**Tutor Ethics Scenarios, Shared on LRNASST Listserv 3/17/2009**

Client A: During a tutoring session, A begins badmouthing the professor. In some ways, you agree with A.

Client B: One of your current professors is also teaching a freshman-level class. This professor knows you are tutoring B, a student in that class, and confidentially lets you know that B has no chance to pass.

Client C: One of your current professors is also teaching a freshman-level class. This professor knows you are helping C, a student in that class, and asks how the tutoring sessions are going.

Client D: You and D have been working together for over an hour, and the center is about to close. D asks if the two of you could go to the library and work a while longer.

Client E: You and E have been working together for over an hour, and the center is about to close. E offers to buy you dinner so the two of you can work a while longer.

Client F: You and F met several times earlier in the semester. Then out of nowhere you get an email begging to meet on Sunday evening before F takes a test on Monday.

Clients G & H: You’ve met with G & H several times during the first seven weeks of class. Now they confess that they’ve stopped going to class because “you explain it better.”

Client I: Your client is clearly trying hard to learn the material, but it just isn’t happening, so I asks to borrow your old notes.

Client J: You’ve only met with J once before, but it seems quite clear that J simply isn’t going to class.

Client K: K talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor’s accent and ability to communicate in English are causing K’s problems.

Client L: L talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor’s understanding of the material is weak.

Client M: M talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor’s behavior and personal comments are way out of line.

Client N: N talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor’s ability to explain the material is questionable.

Client O: O is a lot of fun to work with and you have several interests in common. The more time you spend with O, the more you realize that you are probably perfect for each other.

Client P: P is a good student overall and asks, “Is this going to be on the test?”

Client Q: Q is very happy with your help and says, “You’re a great teacher!”

Client R: You have tutored R only once before. Today, R shows up with a graded copy of an old test and asks you to explain all of the wrong answers.

Clients S & T: You are willing to tutor small groups of students, so you have scheduled to work with S & T every Monday and Thursday. By the seventh week, T is understanding the material much better than S and is starting to become impatient during the tutorials.

Clients U & V: You are willing to tutor small groups of students, so you have scheduled to work with U & V every Monday and Thursday. They are roommates and friends, but V is understanding the material much better than U and is starting to do a lot of U’s work.

Client W: W asked a lot of good questions during the session this morning. But now, looking back, you think you may have given W some misleading information.

Client X: Working with X all semester has been a pleasure, and now you’re meeting for the last time. You’re surprised when X hands you a gift.

Client Y: You’ve worked through your discomfort about Y’s physical disability, but you still don’t feel that you are able to help Y learn the material effectively.

Client Z: During your tutoring sessions, Z has a lot of trouble focusing. Because of your background as a peer counselor, you are fairly sure that Z has an increasingly serious drug problem.