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Altruism–Self-Interest Archetypes: A Paradigmatic Narrative of Counseling Professionals – DIGEST

A U T H O R S

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Concerns over the escalating burnout and impairment within professional counseling have attracted considerable attention. While it is essential to provide effective services to clients, the thrust of the professional literature seems to skew the focus of professional counselors' attention almost exclusively toward meeting the needs of clients, thus neglecting the needs of the counseling professional. Further, the extensive focus on altruistic acts without an associated discussion of the self-interest of the counselor may create a culture of professional self-sacrifice, martyrdom, and potential burnout for counseling professionals, ultimately placing clients at risk.

Altruism and self-interest as constructs have generally been described in dichotomous terms and as the exclusive motivators of

human behavior. There is a dearth of research and literature examining the unified and dynamic nature of the constructs altruism and self-interest. This study sought to qualitatively explore the unconscious nature of the construct altruism–self-interest through a secondary supplemental analysis following the tenets of paradigmatic narrative analysis. A total of 25 mental health professionals participated in this study on an uncompensated basis. A supplementary secondary analysis with a more in-depth analysis of the unconscious nature of the construct altruism–self-interest was used. We, the authors, hypothesized that the altruism–self-interest phenomenon potentially represented archetypal images for the participants.

The emergent findings suggest a less dichotomous understanding of the constructs altruism and self-interest. Three

salient archetypes representative of the altruism–self-interest dynamic emerged: exocentric altruist, endocentric altruist, and psychological egoist. The essence of the exocentric altruist archetype is to help a person in need and not be concerned with gaining reward or avoiding punishment. The endocentric altruist archetype appears to emphasize meeting someone else’s needs but is simultaneously meeting the needs of self during the act. The psychological egoist archetype helps others while expecting to benefit directly or indirectly from the act. Implications center on the danger of excessive adherence and non-adherence to a particular archetype, counselor training, and reflection on how professional counselors meet their own needs in a therapeutic relationship.



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Using Two Different Self-Directed Search (SDS) Interpretive Materials: Implications for Career Assessment—DIGEST

A U T H O R S

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The Self-Directed Search (SDS) consists of several booklets designed to be self-scored and self-administered. It simulates what a practitioner and an individual might do together in a career counseling session (e.g., review preferred activities and occupations, and review competencies and abilities). In this study, all students in two sections of a college career course completed the paper version of the Self-Directed Search Form R Assessment booklet using the paper Occupations Finder (OF). Students in one section of the course received the computer-generated Interpretive Report (IR; Reardon & PAR, 2001), and those in the other section received two paper booklets, *You and Your Career* (YYC) and the *Educational Opportunities Finder* (EOF). Both sets of

interpretive materials were designed to answer common questions about the SDS assessment results and how the findings might be used to improve students' career decision-making.

The sample consisted of 51 undergraduate students enrolled in two sections of a college career course. Common reasons for enrolling in this course were to explore career options and to learn more about career decision-making. Completion of the SDS was a basic course assignment, whereas participation in the study was optional. After the first week of classes, each section of the course was randomly assigned to receive either the client Interpretive Report (Group 1) generated by the SDS software portfolio computer system or the YYC and EOF booklets (Group 2). Five days after students received the SDS results and interpretive materials, the SDS Feedback Form



was administered to gather information about participants' satisfaction with the materials and their effectiveness.

The findings in this study indicate that individuals receiving the SDS IR generated by the SDS software portfolio computer system were more likely to recall their SDS overall three-letter summary code, as well as the first and third letters of their code, than those receiving the YYC and the EOF booklets. They were also more likely to expand career options for further consideration. Because the SDS software portfolio generates a more customized interpretive report, this study's findings are consistent with Brown and Krane's recommendations for providing individualized interpretations and feedback regarding career development interventions.

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Employment Preparation and Life Skill Development Initiatives for High School Students with Emotional and Behavioral Disabilities — DIGEST

A U T H O R S

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Individuals with emotional and behavioral disabilities (EBD) may experience greater challenges with transitioning to adulthood after completing high school due to their identified disabilities. These young adults may lack employment preparation, social skills and life skill development needed to be successful in adulthood. Therefore, it is crucial that school counselors work with teachers and other school personnel to develop initiatives within the high school environment to help students with EBD prepare for transition to adulthood.

This article outlines four program initiatives implemented within a Title 1 school providing special education interventions to high school students identified as ESE/EBD (Exceptional Student Education with Emotional and

Behavioral Disabilities). The initiatives were developed within the context of facilitating a comprehensive school counseling program. The initiatives are grounded within the American School Counselor Association (ASCA) National Model, focused on academic, career and social/personal development. Two of the initiatives involve working within an outdoor learning environment. Specifically, the initiatives are a vegetable garden and a worm garden. A third intervention involves developing sewing skills and maintaining a clothing bank for the school. The two naturalistic interventions and the sewing intervention produce a product that is sold to generate additional funding for the program. The funds assist with sustainability and provide a stipend for the students. The final intervention

integrates off-campus learning through community partnerships to offer students an opportunity to obtain work experience within the community while still receiving support from the school counselor, teachers and other school personnel.

The school counselor and teachers collaborate on the program initiatives to promote skill development in several areas. Students develop basic work



skills and a work ethic. Additionally, students develop social skills and self-determination. Furthermore, students develop various life skills, including problem solving, communication, clothes laundering, and financial planning, budgeting, and management skills. The potential benefits of the program arise from the students participating in the initiatives, along with the school community, and stakeholders within the greater community becoming directly involved through contact with the students. The initiatives also present challenges, primarily the ability to sustain the program activities without more secure funding. Finally, we, the authors, present some preliminary findings (e.g., increase in graduation rate and GPA, decrease in behavioral referrals) regarding students involved in the program initiatives and discuss recommendations for future research.

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Using Pair Counseling to Improve the Cost-Effectiveness of College Career Counseling— DIGEST

A U T H O R S

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Career counseling provides individuals with critical tools for improving self-understanding, fostering career exploration, and setting vocational goals, as well as helping them identify a sense of purpose and direction in life. Career theory plays an important role in improving the overall practice of career counseling, as it provides practitioners with a basis for selecting and delivering appropriate interventions. Additionally, career theories and counseling roles have expanded from a strictly vocational emphasis toward a more holistic picture—a perspective addressing not only career issues, but also personal, family, academic, emotional and social problems in order to meet the diverse and cultural needs of all clientele.

Presently, practitioners within the field of career counseling are struggling to find more cost-effective interventions that are accessible to all clients while simultaneously dealing with budget cuts and increasing demands for accountability. The nature of interventions (e.g., group counseling versus workshops) and the nature of practitioners facilitating these interventions (e.g., teacher versus counselor) are two key factors associated with cost. While specialized resources and individual counseling may be necessary for clients lacking readiness for decision-making, it is important to consider alternatives when assisting clients with higher levels of readiness. When this gap is resolved, accessibility will be maximized and costs minimized, and practitioners will be better prepared to meet the strong demand for services.

In order to meet these demands, a shift in career counseling has occurred—specifically by helping clients through collaborative techniques rather than implementing interventions that assist individuals independently. Pair counseling represents a newer and more integrated career intervention that incorporates principles of developmental psychology, play therapy, couples counseling, social psychology, and career counseling. Additionally, it



provides a preventive framework to utilize with college students seeking career services and resources. Finally, this approach provides the opportunity for pairs of students to receive support, attain exposure to alternative viewpoints, experience normalization of feelings, and develop more prosocial behaviors/skills—all while under the guidance, structure and supervision of a trained practitioner. After describing its main techniques and goals, this article provides a rationale for implementing pair counseling within a career center and also addresses directions for future research.

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Millennial Counselors and the Ethical Use of Facebook— DIGEST

A U T H O R S

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The use of Facebook is an integral part of the lives of the millennial generation, those born after 1982 (Hazlett, 2011). Existing research indicates that individuals from the millennial generation may be at greater risk for inadvertently sharing private information. Facebook thus presents significant risks for students in graduate counseling programs for crossing boundaries with clients, supervisors and faculty members.

The purpose of this article is to first review the literature on the millennial generation's use of Facebook and how privacy settings are established by this group. Second, the authors conducted two surveys of their own students' Facebook use to evaluate whether millennial students in their own program were at greater risk as stated by the literature, and

if talking about the risks would increase the privacy settings all students used. In the first administration (n = 56), 93% reported using Facebook, and a little less than half utilized maximum privacy settings. In contrast to the existing research, students from the millennial generation did not demonstrate a decreased use of privacy settings. However, about half of the students also indicated they had posted photos and videos they would not want clients to see. In the second survey (n = 63), about the same percentage reported themselves as Facebook users compared to the first study; however, more students were using maximum privacy settings. The second administration occurred after students were exposed to the potential risks associated with Facebook use in an ethics class. Two points were deduced from these results: (a) a significant number of this program's students were risking unwanted exposure of their private

lives, and (b) educating them as to the risks of Facebook positively influenced students' use of Facebook's self-protection options.

The surveys conducted by these authors are not generalizable and provide only descriptive information about Facebook use within one graduate counseling program. More research is needed to (1) determine the extent to which counselor education students use Facebook, (2) assess the levels of privacy settings other students establish and if there are certain populations of students who are at more risk for using fewer privacy settings, and (3) evaluate the best methods for counselor education programs to help reduce students' risks of inadvertently crossing boundaries with clients. Recommendations are provided for how counselor education programs can reduce risks associated with Facebook.



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What are the risks for counselors using fewer privacy settings on Facebook?

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