Always/Most with a lower than expected count in Some and females had a lower than expected count in Always/Most with a higher than expected count in Some for the following three items: a) Accepting an invitation to a client's special occasion, b) Attending a fitness facility where the counsellor occasionally runs into client(s), and c) Providing counselling for an equal time amount (e.g. 1:1) of "professional" services.

Counsellors' age. The null hypothesis was rejected for seven of the items when they were cross-tabulated for age categories as outlined in Table 24 below.

Table 24

Items with Significant Correlations Between Counsellors' Increasing Age and Ratings of Ethicality

Item	n	*r*	p
Becoming friends with a client	195	0.145	0.043
Providing counselling to relatives	196	0.162	0.023
Providing counselling to a co-worker(s) of that counsellor's partner/spouse	178	-0.176	0.019
Giving a client a ride home after a session	197	0.244	0.001
Lending a client up to $10	196	0.115	0.032
Providing counselling for an equal time amount (e.g. 1:1) of "professional" services	184	0.187	0.011
Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services	179	0.202	0.007

These figures indicated that increasing age is correlated with perceiving these dual relationship activities as more ethical with the exception of the item of Providing Counselling to a Co-worker(s) of that Counsellor's Partner/spouse. Increasing age was correlated with perceiving this dual relationship activity as less ethical.

Primary form of employment. Cross-tabulations performed upon respondents who were categorizable in terms of primary employment (n = 154). The null hypothesis was rejected for seven of the items which are reviewed in Table 25.

Table 25

Items with Significant Association Between Counsellors' Primary Form of Employment and Ratings of Ethicality

Item	n	df	x^2	p
Becoming friends with a client **	149	3	12.658	0.005
Starting counselling for a coworker ***, ****	137	3	9.104	0.028
Giving a client a ride home after a session **, ***	151	3	9.465	0.024
Going into business with a previous client ***	144	3	8.601	0.035
Receiving goods and/or services in exchange for counselling if a client becomes unable to pay *, ***	142	6	12.794	0.046
Starting counselling with goods and/or services being received for counselling **, ***	127	3	11.017	0.012
Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services *	136	6	17.812	0.007

Note. *Employed primarily in an Educational Institution had a lower than expected count in Never/Rare. ** Employed primarily in an Educational Institution had higher than expected count in Always/Most/Some *** Employed primarily in a Community Agency had a higher than expected count in Never/Rare **** Employed primarily in Private Practice had a higher than expected count in Always/Most/Some

The significant association for Receiving Goods and/or Services in Exchange for Counselling if a Client Becomes Unable to Pay was related to respondents employed primarily in an Educational Institution having a lower than expected count for Never/Rare and those employed primarily in a Community Agency having a higher than expected count for Never/Rare. Providing Counselling for an Unequal Time Amount (e.g. 1:4) of

"Manual" Services was significant due to respondents employed primarily in an Educational Institution having a lower than expected count for Never/Rare. Becoming Friends With a Client was a significant item due to counsellors employed primarily in an Educational Institution having higher than expected counts for Always/Most/Some. The significant association for Starting Counselling for a Coworker was for counsellors employed primarily in a Community Agency having a higher than expected count for Never/Rare and those employed primarily in Private Practice having a higher than expected count for Always/Most/Some. The two items, Giving a Client a Ride Home After a Session and Starting Counselling With Goods and/or Services Being Received for Counselling were both considered significant due to counsellors employed primarily in an Educational Institution having a higher than expected count for Always/Most/Some and those employed primarily in a Community Agency having a higher than expected count for Never/Rare. Finally, the significant association of Going into Business With a Previous Client was based upon counsellors employed primarily in a Community Agency having a higher than expected count for Never/Rare.

Counselling experience. The null hypotheses were rejected for several items that were found to be correlated with the different levels of counsellor experience. The next table outlines the items which significant correlations between years of experience and ratings of the ethicality of dual relationship behaviors.

Table 26

Items with Significant Correlations Between Counsellors' Increasing Years of Experience and Ratings of Ethicality

Item	n	*r*	p
Starting to provide counselling for a friend	198	0.150	0.035
Dining at a restaurant where a client is a server	200	0.145	0.041
Going into business with a previous client	193	0.180	0.012
Providing counselling for an equal time amount (e.g. 1:1) of "professional" services	186	0.151	0.039
Accepting a gift from a client worth up to $20	196	-0.161	0.024

For these items, increasing years of experience were correlated with rating the behaviours as more ethical except for Accepting a Gift From a Client Worth up to $20. For this item increasing age was correlated with seeing this behaviour as less ethical.

Increasing hours per week of direct client contact was correlated with perceiving two items as more ethical (see Table 27).

Table 27

Items with Significant Correlations Between Counsellors' Increasing Hours of Weekly Client Contact and Ratings of Ethicality

Item	n	*r*	p
Providing counselling to relatives	197	0.150	0.035
Allowing a client to enroll in one's class for a grade	185	0.147	0.046

There were two significant correlations identified for increasing amounts of Total Client Contact Experience (see Table 28). Increasing amounts of Total Client Contact

Increasing experience was related with rating post-termination friendships as less ethical. It was also related to rating client enrolment in one's class for a grade as more ethical.

Table 28

Items with Significant Correlations Between Counsellors' Increasing Total Client Contact Experience and Ratings of Ethicality

Item	n	*r*	p
Becoming friends with a previous client two years after termination	192	-0.207	0.004
Allowing a client to enroll in one's class for a grade	182	0.151	0.041

Formal ethics education. Cross-tabulations between counsellors who reported receiving formal ethics education and those who indicated no formal ethics education yielded two significant associations where the null hypothesis was rejected (see Table 29). For both of these, there was a higher than expected frequency of responses in the Never/Rare category for those who reported some formal ethics education and a higher than expected frequency in the Always/Most/Some category for those who reported no formal ethics education.

Table 29

Items with Significant Association Between Counsellor Having Any Formal Education in Ethics and Ratings of Ethicality

Item	n	df	x^2	p
Starting to provide counselling for a friend	201	1	6.503	0.011
Becoming friends with a previous client two years after termination	201	1	5.568	0.018

For those who did report taking ethics education, cross-tabulations were performed to assess for a relationship between counsellors' attitudes about dual relationship behaviours and the following three ordinal categories of ethics education: a)

workshop, b) part of training, and c) full course. The null hypothesis was rejected for five of the items with increasing levels of ethics education being correlated with rating these items as less ethical as outlined in Table 30.

Table 30

Items with Significant Correlations Between Increasing Levels of Counsellors' Reported Formal Ethics Education and Ratings of Ethicality for Counsellors Who Reported Receiving Formal Ethics Education

Item	n	*r*	p
Coincidentally attending an ongoing community class with a client	160	-0.212	0.009
Providing counselling to relatives	170	-0.156	0.032
Starting counselling for a coworker	155	-0.177	0.028
Lending a client up to $10	170	-0.209	0.006
Lending a client over $10	171	-0.207	0.007

A final analysis was conducted to assess for significant relationships related to formal education in ethics. For this analysis, all categorized valid responses about ethics education were ranked ordinally in four categories: a) none, b) workshop, c) part of training, and d) full course. Cross-tabulations indicated that increasing levels of formal education in ethics were associated with rating four items as less ethical as seen in Table 31.

Table 31

Items with Significant Correlations Between Increasing Levels of Counsellors' Reported Formal Ethics Education and Ratings of Ethicality for All Valid Responses

Item	n	*r*	p
Starting to provide counselling for a friend	196	-0.167	0.020
Providing counselling to relatives	198	-0.187	0.008
Starting counselling for a coworker	182	-0.162	0.029
Allowing a client to enroll in one's class for a grade	185	-0.155	0.035

Locale of counselling practice. Cross-tabulations of Urban and Rural respondents led to rejection of the null hypothesis for five items. These results are illustrated in Table 32.

Table 32

Items with Significant Associations Between Counsellors' Locale and Ratings of Ethicality

Item	n	df	x^2	p
Coincidentally attending an ongoing community class with a client	191	2	7.965	0.019
Going out to eat with a client after a counselling session	199	1	4.622	0.032
Giving a client a ride home after a session	202	1	4.555	0.033
Attending a fitness facility where the counsellor occasionally runs into a client(s)	197	1	7.394	0.007
Lending a client over $10	202	1	4.094	0.043

The first significant item regarding coincidental attendance at a community class reflects a higher than expected count for Always/Most category for rural counsellors and a higher than expected count for Never/Rare category for urban counsellors. The other

four significant results reflect higher than expected counts in Always/Most/Some for rural counsellors and a higher than expected count for Never/Rare for urban counsellors.

Frequency of circumstantial encounters. The null hypothesis was rejected for four of the items when cross-tabulations were performed for categorized frequencies of circumstantial encounters as seen in Table 33. For the first significant item regarding selling goods to clients, increasing frequency of circumstantial encounters was correlated with seeing this activity as less ethical. For the other three items, increasing frequency of circumstantial encounters was correlated with rating the activities as more ethical.

Table 33

Items with Significant Correlations Between Increasing Levels in Counsellors' Reported Frequency of Circumstantial Encounters and Ratings of Ethicality

Item	n	*r*	p
Selling a client an item under $10 which could be considered a counselling aid	183	-0.154	0.037
Purchasing goods from a client	186	0.164	0.026
Providing counselling to a relative, friend or lover of a client	183	0.196	0.008
Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services	169	0.166	0.028

Counsellors' marital status. To avoid insufficient cell sizes during cross-tabulations for marital status only the three groupings of Single, Married and Separated/Divorced were considered. Analyses indicated three items where the null hypothesis was rejected as seen in Table 34. Analysis of the item Dining at a Restaurant Where a Client is a Server showed a higher than expected frequency of married

respondents selecting the All/Most category and a lower than expected frequency for single respondents in the All/Most category. The second significant relationship for the item of Giving a Client a Ride Home After a Session was the result of a higher than expected count for married respondents in the All/Most/Some category and a lower than expected count for singles in the All/Most/Some category. The last significant relationship, Starting Counselling with Goods and/or Services Being Received for Counselling, was related to a higher than expected frequency for single respondents in the All/Most/Some category and a lower than expected frequency for Separated/Divorced in the All/Many/Some category.

Table 34

Items with Significant Associations Between Counsellors' Marital Status and Ratings of Ethicality

Item	n	df	x^2	p
Giving a client a ride home after a session	199	2	6.556	0.038
Dining at a restaurant where a client is a server	199	4	10.862	0.028
Starting counselling with goods and/or services being received for counselling	171	2	8.217	0.016

Educational major. Cross-tabulations were performed for the three categorized Educational Majors and the null hypothesis was rejected for three items (See Table 35). Analysis of the item Going Out to Eat With a Client After a Counselling Session showed that those with a major in Education had a higher than expected count in the Some category and lower than expected count in the Rare/Never category. Analysis of the item Dining at a Restaurant Where a Client is a Server showed that the frequency of responses

differed from the expected frequency due to a higher than expected count in the Always/Most/Some category for counsellors with a Psychology Major. The final activity with a significant association was Selling an Item to a Client Which is Unrelated to Counselling. This was related to those with an Education Major selecting the category of Always/Most/Some more frequently than expected.

Table 35

Items with Significant Associations Between Counsellors' Educational Major and Ratings of Ethicality

Item	n	df	x^2	p
Going out to eat with a client after a counselling session	134	4	8.576	0.014
Dining at a restaurant where a client is a server	135	2	8.441	0.015
Selling an item to a client which is unrelated to counselling	135	2	6.359	0.042

Clientele. Cross-tabulations for clientele were performed with two significant relationships identified that are shown in Table 36. Becoming Friends With a Client was determined as a significant item due to the high number of responses in the Rare/Never Category for counsellors who work with a majority of women and the high number of responses in the Some category for counsellors who work with a majority of children. The second significant item that related to bartering was a result of a high number of responses in the Rare/Never Category for counsellors working with a mixed adult population and the high number of responses in the Some/Most/All category for counsellors working with a majority of children.

Table 36

Items with Significant Associations Between Counsellors' Clientele and Ratings of Ethicality

Item	n	df	x^2	p
Becoming friends with a client	182	4	20.336	< 0.001
Receiving goods and/or services in exchange for counselling if a client becomes unable to pay	184	8	21.853	0.005

Level of education. Cross-tabulations for levels of education resulted in rejection of the null hypothesis for two items. Increasing level of education was correlated with identifying two dual relationship behaviors as less ethical as seen in Table 37.

Table 37

Items with Significant Correlations Between Increasing Levels in Counsellors' Reported Education and Ratings of Ethicality

Item	n	*r*	p
Starting counselling for an employee	189	-0.156	0.032
Starting counselling for a coworker	185	-0.258	< 0.001

Primary theoretical orientation. One significant association was identified between respondents reported primary theoretical orientation and the 39 dependent variables. The null hypothesis was rejected for the item of Dining at a Restaurant Where a Client is a Server x^2 (8, n = 177) = 19.35, p = 0.013. This result is related to a higher than expected count in the Never/Rare category for the Humanist-Existential grouping and a lower than expected count in the Never/Rare category for the Cognitive-Behavioural grouping.

Qualitative Data

Content Analysis Procedure

The final section of the survey included two open-ended requests for information that were aimed at exploring counsellors' experiences with dual relationships. Specifically, this section was intended to obtain data regarding Types of Dual Relationships and related Problematic Aspects. These two requests were: a) Please give an example of a problematic dual relationship experience you have had, and b) What made this dual relationship problematic for you? Of the 206 usable surveys, 55 respondents did not respond to these requests and 25 wrote along the lines of "n/a" or "not thus far". The remaining 126 respondents provided a total of 13,329 words for transcription and analysis. After an initial review of the data it became evident that a large proportion was not related to dual relationship experiences, or related problems. This would include Potential Dual Relationships, Mitigating the Problematic Aspects of Dual Relationships, and Context Issues. These topics will be reviewed at the end of this section.

The remaining data were comprised of 110 usable dual relationship experiences with some respondents providing multiple incidences. Some respondents gave multiple examples of relationships and then identified one Problematic Aspect that appeared intended to apply to all examples and was transcribed accordingly. Some respondents answered the first request about a dual relationship experience, but did not identify their perceptions of the problematic aspects. Some respondents provided multiple problematic aspects relative to one experience of dual relationships. Each useable Type of Dual Relationship incidence was placed in one column of a five-column word processing table. The other columns were utilized for each incident's associated Problematic Aspect(s), the respondent's identification number with letters designating multiple responses (e.g. 177b), and two coding columns. To summarize, a total of 110 usable incidents for Type of Dual Relationships were gleaned from the data for which the respondents may have provided multiple, single, or no Problematic Aspects.

For these 110 usable incidences the author performed an initial reading and then reviewed them based upon the provisional a priori codes for Type of Dual Relationship and for Problematic Aspects. The a priori coding was based upon the literature reviewed regarding theoretical considerations, elements of dual relationship, types of dual relationships, and previous research. In particular, Anderson and Kitchener's (1996) research regarding non-sexual posttherapy relationships was considered. Those responses for either Type of Dual Relationship or Problematic Aspects that did not fit any coding were designated for later review. After two reviews based upon the a priori coding, the guidelines for coding evolved a great deal for greater accuracy and inter-code

discrimination as follows. Interested readers are referred to Appendix G for the final coding guide.

For the Types of Dual Relationships, the provisional a priori coding began with the following code list: Sexual, Social, Business/Financial, Circumstantial Encounters, Incidental Boundary Crossings, Familial, Professional, Political, and Religious. After two reviews of the data, the codes of Political and Sexual dual relationships were eliminated as there were no instances of these in the data. The few examples of Religious overlaps were grouped within Circumstantial Encounters. The number of incidences related to Dual Professional roles was large enough to warrant division into three distinct codes. Hence the Client Overlap and Employment related incidences were removed from Professional coding to become two new coding types. The final list of eight Types of Dual Relationships were: a) Social, b) Business/Financial, c) Incidental Boundary Crossings, d) Familial, e) Professional, f) Client Overlaps, g) Workplace, and h) Circumstantial.

The coding guidelines for Problematic Aspects was also based upon the professional literature reviewed. The provisional a priori coding list for Problematic Aspect was Confidentiality, Objectivity of Counsellor, Role Discrepancy, Limited Alternatives, Power Differential, Impact on Therapeutic Relationship, and Client(s) Experienced Discomfort. Several specific codes were recorded infrequently enough to be included in broader coding as follows. Incidences of Conflict of Interest were infrequent and placed within the category related to the Objectivity of the Counsellor in Counselling. The code of Transference Issues was similarly integrated into the more inclusive coding of Impact on Therapeutic Relationship. A significant amount of data remained that did

not fit within the provisional a priori guidelines which were patterned around certain themes. New codes were added for this data including: Impact Upon the Counsellor's Personal or Work Life, Counsellor Experienced Discomfort, Evaluation of Colleagues/Profession, and Impact on Non-Therapeutic Relationship. During the coding procedure for Problematic Aspects the researcher utilized descriptive coding with minimal interpretation or inference. For example if the data included words such as "I was worried", "It was frustrating" or "It was hard" these would be coded as Counsellor Experienced Discomfort. However, this code would not be applied without explicit mention of some form of discomfort, even if the researcher suspected that the counsellor felt such. The final list of 11 codes for Problematic Aspects was: a) Client Confidentiality/Anonymity, b) Objectivity of Counsellor in Counselling, c) Role Discrepancy, d) Limited Alternatives, e) Impact on Counsellor's Personal/Work Life, f) Power Differential, g) Impact on Therapeutic Relationship, h) Client Experienced Discomfort, i) Counsellor Experienced Discomfort, j) Evaluation of Colleagues/Profession, and k) Impact on Non-Therapeutic Relationship.

A final issue with the coding guide was that many of the Problematic Aspects had not actually occurred but were concerns regarding potential occurrences. For example, a counsellor wrote "confidentiality would still need to be maintained". Coding this as confidentiality being a problematic issue intimated that confidentiality had been affected, although it had not. Based upon numerous similar instances, Problematic Aspects codes are considered to include both actual and potential occurrences. For convenience, these will continue to be referred to as Problematic Aspects.

When the coding format achieved a degree of constancy, two forms of reliability of coding were attended to: stability and reproducibility (Weber, 1990). Stability of coding was assessed by the researcher through a repeated coding one week after a draft of the coding guide was completed. There was a 98% stability in the types coding and a 94% stability in the problematic aspects coding. Reproducibility was assessed through the use of two additional raters who independently coded the same random sampling of 30 incidences and related problematic aspects. One rater had completed her Ph.D. in psychology and the other had completed her M.A. They were provided with the sampling, the code sheet and minimal instructions to avoid biasing independent ratings. Instructions included identifying the possibility of no responses, or multiple responses, for the Problematic Aspects coding for each incident, maintaining a low level of speculation or inference, and a sample coding of an incident.

The method for comparison of coding was different for Type of Dual Relationships and Problematic Aspects due to the multiple responses for the latter. For Type coding, both of the raters utilized the same coding as the researcher for 26 out of 30, or 87% of the sample incidents. Upon review of the disagreements three patterns were readily evident. First, the raters had considered Familial overlaps to also relate to the client's family whereas the researcher only considered this relative to the counsellor. This accounted for two of the disagreements for each rater and the coding guide was clarified. The second pattern was for the raters to consider Church attendance overlaps as social rather than circumstantial as had been outlined in the coding guide. This accounted for one of the disagreements for each rater. The final pattern of disagreement was for both raters to code a dual relationship with a neighbor's daughter as a social overlap

rather than circumstantial as the researcher had. Hence, the coding disagreements for Type were primarily logistical in nature rather than fundamental disagreements. Based upon this the researcher felt confident in the reliability of the coding guidelines for Types of Dual Relationships.

The inter-rater comparison of coding for the Problematic Aspects was more complicated. For the 30 incidences the researcher coded a total of 45 problematic aspects. The first rater recorded a total of 67 codes with 35/45 (78%) consistent with the researcher plus 32 additional codes. The second rater recorded a total of 55 codes with 31/45 (69%) consistent with the researcher plus 24 additional codes. Combining the two raters' responses which were consistent with the researcher's yielded 39/45 or 91% consistency and a total of 56 additional codes for the raters, seven of which overlapped. The researcher reviewed the raters' additional codes to assess the differences, with particular attention to the seven overlapping codes. There were two incidences when the researcher determined that adding a code to an incident was warranted. The remainder of the raters' additional codes were considered inferential rather than descriptive in nature. Based upon this inter-rater reliability analysis, the author is confident in the validity, if not the exhaustiveness, of the codes reported in the final results.

Having discussed methodological reliability issues an outline of the analysis results will be follow. This will begin with discussion of the Types of Dual Relationships with descriptive statistics and illustrative examples provided. These examples will be directly transcribed rather than corrected for aspects such as abbreviations or punctuation. Descriptive statistics and illustrative examples for the Problematic Aspects will be also be presented. Analysis for associations between Types and Problematic Aspects of Dual

Relationships will be provided. Finally, some prevailing themes in the data will be identified.

Types of Dual Relationships

The results of the content analysis for Types of Dual Relationship are outlined in Table 38. The reader is reminded that these relationships may be after, before, or concurrent with the counselling relationship.

Table 38

Types of Dual Relationships Reported by Counsellors (n = 110)

Dual relationship type	f	P
Social	7	6.4
Business/Financial	10	9.1
Incidental Boundary Crossings	7	6.4
Familial	7	6.4
Professional	22	22.7
Client Overlaps	9	8.2
Workplace Related	17	12.7
Circumstantial	31	28.2

Social. Social dual relationships and social overlaps were defined as acting as a counsellor for a friend, developing a social relationship with a client (current or previous), or counselling a friend of a friend. The following are two examples of the seven incidences that were coded as Social.

> Respondent 140: I had a client who I had been seeing for over a year. 6 months after termination she wanted to get together with me socially and said she didn't need counselling anymore but she would like to meet for lunch. I agreed but

when we met I realized that she was not "over her angst" as she put it and that she started telling me about her problems again, expecting me to be her "friend".

Respondent 52: I discovered that a client was the sister of an acquaintance of mine after I had been seeing the client for several sessions already. At the point that I discovered that a dual relationship existed, it was a bit too late to do anything about it (we only had a couple of sessions left in our counselling contract).

Business/Financial. These types of dual relationships included general financial exchanges as well as business overlaps, bartering, pro bono issues and receiving professional services such as medical or dental from clients. A couple of typical examples of the 10 Business/Financial incidences are:

Respondent 178: Person at a medical office where I go for occasional treatment asked to become my client. She had a specific issue to work on and we agreed to meet at my office to work together for a specific amount of time. We met, the issue was resolved and she stopped being my client.

Respondent 165: I rented an office in a shared office accommodation facility. The business owner became my client. The business went bankrupt. I had to leave my office.

Familial. These types of dual relationships related only to the counsellor's family and included counselling relatives or associates of relatives. There were seven of these incidences recorded in the data and two typical examples are provided below.

Respondent 54: My son and a former client began dating after meeting at university. There have been no problems; we have not discussed the former relationship.

Respondent 175: My husband started business with spouse of client. Private contact with client and spouse followed. They separated. Cl. was getting demanding in terms of requesting alliance with her.

Incidental boundary crossings. As per the coding guide, these incidences were defined as time limited boundary crossings (e.g. attending special events such as funerals or graduations, giving rides, 'taking care of client', receiving gifts). Three of the seven

incidences related to gift-giving from clients and the following examples illustrate other incidences.

> Respondent 109: The difficulty always lies in the exceptions - the "rare conditions". E.G. #26 - while I have clear boundaries around this issue, I once attended an A.A. meeting where a client received a 10 yr. sobriety pin. It is the only occasion I found acceptable to me in 20 years.
>
> Respondent 166: Sometimes I will pick up a client (I did today) she has no transport, I needed to talk to her, her daughter (who is in foster care) was in the school concert and she wanted to see her. I combined the 2.
>
> Respondent 105: A student/client in an emp. counselling program confided that her boyfriend (live - in) was physically abusive but that she had no support in the community and nowhere to turn for help. We problem-solved around this and identified that she now had support within program staff. A few weeks later she called me at home in the evening to say that her boyfriend was once again in a violent rage - she had phoned police and other community resources and there was nowhere for her to go. I picked her up and brought her home.

Professional. After Workplace and Client Overlaps were separated from this professional type, the working coding definition was: One or more professional roles in addition to provision of counselling to client (e.g. supervisee, students, workshops). Examples which are typical of the 22 Professional Dual Relationship experiences are provided below.

> Respondent 3: Previous or ongoing client attending workshop I give in community.
>
> Respondent 51: I was teaching in a public school and counselling in my private practice. A client I had counselled enrolled in the school where I taught and was placed in my class.
>
> Respondent 138: I have had experience where clients were also students.

Client Overlaps. This type of duality related to working separately with clients who knew each other. There were nine such incidences reported by counsellors and three representative examples are provided.

> Respondent 14: Having a spouse from each of 2 separate couples come in for counselling where the issue is an extra marital affair that joins the couples and because they are socially connected.
>
> Respondent182: When I first started seeing private clients I saw two women who were friends. They fell out and started making serious accusations to me about each other.
>
> Respondent 52: I counselled a couple for relationship problems for several sessions. Near the conclusion of their work, the woman asked to see me on her own re. her grief over recent loss of her brother to AIDS. I explained to her that discussion re. her partner or their relationship would be off-limits in our sessions. She agreed but found it impossible to abide by.

Workplace. There were 17 of these incidences reported by counsellors that were defined as dual relationships associated with the counsellor's employment (e.g. counselling coworker, colleague, family thereof, and conflict between the interests of client and employer). The subsequent examples illustrate counsellors' reported experiences with this form of dual relationship.

> Respondent 48: Providing counselling services to board members & their families.
>
> Respondent 120: Employer relationship and client relationship with student. Sometimes there is management pressure to achieve certain ends that may conflict with the best interest of the client.
>
> Respondent 145: Colleague (teacher) phoned me at home with clear suicidal intent.
>
> Respondent 105: While at an Ed. Inst. as a counsellor – a student client terminated counselling at a point of frustration. She graduated one month later. Two months later she successfully applied for a job as a clerical assistant in the student services where I had to see/relate to her as a colleague. She was later appointed my secretary.

Circumstantial encounters. Circumstantial encounters were defined as associating with clients, or associates/relatives of clients, outside of counselling due to circumstances; may be repeated or long term and does not preclude foreknowledge of the interaction by the counsellor (e.g., on the bus, store, at the gym, at a party at church etc., being in same community group etc.). There were a total of 31 such incidences reported by counsellors and several quotes are provided.

> Respondent 8: Because I live in a small community, 15,000 population, I often see my clients when I leave my home. As a community member, I shop at the mall where some of my clients hang out. Often they want to tell me how they are doing with various concerns in their life. Sometimes I have my children with me.
>
> Respondent 160: Attending the same church as a client for approximately 6 months. - I have had a few clients who have attended the same church as I do, where it has not presented a problem. This one was the only one I would have labeled as problematic.
>
> Respondent 108: Client's relatives lived on same street. Neither client or I knew until close to termination.
>
> Respondent 106: Person who receives counselling is the only one who provides a particular service or there is only one service i.e. restaurant, and the client sometimes waitresses there.

Problematic Aspects Of Dual Relationships

A total of 165 problematic aspects were identified, based upon 11 categories that will be reviewed and illustrative examples from the data provided. Several of the examples provided will demonstrate the multiple coding scheme. As previously discussed, these aspects may be related to problematic aspects which have occurred or that the counsellor is about the potentially occurring. Table 39 depicts the frequency of occurrence for each of the codes.

Table 39

Frequency of Counsellors' Reported Occurrence of Problematic Aspects (n = 165)

Problematic aspect	f	P
Client Confidentiality/Anonymity	17	10.3
Objectivity of Counsellor in Counselling	10	6.1
Role Discrepancy	27	16.4
Limited Alternatives	15	9.1
Impact on Counsellor's Personal/Work Life	23	13.9
Power Differential	3	1.8
Impact on Therapeutic Relationship	16	9.7
Client Experienced Discomfort	11	6.7
Counsellor Experienced Discomfort	27	16.4
Evaluation of Colleagues/Profession	4	2.4
Impact on Non-Therapeutic Relationship	12	7.3

Client confidentiality/anonymity. This coding related to clients not being identified as such, or having counselling information communicated, to others. Illustrative examples of these problematic aspects are as follows.

> Respondent 154: The most difficult was working with a student whose mother had contact with a good friend of mine, but the friend did not know I was working with the child. My friend occasionally uses me as a sounding-board. He is careful to leave out names, but some of the issues sounded familiar to me. I found myself wanting him to know of the professional relationship so he would avoid discussing the woman or her child. I also had to be extra careful to respond appropriately when he told me of activities that I already knew about.

> Respondent 54: It was a dual relationship that I felt I had to enter into otherwise I would be betraying confidentiality.

> Respondent 71: He didn't want his counsellee status to become public knowledge - This problem was easily solved by acknowledging that we were acquaintances but not going into any more detail than that.

Objectivity of counsellor in counselling. This sort of problematic aspect included conflict of interest. Typical content which was coded as this aspect is provided below.

> Respondent 22: I need to be there for my clients as a non-judging person in their lives - someone who has unconditional positive regard for them. How awkward to find myself supervising and correcting their performance.

> Respondent 86: In a session once, a client talked about something I had done in church. Again, I reminded her of boundaries but also used it therapeutically to explore various issues in her life. If boundaries are blurred, I don't think I can be as objective and therapeutic in someone's life.

> Respondent 111: If the personal issues of the intern could affect their ability to counsel in a way that is in the best interests of their counsellees then I have a conflict of interest between my role of supervisor in protecting the intern's counsellees (particularly when they have been referred through the agency I am associated with) and my role as a counsellor.

Role discrepancy. Role discrepancy for counsellors occurred with different expectations for the different roles or situations they were in. This included others' expectations to act as a counsellor in non-counselling roles.

> Respondent 111: If the personal issues of the intern could affect their ability to counsel in a way that is in the best interests of their counsellees then I have a conflict of interest between my role of supervisor in protecting the intern's counsellees (particularly when they have been referred through the agency I am associated with) and my role as a counsellor.

> Respondent 133: The client continues to bring up problems and to ask advice under the guise of friendship. It doesn't seem to switch to a healthy give and take of a real friendship.

> Respondent 94: Difficult to adjust to different roles for both client and myself.

Limited alternatives. Often, counsellors indicated that they perceived little or no choice in avoiding dual relationships as illustrated in the following quotes.

Respondent 173: There was the matter of which one to refer on. It was a very big problem that can often happen in small towns where there are limited services.

Respondent 144: Forced to use the tire repair/mechanical services of an abusive ex-husband of a client as there was not other service locally.

Respondent 62: Very simply, you can not avoid these contacts. The problem then becomes one of mastering the concept of boundaries, and asserting respect for the boundaries.

Impact on counsellor's personal/work life. Several of the problematic aspects related to alterations in the counsellor's work or personal life. They might avoid certain social activities or experience censure at work as seen on the samples below.

Respondent 18: Knowing she would be at other social events affected my decisions as to whether or not I would go- at times I did + at other times I didn't.

Respondent 42: In a small remote community my clients were neighbors, social contacts etc. Worried how they'd see me etc. Felt I needed to be less myself in several situations!

Respondent 62: The client with whom we share church council responsibilities, pulled me aside to share client-counsellor information at the church.

Respondent 163: Supervisor attempted to gain access to his spouse's file...denial of access resulted in censure by supervisor requiring board intervention.

Power differential. Some counsellors identified a power dynamic to be involved in the problematic aspect of their dual relationship experience as seen in the next excerpts..

Respondent 45: I was reluctant to give client this feedback b/c of power imbalance in relationship.

Respondent 131: In the alternative healing classes there is no pass/fail mark therefore eliminating some of the power imbalance.

Impact on therapeutic relationship. The effect of the duality was seen as problematic for the therapeutic relationship by counsellors as suggested in these examples.

Respondent 163: My view, regardless of effort, one or both relationships suffer.

Respondent 167: Much friction at this time.

Respondent 165: The therapeutic relationship didn't work after that.

Client experienced discomfort. The uncomfortable experience for clients was mentioned by several counsellors as being of concern for them.

Respondent 94: Difficult to adjust to different roles for both client and myself.

Respondent 64: Client expressed discomfort.

Respondent 14: I felt duplicitous to be in the middle of this situation even though I had not breached any boundaries - my sense was that if either party had known about the other working with me it would have resulted in a sense of betrayal.

Counsellor experienced discomfort. Counsellors also reported that many of the dual relationship experiences were uncomfortable for them as evidenced in the following examples.

Respondent 94: Difficult to adjust to different roles for both client and myself.

Respondent 14: I felt duplicitous to be in the middle of this situation even though I had not breached any boundaries - my sense was that if either party had known about the other working with me it would have resulted in a sense of betrayal.

Respondent42: Worried how they'd see me etc. Felt I needed to be less myself in several situations!

Evaluation of colleagues/profession. For some respondents concerns about how their colleagues or profession might judge them were mentioned.

Respondent 67: An agreement was signed not to be involved with clients for 2 years after treatment, the part that didn't apply was this person was not directly

> my client. But was in the same treatment centre for treatment while I was there working with other clients. Not knowing if it was okay or not I didn't have anyone I felt safe enough in the profession to talk it through with. If it wasn't what would happen and how would it be viewed.
>
> Respondent 47: Problematic aspect: Knowing that the profession would disapprove.

Impact on non-therapeutic relationship. Finally, counsellors identified the effect upon the non-therapeutic relationship as being problematic.

> Respondent 76: Having to do an evaluation after her probation period. Being in a position of authority, keeping the boundaries crystal clear, and not allowing the knowledge of this person's past history to interfere with my role as her supervisor.
>
> Respondent 131: The client or former client has a "special" relationship with me and therefore is not necessarily "equal" to the other class mates.

Associations Between Types and Problematic Aspects of Dual Relationships

A multiple response cross-tabulation was performed to identify the existence of associations between reported types of dual relationships and problematic aspects as seen in Table 40. Insufficient responses in several cells precluded statistical comparisons although certain patterns are evident in reviewing Table 40. The identification of problematic aspects for social relationships was relatively broadly dispersed across the spectrum. Circumstantial dual relationships are associated primarily with the problematic aspects of: a) impact upon counsellor's personal/work life, b) role discrepancy, c) limited alternatives, d) client confidentiality/anonymity, and e) counsellor's experience of discomfort. Business/Financial dual relationships were primarily associated with the problematic aspects of: a) impact on therapeutic relationship, b) counsellor's experience of discomfort, and c) role discrepancy. Incidental boundary crossings were primarily associated with the problematic aspects of a) impact upon therapeutic relationship, and b)

counsellor's experience of discomfort. Familial dual relationships were primarily associated with the problematic aspects of a) role discrepancy, b) impact on counsellor's personal/work life, and c) client's experience of discomfort. Professional dual relationships were primarily associated with the problematic aspects of a) role discrepancy, b) counsellor's experience of discomfort, c) client's experience of discomfort, d) client confidentiality/anonymity, and e) objectivity of counsellor in counselling. Client overlaps were primarily associated with the problematic aspects of a) counsellor's experience of discomfort, b) impact on the therapeutic relationship, c) client confidentiality/anonymity, d) objectivity of counsellor in counselling, and e) role discrepancy. Finally, workplace dual relationships were primarily associated with a) role discrepancy, b) limited alternatives, c) impact on the non-therapeutic relationship, d) client confidentiality/anonymity e) impact on counsellor's personal/work life, and f) counsellor experienced discomfort.

Table 40

Associations Between Reported Types of Dual Relationships and Problematic Aspects

	Social	Circumstantial Encounters	Business/ Financial	Incidental Boundary Crossings	Familial	Professional	Client Overlaps	Workplace
Client Confidentiality/Anonymity	1	5	1	0	1	3	2	4
Objectivity of Counsellor in Counselling	0	1	1	0	1	3	2	2
Role Discrepancy	2	6	2	0	3	7	2	5
Limited Alternatives	0	6	0	1	0	2	1	5
Impact on Counsellor's Personal/Work Life	1	13	1	1	3	1	0	3
Power Differential	1	0	1	0	0	1	0	0
Impact on Therapeutic Relationship	2	1	3	3	1	2	3	1
Client Experienced Discomfort	0	1	0	0	2	5	1	2
Counsellor Experienced Discomfort	2	5	3	2	1	7	4	3
Evaluation of Colleagues/Profession	1	0	0	0	0	2	0	1
Impact on Non-Therapeutic Relationship	1	2	1	1	0	2	0	5

Themes in Counsellors' Experiences of Dual Relationships

Four thematic groupings were identified in the data and will be discussed in this section: a) the impact of dual relationships upon the counsellor, b) potential dual relationships, c) mitigating the problematic aspects of dual relationships, and c) Context Issues.

As previously discussed certain patterns in the responses become apparent when the data are reduced to frequencies and associations of the types and aspects of dual relationships. However, this reduction also limits the richness of the experiences communicated by respondents. Of particular note was the prevalence of the two Problematic Aspects of Impact on Counsellor's Personal or Work Life and Counsellor Experienced Discomfort. These issues have received minimal attention within the professional literature yet comprise 50 out of 165 (30%) of the total reported Problematic Aspects for respondents in the current study. This thematic grouping of responses was labeled as The Impact of Dual Relationships Upon the Counsellor.

As mentioned at the beginning of this chapter, a substantial amount of data were uncategorized after being reviewed for Types of Dual Relationships and Problematic Aspects. After several readings of this uncategorized data the researcher noted three prevailing themes. These were tentatively categorized as Potential Dual Relationships, Coping Strategies for Dual Relationships, and Context Issues. Data that easily fit these categories was coded and the remaining data were reviewed for similarities and differences. The Potential Dual Relationship Coding remained essentially stable although subsequent reviews identified additional incidences of these experiences. The Coping

Strategies category was relabeled Mitigating the Problematic Aspects of Dual Relationships. This new label seemed to more accurately reflect that some of the counsellors' strategies were not related so much to coping, as minimizing harm. The author's definition of Context Issues was broadened to include cultural factors and the data were reviewed again for applicable examples of this theme. After completion of coding for these three themes, there were no readily identifiable patterns in the remaining data. The remaining data were comprised of isolated incidences such as describing a colleague's experience of a dual relationship, a respondent's experience of a dual relationship in the client role, abstract identifications of problems with dual relationships, and one counsellor identified feelings of attraction for clients that she received supervision for.

The impact of dual relationships upon the counsellor. The poignancy and significance of these experiences for counsellors were communicated by numerous respondents. The following are several examples of this theme.

> Respondent 200: Most disturbing that comes to mind - asking a man in our assaultive men's group to leave the group (part of the policy at that time that has since changed); he was alleged to have threatened me; then I run into him on our community fitness path. Doing this type of work I needed to be more anonymous in the community for my own safety and peace of mind.
>
> Respondent 22: I need to be there for my clients as a non-judging person in their lives - someone who has unconditional positive regard for them. How awkward to find myself supervising and correcting their performance! I hate that!
>
> Respondent 85: I worked as a counsellor in a treatment centre & attended AA in the same town. I found my program suffered as I was aware of their presence and my obligation to be an example - today I go out to other towns.
>
> Respondent 96: A client also commuted on the same public transit system I used. She would often seek me out to talk to me en route - sometimes about issues we'd been discussing in counselling sessions. Because she wanted to update me on her

academic progress/concerns which may or may not have related to the personal & disability related concerns she sought counselling for, I had difficulty discerning which were "appropriate" or "inappropriate" topics for the bus stop. As such I had difficulty establishing boundaries in my own mind so had even more trouble deciding how to approach setting boundaries with her. Probably more concerning to me, however, was my own frustration at having my personal time infringed upon by clients outside of working hours.

Respondent 177: ...or (worse because your can't do much about this one) clients starting to attend my small church and being invited to attend the same places as I. It is problematic because then it is hard to open up with other friends – I don't want to reverse the roles. If it is a current client I usually excuse myself and leave. As counsellors we have to have times where we are not expected to counsel.

Respondent 178: Person at a medical office where I go for occasional treatment asked to become my client. She had a specific issue to work on and we agreed to meet at my office to work together for a specific amount of time. We met, the issue was resolved and she stopped being my client. I thought we had discussed how we would respond to each other when we met at her work place, in the community etc. The problem was I felt uncomfortable when I went to her workplace 2 times during our meeting time and 2 times since we completed our contract. My discomfort came from the fact that she frequently referred to me as her "shrink" and would make reference to our meetings – even when they were over. I felt it – the conversation – was somehow misplaced and I felt at a loss as to how to handle the conversation. The problem, as I see it was that the ability to remain professional and follow the guidelines we had discuss had blurred lines.

Respondent 183: As a counsellor – a student client terminated counselling at a point of frustration. She graduated one month later. Two months later she successfully applied for a job as a clerical assistant in the student services where I had to see/relate to her as a colleague. She was later appointed my secretary. Both of us spent an uncomfortable year trying to make this work and the awkwardness was a factor in my leaving the institution. Client left therapy at a critical point and felt embarrassed by this. Her becoming a team member of mine put me in the bind of not being able to tell the boss why she and I would have difficulty being colleagues, particularly when she was "appointed" as my secretary. Remaining loyal to rules of confidentiality (protecting her) - harmed me as our previous relationship delimited the relationship we now "had" to share, forcing me to feel I was 'keeping a secret'. I was forced to be a protector in a relationship – a role I had not chosen. I also lost the resource of collegial relations – i.e. couldn't comfortably attend staff parties etc. ...more isolation.

Mitigating the problematic aspects of dual relationships. Within the data, counsellors communicated several methods they used to manage the problematic aspects

of their dual relationship experiences. One of these methods was protecting clients' confidentiality/anonymity in the non-counselling settings as in: " I would acknowledge the clients only if they acknowledged me first". Several counsellors spoke of how they discussed the situation with the client to determine how to manage the overlaps: "Client working at a store I frequent. Client expressed discomfort. But we agreed upon an arrangement of calling ahead of time to detour any surprises". Some counsellors attempted to minimize or eliminate the non-counselling relationship, and some minimized or eliminated the counselling relationship by terminating or referring on: "I ended the therapeutic relationship by transferring the client to another therapist". A couple of counsellors utilized supervision for the dual relationship and numerous counsellors noted that they set, clarified or implemented boundaries: "I have needed to set boundaries i.e. insist that people not ask for appointments in a store etc. in terms of my own private space & time out".

Potential dual relationships. As mentioned earlier, several of the respondents described situations in which a duality had not actually occurred, although the opportunity had presented itself. There were 31 of these incidences in the data and they were of varying types. For 11 of them clients had invited the counsellor to enter into a social relationship after the termination of counselling. Six of the incidences were clients' attempted boundary crossings such as clients wanting to give gifts, wanting to hug the counsellor, or calling the counsellor at home repeatedly. In three situations counsellors reported having friends request their counselling services. Four of the incidences involved clients inviting a social relationship concurrent with the counselling relationship. Three incidences involved workplace colleagues or supervisors requesting

counselling, and two incidences related to clients inviting a business relationship. There was one incidence of a relative requesting counselling, one of a counsellor considering offering a business relationship to a client, and one of a client demonstrating financial and safety needs beyond a typical counselling relationship.

Context issues. A final theme noted in the data was the importance counsellors placed upon the context of a dual relationship. Some of these issues related to the uniqueness of the situation and the temporary flexibility in their usual behaviour.

> Respondent 109: The difficulty always lies in the exceptions - the "rare conditions". E.G. #26 - while I have clear boundaries around this issue, I once attended an A.A. meeting where a client received a 10 yr. Sobriety pin. It is the only occasion I found acceptable to me in 20 years. I guess I have no needs to be friends with client nor do I with for a relationship outside the office, but if the client's immediate need seems important and my personal ethics can be stretched without feeling like a violation of my/the client's boundaries, I will temporarily allow flexibility in my ethical standards.

> Respondent 102: So many questions depend on the situation and the client; I need context!

> Respondent 174: I recognize that different circumstances require a degree of flexibility, i.e. rural area where help is nonexistent – do I assist a relative or friend or let them suffer or do I curtail my own activities....As I'm reading through the questions, I hesitate and think of possible exceptions to rules. I might buy a chocolate bar from a client selling them for her child's fundraising – If I have the cash and want it

Some of the discussion of Context Issues related specifically to cultural aspects with particular reference to First Nation's issues.

> Respondent 117: My training in ethics doesn't fit in the culture I'm involved with. I am not above the people I work with therefore in community workshops I am human (I am somewhat cautious re: personal disclosures, but I am not aloof nor focused on presenting myself unrealistically). There is a risk in personal disclosure but genuineness is essential in how my community perceives me.

> Respondent 171: I work as a First Nation's person in my husband's community. I'm related to most people. Giving gifts is a very important part of my clients'

> relationships with me. It's essential that I accept these gifts. In community workshops (e.g. Residential School Healing) I am often a participant along with clients.
>
> Respondent 67: I would like to share that within the First Nations community, a counsellor would be viewed as someone who is much more real. When they do socialize with and go where clients may be. If the counsellor is never seen at ceremonies or events where clients are they have been by some considered someone who feels they are too good for the rest of the people. This is a sensitive issue in our community as there is such a lack of educational accomplishment and the sense of not feeling good enough. When First Nations people get an education and go back to the reserve, some say "Now you think you're too good for us". So it is important to remain in a place of connecting and socialize also outside of the counselling setting. Traditionally our counsellors were not apart from the people - but were very respected and looked at as people of wisdom. This is still very true in our communities today. So socializing and friendship is different within different cultures in this field. The non-native way is not applicable in all cases. There needs to be more flexibility with these issues when ethics are being drawn up.

This concludes the analysis of the qualitative data. The author has reviewed the methodology and results of the analysis including the Types of Dual Relationships, Problematic Aspects of Dual Relationships, and the relationship between these two areas. Finally, there was a discussion of some prevailing themes in the data other than Types of Dual Relationships and Problematic Aspects of Dual Relationships. These themes included The Impact of Dual Relationships Upon the Counsellor, Mitigating the Problematic Aspects of Dual Relationships, Potential Dual Relationships and Contextual Issues.

CHAPTER 5: DISCUSSION

The results of the survey and their implications will be discussed in this chapter. First, the research questions will be presented with the associated findings, followed by the implications of these findings. Next, the limitations and cautions of the research results will be identified. Finally, directions for future research in this area will be suggested.

Any interpretations regarding the results of this survey are premised upon a level of confidence in the validity of the results. Potential threats to the validity of the survey results included response set and social desirability bias. Response set occurs when people do not seriously consider each question but simply reply in an acquiescent fashion (Weisberg, Krosnick & Bowen, 1996). Social desirability bias is the tendency for respondents to present themselves in a favorable way (Gall, Borg & Gall, 1996). For this survey it was anticipated that these two threats to validity could manifest through automatic responses toward the Never Ethical anchor of the rating scale. Three items on the survey were specifically included with the intention of reducing these potential threats to validity by encouraging responses towards the Always Ethical anchor and providing a check for social desirability responses. These three items were: a) Accepting a "Thank-You" Card From a Client at the Termination of Counselling, b) Calling a Client by Their First/Given Name, and c) Shaking Hands With a Client. The purpose of these items appears to have been fulfilled as over 90% of respondents did rate these three behaviors as Always Ethical or Ethical Under Most Conditions. Accepting a Thank You Card was a new item so comparison with previous research is not possible. The responses for other two items (b and c) are consistent with previous research by Borys (1988) and Pope,

Tabachnick and Keith–Spiegel (1987) (See Appendix F). It is of note that each of these items sequentially followed ones that the vast majority of respondents rated as Never Ethical or Ethical Under Rare Conditions. This inter-item movement across the scale suggests that respondents carefully considered each item. This suggestion is also supported by the respondents' consistent discrimination between the paired items as indicated by the results of the Wilcoxon's ranked pairs tests. While the potential impact of response bias cannot be eliminated, these patterns of responses do lend support to the validity of the survey results.

Discussion of the Research Questions.

Research Question One

What are the attitudes of British Columbian counsellors regarding the ethicality of certain types of dual relationship activities?

Counsellors' responses regarding dual relationship items reflected certain attitudes about these activities. Ranking the items according to respondents' mean ratings of ethicality from lowest (less ethical) to highest (more ethical) illustrated some interesting patterns as seen in Table 22. The first pattern identified is counsellors' rating of most (27 out of 39) of these behaviours as Never or Rarely Ethical downward on Table 22 to the mean of 2.5 for Accepting a Gift From a Client Worth up to $20.

A second pattern revealed by the ranking of all 39 items is the general upward trend in standard deviations of responses as the means for responses increased (until the response set items). This increasing dispersion reflects a broader range of attitudes from counsellors and therefore a greater likelihood of differing opinions. Hence these low-

consensus types of activities may represent some of the more challenging ethical situations for counsellors.

A final pattern of note for the 39 ranked items is the relative placement of the three Circumstantial Encounter items. The current study is the first time that these types of activities have been explored and it was interesting that these items clustered together toward the more ethical ranking, just above the Response Set items. These results would be consistent with counsellors giving substantial consideration to the context and alternatives for engagement in dual relationship activities.

In addition to these ranking patterns, the relative placements of several items were surprising to the researcher. First, there was the high ranking of Going into Business with a Client, which was ranked second only to Having a Sexual Relationship With a Client as never being ethical. This behaviour was considered as less ethical than Hiring a Client or Becoming Friends with a Client. One interpretation of this result is that the respondents saw the conflict of interest of a business relationship as more ethically problematic than role disparity or power dynamics of social or employment dualities. Second, there was the high ranking of Inviting a Client to a Personal Party or Social Event which was seen as more rarely ethical than items such as Becoming Friends With a Client. This is a bit puzzling as being friends with a client would most likely involve attending social events together and it is possible that the word 'personal' triggered a stronger response for counsellors. Third, there was the high ranking of Starting Counselling for an Employee as compared to Providing Counselling to Relatives. This ranking would be consistent with placing a higher ethical weighting upon power disparity rather than the intimacy of the non-therapeutic dual relationship. Finally, the researcher was surprised by the

relatively low ranking of Having a Sexual Relationship With a Previous Client Two Years After Termination. For example, This behaviour was rated as more ethical than Hiring a Previous Client Six Months After Termination of Counselling. This relative ranking may reflect the importance that counsellors place upon the duration of time since termination of therapy for engagement in any form of duality. Or, it may reflect the pervasiveness of counsellors' and clients' feelings of sexual attraction towards each other. Previous research has indicated that about 88% of psychologists have experienced sexual attraction to a client, and 73.3% have had clients express sexual attraction towards them (Pope & Tabachnick, 1993; Pope, Tabachnick & Keith-Spiegel, 1987; Pope & Vasquez, 1998). Additionally, Pope, Tabachnick & Keith-Spiegel found that 72% of psychologists had engaged in sexual fantasy about a client. It is possible that counsellors who experience sexual feelings and fantasies about clients may also deliberate about what contexts would make acting upon these feelings acceptable, such as duration since termination. One presumes that a substantially smaller number of therapists have experienced the desire to employ a client and have fantasized about what such an experience would be like. The personal experiences of counsellors regarding post-termination sexual relationships may have led them to rank the related item as more likely to be ethical than other items without such personal experience.

It is notable that the bartering items comprised four of the five highest items for frequency of Not Sure responses (see Table 21). This indicates that bartering issues are some of the most challenging dual relationship decisions for counsellors to make. A possible explanation for this is the competing values principal of beneficence, or the virtue of benevolence, in that bartering allows for clients to receive counselling services

that they might otherwise be denied for financial reasons. This explanation is consistent with the literature's suggestions that ethical dilemmas are set in the context of competing values.

Research Question Two.

How do counsellors' attitudes in the current study compare to those found in similar research?

Similar to the previous reporting of results, discussion of the items will be structured around the categories of dual relationships. Where possible, the results of the descriptive analyses for researched items will be compared to the results of Borys (1988) and Pope, Tabachnick and Keith Spiegel (1987). Although the previous research is considered similar enough in terms of design for some comparison, it is important to consider the differences such as types of professional populations, gender mix, geographic location, nationality, and timing. When similar items have been used in the past, but were sufficiently different to make comparison suspect this will be identified and the reader is referred to Appendix F for additional details.

Sexual items. Without exception, counsellors in the present research rated sexual relations with a client as Always Unethical. This stance is more absolute than previous research in which 96% and 98% saw this behaviour as never ethical (Borys, 1988; Pope, Tabachnick & Keith-Spiegel, 1987). In past research (Borys; Pope, Tabachnick & Keith-Spiegel) sexual relationships with former clients have been seen as never ethical by 68% and 50%, as ethical under rare conditions by 23% and 34%, and as ethical in some or all conditions by 7% and 1% of respondents. Previous research did not identify post-

termination time frames and so direct comparison with the current questionnaire items is questionable.

Social items. Although the majority of counsellors saw Providing Counseling to a Friend as Never Ethical or Rarely Ethical, these respondents were somewhat more accepting of this activity than in previous research by Pope, Tabachnick and Keith-Spiegel (1987). This contrasts with the Going Out to Eat With a Client After a Counselling Session where respondents in the current research perceived this behaviour as less likely to be ethical than Borys's (1988) respondents. Compared with previous research samples, these respondents appeared to perceive post termination friendships as less likely to be ethical (Borys, 1988, Pope, Tabachnick & Keith –Spiegel, 1987). However, this is a cautious comparison as the previous research gave no time parameters for the items.

The final Social item, Inviting Clients to a Personal Party or Social Event, was seen by 77% of counsellors as Never Ethical and by 18% as Ethical under Rare Conditions. This activity was seen as Ethical Under Some, Most, or All Conditions by a total of 3.4% of counsellors. This differs from previous research (Borys, 1988, Pope, Tabachnick & Keith –Spiegel, 1987) where it was seen as Never Ethical by 50% and 63.5%; Ethical Under Rare Conditions by 34% and 29.2%; and Ethical Under Some, Most, or All Conditions by 15.7% and 5.7% of respondents.

Professional items. Providing Therapy to an Employee was rated as Never Ethical by 68% of respondents which is higher than the 55% and 57.9% in previous research (Borys, 1988; Pope, Tabachnick & Keith –Spiegel, 1987). Hiring a Previous Client Six Months After Termination of Counselling is a new item and comparison with previous

research is not possible. The item regarding hiring a client is similar to Borys's employing a client. Again, the respondents in the current research are less likely (see Table 18) to see this activity as ethical compared to previous respondents who saw it as Never Ethical 49.9%, Rarely Ethical 29.5%, and Sometimes Ethical 14.5% of the time. Allowing a Client to Enroll in One's Class for a Grade was seen as Never or Rarely Ethical by over 76% of respondents. In previous research by Borys (1988) the same item elicited fewer responses (39%) in the Never Ethical category, and more responses for the categories of Rare Conditions (28%) and Some Conditions (18%). The responses for the item regarding counselling a relative, friend or lover of a client indicated that a total of 64.6% consider this to be Ethical Under Some, Most, or All conditions. These results were very similar to the results of Borys's research with each of the five category ratings being within 0.2 to 5% of each other. The final dual professional role of Providing Counselling to a Current Supervisee was considered to be Never or Rarely Ethical by a total of 84% of respondents in the current research. The percentage of counsellors in this study who rated this behaviour as Never Ethical is higher than previous research on similar items; 63.6% as compared to 55% and 44.4% (Borys; Pope, Tabachnick & Keith –Spiegel, 1987). This is a cautious comparison as the previous items included both students and supervisees in a double-barreled item.

Incidental boundary crossing items. Hugging a client was considered as Ethical in Some, Most, or All cases by almost 75% of respondents. This compares with previous research where only 44.2% of respondents considered this behaviour to be Ethical Under Many or All circumstances (Pope, Tabachnick & Keith-Spiegel, 1987). Accepting an Invitation to a Client's Special Occasion was considered as Ethical Under Some or Most

Conditions by over 55% of respondents. This is somewhat less than Borys's (1988) research in which over 66% of respondents did so. Giving a Client a Ride Home After a Session was a previously untested item, hence comparison is not possible. The two items about accepting gifts are disparate enough from previous research to make comparison suspect.

Financial items. Going Into Business With a Present Client was rated as Never Ethical by 94.7% in the current research compared to Pope, Tabachnick and Keith-Spiegel's (1987) research where 78.5% of psychologists did so. In the same research Going into Business With a Former Client was seen as Never Ethical by 36.8% and as Rarely Ethical by 28.9%. This contrasts with the 43.2% and 36.4% in the current research. The items utilized in previous research regarding bartering, purchasing goods from a client, lending money, and selling items to a client have been different enough to make comparison suspect.

Circumstantial encounter and familial items. Attitudes regarding Circumstantial Encounters and Familial dual relationships have not been considered in previous research and so comparison was not possible.

In summary, there is a general tendency for respondents of the current study to rate dual relationship activities for comparable items as less ethical than respondents in previous research. There are several possible explanations for these differences. First, the ethical practice of professional helpers has received widespread media attention over the past decade, thus these respondents may have been more sensitized to the issue compared to those in previous research. Second, changing professional values about ethical practice may have led to a less tolerant collegial environment for transgressions

thus encouraging more conservative attitudes. Third, recent ethical guidelines and casebooks have more explicitly proscribed dual relationships thereby setting new standards for professional practice. Fourth, as suggested by some (Hermansson, 1997; Lazarus, 1994), increasingly conservative views on dual relationships may reflect counsellors fears of malpractice charges or litigation. Finally, it is possible that consumer groups have become organized voices against exploitation which have affected societal expectations of professional helpers.

Research Question Three

Are counsellors' attitudes consistent with the professional literature regarding theoretical considerations of dual relationships, elements of dual relationships, and guidelines for clinical practice in relation to issues such as power differentials, temporal considerations, and role disparity?

The survey included nine paired items that were analyzed for mean differences with Wilcoxon's signed rank procedure as outlined in the results section. Counsellor's ratings for all of these pairs were generally consistent with the suggestions made in the literature regarding theoretical considerations, elements of dual relationships, and guidelines for clinical practice. Items were rated as more likely to be ethical with non-concurrent relationships, increasing post-termination time, decreased monetary value, decreased power differential, and decreased role disparity. Issues of terminating service and the sequence of events were highlighted in the following pair: Starting Counselling with Goods and/or Services being Received for Counselling, and Receiving Goods and/or services in Exchange for Counselling if a Client Becomes Unable to Pay. The significant differences between the paired items underscore the importance that counsellors place

upon the context of their ethical decision making processes. This context-bound aspect of ethical decision making leads to speculation about the utility of ethical guidelines of an absolute nature, except in those activities where near consensus is reached.

Research Question Four

Are there associations between counsellors' characteristics and their attitudes toward dual relationships?

Analysis of the associations between counsellors' characteristics and responses for the 39 survey items yielded a number of significant relationships as follows.

Gender. Gender was the characteristic most frequently associated with significant relationships with a total of 16 (see Table 23). Without exception, these relationships were based upon males rating the items as more ethical than females. These results are generally consistent with previous research although some data have shown that female therapists may see incidental involvements as more ethical than males (Borys, 1988; Pope, Tabachnick & Keith-Spiegel, 1987). In the present study the significant gender related items were from various categories: four of five Social items, two of two Familial items, three of seven Professional items (all workplace related), two of five Incidental Boundary Crossing items, two of three Circumstantial Encounter items, and three of eleven Financial items with two of these related to bartering. Tallman (cited in Borys, 1988) proposed that male therapists' more permissive attitudes, compared to females, are secondary to males seeming to attend to fulfillment of their own needs more than females who attend more to their clients' welfare. Another point of view for the gender differences in the current research may be related to the justice perspective of moral decision-making, which evolved out of Kohlberg's research primarily with males

(Santrock, 1986). From the justice perspective of moral development people are differentiated and generally seen as standing alone and independent from others. If this perspective is more prevalent for male therapists as compared to females, then their interconnectedness with their clients may not weigh as strongly in their decisions regarding dual relationships.

During the literature review regarding the power element of dual relationships, Gottlieb's (1993) recommendation was that the power dimension of relationships be considered from the client's more vulnerable point of view rather than the counsellor's perspective. Perhaps women are more able, or more likely, to consider the relationship from this more vulnerable point of view and hence make different decisions. Gilligan's (1982) exploration of women's moral development may also explain aspects of this phenomenon. In her research, she noted that "when women begin to make direct moral statements, the issues they repeatedly address are those of exploitation and hurt" (Gilligan, p. 103). Further, she suggests that women's morality is constructed around responsibility for relationships, which in turn is equated with not hurting others. This focus for ethical decision-making for women may lead to decisions that err more cautiously on the principle of nonmaleficence.

Counsellor's age. Increasing age was correlated with rating six items as more likely to be ethical. One of these items was Social, one was Familial, one was Incidental Boundary Crossing and three were Financial with two of them related to bartering (Table 24). Possible explanations for these relationships are different value systems or different educational training curricula over time. Also, with increasing age, and more life experience, counsellors may have seen more 'exceptions to the rules' that have influenced

their responses. This possibility was illustrated in the qualitative data: "I once attended an A.A. meeting where a client received a 10 yr. sobriety pin. It is the only occasion I found acceptable to me in 20 years".

For one item, increasing age was associated with lower ratings of ethicality: Providing Counselling to a Co-worker(s) of that Counsellor's Partner/Spouse. Although this item was not significantly related to the counsellors' current marital status, it is possible that with increasing age there is more chance of having once been married and having personal experience to refer back to when making ratings. The ability to personally, rather than hypothetically relate to this item may have led to the more conservative responses.

Primary form of employment. There were seven items that were identified as significantly related to the counsellors' primary form of employment. Of these seven items, one was one was Social, one was Professional, one was an Incidental Boundary Crossing, and four were Financial (three related to bartering). As identified in the results section, several of the significant relationships based upon cross-tabulations involved different than expected frequencies for multiple employment settings (See Table 25). Thus, for seven items, a total of 11 significant relationships were identified for various counsellor employment settings. Five of these relationships were secondary to counsellors employed in Educational Institutions rating the behaviours as more likely to be ethical. It is possible that these counsellors are less familiar with monetary exchanges and the challenges of fee for services practices. Five of the significant relationships resulted from the low ethicality ratings from counsellors who primarily work in Community Agencies. These ratings may be due to the frequency of collegial peer

contact and supervision in these settings, vicarious learning through peers, formal organizational guidelines, and more external constraints upon relationships with clients. The final significant relationship resulted from counsellors in Private Practice giving a higher ethicality rating for Starting Counselling for a Coworker. Again, lack of familiarity, or personal experience, may lead to counsellors rating certain items as more ethical.

Counselling experience. Increasing years of counselling experience was related to rating four items as more likely to be ethical as seen in Table 24. Of these four items, one was Social, two were Incidental Boundary Crossings, and two were Financial. As with increasing age, perhaps increased years in practice allow for more familiarity with exceptional circumstances for items generally seen as less ethical. Different value systems and educational training experiences over time may also be relevant to these significant relationships. One item was negatively correlated with increasing years of experience: Accepting a Gift Worth up to $20. It is possible that with increasing experience, counsellors are also more familiar with exceptional circumstances where generally accepted activities can potentially be problematic.

Increasing hours of weekly client contact was related to rating two items as being more ethical: Providing Counselling to Relatives and Allowing a Client to Enroll in One's Class for a Grade. Possible explanations for these relationships were not readily identifiable to the author and could warrant further empirical exploration.

In an attempt to more definitively quantify counsellor experience, the author calculated Total Client Contact Experience by multiplying years of practice and weekly client contact, and then categorizing the factors. However, this calculation only

discriminated one new item from the other measures of experience. Becoming Friends with a Previous Client Two Years after Termination was seen as less ethical by counsellors who had increasing amounts of Total Client Contact Experience. It is possible that counsellors with more client contact have experienced post-termination clients reconnecting for additional treatment. These experiences may alter counsellors' beliefs about the finality of termination.

Formal ethics education. When counsellors with any formal ethics education were compared with those with none, there were two significant items and both were related to Social overlaps. One interpretation of this pattern is that counsellors with formal ethics education are more sensitized to potential difficulties with these types of overlaps.

Analyses were also performed for correlations with increasing levels of formal ethics education. This was initially done for the three ordinal categories of ethics education: Workshop, Part of Training, and Full Course. Then the category of None was included in the ranking for a total of four ordinal categories. Increasing levels of education in ethics were correlated with seeing various behaviours as less ethical, however each of the two ordinal scales yielded some different items of significance (see Tables 30 and 31). This would suggest that while those with increasing levels of formal training in ethics may rate certain items as less ethical, the influence of formal ethics education is difficult to clearly identify. Two items were significant for both scales: Providing Counselling for Relatives, and Starting Counselling for a Coworker.

Locale of counselling practice. Counselling practice in a rural setting was related with seeing five of the survey items as more likely to be ethical (see Table 32). Two of

these items were related to Circumstantial Encounters, which is consistent with the higher frequency of these events for rural counsellors. The Circumstantial Encounter item that was not significantly related to locale was Dining at a Restaurant Where a Client is a Server. One explanation for this is that changing one's dining plans may be perceived as more convenient and with more options, compared to the other Circumstantial Encounter items which related to community centres or fitness facilities. When there are more options to avoid encounters, counsellors may perceive the behaviours as less ethical. The other significantly related items for rural practitioners were concerned with lending money or giving rides to clients. These significant relationships may be due to more permeable boundaries secondary to a greater sense of community relationship in rural settings.

The relatively low number of significant relationships for this Rural/Urban characteristic was surprising to the researcher. Presumably, it is much more likely for rural counsellors, compared to urban colleagues, to engage in many of the dual relationship activities such as purchasing goods from clients, going into business with a previous client, or counseling coworkers of the counsellors' spouse/partner. If rural counsellors engage in these types of activities more frequently, but do not perceive these activities as more ethical than their urban colleagues, one wonders how they cope with the dissonance between their attitudes and practices. Along these lines, Gates & Speares (1990) state that "The absence of clear division between a therapist's personal and professional life coupled with the isolation frequently experienced by rural professional makes the possibility of serious boundary violations ever present" (p. 100). The authors go on to suggest that rural practitioners need to carefully and intentionally develop

support resources that involve minimal numbers of overlapping relationships" (p. 101). The qualitative data provides some insight the experiences of rural counsellors and this will be discussed in a later section.

Frequency of circumstantial encounters. Even though increased frequency of Circumstantial Encounters was related to rural practice, the four items which were significantly related to increased frequency of Circumstantial Encounters were all different from those related to Locale of Counselling Practice. Thus the relationships between practice locale, circumstantial encounters, and counsellor attitudes were not as clear as anticipated. It is likely that the considerable number of urban practitioners who reported more than 20 Circumstantial Encounters per month (n = 33) contributed to this.

Marital status. The items Dining at a Restaurant Where a Client is a Server, and Giving a Client a Ride Home After a Session were rated as more ethical by married respondents. Starting Counselling with Goods and/or Services Being Received for Counselling was rated as more ethical by single counsellors. The underlying connection between marital status and these significant relationships is not readily identifiable. Perhaps married counsellors feel that their existing relationship allows for more impunity from implications of wrong-doing in their behaviours. Single people tend to have a lower household income and so may be more amenable to alternate forms of payment such as bartering.

Educational major. Counsellors with a major in Education rated two items as more likely to be ethical: Going Out to Eat With a Client After a Counselling Session, and Selling an Item to a Client Which is Unrelated to Counselling. The item Dining at a Restaurant Where a Client is a Server was rated as more ethical by counsellors with a

Psychology Major. Possible explanations for these significant relationships are not readily apparent and may warrant further research.

Clientele. Counsellors who work primarily with children rated two items as more ethical than counsellors who worked with the other clientele categories. The two items were Becoming Friends With a Client, and Receiving Goods and/or Services in Exchange for Counselling if a Client Becomes Unable to Pay. For the friendship item, it was possible that the lack of personal identification with the potential of developing adult friendships led to a different rating. Additionally, children and their counsellors may describe their counselling relationship as a 'friendship', possibly influencing the interpretation of this item. The second significant item, regarding bartering, may be secondary to these counsellors being less accepting of termination of counselling for financial reasons as it is not the child client who's financial circumstances change.

Education. Increasing levels of education were correlated with rating two items as less likely to be ethical: Starting Counselling for an Employee, and Starting Counselling for a Coworker. One possibility for this is that increasing levels of education are related to different employment environments and/or different roles within those environments.

Theoretical orientation. One item was identified as significant based upon theoretical orientation. Dining at a Restaurant Where a Client is a Server was rated as less ethical by counsellors within the Existential-Humanist category compared to those within the Cognitive–Behavioural category. This rating disparity may be associated with Existential–Humanist oriented counsellors seeing the role disparity and power differential issues as more important than Cognitive-Behaviorally oriented counsellors.

In summary, various counsellor attributes are related to differing attitudes towards the dual relationship activities. Each of these attributes is associated with the self of the counsellor, such as their experiences, values, and beliefs. The varying attitudes of counsellors towards dual relationship activities are understandable when set in the context of a self-driven model of ethical decision-making (Garfat & Ricks, 1995). That is, one's gender, age, education, and client contact contribute to the nature of the counsellor's self and ethical decision-making processes. If counsellors simply acted on an externally-driven ethical model, based upon universal rules, the reported attitudes would likely be more homogeneous. Thus, the results of this research provide some insight as to how some specific attributes contribute to the self-driven ethical decision making processes of the respondents.

Research Question Five

What are counsellors' personal experiences and perceptions of problematic dual relationships?

When asked about their experiences with problematic dual relationships, counsellors provided 110 useable examples. The most frequent types reported were Circumstantial Encounters, Professional, and Workplace Related as outlined in Table 38. Other types included Social, Business/Financial, Familial, and Client Overlaps. The high frequency of reported low-controversy dual relationships, coupled with the almost negligible reporting of high-controversy relationships, suggests a strong social desirability bias. Social desirability bias is the tendency for respondents to present themselves in a favorable way (Gall, Borg & Gall, 1996). Thus, while these responses are meaningful as an aspect of counsellors' experiences, they are likely not representative.

In the discussion of the independent variables, the author identified an unanticipated low number of significant relationships for rural practitioners. To some degree this would also apply to those counsellors with a high frequency of Circumstantial Encounters as these practitioners would be likely to experience various forms of duality on a regular basis. It would be a logical assumption, based upon a cognitive dissonance premise, that these counsellors would rate Circumstantial Encounter items as more ethical. However, this was not the case in this research, which suggests some challenges for counsellors in reconciling their attitudes with their experiences. Continuing this line of inquiry led to questions about the effects of these encounters upon counsellors and upon a review of the literature after data collection, the author was surprised at the scarcity of information about this aspect of dual relationships. The qualitative data in terms of Circumstantial Encounters from the present study does provide some insight into this area. First, it would appear that these counsellors experience discomfort and a sense of infringement upon their personal lives. Second, some counsellors report that they regularly attend to setting boundaries, or limits, to decrease this infringement and discomfort, and to avoid negative consequences for the therapeutic relationship. Finally, counsellors alter their own activities to avoid the duality, which can be inconvenient and perceived as detrimental to their well-being. The impact of these effects upon the counsellor as person, and the therapeutic relationship, is not well known, and could be the subject of future investigation.

Several counsellors identified the unique context as important to ethical decision-making. This is consistent with Brown's (1994) proposal that a universal frame for psychotherapy with concomitant universal boundaries is a myth. Some counsellors in the

research identified the importance of cultural context and there were specific references to First Nation's issues. A relatively high proportion of members of this cultural group experience (or have experienced) personal challenges such as substance misuse, high suicide rates, and institutionalized oppression and violence. As adjunct to traditional healing paths, some of these people may benefit from the services of professional counsellors. In particular, First Nation's clients may benefit from counsellors who attend to, and are congruently respectful of cultural influences upon the therapeutic relationship. As cross-cultural counselling orientations become increasingly prevalent, a concomitant increase in cross-cultural ethical decision-making may also occur. Continued exclusive utilization of Caucasian-eurocentric ethical guidelines for this area may paradoxically undermine the therapeutic relationships they are intended to preserve.

There was little report by counsellors of supervision or consultation for coping with the difficulties of dual relationships. This scarcity, coupled with a few statements of concern about potential collegial censure, suggest that counsellors often manage these ethical dilemmas in isolation for fear of judgment. Rural practitioners may do so to an even greater degree due to distance from colleagues and professional resources. Barriers to professional resources for counsellors, for any reason, may result in a lower quality of ethical decisions. This may also contribute, as illustrated in the qualitative data, to counsellors' feelings of frustration, isolation, and confusion about how to cope with the dual relationship and their associated feelings.

One of the prevailing ways of understanding the problematic aspects of dual relationships is social role theory as identified in the literature review. The qualitative data would seem to support the use of this theory as numerous counsellors did

specifically identify role discrepancies as problematic (see Table 39). Also, the problematic aspects of dual relationships associated with social role theory as outlined in the literature were identified by counsellors in this research (Kitchener, 1988; Kitchener & Harding, 1990). Examples of these include including altered objectivity and power differentials, and role incompatibility.

Implications of the Study

The results of this research have several implications for counsellors both professionally and personally. This study provides some normative data for professional ethics committees and organizations in their use of ethical guidelines for practice. However, it is important to remember that norms are not the equivalent of ethical standards. According to Pope, Tabachnick and Keith-Spiegel (1987):

> In many situations, the formulation and dissemination of formal standards are intended to increase ethical awareness and to improve the behaviors of a professional association.... But those who are charged with developing, disseminating, and enforcing professional codes can function much more effectively if they are aware of the diverse dilemmas confronting the membership and of the membership's varied personal codes and behaviors. (p. 993)

Of particular note for professional organizations are those items in the current study that received higher standard deviations of responses, which reflect wider variations of counsellor attitudes. The behaviours associated with these low-agreement items may be some of the more challenging ethical decision-making issues for counsellors. Thus, it could be useful for guidelines for practice to specifically address low-agreement behaviours. Of particular note are dual relationship behaviours such as Bartering, Circumstantial Encounters, Client Overlaps, and post-termination relationships. The new CGCA Code of Ethics does address Client Overlaps and Post-termination relationships

although some data from the current research indicated that counsellors' attitudes are inconsistent with the new code. Specifically, 38% of respondents in the current study of CGCA members rated Having a Sexual Relationship With a Previous Client Two Years After Termination as ethical Under Some or Rare Conditions and 4% rated this item as Ethical under Most Conditions. These data contrast with the new guidelines that suggest that "counsellors do not engage in sexual intimacies with former clients within a minimum of three years after terminating the counselling relationship" (Canadian Guidance and Counselling Association, 1999, Article B11). Hence, additional education of members regarding the new guidelines and their interpretations may be warranted.

Counsellors may benefit from familiarity with the normative quantitative data from this research in terms of their clinical decision-making. By reviewing these results, counsellors can compare and contrast their attitudes and experiences with those of their peers. This process may enable counsellors to understand how they may be more or less conservative in their ethical decision-making. This self-evaluation and reflection could increase counsellors' awareness of their own self-driven ethical decision-making process. However, as previously identified, some of the normative data reflects counsellors' attitudes that are in disagreement with CGCA's Ethical Code. Hence the data should be communicated with some contextual information for reference. Again, this is consistent with suggestions in the literature that norms are not necessarily the equivalent of ethical standards.

Familiarity with the qualitative data from this research may also be helpful for counsellors. First, counsellors may experience validation for their experiences of challenging Circumstantial Encounters. Second, counsellors might be relieved to

understand that their colleagues also experience discomfort when dealing with dual relationships. Third, awareness of the Contextual Issues which surround dual relationships could help counsellors to more effectively respond to diverse situations. Finally, identifying the minimal reported use of supervision and professional associations by respondents might serve to remind counsellors of these resources.

There has been a focus in the literature of dual relationship activities in terms of potential harm to clients. While not detracting from these important issues, increased professional attention upon the personal well being of the counsellor who experiences the challenges of overlapping roles may be warranted. This suggestion is based upon the relative paucity of professional literature regarding the counsellors' personal difficulties with dual relationships. Discounting these difficulties could have negative repercussion for counsellors' practice. Corey (1995) states, "one of the basic issues in the counseling profession concerns the significance of the counselor as a person in the therapeutic relationship" (p. 48). If this is the case, it would be logical to attend more closely to the counsellors' personal experiences of dual relationships in order to improve their professional competence. Further, professional inattention to counsellors' difficulties may serve to reinforce a possible underlying reason for them: an embedded assumption that being a counsellor involves unbounded giving and altruism. That is, some of the frustration counsellors reported in the current research was related to believing that their personal time was infringed upon, and their struggle with how to cope with dual relationships. If the professional literature is almost exclusively related to client needs, there is an implicit message that counsellor needs are negligible. This lack of validation for feelings of frustration, infringement, and discomfort may exacerbate counsellors'

difficulties. Redressing this imbalance could manifest itself within professional association workshops, professional newsletters, future research, professional literature, and counsellor education programs.

Counsellor education programs may also benefit from (if not already included) ethics training that attends to self-driven and problem solving models of decision-making in conjunction with codes of ethics and standards of practice. The inclusion of dual relationship issues within training could increase novice counsellors' awareness and preparation for managing dual relationship behaviours. In particular, the topic of counsellors' discomfort with managing various types of dual relationships, and the potential impact upon the counsellor's personal and work life could be identified. Further, it could be argued that training should closely attend to the more prevalent, if less potentially harmful, dual relationship issues such as Coincidental Encounters. Additionally, it may be useful for counselling students to be explicitly aware of the contextual influences of ethical decisions such as cultural variables, practice locale, and available professional resources.

The topic of rural practice issues may be particularly applicable to Canadian counsellors due to the broad geographic dispersion of the population. Also, rural practitioners are vulnerable to dual relationship overlaps and so warrant increased attention. Specific rural practice issues would include coping strategies for dual relationships and development of support networks, both personal and professional. However the logistics of addressing these rural practice issues may limit implementation. For example, professional support networks are difficult to develop when the nearest colleague is a two hour drive away. The electronic resources available to counsellors

today may be options for fostering professional networks. Newsgroups, email, and the recent 'unlimited long distance' telephone plans could serve to enhance collegial exchange of information and support. The personal networks of rural counsellors may be more difficult to foster. Opportunities for social involvement for some rural counsellors may be limited by direct relational overlaps, and/or by increased likelihood of circumstantial encounters in the community. Given that 20% of respondents described themselves as having rural practices, a substantial number of Canadian counsellors may experience significant deficits in meeting their social needs.

Limitations of the Study

Several limitations and cautions were identified for the current study. First, there is the lower response rate (39%) from the surveyed population, making generalization of the results a cautious endeavor. It has been suggested by those associated with CGCA that there was a relatively high number of responses for Master's level counsellors and a relatively low number of responses for CGCA members with educational training of less than a Master's level. One explanation for this is that empathy for the researcher as a graduate student would be more likely for Master's level respondents, which could increase their response rate. Another factor which may differentiate respondents from non-respondents is the possibility that counsellors who are more accepting of, or had engaged in, more controversial dual relationship activities would not respond as frequently to this type of inquiry. Should this be the case, the results of this survey would represent artificially conservative attitudes toward dual relationships.

Some parts of the survey instrument warrant mention with regard to limitations. First, the categorization of the counsellors' primary employment setting did not account

for influences of other secondary employment environments. Also, this item had numerous uncategorizable responses secondary to its format and could be altered to increase usable responses. One option would be to use a percentage format similar to the Client Population item that received substantially more usable responses. Second, for the item regarding primary theoretical orientation, the researcher had not anticipated such numerous and varied responses which made categorization challenging. Also, due to the format of the instrument, there is some question about the validity of the ranking of primary theoretical orientation, and this could also be improved upon. One option would be to revisit the more closed formats from previous research by Borys (1988) in which counsellors were provided with a list of five specific theoretical orientations with an open-ended 'other' option at the end from which they could select and rank. Third, the open-ended question regarding formal education in ethics could also be changed to improve response categorization, as the frequent response of 'part of training' was open to broad interpretation. Again, providing some specific options for counsellors to select from could improve interpretation and categorization of responses. Fourth, the instrument scale anchor terminology of Ethical leaves the uncontrolled factor of respondent interpretation, although any terminology for anchors will do so. Other terms such as "appropriate" or "acceptable" might not have the same connotations for counsellors and lead to different responses for the behaviour items. Finally, the instrument's inclusion of responses regarding both attitudes and experiences may reciprocally influence each other. Researching each of these areas separately would be one option for avoiding the possible reciprocal influence.

Three of the dual relationship behaviour items could be improved upon for future research. For the item Selling a Client an Item Under $10 Which Could be Considered a Counselling Aid, one respondent commented about this item on the survey. They wrote "if no profit" indicating that this was a factor in their decision-making process for this situation. Clarifying this aspect of the item in the future might reduce respondents' confusion about the profit issue, and provide data about more specific situations. Also, two of the bartering related items were double-barreled as they asked about the exchange of both goods and services. Separating the goods and services into two distinct items would avoid this problem although this would increase the number of items and therefore the cost of responding.

There were also several limitations in the analysis of the data. For Chi-square cross-tabulations, the five point scale was compressed down to two categories to reach adequate cell sizes for some analyses. This compression for certain items may have lead to some Type II errors by moderating some responses toward the centre of the scale. The use of a 0.05 alpha in light of the number of analyses being performed may have lead to some Type I errors for rejecting the null hypotheses. Further, for the correlational analyses, many of the significant results had modest correlation coefficients with the lowest being $r = 0.115$ and the highest being $r = 0.258$.

For analysis of the qualitative data, the researcher's conservative level of interpretation resulted in many inferred problematic aspects not being coded. This possibility was depicted in the coding from the two independent raters who utilized higher levels of inference and so made around 60% more frequent coding for Problematic

Aspects. Deciding to perform a more inferential level of inquiry, rather than descriptive, could yield additional data for consideration.

Future Research

Several avenues for further investigation in this area of professional practice can be identified. Accessing the non-responding population through a different research design with more possibilities for follow-up may yield new information and patterns for these counsellors. Additionally, non-responders to this type of survey could have a pattern of rating items differently, either more or less ethical. Or, for the qualitative section, they might relate different types of dual-relationship experiences. Further, sampling a population with documented records of demographics might indicate certain characteristics of non-responders.

Further exploration along the lines of the matched pairs utilized in this research could increase our understanding of how counsellors weigh context into their decision-making processes. For example, different types of counselling have been discussed in the literature as germane to decision-making for dual relationship issues. That is, two sessions of cognitive-behavioural self-management for smoking cessation has different relational dynamics than a year of weekly counselling sessions for family of origin issues. Further, additional delineation of temporal considerations, monetary values, and clarity of counselling termination could increase our understanding of these contextual issues of dual relationships.

The influence of formal education in ethics was not clearly identified and this could be a fruitful area of research with applications to counsellor training programs. There was not a substantial number of, or clear pattern to, significant relationships

associated with ethics education. This may be reflective of measurement issues, it may indicate that formal ethics education is not significantly associated with different attitudes about ethical issues, or counsellor experience may mitigate the effects of formal education. These possibilities could be explored by cross-sectional research of counsellors exiting training programs which have, and have not, received education in professional ethics. Also, longitudinal studies of these counsellors could support or refute the suggestion that counselling experience mitigates any initial differences for the two groups.

The impact of dual relationships upon counsellors in terms of their personal life and emotional comfort was highlighted in this current research. Future research might explore options for educating counsellors about these issues and how to manage them more effectively.

Several counsellors identified cultural considerations in ethical practice with clients. Obtaining a culturally diverse client population's attitudes about dual relationships would be valuable, although challenging to access. Incidental Boundary Crossings such as gift-giving, physical contact, and attendance at special events are frequently cited in the literature as particularly context-bound ethical decisions. Exploring these activities from several cultural perspectives would expand our knowledge base of cross-cultural professional practice.

The qualitative data indicated some patterns of association between certain types and problematic aspects of dual relationships. The current research had insufficient data for statistical analysis and future research could be directed toward obtaining an adequate sample size for identification of significant relationships.

Finally, the qualitative data gathered in this study has provided an initial look at the effects of unintentional dual relationships upon counsellors as professionals and private citizens. The effect of these circumstantial encounters upon the therapeutic relationship could yield some interesting information for practice. If counsellors are feeling frustrated with their clients in non-therapeutic settings, does this affect the therapeutic relationships? And if so, in what way? Further investigation of unintentional dual relationships could also expand our understanding of the counsellors' experiences and coping methods identified in this study. In particular, counsellors' experiences of discomfort and infringement upon their personal and work lives could be a productive area of investigation. Additional exploration could include expanding upon counsellors' strategies for dealing with these difficult experiences, such as altering personal activities and making efforts to set boundaries. This investigation would serve to increase our understanding of this area with potential practical benefits to counsellors such as dissemination of coping strategies, or simply through validating and normalizing counsellors' experiences.

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Appendix A

Survey Form: Cover Letter

Uvic letterhead

Dear Counsellor,

As you know, counsellors regularly face ethical difficulties in their professional practice. A particular challenge is the issue of dual relationships; combining counselling with additional roles such as social, financial, or employment (e.g. counselling coworkers). Unfortunately, little is known of the beliefs and experiences of Canadian counsellors regarding this area of professional practice.

For this project titled "The beliefs and experiences of British Columbian Counsellors regarding dual relationships", arrangements were made with the Canadian Guidance and Counselling Association (now known as the Canadian Counselling Association) to contact British Columbian members via a regularly scheduled national mailing. The goal is to increase our understanding of dual relationship issues as experienced and understood by counsellors such as yourself.

Please find enclosed a survey regarding some demographic information, as well as your beliefs and experience of dual relationships. Also enclosed is a self-addressed stamped envelop for your convenience. The average completion time in a pre-test was around 15 minutes. The results of this survey will form the basis of my thesis work, and possible publication in a professional journal. I would be very grateful for your contribution within the next two weeks. You will receive a reminder post-card in a few weeks from CCA; I will not have access to a membership list.

As you will note on the following pages, no personally identifying information is requested; this survey is completely anonymous and voluntary. CGCA will not know who does or does not participate, hence your participation will have no bearing upon your membership with CGCA. Returned questionnaires will be maintained in a locked filing cabinet until one year after publication when they will be destroyed.

By your return of the completed survey, it is assumed that you have read this letter of explanation and you consent to participation in this research. Please feel free to keep this cover sheet for your records.

Your time and assistance is greatly appreciated.

Yours truly,

Tracey Nigro

Any questions may be directed to the above address, or through the following routes:

Tracey Nigro - Graduate Student
T: 250-479-6727
e-mail: drowland@islandnet.com

Dr. Max Uhlemann - Graduate Advisor
T: 250-721-7827
e-mail: muhlemann@uvic.ca

Appendix B

Survey Form: Demographic Information

Please tick or fill in the blanks as appropriate

1. Age: _____ years

2. Sex: ____ Male ____ Female

3. Current marital status: __Single __Married __Separated/Divorced __Widowed __Other/Specify_____

4. Have you provided counselling in the last two years? ____ Yes ____ No

5. When you are/were counselling, how many client contact hours would you have in a typical week? __ hours

6. How many years of counselling experience have you had? ____ years

7. In the past five years, what proportion of your clients have been: ____% under 19 years of age

____% adult men

____% adult women

8. What is your area of employment? If more than one, please rank in order (1= most time commitment).

____ Private practice ____ Community agency

____ Inpatient facility ____ Educational institution

____ Government ____ Other/please specify_____

9. What is your primary therapy orientation (e.g., Cognitive, Psychodynamic, Humanistic, Feminist)? If eclectic, please list major contributing orientations:_____

10. What is the highest level of education you have completed ?

____High School ____Master's

____ 2 year Certification/Diploma ____Doctorate

____ Bachelor's ____Other/Please Specify _____

11. What was your major? (if applicable)_____

12. Have you received formal education/training regarding professional ethics? _____No ____Yes

13. If yes, please explain (e.g. part of a course, weekend workshop, or entire course):_____

_____

14. Where do you reside in relation to your practice setting?

____I live and work in the same urban or suburban area

____I live and work in the same small town or rural community

____I live in one small town or rural community, and work in another small town or rural community

15. How often do you coincidentally run into client(s) outside counselling?

_____ (e.g. # of times per week, month, year)

If the return envelope is damaged or misplaced, please return to:

Tracey Nigro - Graduate Student
Faculty of Education - The University of Victoria
Box 3010 Victoria, BC V8W 3N4

Appendix C

Survey Form: Counsellor Attitudes and Experiences Regarding Dual Relationships

Below is a list of activities which counsellors may engage in. In your responses, only consider counselling with adults. Please indicate your beliefs about these activities by circling the applicable number: 5=Always Ethical, 4=Ethical Under Most Conditions, 3= Ethical Under Some Conditions, 2=Ethical Under Rare Conditions, 1=Never Ethical, 0=Not Sure.

For the purpose of this survey: "previous client" refers to a person who has stopped receiving counselling sessions, "client" refers to a person who receives ongoing counselling sessions, and "termination" refers to the end of scheduled counselling sessions.

	Activity	Always Ethical	Ethical Under Most Conditions	Ethical Under Some Conditions	Ethical Under Rare Conditions	Never Ethical	Not Sure
1)	Starting to provide counselling for a friend	5	4	3	2	1	0
2)	Accepting a "Thank-You" card from a client at the termination of counselling	5	4	3	2	1	0
3)	Going out to eat with a client after a counselling session	5	4	3	2	1	0
4)	Purchasing goods from a client	5	4	3	2	1	0
5)	Becoming friends with a client	5	4	3	2	1	0
6)	Becoming friends with a previous client two years after termination	5	4	3	2	1	0
7)	Inviting a client to a personal party or social event	5	4	3	2	1	0
8)	Coincidentally attending an ongoing community class with a client (e.g. yoga, art)	5	4	3	2	1	0
9)	Providing counselling to relatives	5	4	3	2	1	0
10)	Providing counselling to a co-worker(s) of that counsellor's partner/spouse	5	4	3	2	1	0
11)	Calling a client by their first/given name	5	4	3	2	1	0
12)	Starting counselling for an employee	5	4	3	2	1	0
13)	Starting counselling for a coworker	5	4	3	2	1	0
14)	Hiring a previous client six months after termination of counselling	5	4	3	2	1	0
15)	Hiring a client	5	4	3	2	1	0
16)	Allowing a client to enroll in one's class for a grade	5	4	3	2	1	0
17)	Providing counselling to a relative, friend or lover of a client	5	4	3	2	1	0
18)	Providing counselling to a current supervisee	5	4	3	2	1	0
19)	Having a sexual relationship with a client	5	4	3	2	1	0
20)	Having a sexual relationship with a previous client two years after termination	5	4	3	2	1	0
21)	Having a sexual relationship with a previous client six months after termination	5	4	3	2	1	0
22)	Accepting a gift from a client worth up to $20	5	4	3	2	1	0
23)	Accepting a gift from a client worth over $20	5	4	3	2	1	0
24)	Shaking hands with a client	5	4	3	2	1	0
25)	Hugging a client	5	4	3	2	1	0
26)	Accepting an invitation to a client's special occasion (e.g. wedding, graduation)	5	4	3	2	1	0
27)	Giving a client a ride home after a session	5	4	3	2	1	0

Activity	Always Ethical	Ethical Under Most Conditions	Ethical Under Some Conditions	Ethical Under Rare Conditions	Never Ethical	Not Sure
28) Attending a fitness facility where the counsellor occasionally runs into client(s)	5	4	3	2	1	0
29) Dining as a restaurant where a client is a server	5	4	3	2	1	0
30) Starting counselling with goods and/or services being received for counselling	5	4	3	2	1	0
31) Lending a client up to $10	5	4	3	2	1	0
32) Lending a client over $10	5	4	3	2	1	0
33) Going into business with a client	5	4	3	2	1	0
34) Going into business with a previous client	5	4	3	2	1	0
35) Selling an item to a client which is unrelated to counselling	5	4	3	2	1	0
36) Selling a client an item under $10 which could be considered a counselling aid (e.g. relaxation tapes)	5	4	3	2	1	0
37) Receiving goods and/or services in exchange for counselling if a client becomes unable to pay	5	4	3	2	1	0
38) Providing counselling for an equal time amount (e.g. 1:1) of "professional" services (e.g. lawyer, accountant, dentist etc.)	5	4	3	2	1	0
39) Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services (e.g. cleaning, yard work, etc.)	5	4	3	2	1	0

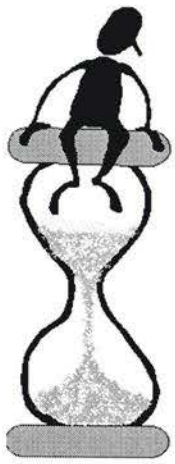
Adapted in part with permission from Borys © (1988)

Please give an example of a problematic dual relationship experience you have had. (Feel free to use the back of the page also)

What made this dual relationship problematic for you? (Feel free to use the back of the page also)

Appendix D

Reminder Postcard



Just A Reminder.....

If you have not already done so,
Please return your questionnaire
regarding Dual Relationships ASAP

Thank you for your participation

Appendix E

Introductory Letter from President of CGCA

CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION
SOCIÉTÉ CANADIENNE D'ORIENTATION ET DE CONSULTATION

Board of Directors
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Louise Nadeau
Ontario francophone

Lorne Flavelle
Quebec anglophone

Evangeline Britt
Quebec francophone

Kim Schaschl
New Brunswick anglophone
Nouveau-Brunswick anglophone

Pauline Pelletier
New Brunswick francophone
Nouveau-Brunswick francophone

Terry Lane, Ph.D
Nova Scotia/Nouvelle-Ecosse

Daphne Campbell
Prince Edward Island/
Île du Prince-Édouard

Glenn Sheppard, Ph.D
Newfoundland/Terre-Neuve

July 19, 1999

Subject : **Research into the beliefs and experiences of Canadian Counsellors regarding dual relationships**

Dear Colleague:

You will find enclosed with your October issue of COGNICA a survey from Ms. Tracey Nigro destined to all members of the *Canadian Guidance and Counselling Association.*

Ms. Nigro is a graduate student at the University of Victoria, working under the supervision of Dr. Max Uhlemann. The results of this survey will be used for the student's M.A. thesis. You may request the results of the study which will be forwarded to you upon its completion.

The need to be aware of ethical concerns is being felt in every counselling practice in Canada. Our personal attitudes must be examined in the light of ethical standards. With the publication of a revised Code of Ethics which will soon be distributed to all CGCA members, a renewed awareness of these questions is well timed.

I wish to encourage all *CGCA* members to respond to this survey questionnaire. We wholeheartedly support Ms. Nigro's research.

Sincerely,

Renée Piché

Renée Piché, Ph.D.
Canadian Certified Counsellor
President

116 Albert Street, Suite 702./ 116, rue Albert, bureau 702, Ottawa, Ontario K1P 5G3 Tel: (613) 237-1099 FAX/Télécopieur: (613) 237-9786
E-mail: cgcascoc@travel-net.com

Appendix F

Development of Survey Items

Previous research has indicated that responses to similar questionnaires have typically been skewed toward the Never Ethical anchor of the scale. To minimize response set, three items which may be considered as accepted boundary crossings were incorporated to encourage responses towards the Always Ethical anchor of the scale. This approach is consistent with Weisberg, Krosnick and Bowen (1996) who suggest introducing some variety into the questions to keep respondent's attention and encourage deliberation over each item. The first of these was item number two: "Accepting a 'Thank-You' card from a client at the termination of counselling". It was thought that inclusion of this item early in the questionnaire would be more effective in minimizing response set than leaving it until later. The second response set minimizing item was item number 11: "Calling a client by their first/given name" which in previous research 95% of counsellors see as ethical under many, most, or all circumstances (Pope, Tabachnick & Keith - Speigel, 1987, p. 995). The final item intended to minimize response set was number 24: "Shaking hands with a client". In previous research this behaviour was reported by between 98.6% (Pope, Tabachnick & Keith – Spiegel, p. 995) and 99.5% of respondents (Borys, p. 109).

The first sexual dual relationship item was "Having a sexual relationship with a client". Previous research has queried "Engaging in sexual activity with a current client" (Borys, 1988, p. 196), "Engaging in erotic activity with a client", and "Engaging in sexual contact with a client" in addition to other sexualized behaviours (Gibson & Pope, 1993, p. 332; Pope, Tabachnick & Keith-Spiegel, 1987, p. 996). As sexualized relationships were not the focus of this research, the author did not attend to the differentiation of sexualized behaviours. Given the seemingly more threatening nature of sex related items, and the potential of social desirability bias (Borys, p. 110) it was thought that the context of a 'sexual relationship' might be somewhat less threatening than the term 'sexual activity'. In respect to post-termination sexual relationships, Pope, Tabachnick and Keith-Spiegel (p. 996), and Gibson and Pope (p. 332) asked about "Becoming sexually involved with a former client". Borys used the phrase "Engaging in sexual activity with a client after

termination" (p. 196). This researcher decided to delineate the post-termination issues to explore if counsellors did believe that a longer time interval was important. Hence two items were used: "Having a sexual relationship with a previous client two years after termination" and "Having a sexual relationship with a previous client six months after termination". Specifying a two year post-termination time frame was expected to clarify the item to respondents with regards to time span. Two years was selected as the time frame as it is a relatively lengthy period of time which author was hoping would encourage a wider range of responses. This time frame is also consistent with one of the few formal time delimiters in ethical codes regarding overlapping relationships with previous clients, that of the American Psychological Association's (APA) prohibition of sexual intimacies within two years of termination (APA, 1992). This survey was developed prior to the availability of CGCA's Code of Ethics (1999) which identifies a provisional temporal delimiter of three years for post-termination sexual relationships.

Social items included "Starting to provide counselling for a friend". This item differs somewhat from Pope, Tabachnick and Keith-Spiegel's (1987, 996) item of "Providing therapy to one of your friends". First, the term counselling rather than therapy was used for this population. Second, in an effort towards clarity, the phrase 'starting to provide ' was used to clarify the sequence of events. This phrase was also intended to convey the initiation of a formal counselling relationship rather than the informal use of counselling-type behaviours such as attending, or active listening. The second social item "Going out to eat with a client after a counselling session", is similar to Borys's (1988, p. 196) item "Going out to eat with a client after a session". The word counselling was added to this item for the sake of clarity and specificity. The third social item was "Becoming friends with a client" which has not been asked in the previous research reviewed. The fourth social item, "Becoming friends with a previous client two years after termination" is more specific about temporal circumstances than Borys's "Becoming friends with a client after termination" (p. 196), or Pope, Tabachnick and Keith-Spiegel's "Becoming social friends with a former client" (p. 995). The rationale for the two year delimiter for the sexual dual relationship items was considered relevant to these items also. "Inviting a client to a personal party or social event" was the final social item and is the exact item used by

Borys and similar to Pope, Tabachnick and Keith-Spiegel's (p. 995) and Gibson and Pope's (1993, p. 332) "Inviting clients to a party or social event".

The first familial item was "Providing counselling to relatives". This type of dual relationship has not been queried in the previous research reviewed so there was not a reference point to begin from. Identifying and delineating types of familial relationships such as siblings, or nieces was considered as it intuitively made sense that certain types of relationships would be more intimate than others. However, if it is actually the underlying degree of closeness of the relationship which is germane, then identifying specific relationships might actually confuse this issue. For example, some people may have very close relationships with cousins whereas others may not have even met theirs. The second family item was "Providing counseling to a co-worker(s) of that counsellor's partner/spouse". This was the item identified as confusing during the pretesting phase, but proposed alternatives seemed even more confusing or imprecise and it was retained.

There were seven dual professional role items including four which were related to the workplace. Previous surveys have used the phrasing "Providing counseling to one of your employees" (Gibson & Pope, 1993, p. 332; Pope, Tabachnick and Keith-Spiegel, 1987, p. 996), and "Providing therapy to a then-current employee" (Borys, 1988, p. 196). Both of these left the sequence of events open to many interpretations; there could be a perceived difference between starting counselling for an employee of some years, and hiring a client while continuing to provide counselling for them. To avoid this potential confusion, the phrasing "Starting counselling for an employee" was utilized. The next item was "Starting counselling for a coworker". This topic has not been explored in the previous research and it was speculated that there could be a difference in perceived ethicality between counselling an employee and counselling a coworker. The underlying rationale for this speculation was the different nature of the power dynamics and role incompatibility. "Hiring a previous client six months after termination of counselling" and "Hiring a client" were the last two work related items. Previous research has used the phrasing "Employing a client" (Borys, p. 196) which seemed to be concerned with the initiation of an employment relationship during a counselling relationship. It was thought that use of the term 'hiring' would more specifically indicate the sequence of events as

compared to 'employing'. It was speculated that the termination of counselling with a six month time frame would differentiate the two activities in terms of perceived ethicality. "Allowing a client to enroll in ones class for a grade" was next and this dual professional role item has been used in previous research (Borys, 196). Following this was "Providing counselling to a relative, friend or lover of a client" which differed somewhat from Borys's "Providing individual therapy to a relative, friend or lover of an ongoing client" (p. 196). The term 'ongoing' was removed as this was redundant with the initial definition 'client' at the beginning of the instrument. The use of the term 'individual' seemed intended to exclude situations such as family or couples counselling. However, this author speculated that 'individual' could misdirect the respondent's focus towards the nature of the client peripheral's type of counselling rather than the germane issue of overlapping individual counselling clients. That is, the respondents might focus upon the difference of offering individual versus couples counselling to the parents of a client, rather than attending to the basic overlap of counselling a client's parent. The final dual professional role addressed was "Providing counselling to a current supervisee" which differs from "Providing therapy to a current student or supervisee" (Borys, p. 196), and "Providing therapy to your student or supervisee" (Pope, Tabachnick & Keith-Spiegel, p. 996). The 'double-barreled' aspect of student or supervisee was eliminated by only asking only about supervisees. This selection was made as the student relationship had already been addressed to some degree in a previous item.

Incidental boundary crossing was the next group of items with the first two being "Accepting a gift from a client under $20" and "Accepting a gift from a client worth over $20". Borys (1988) asked about "Accepting a gift worth under $10 from a client" and "Accepting a gift worth over $50 from a client" (p. 196). Gibson and Pope (1993, p. 332 & 333), and Pope, Tabachnick and Keith-Spiegel (1987, p. 995 & 997) asked about "Accepting a gift worth less than $5 from a client" and "Accepting a client's gift worth at least $50" . In order to compare counsellor's beliefs about accepting gifts of differing values it seemed advantageous to eliminate the gaps between the lower end $5 to $10 and the higher end $50. The following two incidental items, "Hugging a client" and "Accepting an invitation to a client's special occasion (e.g. wedding, graduation)" have

both been utilized in previous research (Borys; Gibson and Pope; Pope, Tabachnick & Keith-Spiegel). The final incidental item, "Giving a client a ride home after a session", was new a new item and based upon the researcher's observations in clinical practice.

Circumstantial items, as described in the literature review, have not been included in previous research and three items were developed for this survey: a) "Coincidentally attending an ongoing community class with a client (e.g. yoga, art)", b) "Attending a fitness facility where the counsellor occasionally runs into client(s)", and c) "Dining at a restaurant where a client is a server". These items were thought to cover a broad range of activities that counsellors might engage in and be associated with circumstantially interactions with clients.

The initial financial item was "Purchasing goods from a client" and avoids the double-barreled nature of previously used items such as "Buying goods or services from a client" (Borys, 1988, p. 196). The next two items "Lending a client up to $10" and "Lending a client over $10" were based upon the item "Lending money to a client" which was used by Pope, Tabachnick and Keith-Spiegel (1987, p. 996). The lack of specificity in terms of amounts was addressed with the $10 demarcation. "Going into business with a client" and "Going into business with a previous client" are comparable to items in previous research except for utilizing the term 'previous' rather than 'former' (Gibson & Pope, 1993, p. 332 & 333; Pope, Tabachnick & Keith-Spiegel, 1987, p. 996 & 997). "Selling a product to a client" (Borys, 1988, p. 196), and "Selling goods to clients" (Gibson & Pope, p. 332; Pope, Tabachnick and Keith-Spiegel, p. 996) have been explored in previous research. This author speculated that the wide range of potential interpretations for these items encourages responses towards the Never Ethical anchor of the scale. This could mean anything from the counsellor's $5000 used car to a $10 stress management workbook. In an attempt to explore some of these influences of perceived ethicality in selling products, this researcher utilized two items: a) "Selling an item to a client which is unrelated to counselling" and b) "Selling a client an item under $10 which could be considered a counselling aid (e.g. relaxation tapes)". The final four financial items relate specifically to bartering issues. Previous research has asked about "Accepting a service or product as payment for therapy" (Borys, p. 196), "Accepting

goods (rather than money) as payment" (Gibson & Pope, p. 332; Pope, Tabachnick & Keith-Spiegel, p. 995), and "Accepting services from a client in lieu of fee" (Gibson & Pope, p. 332). To explore some of the bartering issues identified in the literature review, as well as sequence of events issues, the following four items were used: a) "Starting counselling with goods and/or services being received for counselling", b) Receiving goods and /or services in exchange for counselling if a client becomes unable to pay for counselling, c) Providing counselling for an equal time amount (e.g. 1:1) of "professional" services (e.g. lawyer, accountant, dentist etc.), and d) Providing counselling for an unequal time amount (e.g. 1:4) of "manual" services (e.g. cleaning, yard work, etc.). The first two bartering items were developed to explore the supposition that the sequence of events is an important consideration for counsellors regarding perceived ethicality of dual relationship activities. Development of the second pair of bartering items was informed by social role theory as discussed in the literature review. Specifically, these items concern themselves with the potential for exploitation as the power and prestige differs between the counsellor and the client.

In addition to the content of the items, other factors considered in development of the instrument were grouping of items, ordering of items, and the form of scaling used. Generally, the items were grouped together according to their categories. Weisberg, Krosnick and Bowen (1996, p. 97) suggest this grouping of topics as it is confusing to people if the questionnaire skips between topics a great deal. The exceptions to this grouping were the interspersed response set minimizing items, and the initial introduction of a circumstantial and a financial item to inform the respondents that they would be considering a wide variety of activities. Consideration of the order of the items resulted in the early introduction of response set items to promote deliberation over each item, and the general pattern of delaying items which could be perceived as more threatening (Gall, Borg & Gall, 1996; Weisberg, Krosnick and Bowen) . For this reason sexually related items were left until partway into the questionnaire. The researcher elected to not put them right at the end to minimize the possibility of perceiving the items as progressing from "more ethical" to "less ethical".

The format of the response scaling was given extensive consideration. A primary concern was the possibility of comparing to previous research, specifically that of Borys(1988) and to a lesser Pope, Tabachnick and Keith-Spiegel (1987). In addition to this, various aspects of this scaling format were supported in the literature. A first consideration was the number of scale points to be used and the literature suggests between five and seven (Moser & Kalton, 1971; Weisberg, Krosnick and Bowen, 1996). The inclusion of a "Not Sure" option had the potential downside of discouraging respondents from giving meaningful answers if they are not motivated to think carefully about the question (Weisberg, Krosnick & Bowen). On the other hand this response option has the benefit of avoiding meaningless expression of opinions (Weisberg, Krosnick & Bowen) and is consistent with the previous research by Borys. This author also speculated that eliminating this option, thereby forcing respondents to express an opinion about delicate ethical matters might result in respondent frustration and lower response rate. Often a 'Not sure' option on a scale is placed centrally as a sort of mid-point option. Borys (p. 161) suggested that this type of placement in previous research by Pope, Tabachnick and Keith-Speigel was associated with a high frequently (23%) of selecting this option. This contrasted with Borys's placement of the "Not sure" rating choice as an auxiliary option of the main scale which resulted in a lower (10%) use of this selection. Hence this research utilized the scaling outline of Borys's research.

Appendix G

Qualitative Code Guide

	Type of dual relationship	Actual/Potential Problematic Aspects
1	Social & social overlaps: acting as a counsellor for a friend, developing a social relationship with a client (current or previous), and counselling friend or relative of a friend.	Client confidentiality/anonymity - not being identified as client or having counselling information communicated to others.
2	Circumstantial encounters: Associating with clients, or associates/relatives of clients, outside of counselling due to circumstances; may be repeated or long term and does not preclude foreknowledge of the interaction by the counsellor (e.g., on the bus, store, at the gym, at a party at church etc., being in same community group etc.)	Objectivity of counsellor in counselling - Impact upon objectivity of therapist with counsellee within counselling relationship; includes conflict of interest
3	Business/Financial: Included business overlaps, bartering, pro bono issues and receiving professional services such as medical or dental from clients.	Role discrepancy for counsellor: different expectations for the different roles/situations; expected to act as a counsellor in non-counselling roles
4	Multiple professional roles: One or more professional roles in addition to provision of counseling to client (e.g. supervisee, students, workshops;	Limited alternatives to choose from to avoid dual relationship
5	Incidental boundary crossings: Time limited boundary crossings (e.g. attending special events such as funerals or graduations, giving rides, 'taking care of client', receiving gifts)	Impact upon personal life/ social life/privacy/work environment of counsellor; includes concern about public presentation of self
6	Client Overlaps: Working separately with clients who know each other.	Power differential between counsellor and client
7	Familial and familial overlaps: Related only to the counsellor's relatives. Counselling relatives or associates of relatives e.g. Counselling the girlfriend of son, counsellor's son's friend's parent.	Impact on therapeutic relationship including transference issues
8	Workplace - Dual relationship associated with employment (e.g. counselling coworker, colleague, family thereof. conflict between interests of client and employer).	Client(s) experienced discomfort/difficulties
9		Counsellor experienced discomfort
10		Concern regarding evaluation of profession/colleagues
11		Impact on non-therapeutic relationship between the counsellor and client.

Appendix H

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The excerpts to be reproduced as instruments are adaptations of :
APPENDIX C: SURVEY FORM ETHICS
APPENDIX D: DEMOGRAPHICS PAGE

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Table 23: Percentage of clinicians responding in each ethicality category
Table 24: Percentage of clinicians responding in each practice category

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