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Teacher Empowerment Toward Professional Development and Practices

Perspectives Across Borders

 Springer

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Chapter 10

Counseling Ethics Education for Enhanced Professional Identity and Development: Guidance and Counseling Teachers Lifelong Learning Acquisition Empowered

Noor Syamilah Zakaria, Jane Warren and Ab. Rahim Bakar

Abstract Counseling ethics competency is an essential part of counselor identity development as required by the counseling profession, and counseling ethics education is one major component of knowledge acquisition in counseling profession training standards. The purpose of this qualitative research was to conduct an interpretive case study to explore, understand, describe, and interpret how guidance and counseling teachers learn, understand, experience, and apply counseling ethics education to their evolving professional identity and development in the counselor education training program. The main author was the primary instrument for data collection and analysis. Coding categories were developed and tentative themes emerged, were refined, and became the five emergent master themes for this research: education foundation, education integration, education application, education assimilation, and education appreciation. The discussion and interpretation are grounded in the principles of effective adult learning in counseling ethics education; to empower lifelong learning acquisition among guidance and counseling teachers toward enhanced professional identity and development.

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10.1 Introduction

Jane Vella, a prominent adult educator, reminds educators to teach well with the realization that more teaching may result less learning (Vella 1994, 2002). This means adult education is not intended to only review a set of course materials; but instead, to engage students in effective and significant learning. Significant learning can be translated into many contexts. It lies in each student's ability to effectively use judgment, and consider commendable actions in executing tasks to lead a more meaningful life. Various educational experts encouraged educators to consider students' engagement in experiences to serve as foundation for significant learning (Blenkinsop and Beeman 2012). Educators must be mindful to provide students the opportunities for reflection inside and outside the classroom settings. In addition, educators are reminded to engage students' personal interests to create conditions for active thinking, as well as experiencing and fostering deep learning.

Deep learning refers to engaging meanings, not memorizing mere facts. It involves making critical analysis of new ideas, linking the new ideas to the known concepts and principles, and leading toward long-term retention for future use in an unfamiliar context of problem-solving process. Essentially, deep learning is making connection between the concepts taught and personal experiences. In addition, deep learning focuses on how concrete specifics might indicate abstract patterns, applies ideas taught in classroom to real-world situations, connects what one is learning to what one has learned previously, and discusses ideas while keeping open to enlarging one's idea based on encountering the other's idea (McAuliffe and Eriksen 2011).

In counseling profession, counseling professionals make many decisions within situations in which valid choices equally exist. Professional work in counseling is characterized with unclear problems, multiple dimensions, and commonly fraught with values and ethical implications (McAuliffe and Eriksen 2011). Therefore, counseling students need to be prepared for complexities in their counseling work, which is illustrated in many challenges such as ethnicities, gender expectations, multiple society values, moral centers, and ethical judgments (Warren and Douglas 2012; Zakaria 2007, 2013; Zakaria and Warren 2014, 2016). Consequently, counselor education training programs must offer a corresponding complexity in their training programs. Two common forms of embracing corresponding complexity in counseling profession are: (1) the way of knowing that is reflexive and includes a tolerance of ambiguity, which means counseling professionals must embrace the uncertainty as an expected condition of the work, and prepare to admit their mistakes constructively; and (2) the ability to be culturally relativistic, which means counseling professionals must be able to decenter from their cultural assumptions (Gnilka et al. 2012).

Although counseling students may engage in diverse experiential learning activities on their own, many will benefit from additional educational challenges and support. Counselor educators can provide such encouragement through experience-rich teaching strategies, within the constructivist-developmental context.

This context is comprised of pivotal teaching and learning relationship-bound elements which include safety, connection, respect, engagement, accountability, reinforcement, application, personalization, and teamwork (Vella 1994, 2002). This chapter discusses teaching and learning elements which are all necessary for effective learning in counseling ethics education for guidance and counseling teachers.

10.2 Principles for Effective Adult Learning

The nine principles for effective adult learning include: securing a feeling of safety, ensuring the existence of sound relationships, showing respect for students as agents, getting students engaged in learning, doing regular needs assessment and practicing accountability, providing sequence and reinforcement, providing opportunities for immediate application, practicing equity, and encouraging teamwork. These principles identify what educators can do to foster effective adult learning.

Securing a feeling of safety. Most adult students indicate that they need safety and affirmation of their potential and achievements in learning. They need to believe that learning experiences work for them and learning conditions are set up to achieve success. The feeling of safety can be secured in any learning environment, and educators are the most important navigators to create such an atmosphere for learning. Parallel with the counseling relationship, a deep connection creates a safe place for processing pain, which can clear the emotional blockage to foster cognitive work (Dollarhide et al. 2012). Guidance and counseling teachers can gain confidence and safety in their classroom when the counselor educator clearly creates the course design and requirements; shares background and passion in the course and profession; asks them about their expectations for the course; and acknowledges each person's contribution, both in verbal and in written work. Essentially, affirmations can empower guidance and counseling teachers to increase their contributions to the classroom community.

This first principle, securing a feeling of safety, is evidenced in two emergent master themes: education foundation and education appreciation. The education foundation master theme reflects this feeling of safety in how counseling ethics education is presented as a core and foundational introductory class. According to the guidance and counseling teachers, this foundation provided a "groundedness" and safety for them in learning a challenging course such as counseling ethics education. They viewed learning counseling ethics education at the very beginning of counseling program provided them a head start on becoming ethical guidance and counseling teachers and set a solid ethical foundation (Jungers and Gregoire 2013). The counseling ethics education class was also regarded as a safe learning venue due to the counseling ethics educator's ability to share background, passion, and experience in the course and in the profession.

The education appreciation master theme reflects this feeling of safety through the guidance and counseling teachers' gratitude toward their counseling ethics educator. The educator was described as being consistently available as a consultant, to further clarify relevant information needed in helping them understand the vague perspectives of counseling ethics dilemmas. This safety perspective also occurred in their triadic supervision sessions when there were times they faced ethical dilemmas. The triadic supervision sessions were perceived as a safe place to go and receive the supervisors' opinions on what they could do to assist the clients during the training clinic counseling sessions. The guidance and counseling teachers also expressed their appreciation for the triadic supervisors, who provided the safe space for them to share their feelings about any ethical trauma situations as well as personal life challenges (Bernard and Goodyear 2009).

Ensuring the existence of sound relationships. A positive, sound relationship between educators and adult students can impact students' learning outcomes. Guidance and counseling teachers can benefit from a strong professional connection, evidenced when counselor educator practices seemingly simple gestures in the classroom. These gestures can include addressing students by their first names; being accessible by an open physical presence, telephone, or e-mail; explaining students' roles and functions for class activities and assignments; challenging own prejudices about students; and respecting each student.

This second principle is supported in two emergent master themes: education application and education appreciation. The education application master theme reflects this sound relationship lens through the guidance and counseling teachers' ability to apply counseling ethics education knowledge and skills in real-life relationship settings. For example, they shared the opportunities to apply counseling ethics education information into their practice in training clinic counseling sessions, triadic supervision, and block supervision. These venues provided incredible learning experiences for them, given they were working with real clients in a real clinical setting. In addition, the sound relationships with their supervisors provided them a solid relational education foundation in which they could learn deeper and broader about becoming ethical counselors (Mohamed 2009).

The education appreciation master theme reflects this sound relationship lens through the guidance and counseling teachers' sense of appreciation expressed toward counselor educators at the department. Their welfare, needs, and wellness throughout the semester were cared and valued by all counseling faculty. The sense of appreciation has kept their mode of learning enthusiasm at a high level throughout the semester (Lenz and Smith 2010).

Showing respect for students as agents. Adult students need to become active participants with the educators, not the passive recipients of the authority figures. Counselor educators can show respect for guidance and counseling teachers by making the course content and learning process as an open system, and empowering them to make decisions during teaching and learning activities occurrence. This third principle, showing respect for students as agents, is evidenced in two emergent master themes: education integration and education assimilation.

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The education integration master theme reflects the respect for students as agents through an open conversation and expressive environment existed in the counseling ethics education classroom. In this setting, each guidance and counseling teacher's viewpoint was validated and used to resolve any counseling ethical issues. They perceived that they were respected as important agents in the ethical decision-making process through experiential activities and assignments formulated in the counseling ethics education class. They were challenged by many simulated ethical situations, in which they were to think thoroughly about the situations given and consult with their peers on the best possible solutions in facing these ethical quandaries (Sias 2009).

The education assimilation master theme reflects the respect for students as agents through the challenging experiences given to the guidance and counseling teachers and collaborative exercises while learning counseling ethics education. They reported that they were perceived by the counseling ethics educator as a group of empowered guidance and counseling teachers who could effectively collaborate and utilize their own unique counseling ethics capacities and credibility. In many collaborative situations, the guidance and counseling teachers shared their power in the decision-making process; and all decisions were made by the entire group members, which allowed for multiple views to be put forward (Dougherty 2005).

Getting the students engaged in learning. Educators can engage adult students by setting up the tasks and inviting them to deeply embrace the course content. Engaged learning occurs when concepts and ideas from classroom are applied to out-of-class cognitions and actions (Jones 2011). Guidance and counseling teachers can benefit from this engaged learning strategy when counselor educator forms small group discussions; creates thought processing activities such as role-plays, simulations, and self-reflection; creates challenging classroom activities; and fosters conversation on any problem situations that can be generalized into other situations outside the classroom.

This fourth principle, getting the students engaged in learning is supported in two emergent master themes: education foundation and education integration. The education foundation master theme reflects the engaged learning lens through counseling ethics education discussions and activities in the classroom. The guidance and counseling teachers opined that to learn counseling ethics education, they have to be engaged in numerous activities including reading, participating in small group discussions, and thinking about different ethical situations together with their peers. Reportedly, the most beneficial learning experience for them was their engagement in group discussions about real-life scenarios which were happening to some of their peers and most counseling professionals. In addition, the journal writing activity about their beliefs, code of ethics, and laws and regulations was another engagement activity in counseling ethics education class perceived helpful by the guidance and counseling teachers (Warren et al. 2010a).

The education integration master theme reflects the engaged learning lens through experiential activities assigned in the counseling ethics education class which reportedly helped the guidance and counseling teachers to understand and experience counseling ethics education. These activities included the journaling, the

professional helper interview reflection paper, the ethics bookmark, the wellness collage, and the ethics dilemma decision-making group discussion (Warren et al. 2010b, 2012). The small group discussions, role-plays, simulations, self-reflection, creative classroom activities, and classroom conversations on the importance of wellness were also seemed to engage them in learning, understanding, experiencing, and applying counseling ethics education (Zakaria 2013).

Doing regular needs assessment and practicing accountability. Educators are encouraged to do ongoing needs assessment and thus enhance their accountability to teaching. The needs assessment allows adult students to participate regularly in deciding what has been learned throughout a particular classroom activity and can contribute to the classroom dynamic. This fifth principle, doing regular needs assessment and practicing accountability, is reflected in the education application emergent master theme.

The education application master theme reflects doing regular needs assessment and practicing accountability lens through guidance and counseling teachers' utilization of counseling ethics education knowledge and skills into their practice, in both counselor education training clinic and in other courses within that particular semester. They were able to express their personal and professional needs to counseling ethics educator in counseling ethics education class, to counseling faculty at the department, and to supervisors at the training clinic. This open opportunity for expressing their essentials and necessities while being in the training program served as a needs assessment; for the counseling ethics educator, the counseling faculty at the department, and the supervisors to enhance their teaching and supervising activities, which helped these guidance and counseling teachers to learn counseling ethics education more effectively (Bernard and Goodyear 2009).

Providing sequence and reinforcement. Educators can start with simple ideas and then layer to create complexity. Adult students benefit from learning one idea, one theory, and one method before they can be asked to compare, contrast, and integrate several ideas. A counselor educator can provide sequence and reinforcement in teaching and learning process by starting with a simple, safe task; taking small steps toward building to the next tasks; returning to the previously taught facts, skills, and attitudes in a more innovative ways during a course or throughout the curriculum; and encouraging counseling students to experience the practical results of trying out ideas. This sixth principle, providing sequence and reinforcement, is supported by the education application emergent master theme.

The education application master theme reflects the sequence and reinforcement lens through the guidance and counseling teachers' experiences in sequentially learned the code of ethics in counseling ethics education class. They integrated the code of ethics into all experiential class assignments and into other counseling courses within the same semester. Interestingly, a significant challenge was reported by them when applying the code of ethics in training clinic counseling sessions. These real-life experiences in the training clinic setting provided the practicality of being and becoming ethical counseling professionals. However, research by Sias et al. (2006) has shown that the readiness for sequencing is not necessarily universal

and applicable for all counseling students. Their study on conceptual and moral development revealed significant relationships between counselors' level of conceptual complexity and moral reasoning in counseling ethics education. Their findings also concluded counseling students would face difficulty extending ethical principles to the situations, when they were more complex than their mental abilities. Their study suggested to counselor educators about the importance of starting lessons with simple tasks, taking small steps toward building to the next level of difficulty, and returning to the previously taught facts, skills, and attitudes to ensure counseling students' knowledge applicability.

Providing opportunities for immediate application. Effective education requires application. In current research context, application can be achieved through extending counseling ethics education knowledge and skills into other counseling courses within that particular semester as well as in training clinic counseling sessions. Immediate application enabled guidance and counseling teachers to apply specific ethical knowledge and skills across the curriculum. This seventh principle, providing opportunities for immediate application, is reflected by the education application emergent master theme.

The education application master theme reflects providing opportunities for immediate application lens notably through triadic and block supervision sessions. As the guidance and counseling teachers began their first semester of training program, they were introduced to a plethora of new vocabularies and skills important for the counseling profession. The immediate opportunities for counseling ethics education application can reduce overload and increase confidence to their professional identity and development in the program. For the past 25 years, immediate application concept has been widely used in academic settings. The concept is evidenced in a comprehensive model that creatively integrates four powerful teaching methods: collaborative learning, experiential learning, problem-based learning, and standards-driven learning. These methods provide immediate application opportunities for students to learn in a more effective and meaningful way.

Practicing equity. Adult students often remember their educators as masters and sages on the stage. For guidance and counseling teachers, the time spent with a counselor educator in different roles throughout their learning endeavor can make a considerable difference to their evolving professional identity and development in the program. A counselor educator can practice equity by encouraging students to use first names; sitting by students as co-learners; attending workshops or presenting at conferences with students; and showing the uncertainties, vulnerabilities, and humbleness by truthfully revealing own process of thinking with students. This eighth principle, practicing equity, is supported by the education appreciation emergent master theme.

The education appreciation master theme reflects the practicing equity lens through the appreciation expressed by guidance and counseling teachers to their counseling ethics educator, counselor educators at the department, and training clinic supervisors who were willing to have dialogue with them on many ethical and developmental issues (Remley and Herlihy 2010). They expressed that

whenever they felt uncomfortable as if something were not ethically right, they would seek supervision just to get feedback from others. Some of them were very hopeful their supervisors would be open to dialogue and be comfortable to have in-depth conversations about common struggles faced by many counseling students across the training programs. Practicing equity can also be seen when a counselor educator shows the uncertainties, vulnerabilities, and humbleness revealing his or her own process of thinking and experiences. A counselor educator can also certainly demonstrate equity with guidance and counseling teachers by sharing and revealing his or her own mistakes throughout career span (Warren and Douglas 2012). As a result, guidance and counseling teachers may acknowledge errors happened within the counseling profession as meaningful learning examples (Gladding 2009).

Encouraging teamwork. Working in teams can be a healthy norm for most professionals in daily professional work and life. When educators assign adult students to group discussions and classroom projects, they are preparing these students for professional teamwork in future organizations. Members of the group need to negotiate, listen, agree, disagree, compromise, and foster high tolerance to create meaningful discussions and fruitful decisions. A counselor educator can encourage teamwork among guidance and counseling teachers in various ways: having them to work in small groups, directing the groups toward a learning task, having them pay their attentions to the interpersonal and intrapersonal process of working within the groups, asking them to assess the counselor educator, and requesting them to evaluate the course formatively and summatively. This ninth principle, encouraging teamwork, is supported by the education integration emergent master theme.

The education integration master theme reflects the encouraging teamwork lens through integrating counseling ethics education knowledge and skills into classroom practices and activities. The guidance and counseling teachers identified that the group activities assigned in the counseling ethics education class provided them opportunities to collaborate, learn from others, and respect the opinions conveyed by others. They also acknowledged that they did not feel alone in the process of following through the counseling ethics education course content and application. They perceived the differences found among them offered interesting ethical perspectives that can enhance their evolving professional identity and development in the program. Occasionally, the teamwork made them realize that there is not really one right ethical decision in any situation.

10.3 Implications for Counselor Educators

Guidance and counseling teachers, together with counselor educators put forth the effort necessary to develop counseling ethics education knowledge and skills. Teaching institutions and counselor education training programs need to provide appropriate environments to facilitate students' learning and educators' teaching.

This effort is significant because training standards of the counseling profession require competence in counseling ethics (Council for the Accreditation of Counseling and Related Educational Programs [CACREP] 2016). From this chapter, implications for counselor educators emerged to enhance counseling ethics education instruction in counselor education training programs, specifically for guidance and counseling teachers.

The first suggestion for counselor educators is to create an effective and engaging classroom environment for teaching and learning counseling ethics education. According to Handelsman et al. (2005), there are three reasons ethics training is not simple: the rules taught surrounding code of ethics are vague and conflicting; learning about ethics of a profession by watching models is incomplete at best; and ethics is a study of right or wrong, but often taught as the study of wrong. Consequently, counseling ethics education is often perceived as cut-and-dry and dull course content. Jones (2011) suggested that counselor educators create a kind and fun classroom environment. Provine (2000) explained that laughter is typically not just a response to jokes created, but actually pulls people together. Therefore, making learning counseling ethics education fun may improve creativity, reduce stress, and help guidance and counseling teachers master difficult information because it can promote higher order thinking skills and de-escalates tense situations.

The second suggestion for counselor educators is to improve classroom environment for teaching and learning counseling ethics education by applying a persuasive pedagogy (Livingston 2010). In persuasive pedagogical classroom environment, there is a clear connection made between rational explanation, critical dialogue, and teaching. Counselor educators are able to provide honest reasons for any ethical situation discussions, and able to welcome any radical questions inquired by guidance and counseling teachers. To enhance counseling ethics education teaching and learning experiences, there are three questions that usually used in persuasive pedagogy: "What do I believe about the particular ethical situation?" "How do I balance my perspectives with my intentions to help clients with appropriate ethics understandings?" and "How do I make sense of the grey areas where knowledge is rarely considered absolute truth?" To implement persuasive pedagogy into teaching and learning counseling ethics education, counselor educators must be prepared to respond to tough questions from guidance and counseling teachers in the classroom, which requires further ethical considerations and explanations to produce justifiable answers.

The third suggestion for counselor educators to improve counseling ethics education is to know more about self. Counselor educators can empower guidance and counseling teachers to develop more self-awareness and do more self-evaluation. In addition, counselor educators also can encourage them to seek their own counseling services to ultimately improve knowledge about themselves, both their strengths and limitations. By participating in personal counseling, guidance and counseling teachers can better understand themselves and foster understanding about others as well. Self-awareness enables counselors to not

impose their values onto clients, which is an ethical responsibility of counseling professionals (American Counseling Association [ACA] 2014).

The final suggestion for counselor educators is to infuse experiential activities into counseling ethics education teaching and learning endeavors. This chapter revealed that guidance and counseling teachers gained considerable counseling ethics education knowledge and confidence from the experiential assignments in the counseling ethics education class. The two most preferred activities revealed were the ethics bookmark and the wellness collage. At some point, guidance and counseling teachers may have gained content knowledge and skills in counseling ethics education; however, these tangible assignments make learning more real and fun. Creative-experiential assignments such as the ethics bookmark can foster consciousness on the importance of an ethical reminder. On the other hand, the wellness collage can foster awareness of self-care and the importance of wellness to the personal and professional life of a counseling professional. Due to the impact of wellness and self-care on counseling professionals' career spans, perhaps these experiential classroom activities can be assigned not just for counseling ethics education class. Instead, these activities can become longitudinally creative-experiential activities for any educational training programs.

10.4 Conclusion

This chapter sought to explore, understand, describe, and interpret how guidance and counseling teachers learn, understand, experience, and apply counseling ethics education to their evolving professional identity and development in the program. Five emergent master themes discussed were education foundation, education integration, education application, education assimilation, and education appreciation. The discussion was based on nine principles of effective adult learning by Vella (1994, 2002), which offers only one way to organize, discuss, interpret, and connect the emergent master themes. Remarkably, counseling ethics education is found to be more than just code of ethics acquisition from textbooks; it extends beyond the cut-and-dry content, which includes safety, connection, respect, engagement, accountability, reinforcement, application, personalization, and teamwork.

Counseling ethics education empowers guidance and counseling teachers as well as improves professional identity and development. The training standards of the counseling profession require counseling ethics competencies among counselors: "to ensure counseling students develop a professional counselor identity and master the knowledge and skills to practice effectively" (CACREP 2016, p. 2). The CACREP overarching mission is to promote professional competence of the counseling profession through the development of preparation standards, encouragement of excellence in program development, and accreditation of professional preparation programs. Hence, counseling students at any counselor education training programs must demonstrate competencies in their professional orientation

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and ethical practices, which ultimately are related to their overall professional functioning. In addition to the CACREP standards, the ACA also emphasizes that ethical competency is paramount for the counseling profession and counseling professionals (ACA 2014).

Ethics education is an important competency in the counseling profession. Lifelong knowledge acquisition and continuous professional development are crucial to improve counseling professionals' ethical awareness. The CACREP standards mandated all counselor educators to have professional responsibility to educate counseling students with many aspects of professional counseling ethics (CACREP 2016). It is notable that teaching ethics is complex; and teaching counseling ethics is challenging since there is a broad range of topics, there is not unification about its goals, and subsequently there is no specific method to teach (Zakaria 2013). On the other hand, the goals for counseling ethics education are diverse and include such areas as knowledge of the ethics codes, aptitude to practice ethically, knowledge of at least one decision-making model, awareness of ethical issues, tolerance for ambiguity, willingness to consult, ego strength, and self-care. Accordingly, a counseling ethics education course includes mandatory learning outcome components such as personal development and insights into therapeutic change; and is not a substitute for personal counseling services (Zakaria 2013; Zakaria and Warren 2014, 2016).

Counseling ethics education is anticipated to instill counseling ethics awareness and integrate professional ethics knowledge in guidance and counseling teachers; and equally encourage wellness and self-care appreciation among counseling practitioners (Zakaria 2013). Even with the complexities of counseling ethics education, counselor educators must be able to work with guidance and counseling teachers who have diverse social, cognitive, and ego developmental levels. At the heart of a sound ethical counseling practice, there lies a framework of respect, care, and sensitivity toward others in ensuring the highest professional standard of services within the counseling profession realm. This framework guarantees the care of self, care of clients, and care of colleagues; which are all based upon counseling professionals' personal and professional morals, values, principles, and personhood quality, that eventually may empower guidance and counseling teachers as well as improve their professional identity and development.

The importance of counseling ethics education to improve guidance and counseling teachers' services delivery at school setting. The significance of counseling ethics education for guidance and counseling teachers is evident. One essential aspect of leadership in the counseling profession is to know and learn about "self" and "ism." As counseling professionals, guidance and counseling teachers are able to see their role as being one who inspires to help the children, and to practice counseling competently and ethically. Their self-awareness, competency, and identity development may have a significant impact on the educational process in conveying the knowledge, managing the classroom, enhancing children's well-being, and creating a therapeutic learning ambiance. In addition, guidance and counseling teachers are expected to serve numerous roles and job requirements at school such as educating, advising, and mentoring the children. They also have to

participate in research for evidence-based practices and scholarly activities, provide consultation, and serve the school and community with various accountabilities. These diverse roles and expectations certainly can provide them a broad foundation for the development of their professional identity as counseling professionals, precisely as guidance and counseling teachers.

Although there are many sources and resources can be found along the learning acquisition journey to assist guidance and counseling teachers to learn ethics education, they need to learn formal ethics education content through a direct instructional medium. This could be attending an ethics education class established in any counselor education training programs, as well as participating in ethics education workshops, conferences, or conventions. It is assumed that these direct instructional mediums embed and infuse ethics education content through good classroom ethics pedagogy. Good ethics pedagogy is a process which involves changes and enlightenments in teaching and learning ethics education.

It is always a good reminder for an ethics educator that, while intentionally teaching counseling ethics education, the counselor educator could potentially alter the guidance and counseling teachers' existing knowledge, belief system, and world view regarding certain challenging issues. Therefore, effective ethics pedagogy involves in-depth discussions on ethical challenges that may relate to their integrity. The integrity assists guidance and counseling teachers to grasp the ethics education meaning from its content. The type of teaching that derived from good ethics pedagogy is known as "persuasive pedagogy," which means to discuss various ethical perspectives while maintaining balance in the classroom practice between the ethics educator and the students. In the setting of a persuasive pedagogical classroom, there exists a special connection between three elements: rational explanations, critical dialogue, and content teaching. These connections are also relevant in teaching and learning counseling ethics education, in which the connections might enable the counselor educator to provide honest reasons for classroom discussion on any ethical conundrum, as well as to welcome any radical questions inquired by the guidance and counseling teachers (Jungers and Gregoire 2013).

Guidance and counseling teachers can grasp and comprehend much of the information about ethics education through knowing the self. To know the self means to learn more in-depth about the self; to be familiar with belief systems, values, and morals; and to discover how these interconnected constructs can affect ethical decision-making process throughout the lifespan. Another important element in assisting guidance and counseling teachers to grasp ethics understandings could be through the life experiences gained from the interactions with family, friends, community, and spirituality affiliations. Guidance and counseling teachers with ethics enthusiasm and curiosity could also learn a great deal about ethics education from a direct instructional learning environment. This can be attained by enrolling in a formal ethics education class, dialoguing with ethics educators, exchanging information with ethics experts, and even making one's own ethical mistakes throughout a career lifespan.

Currently in Malaysia, the practice of instructional approach for most primary, secondary, and tertiary teaching and learning endeavors is mostly still utilizing traditional education; which focusing more on content-based, memorization-based, examination-based, and teacher-centered learning. From this chapter, the discussion on how guidance and counseling teachers learn, understand, apply, experience, and apply counseling ethics is found to be not just knowing and learning about code of ethics from textbooks. The discussion and conclusion drawn from this chapter may contribute toward a very substantial change in instructional approach for higher educational system in Malaysia, particularly in providing a new set of methodology in teaching and learning counseling ethics education; to empower lifelong learning acquisition among guidance and counseling teachers toward enhanced professional identity and development as counseling professionals.

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