

Volume 2, Issue 3 Digests



THE PROFESSIONAL COUNSELOR



NATIONAL BOARD FOR
CERTIFIED COUNSELORS
Promoting counseling through certification

Digests

Promoting scholarship and academic inquiry within the profession of counseling.



Contents

- | | | |
|----|--|------------------------------|
| 4 | The Fundamental Lifestyle of a University Community: A Case Study of Higher Education in a Malaysian Institution | Go To Digest |
| 6 | HIPAA, HITECH and the Practicing Counselor: Electronic Records and Practice Guidelines | Go To Digest |
| 8 | Impact of Family Dynamics on Narcissism and Impotence: Commentary and Implications for Psychodynamic Counselors | Go To Digest |
| 10 | Meaningful Experiences in the Counseling Process | Go To Digest |
| 12 | Orientación para la Formación de Líderes y el Desarrollo del Liderazgo | Go To Digest |

[Read full articles of *TPC* Volume 2 Issue 3](#)



About The Professional Counselor

The Professional Counselor (TPC) is an official, peer-reviewed, open source, electronic journal of the National Board for Certified Counselors and Affiliates, Inc. (NBCC®) dedicated to research and commentary on empirical, theoretical, and innovative topics in the field of professional counseling and related areas.

The *TPC* Journal publishes original, peer-reviewed manuscripts relating to: mental and behavioral health counseling; school counseling; career counseling; couples, marriage, and family counseling; counseling supervision; theory development; professional counseling issues; international counseling issues; program applications; and, integrative reviews of counseling and related fields.

The intended audiences for the *TPC* journal include National Certified Counselors, counselor educators, mental health practitioners, graduate students, researchers, supervisors, and the general public.

About the Digests

Digests are an abbreviated version of *The Professional Counselor* journal articles. They are intended for the general public.

Copyright © 2009-2012 The Professional Counselor

The Fundamental Lifestyle of a University Community: A Case Study of Higher Education in a Malaysian Institution—DIGEST



The Professional Counselor
Volume 2, Issue 3
<http://tpcjournal.nbcc.org>

© 2012 NBCC and Affiliates, Inc.
www.nbcc.org

Melissa Ng Lee Yen Abdullah
See Ching Mey

A B S T R A C T

This study identified the fundamental lifestyles adopted by a university community in Malaysia. Rapid growth and expansion of higher education in Malaysia is inevitable as the country moves from a production-based economy to one that is innovative and knowledge-based, requiring the development of a highly skilled and knowledgeable workforce. Research universities in Malaysia are leading the way in the generation of intellectual property and wealth for the country, as well as enhancing the quality of life of its people. A case study approach found that the university community's lifestyle is focused on recognitions. Implications for university personnel are discussed.

Higher Education Institutions (HEIs) in Malaysia are currently undergoing transformation to be recognized as world-class institutions and to turn the country into an international education hub. The National Higher Education Strategic Plan was launched in 2007, which sets forth the vision and strategic roadmap to transform the country's higher education system for decades to come. Nevertheless, it is unclear to what extent the transformation measures have shaped the lifestyle of the university community. This study aims to fill in the gaps by identifying the lifestyles adopted by the university community.

A case study method was used to conduct the investigation. A research-intensive university was selected as a sample case in this exploratory study. A total of 346 respondents have participated in this research on a voluntary basis. The participants consisted of higher administrators, academic staff, administrative officers, support staff, postgraduate and undergraduate students. The Behavioural Management Information System (BeMIS), an online assessment and reporting tool, was used to identify the lifestyles of the university community.

Melissa Ng Lee Yen Abdullah is a Senior Lecturer and See Ching Mey is Deputy Vice-Chancellor at the Universiti Sains Malaysia. Correspondence can be addressed to 1180 USM, Pulau Pinang, Malaysia, melissa@usm.my. Acknowledgement: The authors would like to acknowledge the financial support from RU Grant (1001/PGURU/816144) and also the assistance received from Dr. Daniel R. Collins and Dr. J. Scott Hinkle, as well as the contribution of all the AURA team members, in conducting this study.

The underlying instrument in this information system is the Adjective Check List (ACL). The ACL comprises of 300 adjectives commonly used to describe personality traits that can be grouped into four major lifestyles, namely: recognition, introspection, introversion, and extroversion lifestyles. The findings confirmed that the university community's lifestyle focuses on recognitions which may



come in the form of pay raises, awards, promotions, performances, and so on. The results are consistent across the different subgroups of the university community.

Since the university community's lifestyle focuses on recognition, appropriate external stimulus (e.g., attractive pay scheme and rewards) can be offered to direct university employees and students towards achieving the institution's strategic objectives. In addition, this study also discovered that the university community prefers external environment and socialization activities, which is in line with the institution's moves toward industry and community engagement activities. The external lifestyle also could be contributed to by the staff's and students' mobility programs, collaborative research, and industrial and community engagement activities. Even so, there are still members of the university who are extremely introverted in their lifestyles. Support services need to be made available for those who feel isolated and have extreme introverted behaviours. Mental health support system and counselling services also are crucial to sustain the well-being of the university community during institutional transformations.

BeMIS, an online assessment and reporting tool, was used to identify the lifestyles of the university community.

Full article: Abdullah, M., N., L., Y., & Mey, S. C. (2012). The fundamental lifestyle of a university community: A case study of higher education in a Malaysian institution. *The Professional Counselor*, 2, 178-191.

HIPAA, HITECH and the Practicing Counselor: Electronic Records and Practice Guidelines—DIGEST



The Professional Counselor
Volume 2, Issue 3

<http://tpcjournal.nbcc.org>

© 2012 NBCC and Affiliates, Inc.
www.nbcc.org

Jeffrey S. Lawley

A B S T R A C T

The use of technology in counseling practice is constantly expanding, offering new tools for communication and record-keeping. These tools come with significant legal and ethical risks for counselors as well as counselor educators and supervisors. Rules from HIPAA and HITECH are discussed in relation to counseling practice. Guidelines for electronic records and communications are suggested.

Changes in laws regarding counseling practice, such as guidelines for electronic records are an emerging issue of significant legal and ethical concern for counselors. Poorly maintained electronic records and inadequately secure electronic communication are significant legal and ethical risks for counselors. The HIPAA security rule went into effect in 2005 and created specific legal guidelines for electronic protected health information (ePHI) and communication, including the need for offsite backups and guidelines for secure communication of client information. Additionally, the security rule has guidelines for physical access to computers and other devices that may be able to access ePHI.

The HITECH Act, which amended HIPAA, requires specific measures for the maintenance of ePHI. These measures include encryption, which could be considered best practice, but was not previously a requirement. While counselors are generally given an overview of laws such as HIPAA as part of their training program, many details may be lost in regards to real-world application of these rules. Although there are few significant conflicts between ethics and law regarding these issues, some of these legal points are not addressed in the current ethics code. Additionally, it can be argued that more advanced subjects in computers and technology,

Jeffrey S. Lawley is an Assistant Professor at Louisiana State University-Shreveport. Correspondence can be addressed to Louisiana State University-Shreveport, 1 University Place, BE Building 348, Shreveport, LA 71115, jlawley@gmail.com.

regarding these issues, some of these legal points are not addressed in the current ethics code. Additionally, it can be argued that more advanced subjects in computers and technology, such as the way encryption works and how it works within specific pieces of software, are now “need to know” for counselors. Ethical Issues surrounding communication via SMS, email, or other forms of electronic communication



are discussed. This manuscript offers a guide for ethical and legal data backups, communication via email, SMS, or other electronic methods, the risks inherent in the use of smartphones for any counseling-related activity, rules related to psychotherapy notes and test data, online assessment, and policies regarding records access and encryption. Ethical and practical implications of HIPAA and HITECH are discussed in regards to helping counselors remain compliant with updated laws regarding ePHI and other aspects of practice.

The HITECH Act, which amended HIPAA, requires specific measures for the maintenance of ePHI.

Full article: Lawley, J. S. (2012). HIPAA, HITECH and the practicing counselor: Electronic records and practice guidelines. *The Professional Counselor*, 2, 192-200.

Impact of Family Dynamics on Narcissism and Impotence: Commentary and Implications for Psychodynamic Counselors—DIGEST



The Professional Counselor
Volume 2, Issue 3
<http://tpcjournal.nbcc.org>

© 2012 NBCC and Affiliates, Inc.
www.nbcc.org

Martha Nodar

A B S T R A C T

Growing up in a thwarted relationship with a father perceived as lacking in meeting the basic nurturing needs of the father-son relationship disrupts a boy's normative development and may leave him fixated in a regressive state. This also impacts the mother-son relationship. This paper uncovers obscure layers of the male psyche and argues that a regressive state renders the grown man highly susceptible to developing narcissistic tendencies in adulthood. These tendencies are likely to affect interpersonal relationships including impotence and sexual performance with women. Implications for psychodynamic counseling and clinical supervision are discussed.

This paper conceptualizes the dynamics intertwined in the intrapsychic relationship men have with themselves, the interpersonal relationships they hold with their sons, and the sexual relationships they have with intimate female partners. The work of different male psychoanalysts was reviewed in order to understand their focus on a prevalent dynamic shared by some men—narcissistic tendencies. These tendencies are triggered by the dynamics of the family-of-origin, and are bound to bring havoc to these men's relationships, such as the ones they may have with their wives and children.

This paper relies on empirical data from scholars in the field of psychology, counseling and psychiatry in search of a compass to navigate through narcissistic issues in the counseling session. Problems that appear to be “because” of a spouse may have little to do with the spouse and instead much more to do with the partner's own history. This paper stimulates the beginning of candid conversations about the psychic history of some males and the degree of differentiation from their family-of-origin. Searching for the authentic self will allow for the

Martha Nodar is a graduate counseling student at Mercer University. Correspondence can be addressed to 3001 Mercer University Drive, Atlanta, GA 30341, martha.a.nodar@live.mercer.edu.



exploration of acknowledging and grieving earlier losses in an effort to free the energy fixated in earlier stages and to invest it in the here-and-now. The psychodynamic counseling approach with its focus on bringing the unconscious to conscious awareness appears to be a competent method for this exploration.

Interpretation of the multiple regression analysis indicated that the combination of gender, age and degree level significantly predicted counseling self-efficacy beliefs.

Full article: Nodar, M. (2012). Impact of family dynamics on narcissism and impotence: Commentary and implications for psychodynamic counselors. *The Professional Counselor*, 2, 201-207.

Meaningful Experiences in the Counseling Process—DIGEST



The Professional Counselor
Volume 2, Issue 3

<http://tpcjournal.nbcc.org>

© 2012 NBCC and Affiliates, Inc.
www.nbcc.org

Corrine Sackett
Gerald Lawson
Penny L. Burge

A B S T R A C T

Researchers examine the experiences of a counseling session from the perspectives of counselor-in-training (CITs) and clients. Post-session phenomenological interviews were conducted to elicit participants' meaningful experiences, and the analysis revealed both similarities and differences. Researchers found the following themes most meaningful for CITs: Counseling Relationship, Insight, Immediacy, Goals, Emotion, Nonverbals, Transference, and Countertransference, and CITs negotiating the counseling process and their role. Themes of meaningful experience that emerged for clients include: Counseling Relationship, Insight, Immediacy, Goals, Emotion, and Reflections on Counseling. Implications for counselor education and supervision are discussed.

The purpose of this qualitative study was to describe the experiences of counselors-in-training (CITs) and clients in the counseling process, and to answer the following two research questions: (a) What do CITs and clients experience as most meaningful in counseling? (b) What are the similarities and differences of what CITs and clients experience as meaningful in counseling? The use of CITs, rather than experienced counselors, in this study has provided important discussion and implications for counselor educators and supervisors.

Participants in this study consisted of CITs and clients from a counselor education training clinic at a satellite center for a large mid-Atlantic public university. The CITs were master's students in a counselor education program at this university and were completing their practicum experience in the clinic at the time of the study. The clients in the study were students enrolled in a Human Services Associates Degree Program at a local community college. The sample consisted of 12 CIT-client dyads, totaling 24 participants.

Phenomenological interviews were conducted following each dyad's second counseling session to elicit participants' experiences of meaningful occurrences in that particular session.

Corrine Sackett is an Assistant Professor at Western Kentucky University. Gerald Lawson is an Associate Professor and Penny L. Burge is a Professor, both at Virginia Polytechnic and State University. Correspondence can be addressed to: Corrine.sackett@wku.edu, GRH 2019, 1906 College Heights Blvd., #11030, Bowling Green, KY

Clients and CITs were interviewed separately. For the purpose of this study, meaningful experiences were defined as anything that was important, significant, or moving to the participant and could be cognitive, emotional, relational, or behavioral in nature.

Findings from this study resulted in themes for CITs and themes for clients. Between CIT and client themes were several similarities as well as differences. Eight themes, with many subthemes, emerged for CITs: Counseling Relationship; Goals; Insights; Immediacy; Emotion; Nonverbals; Transference and Counter Transference; and CIT Negotiating the Counseling Process and their Role. Six themes emerged from the client participant interviews: Counseling Relationship, with many subthemes; Goals; Insight; Immediacy; Emotion; and Reflections on Counseling.



The findings of this study indicate that CITs and clients experience much of the same things as meaningful in a counseling session. Examples include the counseling relationship, goals, insights, immediacy, and emotion. The findings also bring to light areas CITs and clients differ in their perspectives, such as in meaningful aspects of the counseling relationship, and the level of importance placed on goals and immediacy (for example goals are more meaningful to clients, and immediacy is more important to CITs). These similarities and differences have implications for practice and for clinical supervision, and are discussed further in the article.

The analysis revealed both similarities and differences [in what was considered meaningful]

Full Article: Sackett, C., Lawson, G., & Burge, P. L. (2012). Meaningful experiences in the counseling process, *The Professional Counselor*, 2, 208-225



Orientación para la Formación de Líderes y el Desarrollo del Liderazgo— DIGEST

Alfonso Barreto

E X T R A C T O

La Orientación es el instrumento que potencia la formación y forja el desarrollo de los líderes en su razón ontológica de impulsar y guiar a otros, debido a que la Orientación, tanto como disciplina como práctica profesional, acrecienta la conciencia y optimiza la gestión de la energía humana.

El liderazgo es uno de los fenómenos de mayor investigación y discusión a lo largo de las disciplinas y áreas que abordan el estudio de las relaciones humanas. Se habla del liderazgo como capacidad, influencia, característica, proceso, cualidad, poder o autoridad. Etimológicamente, inclusive, la disputa sobre la definición sobre lo que es liderazgo parece no resolverse del todo, ya que mientras la acepción latina asocia al liderazgo con procesos de desarrollo, el sentido sajón se refiere al liderazgo como un acto de guía.

Es necesario concebir al liderazgo como un fenómeno natural que ocurre en cualquier tiempo y espacio donde converjan procesos y sistemas humanos. Para Barreto, el liderazgo integra cada una de esas atribuciones o esos adjetivos (capacidad, cualidad, influencia, etc.) y por consiguiente, se comprende como una interacción de energía humana que tiene por esencia emprender los caminos y procesos de mejoramiento y enaltecimiento sostenido.

Por su parte, la Orientación; como disciplina y práctica profesional abocada al enaltecimiento de la especie humana se compromete con el estudio y la potenciación del ser humano como un ser integral: individual, social, cultural, temporal, espacial, biológico, espiritual y trascendental. Ella se nutre del campo educacional, psicológico, filosófico, antropológico, sociológico y de otras ciencias humanas.

Alfonso Barreto es Analista de Desarrollo de Talentos y Especialistas (PDVSA – Gerencia AIT). Correspondencia puede ser enviada a: alfarreto@yahoo.es, Av. 33A, Calle 100, Terrazas de Sabaneta, Maracaibo-Venezuela, Sur América.

De la Orientación se desprenden diversas áreas de estudio y praxis que buscan describir, explicar y plantear soluciones a las realidades humanas en sus diferentes contextos: educativo, familiar, comunitario, laboral, etc.

Se concibe de esta manera un modelo teórico que presenta a la Orientación como una aliada formidable de aquel liderazgo que se propone abrir e impulsar los procesos de crecimiento de sus integrantes en una perspectiva de desarrollo armónico sostenido.

La energía humana es el concepto articulador del liderazgo y la orientación. La energía humana es la fuerza inteligente y racional que promueve las transformaciones y las reingenierías. No solo es una energía física, es además una energía mental, emocional y espiritual.

En tal sentido, las personas consideradas líderes encuentran en la Orientación un conjunto de principios, actitudes, postulados y estrategias que potencian su formación y promueven su efectivo accionar en las interacciones de energía humana dado que les permite comprender crítica-reflexivamente los fenómenos que componen la complejidad de las relaciones y realidades humanas de una manera más efectiva.

**El liderazgo por
consiguiente, se
comprende como
una interacción de
energía humana.**



Full article: Barreto, A. (2012). Orientación para la formación de líderes y el desarrollo del liderazgo. *The Professional Counselor*, 2, 226-234.



Publication of the National Board for Certified Counselors