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Volume 8, Issue 4

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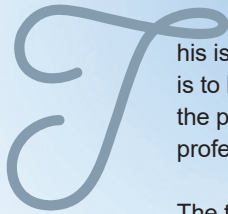
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# **Lifetime Achievement in Counseling Series**

**An Interview With David Capuzzi**

Joshua D. Smith, Neal D. Gray



his is the third article in the ongoing Lifetime Achievement in Counseling Series. The purpose of this series is to highlight seminal figures in the field of counseling and counselor education and their contributions to the profession. We hope that readers will utilize this series to better examine the state of the counseling profession and be encouraged to reflect on current and future challenges presented by the interviewees.

The third interviewee in this series is David Capuzzi, who is currently a counselor educator and senior core faculty member in community mental health counseling at Walden University and professor emeritus at Portland State University. Dr. Capuzzi received a PhD from Florida State University and has previously served as an affiliate professor in the department of Counselor Education, Counseling Psychology, and Rehabilitation Services at Pennsylvania State University and Scholar in Residence in counselor education at Johns Hopkins University. He is a former president of the American Counseling Association (ACA) and is an ACA fellow. Dr. Capuzzi has been recognized in the counseling field on multiple occasions, including: the first recipient of ACA's Kitty Cole Human Rights Award; the Leona Tyler Award; ACA's Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person (2010); Distinguished Alumni of the College of Education at Florida State University (2011); the Locke/Paisley Mentorship Award from the Association for Counselor Education and Supervision (2016); and the Mary Smith Arnold Anti-Oppression Award from the Counselors for Social Justice, a division of ACA (2018).

Dr. Capuzzi has authored or co-authored several textbooks, chapters, and ACA journal articles. Most of these publications are centered around children and adolescents, suicide, group work, and working with couples and families. He also served as the editor for *The School Counselor* from 1980–1984. Dr. Capuzzi is a frequent speaker at professional conferences and an ongoing advocate for the counseling profession. He has worked alongside schools and communities to develop suicide prevention and intervention programs and initiatives throughout the United States. Dr. Capuzzi has been a strong advocate for diversity and human rights, as his ACA presidential campaign in 1986–87 was themed Human Rights and Responsibilities: Developing Human Potential.

In this interview, Dr. Capuzzi responds to several questions regarding the counseling profession, his career and contributions, challenges and barriers, and the future of the counseling profession. Dr. Capuzzi discusses the major accomplishments of the counseling profession, the importance of inclusion of diverse populations, his contribution and role as an advocate, current challenges and barriers regarding professional leadership and involvement, and his perceptions regarding the future of the counseling profession.

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## Read full article and references:

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# Identifying Barriers to Attendance in Counseling Among Adults in the United States

## Confirming the Factor Structure of the Revised Fit, Stigma, & Value Scale

Michael T. Kalkbrenner and Edward S. Neukrug

The World Health Organization estimates that approximately one in five adults are diagnosed with a mental illness each year. Despite these large numbers, approximately two-thirds of individuals in the United States and worldwide who suffer from mental health issues avoid or do not have access to mental health treatment. Measuring barriers to counseling, or the reasons behind why prospective clients might be reticent to seeking counseling, is an important first step in improving access to mental health support services for prospective clients. The Fit, Stigma, & Value (FSV) Scale was developed and refined into a revised version by the present authors and a colleague to appraise barriers to seeking counseling among mental health professionals (e.g., professional counselors and



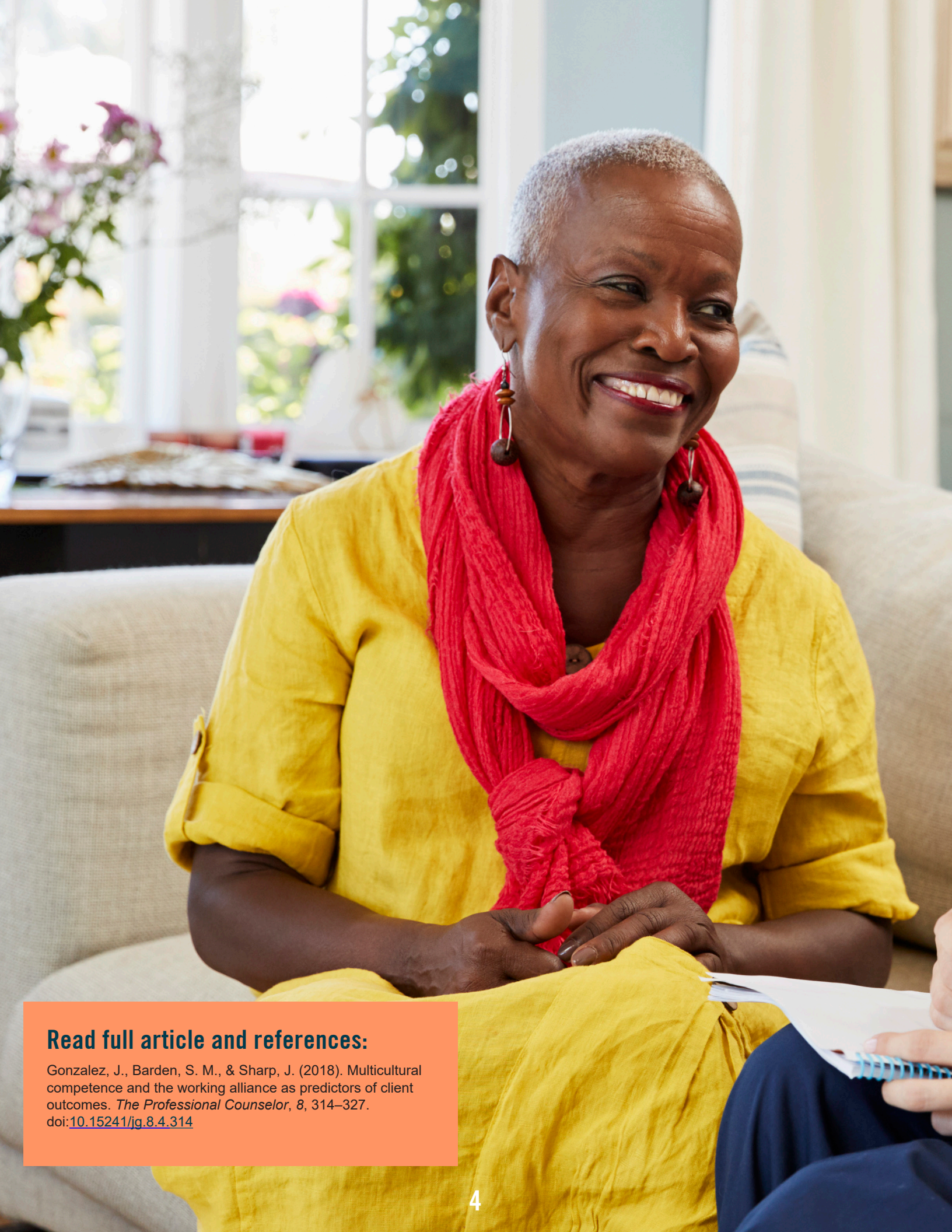
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Kalkbrenner, M. T., & Neukrug, E. S. (2018). Identifying barriers to attendance in counseling among adults in the United States: Confirming the factor structure of the Revised Fit, Stigma, & Value Scale. *The Professional Counselor, 8*, 299–313. doi:[10.15241/mtk.8.4.299](https://doi.org/10.15241/mtk.8.4.299)

human services practitioners). The Fit barrier measures the degree to which one trusts the process of counseling. The Stigma barrier involves one's hesitation to seek counseling because of feelings of embarrassment. The Value barrier appraises the extent to which a prospective client might avoid counseling because of a belief that the benefits of seeing a counselor will not be worth the effort it would require. The primary aim of the present study was to extend the line of research on the Revised FSV Scale by norming the measure with a sample of adults living in the United States.

The findings of the present investigators were promising and indicated that the Revised FSV Scale was a reliable (consistent) and valid (the test measures what it was designed to measure) questionnaire for appraising barriers to counseling among a random sample of adults living in the United States. In addition, findings also revealed that 32% of adults living in the United States had attended at least one session of personal counseling in the past, which is consistent with past investigators who found that between 15% and 38% of adults have sought counseling. The authors also found demographic differences between participants' sensitivity to the FSV barriers. Participants who identified as male reported significantly higher vulnerability to all three FSV barriers when compared to participants who identified as female. In addition, participants who had not attended counseling in the past were more sensitive to the Value barrier compared to participants who had attended counseling in the past. Researchers discuss a variety of implications regarding how professional counselors can use the Revised FSV Scale to measure and potentially reduce barriers associated with counseling among prospective clients.

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Gonzalez, J., Barden, S. M., & Sharp, J. (2018). Multicultural competence and the working alliance as predictors of client outcomes. *The Professional Counselor, 8*, 314–327. doi:[10.15241/jg.8.4.314](https://doi.org/10.15241/jg.8.4.314)



# Multicultural Competence and the Working Alliance as Predictors of Client Outcomes

Jessica Gonzalez, Sejal M. Barden, Julia Sharp

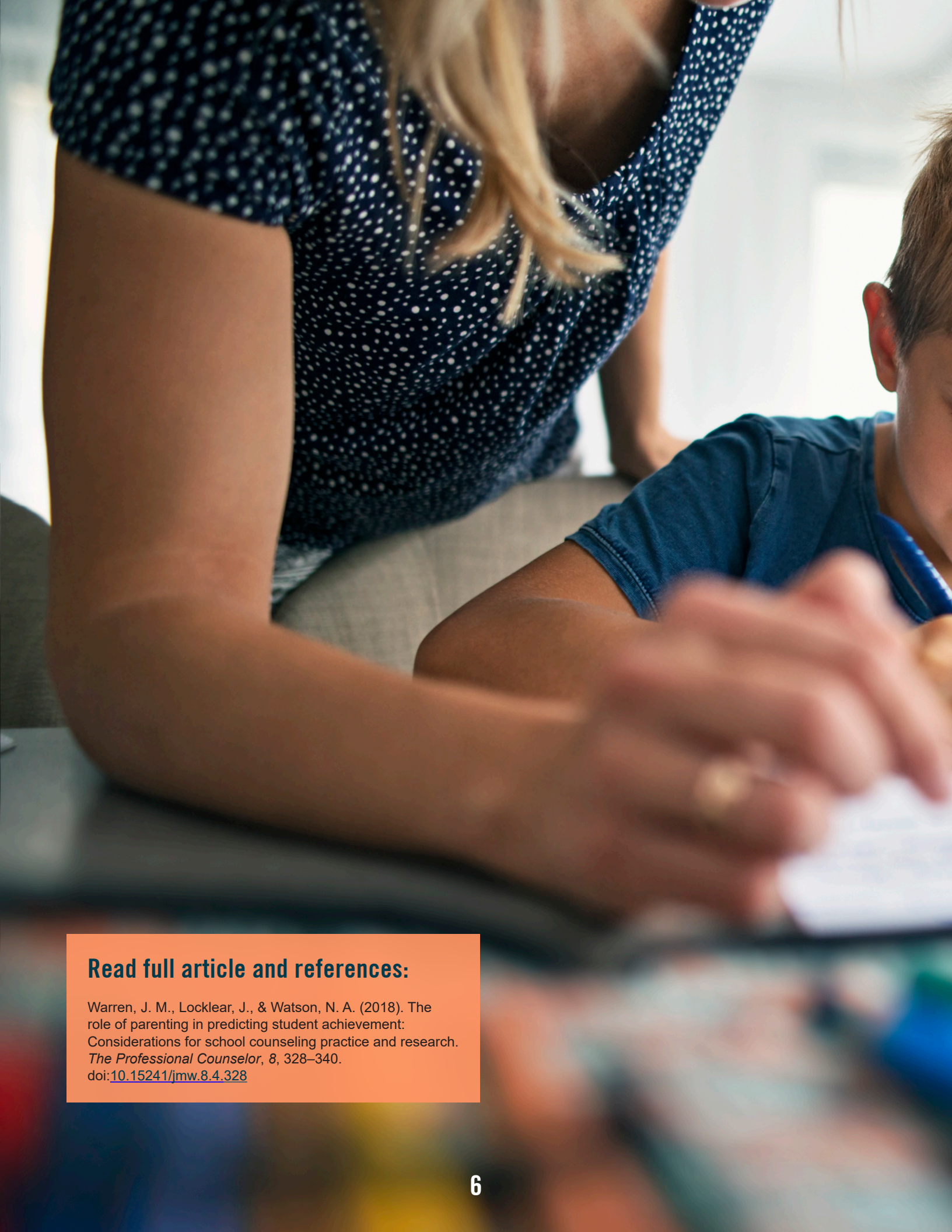
The past three decades of counseling research have identified the therapeutic relationship between clients and counselors as the most important predictor of change in counseling for clients; however, there is limited research on the associations between the therapeutic relationship and counselors' multicultural competence. Specifically, more research is needed exploring the influence of multicultural competence as perceived by both client and counselors-in-training (CITs) on counseling outcomes. To investigate this shortcoming, we explored the relationship between CITs' multicultural competence and the therapeutic relationship on client counseling outcomes from both client and CIT perspectives. In addition, another factor we explored in this study was social desirability, as previous research has shown that clients and counselors may respond in a socially desirable way on self-report assessments.

The study took place at a university community counseling research center. There were 72 CITs and 119 clients who participated. Clients filled the Outcome Quatrinnaire-45.2 (OQ-45.2), an assessment measuring their distress level, at their first and third counseling sessions. To measure client change, researchers compared the first and third session OQ-45.2 scores. Both clients and counselors filled out assessments on the therapeutic relationship, CITs' cultural competency, and social desirability at the end of the third session.

To explore the perspectives between clients and CITs, linear model analysis was used. Linear modeling results indicated significant differences between client and CIT perceptions of the therapeutic relationship and CITs' multicultural competence, after controlling for social desirability. Clients rated their CITs' multicultural competence and the therapeutic relationship higher than CITs. Given the differences in perceptions, counselors are encouraged to self-reflect on their own perspectives and explore their clients' perceptions of the therapeutic relationship and multicultural competence at various points in counseling.

Next, to explore our research question of whether CITs' multicultural competence and the therapeutic relationship predict counseling outcomes, while controlling for social desirability, two hierarchical regressions were used. Hierarchical regression results indicated that clients' perspective of their CITs' multicultural competence and the therapeutic relationship did not predict client outcomes, although CITs' perceptions of their multicultural competence modestly predicted client outcomes, after controlling for counselors' social desirability scores. Given the results from the hierarchical regression and the positive relationship between CITs' social desirability responses and their responses on the multicultural competence assessment, counselor educators who supervise CITs are encouraged to explore their supervisees' expectations and comfort in discussing developing multicultural competence. Moreover, because results indicated that close to 80% of the variance in posttest scores were accounted for by OQ 45.2 first session scores on client outcomes, counselors are encouraged to explore what coping strategies clients are already using that have been helpful with their clients presenting issues during the first session. Lastly, in future research studies, counselors educators can consider that week three in counseling may not be enough time to show how the therapeutic relationship and CITs' multicultural competence might influence client outcomes.

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### Read full article and references:

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# The Role of Parenting in Predicting Student Achievement

## Considerations for School Counseling Practice and Research

Jeffrey M. Warren, Leslie Locklear, Nicholas A. Watson

A number of factors influence the success of students as they matriculate from elementary school through middle and high school. These student achievement-related factors include homework completion, discipline referrals, and suspension. Literature also suggests that parenting styles, specifically authoritative parenting, is related to student achievement. Authoritative parents are demanding, yet communicative and supportive; their children often are more successful in school. However, according to the tenets of rational emotive behavior therapy (REBT), the demands expressed by authoritative parents are irrational and counterproductive.

REBT posits that irrational beliefs are rigid and dogmatic thoughts that lead to unhealthy negative emotions such as anger or anxiety. These emotions result in dysfunctional behaviors that are self-defeating. On the other hand, rational beliefs and preferential and flexible in nature. REBT suggests that parents who think rationally will respond in a helpful and functional manner when faced with an unruly child, for example. This unexpected theoretical conundrum between parenting style and their beliefs warrants further investigation.

The relationship between parenting styles and irrational beliefs and their impact on student success have not been explored. The purpose of this study was to further explore the relationships between student achievement-related factors and student achievement. Additionally, we sought to explore the effects of parenting, including style and beliefs, on student achievement.

Using instruments designed to measure rational and irrational beliefs and parenting style, in addition to a demographic questionnaire, data was collected from a sample of parents of K-12 students living in the southeast United States. Correlation coefficients and multiple linear regression modeling were used to analyze the data. Similar to prior research, results of this study indicated that homework completion is positively related and suspensions are negatively related to GPA. Findings suggested that both rational and irrational beliefs are related to authoritative parenting. Counter to prior research, authoritative parenting was not related to student achievement. Parental beliefs were not predictive of student achievement, yet irrational beliefs were positively and significantly related to homework completion. In order to best meet the needs of all students is critical for school counselors to provide evidence-based practice. School counselors are encouraged to consider how the findings of this study may impact the programs they develop, deliver, and evaluate.

The results of this study suggest that additional research is necessary to better understand the impact of parenting style on student achievement. Furthermore, the relationship between rational and irrational beliefs and authoritative parenting supports the theoretical underpinnings of these constructs. Additional research is needed, to better understand how a combination of these types of beliefs advance parents efforts to promote academic achievement. School counselors who understand the ways in which these and other factors impact student achievement are best positioned to develop programming that supports students.

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# A Comparison of Empathy and Sympathy Between Counselors-in-Training and Their Non-Counseling Academic Peers

Zachary D. Bloom, Victoria A. McNeil, Paulina Flasch, Faith Sanders

Empathy can be difficult to define, but there is agreement among researchers that it relates to how individuals socially and emotionally connect to one another. As such, empathy plays an essential role in the formation and maintenance of relationships. In a clinical setting, empathy also appears to be a vital component of the counseling process and the promotion of positive client outcomes.

Indeed, the counseling profession calls for counselors to experience and demonstrate empathic reactions to their clients—not to be confused with sympathetic responses, which might have negative consequences in a counseling context. Yet, empathy development is not necessarily an explicit focus of clinical training programs. Empathy appears to be taught in counselor education programs as a microskill (e.g., reflection of feeling and meaning) rather than as its own construct. But empathy is more than a component of a skillset, and a counselor's use of empathy-based responses in a therapeutic relationship requires skill and practice.

Although there is evidence that some aspects of empathy are dispositional in nature, which might make the counseling field a strong fit for empathic individuals, empathy training in counseling programs can increase students' levels of empathy. However, little is known about the training aspect of empathy and whether or not counselor training programs are effective in enhancing empathy or reducing sympathy among counselors-in-training (CITs).

The purpose of the present study was to (a) examine differences in empathy (i.e., affective empathy and cognitive empathy) and sympathy levels among emerging adult college students, and (b) determine whether CITs demonstrate different levels of empathy and sympathy when compared to their academic peers. CITs did not exhibit statistically significant differences in levels of empathy or sympathy when compared to students from other academic programs. In fact, CITs recorded levels of empathy that appeared comparable to students from other academic disciplines. This finding is consistent with literature indicating that even if empathy training is effective, counselor education programs might not be emphasizing empathy development in CITs or employing empathy training sufficiently.

Furthermore, the results from this study indicated that CITs possess higher levels of sympathy than both cognitive and affective components of empathy. We recommend that counselor educators facilitate CITs' understanding of the differences between empathy and sympathy and bring awareness to their use of sympathetic responses rather than empathetic responses. It is our hope that CITs will possess a strong enough understanding between empathy and sympathy to be able to choose to use either response as it fits within a counseling context.

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### **Read full article and references:**

Bloom, Z. D., McNeil, V. A., Flasch, P., & Sanders, F. (2018). A comparison of empathy and sympathy between counselors-in-training and their non-counseling academic peers. *The Professional Counselor, 8*, 341–354. doi:[10.15241/zdb.8.4.341](https://doi.org/10.15241/zdb.8.4.341)

# Using Grounded Theory to Examine the Readiness of School Counselors to Serve Gang Members

Jennifer Barrow, Stanley B. Baker, Lance D. Fusarelli

School counselors experience more role confusion than other professionals in education. The American School Counselor Association's (ASCA) National Standards and National Model present an ideal framework for the role of the school counselor. The National Standards and National Model suggest professional school counselors should provide programming designed to engage students through three domains of practice (i.e., personal/social, academic, and career development). While professional organizations suggest guidelines for school counselors' roles and accreditation bodies dictate training standards, these efforts have not reached school-based leaders, who continue to see school counselors as "guidance counselors." This limited view of a school counselor's contribution has created an actual role for the school counselor that is far from the ideal role. School counselors are trained to address personal and social concerns, but they are often limited to serving as an academic counselor performing non-essential functions.

Previous studies have examined the role of the school counselor and have highlighted the role confusion created by the numerous entities that inform the role of a school counselor (e.g., teachers, administrators, and parents). The purpose of this study was to propose a grounded theory that contributed to the understanding of the professional school counselor's role at the secondary school level in working with a specific student population. In the study, the role of the professional school counselor was explored from the first-person perspective of the professional school counselor and school based leaders, defined as assistant principals and principals. Additionally, two district-level school leaders were interviewed to gain access to the perspective of key informants on the role of school counselors and students in gangs in this school district.

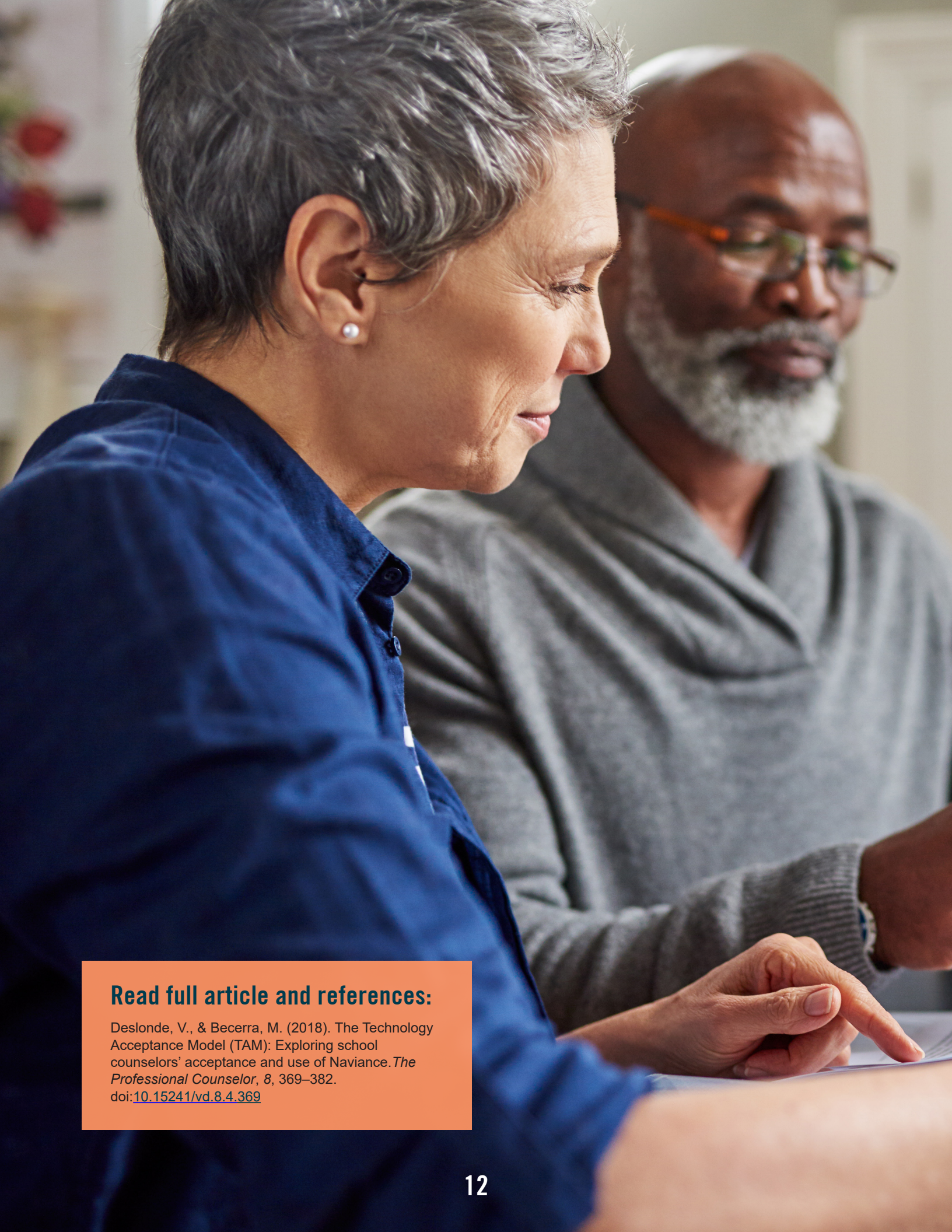
While numerous research-based publications have devoted attention to school violence, little has been written on the leadership and preventive role professional school counselors may play in working with students in gangs. The professional literature is rich with presentations on the stages of professional development and perceived and actual roles of professional school counselors, yet it is lacking on the impact of marginalized student populations, such as gang members, on the professional development and role of the professional school counselor. In this study, the school counselor's role, attitudes, skills, knowledge, professional training, and barriers to their work with students in gangs in the secondary school setting were explored. Data from the school counselor sample revealed a lack of attention to the personal, social, and career development needs of all students, including those students in gangs. Data from the school leader sample revealed a varied and inconsistent role for school counselors, including their work with students in gangs.

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# The Technology Acceptance Model (TAM)

## Exploring School Counselors' Acceptance and Use of Naviance

Vernell Deslonde, Michael Becerra

New technologies are pervasive in the counseling profession. School counselors are experiencing a growing field of technologies that include virtual counseling platforms, smartphone applications, and learning management systems that provide the ability to see students face-to-face, quickly access information through an application, and offer high school students resources and information, ultimately assisting in the school-to-work transition. Additionally, the education field recognizes the value of integrating new technologies into practice to support student outcomes as well as counselor growth, job efficiency, and productivity in the areas of academic, social, and emotional development and college and career readiness.

Because K–12 schools have spent billions of dollars integrating new technologies in schools to support academic achievement, it was important to investigate school counselors' use of Naviance, an online college and career readiness tool, and examine how Naviance usage enhances middle and high school counselors' practices, productivity, and efficiency. Within the school counseling profession, counselors use technology daily, such as retrieving information, sending email, developing newsletters, and creating multimedia presentations, which are considered relatively easy tasks. Yet, school counselors' enthusiasm toward the use of new technologies is low. It is important to note that there are external forces that shape a school counselor's perceived ease of use and usefulness of the technology, and these forces, such as limited training with the new software, age of the user, and high student caseloads, may negatively affect attitudes.

For this study, the Technology Acceptance Model (TAM) was used for the theoretical framework. TAM is comprised of four constructs: perceived ease of use, perceived usefulness, attitudes, and actual behaviors. Data sources collected for this qualitative dominant crossover mixed analysis study included a survey questionnaire, face-to-face semi-structured interviews, and Naviance staff usage and engagement reports. The researchers used a level 1 quantitative analysis, which includes descriptive data taken from usage and engagement reports, and percentages from the questionnaire to determine productivity and efficiency.

Overall, school counselors indicated that Naviance was easy to use and useful in their role. They further stated that the use of Naviance positively enhanced their job productivity, efficiency, and counseling practices. Particularly, the ability to introduce college-related material to help students develop individual education plans, identify courses, provide social and emotional resources, and advise on graduation status and college eligibility, was positive. In addition, more school counselors are using Naviance as a vehicle to share information with teachers, administrators, and parents.

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