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Digest

Promoting scholarship and academic inquiry within the profession of counseling.



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About The Professional Counselor

The Professional Counselor: Research and Practice (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 Digest

The Digest is an abbreviated version of The Professional Counselor journal and is intended for the general public.

THE ROLES OF NEGATIVE CAREER THINKING AND CAREER PROBLEM-SOLVING SELF-EFFICACY IN CAREER EXPLORATORY BEHAVIOR

ABSTRACT

The respective roles of social cognitive career theory (SCCT) and cognitive information processing (CIP) in career exploratory behavior were analyzed. A verified path model shows CIP's negative career thoughts inversely predict SCCT's career problem-solving self-efficacy, which predicts career exploratory behavior. The model suggests an intervention sequence to facilitate career exploration.

Emily Bullock-Yowell
Sheba P. Katz
Robert C. Reardon
Gary W. Peterson

Two cognitive career theories, social cognitive career theory (SCCT) and cognitive information processing (CIP) have highlighted how a client thinks about his or her career in terms of decision making. SCCT conceptualizes this as self-efficacy, which sometimes has been practically applied as career decision-making self-efficacy. CIP conceptualizes clients' career thinking as negative career thoughts that may lie in the domains of decision-making confusion, commitment anxiety, or external conflict. How these two approaches to client thinking are related has not been fully explored in prior research and may have implications for practice.

College students (N = 145) enrolled in an introductory level career development course were recruited to participate in this study. During a regularly scheduled class period students in the course were read consent information by a research assistant, and then it was explained that the purpose of the study was to learn more about college students' experiences. Participants were then administered the following assessments: a demographics questionnaire, Career Thoughts Inventory, Career Decision-Making Self-Efficacy Scale, and the Career Exploratory Survey: Environmental Exploration and Self-Exploration. The order

in which the instruments were administered was randomly alternated to control for possible order effects. All measures were simultaneously collected on the first or second day of class to help control for missing data and environmental factors.

In the current research, a path model was used to explore how client thoughts influenced career exploratory behavior. A verified path model shows CIP's negative career thoughts inversely predict SCCT's career problem-solving self-efficacy, which in turn predicts career exploratory behavior. The model suggests that attending to



exploration. This model demonstrates that both CIP and SCCT function in complementary ways. A hypothetical case of Sue, a client seeking assistance

The model suggests that attending to client thoughts about career decision making is an important antecedent to engaging in career exploration.

client thoughts about career decision making is an important antecedent to engaging in career exploration. The model's suggested intervention sequence of steps appears to include addressing negative career thinking followed by adequately enhancing career problem-solving self-efficacy in order to successfully foster career

with her job search, is used throughout this article to highlight the relevant theories and the practical implications of the research findings.

GLOBALIZATION AND COUNSELING: PROFESSIONAL ISSUES FOR COUNSELORS

A B S T R A C T

Scholars have examined globalization for many years in terms of its impact on individuals, but it remains a concept not often discussed in the counseling literature (Paredes et al., 2008). As counseling transforms from a Western-based practice to a global phenomenon, it is important to understand counseling within an international context. In this article, the ways in which the process of globalization are currently impacting the field of counseling, implications and future research directions are examined.

James M. Benshoff
Melinda M. Gibbons

A more global perspective of counseling is needed.

As our world becomes increasingly connected, counseling is transforming from a Western-based practice to a global phenomenon. Accordingly, this article highlights the impact of globalization on the field of counseling. In order to do so, we begin by defining globalization and examining the ways in which the process of globalization is currently impacting the field of counseling. Lastly, the implications for counselors and future research directions are considered

The authors define globalization in this article as a continual process of interaction and integration among national economies and cultures. There is a dynamic interplay between both global and local

economies and cultures in which local communities actively react to the process by absorbing and/or resisting the ideas introduced by the West.

We examine three ways in which globalization may have an impact on the counseling field and on the people living in the international communities.

First, we explore how globalization impacts the transfer of western values; which in turn influences the local cultures' ideas and experiences of mental health and wellness. For example the spread of western conceptualizations of mental health can change how symptoms are conceptualized in international communities. There also are certain aspects involved in the globalization process itself such as increased mobility, which can affect the types of problems individuals in the local community may present in counseling.

Second, we consider the commoditization of the helping relationship. For example, in the U. S. paying for a service which involves an inherently intimate relationship works within a capitalistic framework. However, we believe counselors should be wary of assuming counseling as a commodity will automatically translate in communities where capitalism is not the dominant worldview.

Finally, we consider the issues with access and the structural limitations of international counseling. Given the issues of access within the United States, if counseling is structurally established internationally with a similar economic model and if there is limited structural support for services, then we continue to risk providing services only to those with the most means.

Given the potential impact globalization can have on the counseling field and the international community counselors serve, a more global perspective of counseling is needed. Counselor education programs should consider this global perspective, and international counselor education programs need to be developed as well. We have the obligation to widen our lens to include not only the systems of our community, but to the connected world as a whole.



ADDICTION COUNSELING ACCREDITATION: CACREP'S ROLE IN SOLIDIFYING THE COUNSELING PROFESSION

A B S T R A C T

In this article, the authors discuss CACREP's role in furthering the specialty of addiction counseling. After sharing a brief history and the role of counselor certification and licensure, the authors share the process whereby CACREP developed the first set of accreditation standards specific to addiction counseling.

W. Bryce Hagedorn
Jack R. Culbreth
Craig S. Cashwell

**ADDICTION
COUNSELOR
EDUCATION**



During the senior author's tenure on the Board for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), he recalls Dr. Carol Bobby, President and CEO of CACREP once remark, "I believe that the 2009 standard revision process will have more direct and positive implications for the counseling profession than any other revision process that I have seen." Those knowledgeable about the history of accreditation and specializations in counseling will be quick to recognize the significance and truth of her words. While as a profession, counseling is still relatively

new (when compared with other professions such as social work and psychology), but has made great strides in a relatively short time. With the adoption of the 2009 CACREP standards, changes in professional identity, specialty areas of practice, core curricular standards, clinical field experiences, and measures of student

preparation of counselor to work with people struggling with addictions.

In this article, the authors, whose combined 18 years of service to the counseling profession as Chairs or Vice-Chairs of the CACREP Board, explore the history of addiction counseling, as well as the development

...this is the first time that an accrediting body of the helping professions has taken such a broad leap forward in legitimizing and standardizing the preparation of counselor to work with people struggling with addictions.

learning outcomes likely will have long-reaching impacts on promoting the development of the counseling profession.

One significant change in the 2009 CACREP standards was the creation and inclusion of a set of specialty standards related to addiction counseling. Whereas individual standards related to the practice of addiction counseling have been around for many years (e.g., those of the National Board for Certified Counselors' [NBCC] Master Addictions Counselor [MAC] certification), this is the first time that an accrediting body of the helping professions has taken such a broad leap forward in legitimizing and standardizing the

of the credentialing and certification processes related to addiction counseling. Next, the need for educational standards related to addiction counseling is established and CACREP's role in the development of these standards is explained. The article finishes with potential implications and directions for future research. The authors are wholly confident that the work accomplished by the standard revision process related specifically to addiction counseling will help place counseling at the pinnacle of the helping professions and are humbly grateful for being a part of that process.

EXPLORING SCHOOL COUNSELORS' PERCEPTIONS OF VICARIOUS TRAUMA: A QUALITATIVE STUDY



ABSTRACT

The purpose of this qualitative study was to examine school counselors' perceptions of vicarious trauma. Consensual qualitative research (CQR) methodology was used. Six school counselors were interviewed. Three primary domains emerged from the data: (a) ambiguous vicarious trauma; (b) support system significance, and (c) importance of level of experience.

Mashone Parker
Malik S. Henfield

The purpose of this study was to examine school counselors' knowledge and perceptions of vicarious trauma (VT). A qualitative interviewing methodology, consensual qualitative research (CQR), was used. Six school counselors, ranging in age from 27 to 54, were recruited from schools located in a Midwestern state (3 females and 3 males). Participants worked at least part-time with 3 to 14 years of counseling experience. Four of the six participants graduated from a master's degree program accredited by the Council for Accreditation of Counseling and Related Educational Programs. Participants had a range of other counseling experiences including mental health and social work.

Three primary domains (themes) emerged from the data: (a) ambiguous VT; (b) support system significance, and (c) importance of level of experience. The results indicate that in general, participants had an idea of what VT entailed, but for the most part it was ambiguously defined. School counselors reported that support systems are significant and needed to help alleviate VT symptoms, or prevent it from occurring.

Participants agreed that level of experience determined counselors' risks of experiencing VT. This experience was perceived in a number of different ways

and awareness on the topic. Counselor educators should offer more training in their counseling programs to increase awareness of VT and other trauma related topics. Furthermore, courses related to trauma may be useful for fostering counselor growth. Supervision also can be perceived as a reliable source for providing information on VT.

The counselors in this study expressed the need for support in their work environments. School counselors should maintain collegial relationships as well as offer support to peers within their work environments. School counselors are in a good position to initiate support for

The counselors in this study expressed the need for support in their work environments.

ranging from formal training to work/life experience with all participants mentioning how either life or work experiences helped them avoid or overcome VT.

The findings suggest school counselors feel they lack adequate knowledge and training regarding VT. Findings from this study also suggest that it would be useful for counselors, especially those working with trauma survivors, to gain knowledge

students in their learning environments. Likewise, their work with these students is crucial, making adequate training in VT essential for their future careers.

ONLINE LEARNING AND THE DEVELOPMENT OF COUNSELING SELF-EFFICACY BELIEFS



A B S T R A C T

This study examined the relationship between enrollment in online counseling courses and students' counseling self-efficacy beliefs. Results indicate that students enrolled in online courses report statistically significant higher self-efficacy beliefs than students in traditional FTF courses. Implications for research and training instruction are discussed.

Joshua C. Watson

In this study, the counseling self-efficacy beliefs of students enrolled in both traditional face-to-face (FTF) and online counselor education programs were compared to determine the effect of online training on counselor development. It was hypothesized that students who enrolled in traditional FTF courses would report greater perceptions of counseling self-efficacy than those enrolled in online courses.

Participants were recruited from a random sample of 1000 graduate student members of the American Counseling Association (ACA). Overall,

429 individuals responded to the invitation (42.9% response rate). After removing incomplete surveys and responses from non-students, a final sample size of 373 individuals was determined. To establish comparison groups, participants were asked to indicate whether or not they had taken their core skill development courses (e.g., helping skills, group counseling, assessment, practicum, internship) required for their graduate counseling program of study online. For this study, an online course was defined as one in which at least 80% of the course content was delivered via the Internet.

To assess counseling self-efficacy beliefs, participants were asked to complete the Counseling Self Estimate Inventory (COSE). The COSE is a 37-item self-report assessment with documented reliability and validity that requires participants to rate how well they believe they will be able to perform as counselors in future counseling sessions. Following data collection, an analysis of covariance (ANCOVA) was computed to compare mean differences in COSE scores by instructional method

determine the best linear combination of variables among gender, age and degree level (masters or advanced) for predicting COSE scores.

Results of the ANCOVA analysis indicated that there was a significant difference in COSE scores with students who enrolled in online counselor education courses self-reporting significantly stronger counseling self-efficacy beliefs than those students enrolled in

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

(online vs. traditional FTF instruction) while controlling for students' previous counseling experience. Previous counseling experience was included as a covariate because researchers noted a strong positive relationship between counseling self-efficacy beliefs and counseling experience in prior studies. Additionally, a follow-up multiple regression analysis was computed to

courses delivered using a traditional method. Interpretation of the multiple regression analysis indicated that the combination of gender, age and degree level significantly predicted counseling self-efficacy beliefs. Since the original hypothesis was not supported a number of possible explanations for this unexpected result are discussed as are implications for future research and training instruction.

PREDICTING STUDENT OUTCOME MEASURES USING THE ASCA NATIONAL MODEL PROGRAM AUDIT

A B S T R A C T

This study explored the prediction of student outcome variables from the ASCA model level of program implementation. A total sampling of schools from two suburban school districts was conducted. Outcome variables were measures of math and reading achievement scores, attendance and graduation rates.

Keith A. Cates
Christopher Gunderson
Michael A. Keim

The purpose of the study was to determine whether level of ASCA National Model (2005) program implementation predicted student outcomes (i.e., achievement scores, attendance and graduation rates). A total sampling of schools from two suburban school districts was conducted. The overall return rate was 70%. Outcome variables were measures of math and reading achievement scores, attendance and graduation rates. It was hypothesized that level of program implementation would be a significant predictor of student outcomes at each of the three school levels: elementary, middle, and high school. The study also determined coefficients alpha for the

ASCA Program Audit for the total sample and each academic level.

Results indicated that no prediction was observed at either the elementary or middle school levels on any of the outcome variables (reading, math or attendance). At the high school level, the data showed that as program implementation increased the percentage of students scoring basic on the MSA English and Algebra decreased, which was a positive result. Likewise, at the high school level, when program implementation increased, so did attendance and the related trend of increased high school graduation rates. Thus, the hypothesis that higher program

implementation would predict better student achievement received mixed support and suggest a need for high school counselors to implement comprehensive developmental programs in order to benefit all students and improve important school and student outcomes. The program audit yielded an adequate degree of internal consistency for all 17 sections, ranging from $\alpha = .69-.99$ for the total sample, with a median α of .89.



Why these high school findings were not replicated at the elementary and middle school levels is puzzling, as the extant literature demonstrates a significant relationship between program implementation and student outcomes at all levels of schooling. One explanation may lie in the samples used for this study. The sample sizes used at the middle and high school levels were small, 17 and 18, respectively, reducing the power of the analyses, while the elementary sample

was much larger ($n = 78$). A cursory inspection of the means and standard deviations from these three samples indicated that the elementary sample had the lowest level of overall program implementation and the largest spread in scores, compared to middle and high school.

Why these high school findings were not replicated at the elementary and middle school levels is puzzling.

ANALYSIS OF WEBPAGES IN CACREP- ACCREDITED COUNSELING PROGRAMS



A B S T R A C T

Growing individual access to the Internet helps universities take advantage of academic webpages to showcase unique characteristics and recruit prospective students. This study explored how the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counseling programs has utilized their program webpages for similar purposes. Results indicate many deficiencies existing in the contents of webpages hosted by CACREP counseling programs.

Yuh-Jen Guo

Shelly R. Statz

Craig Wynne

Today's globalization is significantly represented by the revolution of the Internet and the world is moving to its rhythm at a very fast speed. A large percentage of the world population (30%) connects to the Internet and 78.3% of the North American population is online. A 480.4% growth of Internet usage has been recorded in the past decade. The Internet has passed television to become a leading

source of information inquiry around the world. In light of this wave of technology development, universities have quickly learned to publicize their information and unique features on university websites. The online showcase of university information has moved beyond simple information display and has become an essential component of public relations and student recruitment.

The counseling profession has been following this trend in technology development. Many counseling features and services have embraced the Internet. Career counseling, supervision and counselor education all have found their way to the Internet to deliver services to clients and students. Web counseling also is on the rise and has generated excitement and discussion in the counseling profession. These developments mark the acceptance of this technology

measure if improvements or new developments are needed. It reviewed 220 departmental webpages hosting 528 CACREP accredited counseling programs. There were 66 CACREP programs not accessible during our review process. The results showed many improvements of information displayed on program webpages, but there was shortage of information regarding faculty's scholarship and publication. Under current online technology development, counseling

“The results showed many improvements of information displayed on program webpages, but there was shortage of information...”

trend in counseling.

This study investigated how counseling programs have embraced the Internet on their webpages. When universities utilize their webpages for public relations and student recruitment, are CACREP accredited counseling programs participating? Can significant deficiencies in CACREP webpages be detected? This study visited all the webpages of CACREP counseling programs to

programs should take the advantage of the Internet to showcase their professionalism and connect to prospective students. Counseling programs need to utilize this new technology and continue to improve their online presence. In this article, we provide the current image of counseling program webpages and potential deficiencies which need special attention. We also suggest several steps for future development of counseling program webpages.

CYBERBULLYING PREVENTION: THE DEVELOPMENT OF VIRTUAL SCENARIOS FOR COUNSELORS IN MIDDLE SCHOOLS

A B S T R A C T

This study sought to develop meaningful and engaging virtual cyberbullying scenarios that reflect the educational needs of today's adolescents. In order to inform and script these scenarios, a three-stage study was implemented. This paper describes how data collected in each stage informed the cyberbullying scenarios' development. The authors share implications for educational use in middle schools.

Vivian H. Wright

Joy J. Burnham

Concerns over an escalating cyberbullying problem have prompted educators to search for viable and safe methods to teach cyberbullying awareness and prevention techniques. While negative assertions about technology are disconcerting and cannot be ignored, online and mobile technologies continue to evolve and present positive and beneficial ways to teach students of today and tomorrow. With the value of technologies in mind, the challenges and obstacles in cyberspace and the virtual world need to be addressed. Thus, for school counselors, teachers and principals, an overarching challenge is presented by such questions as: (1) How do we teach students to protect themselves in digital environments and prevent negative interactions such as cyberbullying? and, (2) How can technology be used as a vehicle to educate adolescents and to raise their awareness of cyberbullying?

This study sought to develop meaningful and engaging virtual cyberbullying scenarios that reflect the educational needs of today's adolescents. In order to inform and script these scenarios, a three-phase study with middle school youth was implemented. This study focused on middle school



The study describes the development of cyberbullying scenarios and implications for educational use in middle schools.

students because the literature has shown a peak in cyberbullying during these school years.

A student survey (Phase I) and focus groups (Phase II) informed two scenarios that were written and later developed in the virtual environment called Second Life (SL). Screen captured videos of the two scenarios were then saved for off-line viewing and assessment (Phase III, the present study). This study describes

the development of the scenarios and implications for educational use in middle schools. With few studies that have recreated cyberbullying situations, assessing the effectiveness of such scenarios in education is important. Filling this gap can provide valuable, alternative educational methods to school counselors, school administrators, teachers, and other mental health professionals, and parents to help educate and prevent cyberbullying.



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