THE PROFESSIONAL COUNSELOR

RESEARCH AND PRACTICE

TPC

Promoting scholarship and academic inquiry within the profession of counseling.

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Digest Contents

Helping Military Families Cope

A B S T R A C T

Increasingly, mental health professionals are providing counseling services to military families. Military parents often struggle with child-rearing issues and experience difficulty meeting the fundamental needs for trust and safety among their children because they are consumed with stress and their own needs. Military family dynamics and parenting styles are explored and counseling strategies are presented.

March 8th, 2011

Lynn K. Hall

Developmentally, many military parents who are struggling with child-rearing issues have difficulty meeting the fundamental needs for trust and safety for their children because they are consumed with their own needs. Stoicism in the military, or the need to be ready, maintain the face of a healthy family, and do what is expected without showing discontent or dissatisfaction is an important dynamic. A second critical dynamic is secrecy, or not allowing what happens in the family, impact the military parent's career. A third dynamic of denial is present in most military families as they make numerous transitions and experience issues like deployment of the service member. In order to survive, the non-military parent and children often deny the emotional aspect of these transitions, as well as more "normal" developmental transitions. In many parent-focused military families, particularly when there is a child who is acting out or in other ways exhibiting behavior problems, these three dynamics often lead to other characteristics such as the belief that the child is the problem, rather than the child may have a problem.

Most military dependent children are born to very young couples who have been removed from their extended support system or other supportive older adults on whom they can rely. For almost all military children, their physical and psychological needs are indeed met during childhood; however, when children begin to assert military are organized, not just because of who the parents are but, more importantly, who the parents are in the midst of the demands of the "warrior fortress" in which they live, is essential in working with these families.

Helping parents assess their current parenting parenting style, and the respectful leadership style. Helping military parents understand how their parenting style impacts child development can often be a counselor's most valuable teaching tool.

When children begin to assert themselves... the parental system may be unable to tend to the children's needs.

themselves and/or make emotional demands, which often begins in early to middle adolescence, the parental system may be unable to tend to the children's needs. Parents who are under a great deal of stress and perhaps faced with a high level of uncertainty around issues like multiple deployments, may find themselves resentful or threatened by the needs of the children. The ability to understand how some families in the style and then consider how to modify their parenting practices from patterns that are discouraging for their children to those that are encouraging, can be extremely valuable for family growth and development. Helping parents adjust their style will directly impact their children's behavior. Three common parenting styles are the coercive parenting style, the pampering or permissive

Venezuelan Counseling:
Advancement and Current Challenges

Abstract

In the worldwide community it is not well known that counseling and guidance professional practices have a long tradition in Venezuela. Therefore, this contribution's main purpose is to inform the international audience about past and contemporary counseling in Venezuela. Geographic, demographic, and cultural facts about Venezuela are provided. How counseling began, its early development, and pioneer counselors are discussed. The evolution of counseling from an educational based activity to counseling as a technique driven intervention is given an historical account. How a vision of counselors as technicians moved to the notion of counseling as a profession is explained by describing turning points, events, and governmental decisions. Current trends on Venezuelan state policy regarding counselor training, services, and professional status are specified by briefly describing The National Counseling System project and the National Flag Counseling Training Project. Finally, acknowledgement of Venezuela's counseling pioneers and one of the oldest counseling training programs in Venezuela is described.

March 8th, 2011

George Davy Vera

During the 1930s, counseling in Venezuela began as a form of educational guidance and counseling concerned with academic and vocational issues using mainly psychometric approaches. Some Venezuelan counseling pioneers were European emigrants. Because of the education and training of these early pioneers, counseling in Venezuela was conceived as educational, vocational, and career-oriented services.

In 1962 the Ministry Education requested that the Pedagogic Institute of Caracas house the first formal counselor education program in Venezuela. Some of the early graduates from these programs went abroad, mainly to the U.S., to obtain advanced counseling and guidance education and training at the master's and doctoral levels. Upon return to Venezuela, they engaged in teaching and training in counseling and guidance at different colleges and some were hired by the Ministry of Education. As a result, American theories, models,

and views of the counseling profession in the 1970s and 1980s were fused

with Venezuela's view of counseling and guidance.

Between the 1970s and 1980s professionalism in counseling was embraced because counseling and guidance related organizational movements emerged. Currently, several professional matters regarding counseling are taking place in Venezuela, one being the status of counseling as an independent profession.

The Venezuela Counseling Associations Federation, FAVO, will soon introduce a legislative proposal concerning professional counseling practice. A proposed National Counseling Training Program will be at the bachelor's level and four semesters long. A unique

prerequisite of this program is that applicants must hold one of these bachelors'

degrees: education, psychology, social work, sociology, industrial engineering, philosophy, pedagogy, and physician. The proposed Venezuelan national counselor training program will be organized into core areas.

A current concern is professional counselor certification, supervision, and continuing education. FAVO has worked on these

matters since 2004 in collaboration with NBCC International. FAVO is developing Venezuela's first National Counselor Certification System as well as conceptualizing a national supervision model and continuing education. FAVO granted the first group of national certified counselors in 2010 and is planning for the first group of trained and certified counselor supervisors in 2011. According to experiences in different parts of the world, it can be concluded that not only in Venezuela, but worldwide, the profession of counseling is an emerging phenomenon; therefore, international counseling institutions and organizations need to begin acting on how to face the worldwide challenges for professional counselors.

Currently, several professional matters regarding counseling are taking place in Venezuela, one being the status of counseling as an independent profession.

The Counseling Program at the University of Zulia: An International Program

A B S T R A C T

A personal description of an international counselor education program is presented including various services counselors are trained to provide and a sample curriculum.

March 8th, 2011

George Vera

Venezuela's early counseling pioneers at the University of Zulia, some of whom were trained in the United States (e.g., Dr. E. Acquaviva, Dr. C. Guanipa, A. Busot, M. Ed.; A. Quintero, M.Ed., M. Socorro, M.Ed., D. Campo, M.Ed.), were early pioneers responsible for influencing and crafting the counseling and guidance culture at the University of Zulia. Initially in the early 1970s, this counseling bachelor's level program was conceived as educational counseling (asesoramiento) and vocational guidance (orientación vocacional) as a specialization track within the major of Pedagogical Science. Graduates from this program received a Licentiate in Education, Major in Pedagogical Sciences in the area of counseling (Licenciatura en Educación, Mención Ciencias Pedagógicas, Area de Orientación).

According to the University of Zulia's official archive (1970-2010) on counseling academic and curriculum development, professional services related to individual, vocational or educational counseling and guidance were understood as orientación. Historically, the academic choice of using this term at the time was congruent with the Ministry of Education's decision in 1962, when the terms orientación and orientador were officially adopted to describe guidance professionals and counseling practitioners, respectively. The current bachelors' degree is five years long (10 academic semesters).

The education of professional counselors is conceived upon several key concepts:

- Professional identity reflects that graduates are trained to perform counseling and guidance tasks within the educational system and other professional and organizational agencies.

- Counseling professionals help people develop within the social environment, and assist with the processes of psychosocial functioning and effectively dealing with developmental changes and stressful life events.

- Professional counselors trained at the University of Zulia are competent in forming counseling tasks such as designing, implementing, and evaluating counseling services.

Graduates provide counseling services in different areas of human services including personal-social counselors, academic counselors, vocational counselors, work

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Early pioneers were responsible for influencing and crafting the counseling and guidance culture

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counselors, community and recreational counselors and provide counseling services for community life enhancement.

Graduates are trained in three core counseling professional competencies, including:

- Human system diagnostics: use of diverse tools for diagnosing human systems and individual psychological, educational, social and developmental characteristics.

- Program and service design: conceptualize and evaluate human processes in order to design and administer counseling services for individuals, groups, communities, and organizations.

- Counseling and consultation: provide professional services concerning human potential development and to meet psychological, emotional, behavioral, educational, social, organizational, and community needs.

Social Distance and Mental Illness: Attitudes Among Mental Health and Non-Mental Health Professionals and Trainees

Abstract

Social distance towards adults with mental illness was explored among mental health and non-mental health trainees and professionals. Results suggested mental health trainees and professionals desired less social distance than non-mental health trainees and professionals, and that social distance is related to attitudes towards adults with mental illness.

March 8th, 2011

Allison L. Smith
Craig S. Cashwell

Stigma towards adults with mental illness is both a longstanding and widespread phenomenon. In the mental illness stigma literature, authors have used the construct of social distance (the proximity one desires between oneself and another person in a social situation) to assess expected discriminatory behavior towards adults with mental illness.

Scholars have described low social distance as characterized by a feeling of commonality, or belonging to a group, based on the idea of shared experiences. In contrast, high social distance implies that the person is separate, a stranger, or an outsider. It has been suggested that social distance research can provide valuable insight

Stigma towards adults with mental illness exists among mental health professionals.

into factors that influence mental illness stigma. One factor that has been studied as it relates to social distance is gender, both of the target (person with the mental illness) and perceiver (person who desires social distance).

Researchers have suggested that stigma towards adults

Although professional counselors might work in the same settings as other mental health professionals, the training background of this subgroup includes some noteworthy differences. Relative to other mental health disciplines, counselor training programs are grounded in developmental

addition to other mental health professionals and students, non-mental health professionals, and students outside of a mental health discipline. Gender, as related to social distance also was included in the study. Results suggested that women desired less social distance than men. Participants with the professional orientation of counselor and psychologist desired significantly less social distance than those who identified as social worker and non-mental health professional. Social distance was related to attitudes towards mental illness. People who held more negative attitudes towards mental illness desired more social distance. More positive attitudes towards mental illness desired less social distance. Implications of the results were discussed and future research directions were suggested.

> *It has been suggested that social distance research can provide valuable insight into factors that influence mental illness stigma.*

with mental illness exists among mental health professionals. Previous researchers have examined psychiatrists, psychologists, and social workers, but not professional counselors. Professional counselors should be included in this type of empirical examination, as professional counselors have reported that they help more clients with severe mental distress.

perspectives and strength-based orientations. Thus, it is important to consider counselors in comparison to other mental health professions and the general public.

The purpose of this study was to gain a more comprehensive understanding of social distance towards adults with mental illness by including counselors and counseling students in

Bringing Life to e-Learning: Incorporating a Synchronous Approach to Online Teaching in Counselor Education

Abstract

Recently, many counselor education programs have considered whether and how to offer courses online. Although online counselor education courses are becoming increasingly common, the use of synchronous (real-time) teaching approaches appears to be limited at best. In this article, we provide a context and rationale for incorporating online synchronous learning experiences, discuss the use of simple technologies to create meaningful educational experiences, and present one model for combining synchronous and asynchronous instructional approaches online. We also share our perspectives on the contributions of synchronous learning components, reflect on student and instructor experiences, and discuss issues to be considered in developing online counselor education courses.

Go To Article

March 8th, 2011

James M. Benshoff
Melinda M. Gibbons

Increasingly, counselor education courses are being taught online. Online instruction can be divided into two types: 1) online asynchronous discussion (OAD) involving learning that can be accessed anytime, typically including discussion boards, email, and web-based content; and, 2) online synchronous discussion (OSD) using audio, text, and/or video connections through the Internet for real-time communication. In the online course presented here, OAD and OSD are combined to create an online learning environment that brings much of the lifeof face-to-face classes to the virtual classroom.

A community of inquiry model includes three components deemed necessary for successful online teaching: social course component utilizes Blackboard Discussion Board as a forum for students to critically reflect on their learning, guide discussion.

Student responses to this online format have been overwhelmingly positive and enthusiastic.

presence, cognitive presence, and teaching presence. Social presence is the ability to bring student and instructor personalities into the learning community and develop group cohesion. Cognitive presence is the ability to construe meaning and develop critical thinking. Finally, teaching presence refers to active design, delivery, and facilitation of course content.

Our online group counseling course was designed to address all three elements of a community of inquiry, thereby creating a process-based, student-focused online learning environment. The OAD

online experiences, and course material between class meetings. The OSD learning component uses MOO, a free interactive, synchronous learning platform that is text-based and utilizes a basic chat environment. Students commit to attending 2-hour class meetings at the same designated time each week, meeting online altogether in real time. Online, students are encouraged to take responsibility for their own learning, share knowledge with others in the class, and integrate what they know from practice with new or revisited concepts in class. PowerPoint slides are used to help present content and

Student responses to this online format have been overwhelmingly positive and enthusiastic. Even students who initially were fearful or skeptical readily become active and engaged class members. This approach has worked particularly well with more advanced students where their traditional coursework prepared them with basics, and they had knowledge and experience on which to build in post-Master's education. It is our belief that a community of inquiry can be greatly enhanced by incorporating an OSD format, thereby creating a learning experience where the parts of teaching that counselor educators hold dear – social contact and interaction – can be developed online.

The Effect of Parenthood Education on Self-Efficacy and Parent Effectiveness in an Alternative High School Student Population

Abstract

Adolescents defined as at-risk typically lack healthy models of parenting and receive no parenthood education prior to assuming the parenting role. Unless a proactive approach is implemented, the cyclic pattern of dysfunctional parenting, including higher rates of teen pregnancy, increased childhood abuse, low educational attainment, intergenerational poverty, and lack of steady employment will continue. Parenthood education seeks to remediate this recurring cycle with at-risk students before they become parents. Eighty-two alternative school students, grades 7 through 12 were randomly assigned to either an experimental or control group. After the experimental group completed a 16-session parenthood education program, differences between the two groups were tested using two measures: Self-Efficacy Scale and Parent Effectiveness. Two-way ANOVA analyses showed statistical significance between the primary caregivers in the experimental and control group on the social self-efficacy and parent effectiveness. Implications and suggestions for further research are discussed.

March 9th, 2011

Sachin Jain
Becky Weller Meyer
Kathy Canfield-Davis

Adolescents defined as at-risk typically lack healthy models of parenting and receive no parenthood education prior to assuming the parenting role. Unless a proactive approach is implemented, the cyclic pattern of dysfunctional parenting, including higher rates of teen pregnancy, increased childhood abuse, low educational attainment, intergenerational poverty, and lack of steady employment will continue. Parenthood education seeks to remediate this recurring cycle with at-risk students before they become parents.

The purpose of this study was to explore the effectiveness of parenthood education with an alternative school student population. Eighty-two alternative school students, grades 7 through 12, were randomly assigned to either an experimental or control group. After the experimental group completed a 16-session parenthood education program, differences between the two groups were tested using two measures: Self-Efficacy Scale and Parent Effectiveness.

Compared to the control group, the experimental group demonstrated an overall higher mean with both the General Self-efficacy and the Social Self-efficacy scales. Using a two-way ANOVA, test statistically significant results were obtained from four main effect analyses:

(1) General Self-efficacy measure (group by gender of primary caregiver);
(2) Social Self-efficacy measure (gender of primary caregiver); (3) Social Self-efficacy measure (group by number of parents in the household); and (4) Parent Effectiveness (group). Interestingly, the Parent Effectiveness measure actually produced results counter to the purported outcome.
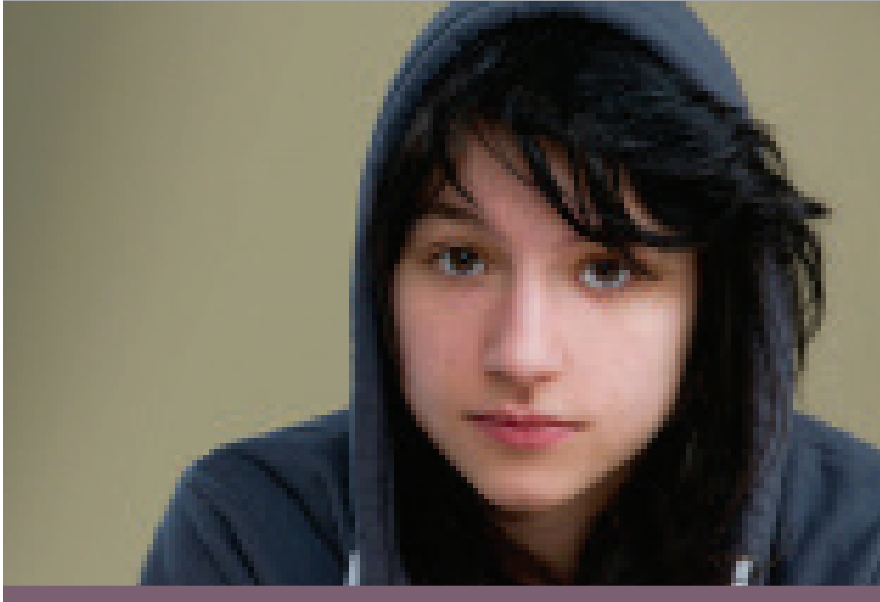
The major limitation of this study, from the researcher's perspective, was conducting the program with the entire experimental group (39 students) placed in one large instructional setting. Generalizability of the study findings beyond this population is limited. Because the population consisted of only one alternative school in North Idaho, caution is advised in generalizing the results to other settings. In order to extend generalizability, future research should replicate the current study parameters in similar populations.

Unless a proactive approach is implemented, the cyclic pattern of dysfunctional parenting... will continue.

Changes in Occupations? A Commentary and Implications for Practice

A B S T R A C T

This article challenges the notion that established approaches to delivering career services are less appropriate today due to fundamental changes occurring in the nature of work. While important changes have occurred, occupations remain a viable unit of analysis for the assessment and information resources used in delivering career services.

Go To Article

James P. Sampson, Jr.
Robert C. Reardon

This article challenges the assertion that established approaches to career services are no longer viable due to the fundamental changes that have occurred in the nature of work. This notion, although popular, is flawed because the extent of change in occupations is not as great as commonly assumed. Without doubt, many important changes have occurred in the nature of work.

The perception that occupations are undergoing substantive change has been exacerbated by inaccurate information about occupations presented in mass media. The fact that the demand for home health aids, accountants, receptionists, and food service workers is growing at 5% is not

Without doubt, many important changes have occurred in the nature of work.

particularly newsworthy. However, the fact that the demand for robotic technicians is increasing at 50% per year is noteworthy. The problem is that even with a 50% increase in positions for robotic

aspects of dental work have not changed. Essential work behaviors, such as assessment, diagnosis, treatment planning, communication with patients, manual dexterity, and selecting and managing

there is evidence that some other intervention is more effective. Changes in the delivery of career services should be based on evidence that changes are warranted and that other interventions are likely to

The perception that occupations are undergoing substantive change has been exacerbated by inaccurate information about occupations presented in mass media.

technicians, the number of openings that will become available is relatively small.

Available census data about the amount of change in occupations shows that various occupational groups are relatively stable. When examining individual occupations, for every example of occupational change there is an example of stability. In the case of dentistry, technology has led to improved instruments, electronic data bases are used to store patient records, and X-rays are now viewed and stored digitally. However, other

staff, remain essential to the success of a dentist. The essential work behaviors of a dentist have not changed in 100 years.

While important changes in work have occurred, occupations remain a viable unit of analysis for the assessment and information resources used in delivering career services. It is inappropriate to assume that changes in occupations are a sufficient justification for substantive change in the delivery of career services. Career interventions that are old are not out of date unless

be more effective. New ideas are not necessarily better, and old ones are not necessarily worse.

Silent Suffering: Children with Selective Mutism

A B S T R A C T

Despite increasing awareness, the childhood disorder of selective mutism is under-researched and commonly misdiagnosed. The purpose of this article is to highlight current issues related to this disorder as well as describe various treatment approaches including behavioral, cognitive-behavioral, psychodynamic, family, and pharmacological interventions. Implications for counselors and future research are offered.

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March 9th, 2011

Lisa Camposano

Selective mutism is described as persistent failure to speak in specific social situations where speaking is expected, such as at school and with playmates, despite speaking in other social situations. Children with selective mutism often engage, interact, and communicate verbally within comfortable surroundings, such as their home. They are capable of speaking and understand the language used. However, when placed in structured social settings, such as school, they are mute and socially withdrawn. Levels of social interaction with peers vary among these children. Some interact easily with peers in and outside of the home while others find all aspects of socializing difficult. Other symptoms of selective mutism may include avoidance of eye contact, blank facial expressions, moodiness, and a fear of crowded and/or dark places.

Recent studies suggest

that selective mutism may occur in .7 to 2% of elementary, middle, and high school students, although many researchers agree that these prevalence rates may be underrepresented due to the lack of knowledge of the disorder. The overall lack of quality research and general awareness of selective mutism are serious barriers to helping children who suffer from this disorder. Too often, these children are misdiagnosed or labeled as just shy.

Furthermore, there is little consensus among researchers regarding unknown, researchers generally agree that selective mutism does not fall under the classification of speech/language disorders, communication disorders, defiant behavior, autism, or shyness.

While a systematic approach has not yet been developed for selective mutism, there are some common goals among varying treatment programs. An initial goal of treatment is to lower the child's anxiety and develop healthy coping mechanisms for dealing with anxiety. Increasing self-esteem and confidence in social combination of behavioral, cognitive-behavioral, psychodynamic, social skills training, anxiety management education, and family counseling interventions. Pharmacological interventions are not used in isolation, but may be included to reduce anxiety and facilitate CBT or behavioral interventions when a child cannot fully participate in a treatment program. The involvement of family members and school personnel, specifically teachers, is crucial in treatment programs for selective mutism.

Recent studies suggest that selective mutism may occur in .7 to 2% of elementary, middle, and high school students

the etiology of selective mutism. Current conceptualizations of selective mutism link the disorder to anxiety, namely social phobia. Although the exact cause of selective mutism is settings is another integral objective of most treatment programs. The final and most evident goal is to increase verbal communication in social settings. This may be achieved through a

Counseling Older Adults in LGBT Communities

Abstract

Consideration of older adult lesbian, gay, bisexual, and transgender (LGBT) persons in gerontological research is lacking, leaving professional counselors without a substantive bridge with which to connect resources with treatment planning when working with sexual minorities. Therefore, presented here is an overview of aging research related to older adult LGBT individuals and suggestions for professional counselors who work with these populations.

March 9th, 2011

John E. Mabey

The study of aging in the field of gerontology provides valuable data and practical implications for professionals in any field who may have contact with an older adult population. For professional counselors, utilizing this knowledge about aging on the social, psychological, and biological levels is important when working with clients around issues of adjustment and transition across the lifespan and into old age.

Consideration of older adult lesbian, gay, bisexual, and transgender (LGBT) persons is often lacking in gerontological research, and this leaves professional counselors with fewer resources to utilize concerning treatment planning with older adult sexual minorities. Indeed, this lack of research becomes even more problematic for professional counselors as the population of older adult individuals is expected to rise dramatically over the next decade.

Transitioning into old age, individuals may face challenges concerning independence, finances,

isolation, and ageism. LGBT individuals may encounter additional complexities surrounding discrimination based on his or her sexual identity, harassment in care facilities, a lack of legal protections with domestic

identifying within the LGBT acronym based on factors such as race and ethnicity, nationality, socioeconomic status, and rural or urban living. Professional counselors also are encouraged to

recognized internationally for exemplifying the synthesis of inquiry and practice. As populations of older adult LGBT individuals continue to increase in size with limited research in existence, an expanded

> *Professional counselors, working with an older adult LGBT client, should remain open to his or her client's individual history beyond any preconceived stereotypes about sexual minorities or the elderly.*

partners, and the inability of their domestic partners or designated families of choice to legally participate in end-of-life care and decisions.

Professional counselors, working with an older adult LGBT client, should remain open to his or her client's individual history beyond any preconceived stereotypes about sexual minorities or the elderly. Indeed, there is much diversity for individuals

assist their older adult LGBT clients in recognizing positive skills that he or she has developed related to their sexual identity. For example, how the process of overcoming any negative societal messages about LGBT populations has perhaps developed a unique set of skills within the client that can be utilized to navigate, and ease adjustment to the aging process.

The counseling profession is

inquiry within professional counseling can support the existing work with this growing population by addressing gaps in the research as well as discovering new directions in theory and practice.

A Preliminary Exploration of Support Systems for Parents of Children with Special Needs

Abstract

The types and nature of support services used by the parents of children with special needs and the effectiveness of those support services in reducing the parents' stress levels and/or increasing their coping skills were investigated. It was found that parents had significant need for low cost services, particularly those that resulted in mutual support.

January 30th, 2012

Shannon Hodges

This study investigated the types of services used by the parents of children with special needs and their effectiveness in reducing the parents' stress levels as well as increasing their coping skills. Common issues and concerns with raising children with special needs were identified as internal and external factors which could contribute to parents' high stress levels. Thus, in order for the whole family to have a better quality of life, providing services that would reduce the high stress level seems crucial.

This study involved a mixed research design. For the quantitative part of the study, a survey was used to collect data regarding parents' stress levels and experience of receiving services. When choosing a service, schedule, cost and format of the service all appeared to be important as indicated by a high response rate for each factor. The two most used types of services were

individual counseling and support groups, and the majority responded that they had gained specific knowledge about their children's disabilities as well as skills for dealing with their needs. The results of the survey imply that appropriate counseling services may be provided in group format for cost effectiveness and mutual support among the group members. The group sessions may be divided into a psychoeducational group and a support group, and individual and/or family counseling can be used as a follow-up service for more intensive care.

For the qualitative part of the study, an interview was conducted to explore some of the stressors and challenges faced by one survey participant. One of the most pressing issues expressed by the interviewee was lack of available resources for the parents of children with special needs. The interviewee also mentioned her disappointment with a lack of understanding and education of the professionals. She agreed with the author's idea of a support group which would provide opportunities for parents to discuss and share experiences and

feelings about raising their children with special needs.

Limitations to this study include a lack of male participants, confusion about terms such as psychoeducation, and use of an online survey. This research was not only intended to gather data,

> *One of the most pressing issues expressed by the interviewee was lack of available resources for the parents of children with special needs.*

collect information about personal experiences, and analyze them accordingly, but also to suggest practical ideas for providing counseling services which meet the unique needs of parents.

Perceptions of Professional Counselors: Survey of College Student Views

Abstract

We surveyed undergraduate students' perceptions of professional counselors' effectiveness and sources of information from which information was learned about counselors. Overall, counselors were viewed positively on the dimensions measured. The sources that most influenced perceptions were word of mouth, common knowledge, movies, school and education, friends, books, and television.

March 10th, 2011

Richard A. Wantz
Michael Firmin

This study reports the findings of a survey administered to 261 students in a general psychology course at a private, Midwestern university regarding their perceptions of professional counselors (PCs). In particular, questions were asked about the types of counseling services utilized, the perceived overall effectiveness of various PCs, types of issues for which PCs are adept, sources of perceptions about PCs, how PCs are portrayed by sources of information, and characteristics of PCs.

Respondents most frequently reported utilizing the services of a school counselor, a professional counselor, and a pastoral counselor. Overall, two-thirds of the counselors were viewed positively on the dimensions measured.

The types of issues identified for which PCs are perceived as being most adept included: (1) a college student reporting homesickness, roommate problems, and or falling behind with class assignments, (2) a depressed individual, who reports feeling sad and empty most days, finds little pleasure in daily activities, has insomnia, and is unable to concentrate, (3) a young person with adequate intellectual capacity, but a pattern of academic problems (e.g., failing grades and significant underachievement, (4) a person reporting job dissatisfaction and uncertainty about career choice, (5) a family unit reporting communication problems, negative interactions, criticism, and withdrawal among family members, (6) a person who self-administers and

abuses drugs that results in impairment of daily academic, occupational, and social functioning, (7) a person with persistent patterns of inattention and hyperactivity-impulsivity that interferes with academic, occupational and or social functioning, and (8) a person who needs personality assessment.

Students reported leaning about PCs most frequently from movies, school/education, friends/associates, books, and television that resulted in developing a perceived "common knowledge" about PCs. Sources of positive portrayal of PCs included other human

and intelligent/smart, and can conduct independent private practice.

We discuss the results in light of PCs continued need for professional enhancement. For example, students did not

we recommend more aggressive PR by ACA and NBCC in helping college students recognize the full range of expertise represented by PCs.

Students' perceptions regarding characteristics PCs possessed were competent, trustworthy, and intelligent/smart, and can conduct independent private practice.

service providers, school/education, friends/associates, books, and personal experience.

Students' perceptions regarding characteristics PCs possessed were competent, trustworthy,

report perceiving PCs for presenting problems that would be more severe in the psychiatric disorder continuum. Since college students represent a significant, annual consumer of mental health services in the USA,

The Symbiotic Relationships of the Counseling Profession's Accrediting Body, American Counseling Association, Flagship Journal and National Certification Agency

Abstract

Researchers analyzed 538 Journal of Counseling and Development articles published from 1997-2006 for fit with the 2001 and 2009 eight core areas of Council for Accreditation of Counseling and Related Educational Programs. The articles fell into three tiers based on the number of articles assigned to each core area.

March 25th, 2011

Joel F. Diambra, Melinda M. Gibbons, Jeff L. Cochran, Shawn Spurgeon, Whitney L. Jarnagin, Porché Wynn

There is an inherent symbiotic relationship that exists among related professional counseling organizations. These entities coexist, support one another, encourage and challenge one another, disseminate information, and act as gatekeepers. Major counseling entities include the American Counseling Association (ACA), the National Board for Certified Counselors (NBCC), the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Journal of Counseling and Development (JCD)

Given the new CACREP 2009 standards, it is time for counselor educators to review and possibly revamp their training programs to better reflect the current issues faced by those in the counseling field. Counselor educators will benefit from having a clearer picture of how our research literature and professional standards correspond and contrast to inform and guide our practices. Specifically, it is timely for counselor educators to contemplate how counseling flagship journal publications correspond to CACREP guidelines as they seek to best inform their students about the issues

Results underscore the importance of a didactic course in teaching and a co-teaching internship that fosters opportunities for students to learn how to develop graduate course materials

facing counselors.

Researchers qualitatively analyzed the 538 JCD articles published from 1997-2006 for fit with the 2001 and 2009 eight core areas of Council for Accreditation of Counseling and Related Educational Programs (CACREP). We selected this 10-year span included the core areas of Human Growth and Development and Helping Relationships. The middle tier had the second most articles and included Social and Cultural Diversity and Professional Orientation. The lowest tier had the least number of articles and included Assessment, Career Development, almost 70% of the articles published during this time period fall under three CACREP areas: Human Growth and Development, Helping Relationships, and Social and Cultural Diversity. It seems sensible and fitting to us that JCD articles would emphasize these areas. Results also point out subtle yet notable shifts in the literature from those in previous research studies. For example, previous research found Social and Cultural Competence were perceived as least relevant while results of the current study indicate Social and Cultural Diversity as in the middle tier from 1997-2006. This seems to reflect the increased emphasis given to Social and Cultural Diversity within the counseling field

Counselor educators will benefit from having a clearer picture of how our research literature and professional standards correspond and contrast to inform and guide our practices.

because the research project began in late 2007 and 2006 represented the last complete year of JCD articles at that time. The articles fell into three tiers based on the number of articles assigned to each core area. The highest tier had the most articles and Research and Program Evaluation, and Group Work.

Results highlight an overlap between the missions and goals of JCD and CACREP with a weighted emphasis in key CACREP core areas. Findings indicate in the last 20 years.

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Digest Contents

Assertiveness and Mental Health Professionals:

Differences between

Insight-Oriented and

Action-Oriented

Clinicians

Abstract

Thirty-five mental health professionals completed a series of inventories to determine if passive counselors adhere to more nondirective, insight-oriented theories, while assertive counselors adhere to more directive, action-oriented approaches. Analyses revealed a significant difference between level of assertiveness and theoretical orientation. Implications for professional practice are discussed.

Link to Article

April 15, 2011

Michael Lee Powell
Rebecca A. Newgent

One of the most exciting and typically daunting tasks for counselors is choosing a theoretical orientation (Halbur & Halbur, 2005). According to Patterson (1985), extensive self-exploration into one's own personality, values, abilities, and beliefs about human nature are equally salient, as is mandatory longstanding experience. If counselors knew what personal strengths and abilities fit best with potential therapeutic approaches (Johnson, Germer, Efran, & Overton, 1988), then adhering to a model of therapy might be less complex, more satisfying, and essentially advantageous for their clientele. Although assertiveness on part of the counselor is an influential factor in client growth and development, and essential for conflict resolution (Ramirez & Winer, 1983; Smaby & Tamminen, 1976), it has not been isolated or tested as an actual predictor for theoretical orientation.

Results suggest that a significant difference does exist between insight-oriented and action-oriented counselors on level of assertiveness

This study aims to add to the list of predictive factors that potentially contribute to the adoption of a theoretical orientation by examining whether an experienced counselor's level of assertiveness relates to his or her chosen approach.

Thirty-five (N = 35) mental health professionals from two mid-south community mental health agencies participated in this study. Participants were placed in one of two groups based on their reported theoretical orientation, which Kottler and Brown (2000) categorized as insight-oriented and action-oriented. Results suggest that a significant difference does exist between insight-oriented and action-

oriented counselors on level of assertiveness, suggesting that level of assertiveness in mental health professionals is a viable factor in theoretical orientation development. Effect size analyses indicate that moderate relationships exist between theoretical orientation and participant assertiveness, which are clinically meaningful and of practical significance, in addition to statistical significance (LeCroy & Krysik, 2007).

The counseling profession benefits from research designed to identify the predictive factors leading to one's choice of a theoretical orientation. Graduate programs, for example, could use the data to facilitate

the process of theory formation and adoption, including theoretical integration and technical eclecticism, in addition to general instruction that covers the history of theory and the art of the therapeutic relationship. Supervisors of beginning clinicians might profit, not only in facilitating a supervisee's development of professionalism, but by assisting them to reexamine their strengths and limitations, which may lead to an investigation into new theoretical possibilities that create a better "clinical fit." Even agencies, conceivably, could utilize the predictors in an attempt to match a client to a particular counselor based on theory and personality.

Relationship Between Graduate Students' Statistics Self-Efficacy, Statistics Anxiety, Attitude Toward Statistics, and Social Support

Abstract

The authors examined the extent of the relationship between self-efficacy to learn statistics and statistics anxiety, attitude towards statistics, and social support of graduate students enrolled in programs within colleges of education. Insight into how this population response to statistics courses and implications for educators as well as students are presented.

Link to Article

April 15th, 2011

Mishelle Perepiczka
Nichelle Chandler
Michael Becerra

The purpose of this study was to determine how graduate student self-efficacy to learn statistics is predicted by statistics anxiety, attitude toward statistics, and social support (Gall, Gall, & Borg, 2007). Self-efficacy to learn statistics is confidence in one's ability to successfully learn statistical skills necessary in a statistics course (Finney & Schraw, 2003).

The Self-Efficacy to Learn Statistics scale was used to measure the dependent variable (Finney & Schraw, 2003). The following scales were used to measure the independent variables: Statistics Anxiety Rating Scale (Baloglu, 2002), Attitude Toward Statistics scale (Schultz & Koshino, 1998), and Multidimensional Scale of Perceived Social Support (Zimet, Powell, Farley, Werkman, & Berkoff, 1990).

One hundred sixty-six graduate students within colleges of education representing 27 states fully completed the online survey within the eight-week data collection timeframe. The mean number of completed graduate statistics class at the time of participating in the study was 1.63 classes for the sample. The range of courses was 0 to 6, and the mode was 0 classes with 45 participants (27.1%) not completed a single graduate level statistics course.

A statistically significant relationship was found among self-efficacy and statistical anxiety, attitudes towards statistics and

social support indicating the importance of graduate students' belief in their competence of facing the challenges of learning statistics. However, there was no change in the relationship when social support was removed from the analysis. Thus, social support was not a contributing variable, and it may possibly help one cope but not necessarily remove the problem, change attitudes, or change thinking.

There was a negative correlation between self-efficacy and anxiety, which seemed to depict a self-fulfilling prophecy that graduate students assume when faced with

in other studies where students were coming in with a negative attitude or were developing negative attitudes towards the end of the course (Gal & Gingsburg, 1994). Participants reported a high level of social support, which indicates that most of the graduate students believed they had adequate support.

Multicollinearity between statistics anxiety and attitude toward statistics suggests an interrelationship between the two variables (Gall et al., 2007). Both variables may be measuring the relatively same characteristic; thus, neither variable may have brought
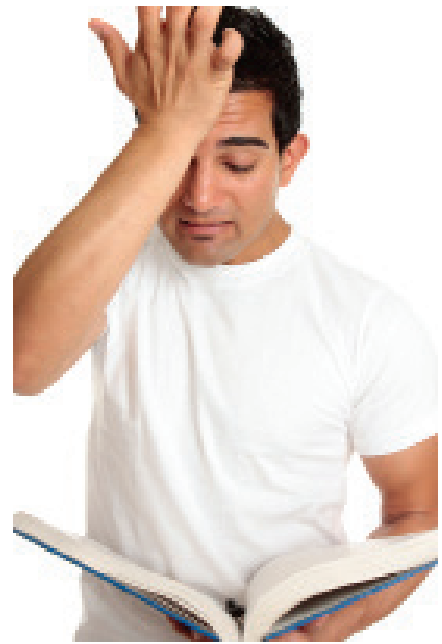
social support of graduate students enrolled in programs within colleges of education. Insight into how this population response to statistics courses and implications

There was a negative correlation between self-efficacy and anxiety

taking statistics courses (Perney & Ravid, 1991). A positive correlation was found between self-efficacy to learn statistics and attitudes towards statistics. Results indicated a more moderate response to attitudes not found

something completely new to the analysis.

The authors examined the extent of the relationship between self-efficacy to learn statistics and statistics anxiety, attitude towards statistics, and

for educators as well as students are presented.

Revitalizing Educational Counseling: How Career Theory Can Inform a Forgotten Practice

A B S T R A C T

Educational counseling has declined as a counseling specialization in the United States, although the need for this intervention persists and is being met by other providers. This article illustrates how career theories such as Holland's RIASEC theory can inform a revitalized educational counseling practice in secondary and postsecondary settings. The theory suggests that six of personality types, Realistic, Investigative, Artistic, Social, Enterprising, Conventional, have varying relationships with one another and that they can be associated to the same six environmental areas to assess educational and vocational adjustment.

April 28th, 2011

Robert C. Reardon
Sara C. Bertoch

While the field of educational counseling appears to have been in decline for the past 40-50 years, other practice specialties have emerged to take its place, including academic advising, academic coaching, and educational brokering. This paper suggests that the counseling profession should reclaim this function and use career theory to support this process. Functions essential for educational counseling, e.g., choosing a postsecondary college or school and selecting an academic program or major, are used to show how John Holland's RIASEC theory, especially the environmental aspect of the theory, can inform this process. The theory suggests that six of personality types, Realistic, Investigative, Artistic, Social, Enterprising, Conventional, have varying relationships with one another and that they can be associated to the same six environmental areas to assess educational and vocational adjustment.

While the personality aspects of Holland's theory are widely known, the environmental aspects, especially of college campuses and fields of study, are less well understood and appreciated. It is important to note that RIASEC theory had its early roots in higher education and later focused on occupations.

Several researchers have traced the history of Holland's efforts to classify educational and occupational environments. Holland initially studied the numbers of incumbents

in a particular environment to classify occupations or colleges in terms of RIASEC categories, but he later studied the characteristics of the college environment independent of the persons in it.

Researchers have presented evidence concerning the way academic departments socialize students. They have reported that faculty members in different disciplines create unique academic environments because of their emphasis on alternative teaching goals and student competencies in their respective classes, their reliance on different approaches to classroom instruction, and their ways of interacting with students inside and outside their classes. Faculty in Investigative, Artistic, Social, and Enterprising disciplines create academic environments in a manner consistent with Holland's theory.

These findings suggest that students might best view academic programs in terms the IASE schema and focus on the kinds

of abilities and interests they wish to develop while in college. Such understandings and goal setting could be explored in educational counseling.

RIASEC theory also can be useful in educational counseling by specifying the kinds of conditions and traits associated with difficulties in educational decision making. Poor diagnostic signs on the Self-Directed Search, e.g., lack of congruence between expressed and assessed summary codes, low differentiation, low consistency, suggest

students will require more intensive counseling interventions. This is the special province of educational counselors because of their professional counselor training as opposed to the standard training for academic advisors or coaches.

Researchers have presented evidence concerning the way academic departments socialize students.

Psychosocial Prevention Education:

A Comparison of Traditional vs.

Thematic Prevention Programming

for Youth

Abstract

This study compared two psychosocial educational programs, the PEGS and ARK Programs, designed to help elementary school students with social skills development, problem behaviors, bullying, and self-esteem. Results revealed no differences between the programs and improvement on many indicators. Implications for school and school-based counselors are presented.

June 22nd, 2011

Rebecca A. Newgent
Kristin K. Higgins
Stephanie E. Belk
Bonni A. Nickens Behrend
Kelly A. Dunbar

Group work can be an effective means of counseling at-risks students. Group counseling allows students to develop connections while at the same time explore factors that may affect their achievement. This study aimed to compare the effectiveness of two selective intervention programs on measures of social skills, problem behaviors, teacher- and self-reports of peer relationships (bullying behaviors and peer victimization), self-esteem (self-worth, ability, self- satisfaction, and self-respect) and perception of self. Further, this study aimed to assess the impact of each of the intervention programs. While both the PEGS and the ARK Programs cover the same underlying psychosocial educational content, the primary difference is that the PEGS Program consists of traditional psychosocial education units while the ARK Program units are targeted toward peer victimization (i.e., bullying). The following research questions were tested:

Finding effective programming that can positively impact at-risk students can be difficult.

Is there a differential impact when comparing the PEGS Program to the ARK Program? Do the PEGS and ARK Programs have a positive impact on social skills, problem behaviors, peer relationships, and self-esteem?

Findings indicated that there were no significant differences between the pre-test assessment measures when comparing the PEGS and ARK Program participants. Further, there were no significant differences between the post-test assessment measures when comparing the two programs' participants, with the exception of teacher-reported peer victimization.

Findings indicated that there was significant improvement on self-

reported problem behaviors and peer victimization when comparing the pre- and post-test assessments for the PEGS Program participants. While not significant, improvement also was found for teacher-reported problem behaviors and bully behaviors and self-reported social skills, bully behaviors, and self-esteem. Findings also indicated that there was significant improvement on teacher-reported bully behavior and on self-reported social skills and bully

behaviors for the ARK Program.

Finding effective programming that can positively impact at-risk students can be difficult. Further complicating the issue is the onslaught of thematic programming targeting specific groups of at-risk students. While targeted programming can be beneficial to a select group of students, it may exclude other students who can benefit but may not have the same "label." This study showed that the more traditional PEGS group was equally effective when compared to the more thematic ARK group.

Evaluating Mental Health Literacy and Adolescent Depression: What Do Teenagers "Know?"

A B S T R A C T

This pilot study focused on mental health literacy as it relates to adolescent depression and represented a pseudo-replication of Burns and Rapee (2006). Overall, participants (N=36) in this study were able to differentiate depressed vignettes from non-depressed vignettes and identify common symptoms of depression in their assessments.

Link to Article

July 8th, 2011

John McCarthy
Michelle Bruno
Teresa E. Fernandes

According to the Diagnostic and Statistical Manual of Mental Disorders-Text Revision (DSM-IV-TR) (APA, 2000), the diagnostic criteria mirror adult depression in many respects. It is a disorder that can affect a teen in numerous ways, including academically, socially, occupationally, and interpersonally.

The rate of depression increases six-fold between the ages of 15-18 (Hankin, 2006). Approximately eight percent of teenagers—an estimated two million youth from 12-17 years of age—suffered at least one major depressive episode in 2007. However, only 39 percent received some form of treatment for it in the preceding 12 months (Substance Abuse and Mental Health Services Administration, 2009).

Relatively little research on mental health literacy, particularly as it relates to adolescent depression, has been done in the U.S. The present study represented a pseudo-replication of Burns and Rapee (2006), a study composed of 202 Australian youth aged 15-17 who completed the Friends in Need Questionnaire.

This instrument offers both depressed and non-depressed case scenarios of fictitious adolescents and asks participants about how they viewed each person's problem; the indicators that led to this perception; the length of time it would take for each person to feel better; and whether help was needed by the person in the scenario. If help was recommended, participants were asked about the appropriate helper. In the Burns and Rapee study, participants were overall able to differentiate

depressed vignettes from non-depressed vignettes and identify common symptoms of depression in their assessments.

The primary differences between the present pilot study and Burns and Rapee (2006) were the ages and residence of the participants. A sample (N=36) of 17- and 18-year-old high school students in the U.S. also was administered the Friend in Need Questionnaire (Burns & Rapee, 2006). Statistically significant main effects were found for the degree of concern for depressed/non-depressed vignettes and for the length of recovery. Anhedonia and suicidality were primary signs in their identification of depression in the depressed vignettes. Recommended sources of help for the depressed vignettes somewhat varied and seemed to depend on the signs of the person in the depressed vignettes. Common sources of recommended help in both vignettes included family and friends.

More studies are encouraged in this area as a way to better understand mental health literacy as it pertains to adolescent depression and help-seeking for teenagers who face depression.

Recommended sources of help for the depressed vignettes somewhat varied and seemed to depend on the signs of the person in the depressed vignettes.

Learning to Teach: Teaching Internships in Counselor Education and Supervision

Abstract

This study compared two psychosocial educational programs, the PEGS and ARK Programs, designed to help elementary school students with social skills development, problem behaviors, bullying, and self-esteem. Results revealed no differences between the programs and improvement on many indicators. Implications for school and school-based counselors are presented.

July 8th, 2011

Brandon Hunt
Genevieve Weber Gilmore

This exploratory study investigated how CACREP-accredited doctoral programs in the United States prepare students to teach. A mixed-methods design was used to survey doctoral program coordinators about the teacher training their programs provide students, as well as doctoral students who have completed a teaching internship. Of the 16 program coordinators who participated, 15 programs trained doctoral students to become faculty as part of their mission. Four programs did not require either a course in teaching or a teaching internship, and 10 programs required students to complete a formal teaching internship.

Fourteen doctoral students participated in the study and noted completing their teaching internship as a co-teaching

experience, as opposed to serving as a teaching assistant with a faculty member who was known for being an effective teacher. They also found having weekly meetings with the faculty co-instructor supported their learning process. All but one doctoral student participant found the teaching internship to be a positive and informative learning experience. Based

informative, particularly since it provided opportunities to imagine how they might handle a classroom challenge that a doctoral peer was facing.

Results underscore the importance of a didactic course in teaching and a co-teaching internship that fosters opportunities for students to learn how to develop graduate course materials, particularly

counselor education, as well as recommendations for effective teacher training practices.

Providing opportunities for doctoral students to interact with peers who also are engaged in their teaching internship was noted as helpful and informative...

on participant responses, allowing doctoral students to select the faculty member with whom they want to co-teach and ensuring they receive consistent supervision from this person is an important part of the teaching internship experience. Additionally, providing opportunities for doctoral students to interact with peers who also are engaged in their teaching internship was noted as helpful and

in terms of increasing awareness about how much work was involved in developing a strong course curriculum, managing classroom behavior, and developing a teaching style and philosophy. Providing opportunities for doctoral students to present at conferences and workshops also would help with curriculum development. Study findings provide a snapshot of the state of the teaching internship in

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Volume 1, Issue 3 Digest

Digest Contents

Counselor-in-Training Perceptions of Supervision Practices Related to Self-Care and Burnout

A B S T R A C T

Counselors-in-training face the challenges of balancing academic, professional, and personal obligations. Many counselors-in-training, however, report a lack of instruction regarding personal wellness and prevention of personal counselor burnout. The findings from this qualitative study provide information for counselor supervisors about wellness and burnout prevention within supervision practice.

April 15, 2011

Danica G. Hays, Rebecca E. Michel
Rebekah F. Cole, Kelly Emelianchik
Julia Forman, Sonya Lorelle
Rebecca McBride, April Sikes

Counselor supervision is designed to facilitate the ethical, academic, personal, and professional development of counselors-in-training. Bolstering counselor resilience in an effort to prevent burnout is one aspect of facilitating ethical, personal, and professional development. Supervisors who work closely with counselors-in-training during their practicum and internship can promote the hardiness and sustainability of counselors-in-training by helping them learn to self-assess in order to recognize personal needs and assert themselves accordingly.

This qualitative study investigated counselor-in-training perceptions of self-care, burnout, and supervision practices related to promoting counselor resilience. The consensual qualitative research method (CQR) was used to explore the

supervision experiences of 14 master's level counselors-in-training enrolled from three separate universities. The primary research questions that guided this qualitative study included: (a) What are master's level counselors-in-training's perceptions of counselor burnout? (b) What are master's level counselors-in-training's perceptions of self-care? (c) What, if anything, have master's level counselors-in-training learned about counselor burnout in their supervision experiences? and, (d) What, if anything, have master's level counselors-in-training learned about self-care within the supervision experience?

Findings from this study highlight the importance of the role of supervision in promoting resilience as a protective factor against burnout among counselors-in-training. The majority of participants in this study perceived that they experienced some degree of burnout in their experiences as counselors-in-training. Participants reported an appreciation for supervision experiences in which their supervisors provided direct feedback and positive reinforcement, and reported a desire for supervisors to place a greater emphasis on life-work balance and learning to cope with stress. Participants also expressed a need to be more informed about additional stressors in graduate school such as administrative tasks in internship, preparing for graduate school comprehensive exams, and how to search for professional counselor employment. In contrast to research literature, participants did not perceive that their supervisors directly addressed their degree of personal commitment to their clients' counseling outcome, or elusive measures of success in counseling.

Counselor supervisors should discuss the definitions of burnout, how burnout is different from stress, how to identity early signs of burnout, and how to address burnout symptoms in order to promote wellness and prevent burnout in counselors-in-training. Moreover, discussions in supervision about the potential for emotional exhaustion, the counselor-in-training's degree of emotional investment in client outcomes, elusive measures of success in counseling, coping skills for managing stress, meaning-making and sources of inspiration, and personalized self-care activities are several ways supervisors can promote counselor resilience and sustainability.

> *Findings from this study highlight the importance of the role of supervision in promoting resilience as a protective factor against burnout among counselors-in-training.*

The Impact of Internalized Homophobia on Outness for Lesbian, Gay, and Bisexual Individuals

A B S T R A C T

The current study examined the impact of internalized homophobia on coming out or "outness" to family, friends, and colleagues for 291 lesbian, gay, and bisexual individuals. Results suggest internalized homophobia is a predictor of outness to friends, colleagues, and extended family, but not nuclear family. A discussion of these findings as well as implications for counselors are provided.

January 12th, 2012

Genevieve Weber-Gilmore
Sage Rose
Rebecca Rubinstein

The current study examined the relationship between internalized homophobia and outness to family (both nuclear and extended), friends, and colleagues for 291 lesbian, gay, and bisexual (LGB) individuals. Level of outness was assessed through questions adapted by Rankin (2003), and internalized homophobia was assessed using the Internalized Homophobia Scale (IHP).

A set of statistical regression procedures were conducted to examine how being "out" to friends, family, and colleagues predicted scores on the IHP. Results suggested internalized homophobia is a predictor of outness to friends, colleagues, and extended family, but not nuclear family. This means that LGB individuals who experience higher degrees of internalized homophobia are less likely to be out to multiple groups of people, but not nuclear family. These findings are surprising considering the high degree of difficulty and anxiety associated with coming out to parents, the anticipated rejection by the nuclear family, and the fact that many LGB individuals remain closeted to family members indefinitely or until later in life.

A strong relationship between internalized homophobia and level of outness at work also was found in our study. Outness to colleagues was the largest predictor of internalized homophobia. Based on this finding, we defend previously cited research that LGB individuals are more likely to be out and experience less internalized homophobia when they have had positive experiences with coming out

in the past, or when their organizations are gay-friendly, include written non-discrimination policies and advocate on behalf of LGB people (i.e., offer trainings and workshops that incorporate LGB issues).

The findings of our study have implications for counselors. First, internalized homophobia can impact the coming out process for LGB individuals. An affirmative counselor can model a positive reaction to a LGB client's disclosure, provide a corrective emotional experience for that client, and instill hope that positive consequences can result from coming out. Therefore, it is essential that affirmative counselors avoid heterosexism in clinical practice (i.e., review clinical paperwork for heterosexist language); spend time with LGB people; and establish a connection to the LGB community. Second, as a counselor, it is important to consider the potential dangers and benefits of disclosing to various individuals in the LGB client's life. Counselors should support the decisions made by clients and always ensure clients' personal safety. If issues related to internalized homophobia, a well-documented risk factor for stress among LGB individuals are addressed, improvement in the overall quality of life for LGB individuals may occur (Wagner et al., 1996).

Counselors should support the decisions made by clients and always ensure clients' personal safety

Counselor Preparation in England and Ireland: A Look at Six Programs

A B S T R A C T

This article describes six counseling programs at institutions in England and Ireland: Cork Institute of Technology; the University of East Anglia; the University of Cambridge; the University of Limerick; The University of Manchester; and West Suffolk College. It also discusses common and differentiating themes with counselor training in the U.S.

Go To Article

January 30th, 2011

John McCarthy

International issues in Counseling have drawn considerable interest in the past two decades. Pedersen and Leong (1997) outlined the global need for counseling as a result of urbanization and modernization throughout the world. The twelfth edition of Counselor Preparation (Schweiger, Henderson, & Clawson, 2008) was the first in the series to offer a chapter about counselor training outside of the U.S.

The literature specific to the Counseling profession in the United Kingdom and Ireland-specifically related to counselor preparation-is somewhat limited. According to Syme (1994), counseling in Britain dates back to the 1940s. Initially such training was limited to priests, youth workers, and volunteers of the National Marriage Guidance Council. University counseling courses started in the 1950s. Various accreditation bodies exist in this region. Among UK programs, two foremost organizations are the British Association for Counselling and Psychotherapy (BACP), and the United Kingdom and European Association for Psychotherapeutic Counselling (UKEAPC). In Ireland, the National Centre for Guidance and Education (NCGE), an agency of the Irish Department of Education and Science, offers support in the development of guidance practice.

The purpose of this study was to examine counselor preparation at selected

institutions of higher education in England and Ireland from a comparative standpoint to that in the United States. Six programs were selected, based on proximity, convenience, and/or known contacts, and these included the Cork Institute of Technology (Ireland); the University of East Anglia (England); the University of Cambridge (England); the University of Limerick (Ireland); The University of Manchester (England); and West Suffolk College (England). Information of each program was collected through websites, literature, and personal interviews.

The discussion centers on four points of comparison with counselor education programs in the United States: a) The master's degree isn't the focal point; b) Research is required; c) Personal therapy is strongly encouraged and sometimes required; and d) A previous career prior to the pursuit of a counseling degree is relatively common. The identified themes are not meant to be conclusive, particularly given the relatively small number of courses of study involved in this article. If more courses of study were included, it is conceivable that different observations would have emerged. Nonetheless, the observations are noteworthy and present both similarities and contrasts to the general approaches of counselor education programs in the U.S.

The purpose of this study was to examine counselor preparation at selected institutions of higher education in England and Ireland from a comparative standpoint to that in the United States.

Through a Glass Darkly – Envisioning the Future of the Counseling Profession: A Commentary

Abstract

The counseling profession has experienced significant growth and diversification to become a viable member of the global mental health profession. Originally founded in the U.S. as the American Personnel and Guidance Association (APGA), the profession has expanded to the flagship American Counseling Association, 19 divisional affiliates, and licensure in all 50 states, Washington DC, and Puerto Rica, the National Board for Certified Counselors, the International Association of Counselling (IAC) and numerous other global professional organizations. This manuscript will outline the counseling profession's genesis, growth, enumerate current challenges, speculate on the profession's future and offer concrete suggestions to ensure the profession's continued viability in a rapidly evolving, global age.

January 30th, 2012

Shannon Hodges

Through a Glass Darkly: Envisioning the Future of the Counseling Profession: A Commentary, overviews the origins of the counseling profession: struggles, successes, and challenges. Besides providing a foundational basis for where the counseling profession, licensure in all 50 states and major territories plus increased professional privileges, the more critical focus of the manuscript lies in examining professional and marketplace trends and making specific recommendations for the future vitality of the counseling profession.

While noting the historical importance of the guidance movement, the manuscript

illustrates growth and diversification of professional counseling. Though school counselors represent the largest counseling specialty, mental health counseling, rehabilitation counseling, and addictions counseling are the fastest growing professional areas. This expansion and growth outside the traditional school counseling/guidance profession has altered the face of the profession. Mental health counselors, for example, are involved in using the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition-Text Revision (DSM-IV-TR) published by

may be part of the reason only a fraction of the 635,000 counselors in the U.S. hold membership in ACA or one of the divisional affiliate organizations. The manuscript also discusses initiatives aimed at healing professional rifts (e.g. 20/20 initiative).

Expansion of the counseling profession across international borders is also examined. Globalism offers both opportunity and crisis for the profession. Though international expansion represents a positive trajectory, the counseling profession also must address widely varying cultural norms. Restrictive

in Rome" type of cultural relativism, or do we expect non-western cultures to adhere more closely to the professions more egalitarian ethics and values?

Finally, the manuscript suggests curricular changes in counselor education programs be examined. For example, should the counseling profession promote a baccalaureate degree? Would a professional doctorate in counseling modeled along the lines of the Psy.D. be viable in the marketplace? Pros and cons to these and other considerations are also examined.

Meanwhile, the counseling profession has strongly advocated for women's rights and religious and sexual plurality, in direct conflict with many cultures.

the American Psychiatric Association, representing a significant departure from the profession's traditional wellness oriented philosophy. This departure from traditional philosophical origins may have continued to the splintering within the counseling profession and

cultures rigidly legislate religion, gender roles, and sexual orientation. Meanwhile, the counseling profession has strongly advocated for women's rights and religious and sexual plurality, in direct conflict with many cultures. Is the resolution to this cultural conflict a "when

An Exploration of Knowledge and Power in Narrative, Collaborative-Based, Postmodern Therapies: A Commentary

Abstract

Given the increasing popularity of narrative and collaborative therapies, this article undertakes an examination of the postmodern theory underlying these therapies, giving particular attention to issues of power and knowledge in therapeutic practice, examined both within clients' narratives and within the therapeutic alliance.

January 30th, 2012

Cody J. Sanders

Given the increasing popularity of narrative and collaborative therapies, it is important to provide adequate analysis of the philosophical assumptions underlying these therapeutic practices. This article undertakes an examination of the postmodern theory underlying such therapies, giving particular attention to issues of power and knowledge in therapeutic practice. Therapeutic theories influenced by postmodern thought, such as narrative and collaborative-based therapies, are typically attentive to issues of power in the therapeutic relationship, but the intricacies of notions of power in postmodern thought go unnoticed by counselors who undertake the practice of narrative or collaborative therapies without nuanced understandings of postmodern conceptions of power. Many times, counselors who do not attend to specifically postmodern critiques of

power and knowledge make faulty assumptions regarding the teachings of narrative and collaborative therapies, which lead to the unintended thoroughly modern practice of these therapies. Relying particularly upon French theorist and philosopher Michel Foucault and the practitioners who have interpreted his work for and power is one that is inextricably linked. Power and knowledge in a postmodern understanding both limit and constrain the ways in which clients can narrate their own stories, as well as provide a way of producing and constituting clients' stories around available and "acceptable" themes contained in dominant "postmodern" perspective seek to divest themselves of "power" so as to create a more collaborative alliance. This article argues, however, that relations of power and knowledge are always present and that the therapeutic process is inherently a political process in which counselors must recognize present relations of power

The relationship between knowledge and power is one that is inextricably linked.

use in counseling practice, this article seeks to give counselors a more detailed analysis of the issues of power and knowledge that are contained within the therapeutic relationship for those practicing within narrative or collaborative frameworks.

Both within the client's narrative and in the client/counselor alliance, the relationship between knowledge

societal discourse. This article aids counselors in beginning to appropriate postmodern critique in narrative and collaborative therapies in ways that will help clients unpack and deconstruct these elements of knowledge and power within their own narratives.

In addition, the therapeutic alliance is imbued with relations of power and knowledge. Many counselors hoping to practice from a

in the alliance and work to responsibly critique practices of counseling and to engage therapeutic "expertise" in thoughtful and responsible ways.

The Development of a Sexual Orientation Scale for Males

Abstract

A pilot 100-item Sexual Orientation Scale was developed after interviewing thirty self-identified gay men who considered themselves happy/satisfied. The items summarized the thoughts and feelings of these 30 men during the discovery process and ultimate acceptance of their sexual orientation. The scale was then completed by 208 male participants. The Cronbach's Alpha Coefficient was calculated for the initial 100-item version of the Sexual Orientation Scale along with item analysis and factor analysis. These statistical manipulations were computed to help eliminate items that did not discriminate well. The final version of the Sexual Orientation contains 43 items.

January 30th, 2012

Sachin Jain
Santiago Silva

The purpose of the study was to construct an instrument that would help the therapist in assisting clients who wish to explore their sexual orientation. A pilot 100 item Sexual Orientation Scale was developed after interviewing thirty self-identified gay men who identified themselves as happy/satisfied. The items summarized the thoughts and feelings of these 30 men during the discovery process and ultimate acceptance of their sexual orientation.

A voluntary sample was sought from a population of men who either were receiving counseling services at a university counseling center, a mental health agency, private sector, or who were students in introductory psychology classes or who were members of men's groups. The total sample of 208 men from cities in California, Texas, and Wisconsin consisted of 104 gay men and 104 non-gay men as self-identified by the Kinsey Scale.

The 100 item version of the Sexual Orientation Scale was submitted to an item analysis, Cronbach's Alpha Coefficient, and a factor analysis. These statistical manipulations were calculated to help eliminate items that did not discriminate well.

A factor analysis and an alpha coefficient were performed on the items for the sake

of further validating the Sexual Orientation Scale. An arbitrary decision was made to use a factor loading of .5 or higher in the examination of the items.

The final version of the Sexual Orientation ended up with 43 items in four factors. Factor one was named "Attraction to Same Sex." The common theme was sexual attraction to members of the same sex. Factor Two was named "Attraction to Opposite Sex." The items in Factor Two brought to surface issues dealing with erotic fantasies about women only.

Factor Three was named "Self-Acceptance of Gay Behaviors/Attitudes." The items in factor three addressed issues such as self-expression, expression of affection to another male, the acknowledgement of individual differences and the normalcy of being attracted to other men. Factor Four was named "Fears." The items in factor four addressed concerns in area such as wanting to be sexually active with other men, jealousy, noticeable reactions to other men and fear of being gay.

The purpose of the study was to construct an instrument that would help the therapist in assisting clients who wish to explore their sexual orientation.

A Phenomenological Investigation of Adolescent Dating Relationships and Dating Violence Counseling Interventions

Abstract

This phenomenology investigated how adolescents conceptualize and experience dating relationships. We explored adolescent females' definitions of healthy and abusive relationships, experiences with unhealthy relationships, and responses to dating violence in order to develop effective strategies to intervene with this population. Implications for counseling practice, training and future research are discussed.

February 7th, 2012

Danica G. Hays
Rebecca E. Michel
Rebekah F. Cole
Kelly Emelianchik

Julia Forman
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Dating violence, which involves actual or threatened emotional, physical, and/or sexual abuse within a dating relationship, has become an increasing concern among counselors working with adolescent populations (Craigen, Sikes, Healey, & Hays, 2009; Hays, Green, Orr, & Flowers, 2007). Limited research exists that explores dating violence perceptions and experiences of young adolescents. Previous research has involved retrospective studies, those requiring adults to recall events and attitudes from adolescence. In addition to these retrospective studies, other researchers have explored older adolescents' experiences with dating violence. Information gathered from qualitative studies provides researchers with information about perceived risk factors and perceptions of violence, which can aid in the development of age and culturally appropriate interventions to reduce dating violence.

Adolescence is an optimal time to intervene with education and skills to promote healthy dating relationships (Collins & Sroufe, 1999) and school and community counselors are well-positioned to help adolescents navigate these relationships (Davis & Benshoff, 1999; Hays, Craigen, Knight, Healey, &

Sikes, 2009). While many adolescents begin dating before age 14, no previous studies to date have explored how your adolescents perceive and experience dating relationships. The purpose of this phenomenological study was to capture the essence of young adolescent female conceptualizations and experiences of intimate partner relationships and potentially identify counseling interventions.

as helpful in preventing and intervening in dating violence?

Seven adolescent females ages 11 to 14 who had witnessed or experienced intimate

dating violence interventions.

The participants identified components of healthy and unhealthy relationships. In addition to violence, participants suggested a number of strategies to intervene with dating violence. The authors provide a number of counseling interventions to be implemented in schools and communities based on participant data and

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The following research questions were explored: (a) How do young adolescent females conceptualize healthy and abusive dating relationships? (b) What experiences do young adolescent females identify related to unhealthy relationships? and (c) What methods do young adolescent females identify

violence participated in the study. Data were collected through four independent focus group interviews averaging 45-60 minutes. The following four themes were identified: conceptualization of healthy dating relationships; conceptualization of unhealthy dating relationships; exposure to relationship violence; and

previous research.