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Digest

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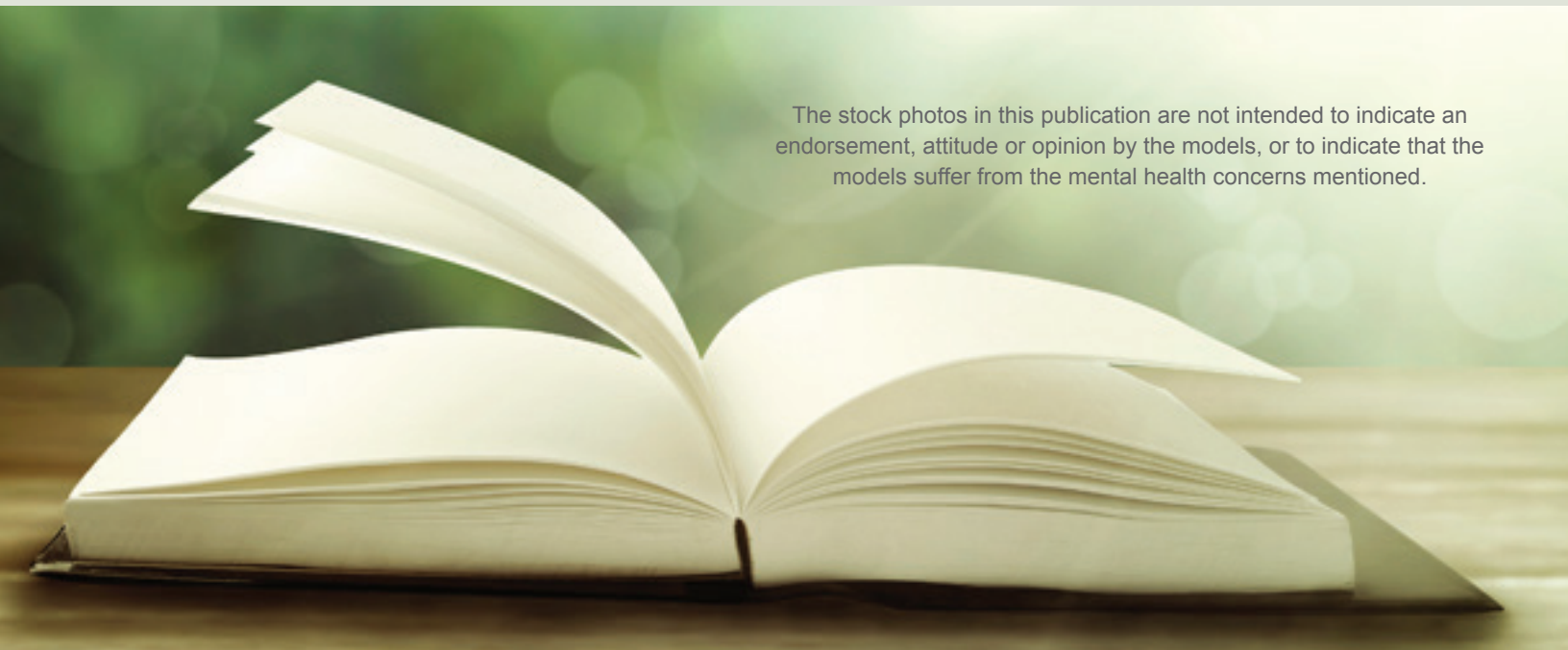


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The U.S. Workforce from 1960 to 2010 A RIASEC View

Robert C. Reardon
Mary-Catherine McClain

In this article, the authors address the matter of Holland's RIASEC theory and the environment by examining census data in relation to prior studies of occupational employment in 1960, 1970, 1980, 1990, 2000 and 2010. The number of annual job openings is strongly related to the number of people currently working in an occupation, so knowing the number employed is of practical importance in career counseling because of the need to replace workers.

In the early 1970s, researchers began to examine the U.S. labor market using census data and the RIASEC classification system, and the present study is a continuation of that line of research. The authors focused on the detailed occupations in the 2010 census ($N = 494$) and excluded military-based occupations. The three questions explored in this study, along with principal findings, are indicated below.

First, how many occupational titles were reported in the census from 1960–2010 relative to the six areas of work? Occupational titles provide schemas or tools for career exploration. The Realistic area included many more named occupations in the census than the other five areas. For example, the 2010 census specified 211 occupations in the Realistic area and 283 occupations in the other five areas combined. Only 19 occupations were identified in the Artistic area.

Second, what were the numbers and percentages of occupational employment in 1960, 1970, 1980, 1990, 2000 and 2010 in relation to the six kinds of work? The percentage of Realistic employment declined 28% from 1960 to 2010. However, the Realistic area showed 31.9 million persons employed and continued to have the highest level of employment across the six RIASEC areas in each

census period. The Artistic area had the lowest number employed in 2010 with 2.0 million. The employment percentage in the Social area increased from 9% in 1960 to 24% in 2010. During the same period, employment in the Investigative area increased from 3% in 1960 to 10% in 2010, or 2.0 million to 11.5 million persons.

Third, what were the mean incomes for the six different kinds of work in 1990, 2000 and 2010? The Investigative area consistently showed the highest income levels over the 3 decades, with the Conventional and Realistic areas the lowest. The average income over the 3 decades for the Investigative area was \$54,587 compared to those of the lowest areas: Conventional, \$28,047 and Realistic, \$27,981.

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Counseling Emerging Adults in Transition

Practical Applications of Attachment and Social Support Research

Joel A. Lane

Emerging

adulthood is a stage of life resulting from recent societal trends in industrialized nations, occurring between the ages of 18 and 29. It is a time of many important life transitions and of significant mental health risk. The counseling community, however, has been slow to acknowledge the evolving landscapes of the late teens and twenties, frequently relying on outdated conceptual models of identity development. Accordingly, the purpose of this article is to educate counselors regarding the unique needs of their emerging adult clients.

Emerging adulthood is a period of feeling in between, during which individuals are no longer adolescents but not yet adults. Several factors distinguish emerging adulthood from other life stages and from prior young adult generations, including demographic instability (e.g., frequent career change), changes in subjective self-perceptions (i.e., vague definitions of what it means to be an adult) and extended periods of identity testing (e.g., taking longer to commit to a long-term partner). These characteristics can lead to significant distress during the many life transitions that take place in emerging adulthood (e.g., leaving home, entering the workplace). A growing body of research suggests that these transitions are critical periods for emerging adult well-being, identity development and mental health.

In light of these problems, emerging adult research has focused on examining predictors of positive developmental progressions through these periods of transition. Two such constructs that have received considerable attention are attachment and social support. According to attachment theory, a person's earliest interactions with caregivers are internalized as subconscious representations of self and other, influencing social interactions throughout the lifespan, especially during times of distress. A wealth of research has found that relative attachment security is an important factor in many emerging adult transitions, including entering and leaving college, entering the workplace, and choosing romantic partners. Like attachment, social support is an important construct for emerging adult functioning since it is thought to mitigate stress during stressful situations. Social support refers to social relationships or interactions that

provide individuals with actual or perceived assistance. These relationships are an integral component of adjustment and interpersonal development in emerging adulthood. Moreover, the relative quality of social support strongly predicts outcomes during many emerging adult transitions, notably the transition into the workplace.

Thus, attachment and social support have important implications for counselors working with emerging adult clients, particularly those experiencing life transition. Counselors are encouraged to recognize the unprecedented complexity of emerging adult support networks due to the proliferation of social media and changing attitudes toward romantic relationships. Counselors should also understand the ways that insecure attachment strategies can interfere with support utilization and be armed with corrective attachment interventions to use with their clients. More broadly, it is important that counselors acknowledge the changing landscapes of young adulthood and consider Arnett's theory of emerging adulthood when conceptualizing their emerging adult clients; this approach may assist counselors in honoring the process of emerging adulthood and prevent some of the common biases against this age group perpetuated in Western media (e.g., that young adults are narcissistic and entitled).

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An Exploration of the Personal Experiences and Effects of Counselors' Crying in Session

Miles Matise

Individuals in helping professions, such as counselors, are faced with a variety of emotionally charged situations. These situations might be at times uncomfortable and unpleasant for the counselor and, as a result, influence behavior during a session. When a counselor has an emotionally charged response to the client, feelings can intensify, resulting in a spontaneous reaction, even to the point of crying. A 2003 study by Curtis, Matise, and Glass suggested that crying with clients could be a genuine expression of emotions and could facilitate the therapeutic relationship.

Whether or not it is helpful to the client for the counselor to cry with him or her depends on certain factors, such as the intensity and timing of the counselor's tears. Corey (2001) has suggested that hiding behind technical expertise and excluding one's genuineness from the relationship may not create the most therapeutic environment. To be authentic in session may be to cry with a client or it may not, even if the emotional expression is intentionally held back. A mindful counselor can be more aware of thought patterns taking place and stop reacting to certain stimuli, such as a client's emotionally charged reaction. By not reacting, a counselor can make a wise choice as to the most appropriate response for a given situation.

In addition, when self-disclosure is appropriate, the counselor may share a segment from his or her own life with the client for the purpose of either reassuring or challenging the client's experience. Yet the focus in this situation must be on the client and not the counselor. Empathy is the active attention toward the feelings of others, and is considered a significant way to enhance and deepen the therapeutic relationship.

Given that much therapeutic work is dedicated to helping clients express their deepest feelings, a goal that is also emphasized in many counseling theories, it is surprising that counselors who have cried in session have received little attention in the counseling literature. The counseling relationship is often a re-creation of the conflict that the client seeks to understand, as the counselor attempts to create a corrective emotional experience for the client.

The purpose of this study was to enhance counselors' self-awareness of the relationship between emotional behavior and perceptions of crying in session, as well as to aid counseling supervisors and educators who train counselors in promoting self-awareness and appropriate self-disclosure. Furthermore, it is hoped that this study will create a much-needed dialogue among counselors and other helping professionals on the impact of tears as an appropriate form of self-disclosure with a client.

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Using Mindfulness-Based Cognitive Therapy in Individual Counseling to Reduce Stress and Increase Mindfulness

An Exploratory Study With Nursing Students

Mark J. Schwarze
Edwin R. Gerler, Jr.

Seeing a need for an intervention to help patients who had repeatedly relapsed into depression, Segal, Williams, and Teasdale developed and published a 2002 article on mindfulness-based cognitive therapy (MBCT), a manualized program of therapy. Designed as an 8-week program with specific guidelines for each session, MBCT was originally conceived as a group modality. Clients are placed in classes to learn the mindfulness and cognitive-behavioral skills needed to regulate emotions and thoughts. MBCT involves training the mind to avoid judgmental reactions to events, thoughts, feelings and body sensations and to practice nonjudgmental awareness and acceptance.

Essentially, MBCT can help bring greater attention to the present, while avoiding the anxiety of the future and the depression of the past. While primarily a model of therapy, MBCT contains operationally defined constructs that are consistent and testable. The concept of mindfulness is the central construct in MBCT. Mindfulness, derived from Zen Buddhism, has been described as a commitment to bringing awareness back to the present moment.

This article presents a study meant to explore the effectiveness of a modified MBCT intervention in reducing stress and increasing the levels of mindfulness, using nursing students as participants in individual sessions. The researchers collected baseline data and completed 6 weeks of an MBCT intervention with three nursing students in an effort to see whether self-reported levels of mindfulness increased and self-reported levels of stress decreased. The MBCT intervention was modified for length and modality.

Results indicated that using a modified MBCT intervention in individual sessions reduced stress as measured by Cohen and Williamson's 1988 Perceived Stress Scale in two out of three participants and increased mindfulness levels as measured by Brown and Ryan's 2003 Mindful Attention Awareness Scale in all three participants. Implications for college counselors and counselors who work with clients in high-stress occupations are provided. Areas of future research include additional testing of MBCT with college students, as well as the use of MBCT with technological delivery methods.

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Career Adaptability, Resiliency and Perceived Obstacles to Career Development of Adolescent Mothers

Heather Barto
Simone Lambert
Pamelia Brott

Career

adaptability, resiliency and perceived obstacles to career development of adolescent mothers were examined with a sample of adolescent mothers ($N = 101$) from one state in the mid-Atlantic region of the United States. Participants were between the ages of 15 and 21 and from diverse racial backgrounds, including Hispanic, Latino or Spanish origin (74%) and African American (22%). Data were gathered using the career planning scale from the Career Development Inventory-School Form, the self-exploration and environmental exploration scales from the Career Exploration Survey, the Career Decision-Making Self-Efficacy Scale-Short Form, the Resiliency Scales for Children and Adolescents, and the Obstacle Survey. In addition, participants completed demographic questionnaires. The research questions that guided the study included the following: (1) What are the relationships between the three dimensions of career adaptability (i.e., planfulness, exploration, decision making) and resiliency? (2) What are the reported obstacles to the career development of adolescent mothers? (3) Can measures of resiliency predict career adaptability in adolescent mothers?

Career development was conceptualized using life roles with specific focus on necessary skills to create and modify the working role. The results indicate that the dimensions of career adaptability (i.e., planfulness, exploration, decision making) can be quantitatively measured and used for assessment purposes to inform future intervention strategies. The results of this study may prove helpful for researchers and practitioners who want to assess and advance the career adaptability and resiliency of adolescent mothers while being mindful of perceived obstacles. In terms of career adaptability skills, the adolescent mother participants have similar skills to their nonparenting peers in both career planfulness and career decision making, but lower scores in career exploration.

In terms of resiliency, the participant profiles offer some consistent information about areas of strength and weakness. Participants possess similar levels of personal resiliency and emotional vulnerability to same-age and same-gender peers within the normative sample of the Resiliency Scales for Children and Adolescents. However, some differences exist between the study sample and the normative group in terms of relational resiliency; adolescent mothers may need to develop skills to initiate and maintain socially supportive and healthy relationships.

For further study of this population, researchers are encouraged to address the obstacles that participants may face in order to be involved in such a study (e.g., lack of childcare and reliable transportation). Research has indicated that childcare may lead to socioeconomic advancements of adolescent mothers, as they have increased available time to focus on school and work, so exploring childcare resources and possibly providing childcare resources while adolescent mothers partake in career development programs may be essential. Professionals working with adolescent mothers must address these women's career adaptability and resiliency needs given their obstacles and opportunities regarding the working life role. The combination of resiliency and career adaptability may provide the positive, strengths-based assessment and intervention strategies framework necessary to assist adolescent mothers in overcoming obstacles and becoming self-supporting adults.

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Read full article and references:

Barto, H., Lambert, S., & Brott, P. (2015). Career adaptability, resiliency and perceived obstacles to career development of adolescent mothers. *The Professional Counselor*, 5, 53–66. doi:10.15241/hb.5.1.53

Evidence-Based Practice, Work Engagement and Professional Expertise of Counselors



Varda Konstam, Amy Cook, Sara Tomek, Esmaeil Mahdavi, Robert Gracia, Alexander H. Bayne

In order to provide responsible counseling practice, the continued professional growth of counselors is essential. Demands have increased for counselors to implement up-to-date, data-driven evidence-based practice (EBP). Increasing demands to implement EBP have required that practitioners work in new ways and refine their existing clinical skills. Clinical experience alone is not sufficient in determining counselors' continuing professional growth. Research has shown that experienced clinicians are only modestly more accurate in their counseling skills in comparison to those who are less experienced. Understanding the factors that contribute to counselors' continued professional growth in expertise is crucial so that counseling supervisors and related consultants can best support their continued growth. It is important to examine how to best support counselors' professional growth as it pertains to implementation of EBP.

This study addresses a gap in the literature by focusing on understanding the relationships among work engagement, organizational support of EBP and organizational support of educational growth with respect to perceived professional expertise in practicing counselors. To our knowledge, no research to date has linked the systematic organizational implementation of EBP and organizational support of educational growth with the proposed mediating role of work engagement in relationship to counselor-perceived professional expertise.

The goal of this study was to examine the relationships between perceived professional expertise, organizational support of EBP and educational growth, and work engagement among a sample of 78 mental health counselors. The participants responded to a survey that assessed four different constructs: (a) organizational support of educational growth, (b) organizational support of EBP, (c) counselor work engagement and (d) professional expertise. To examine the relationships between the aforementioned variables, we conducted a correlation matrix of the four variables (constructs) and path analysis.

Findings from the path analysis indicated that high levels of work engagement improved the positive relationship between organizational support of EBP and counselor professional expertise. We also found significant positive relationships between all four variables, indicating that counselors who rated

themselves higher in professional expertise and perceived their work settings as supportive of EBP and educational growth reported significantly higher work engagement scores. The implications of these findings affirm the importance of organizational support of EBP and how vital it is for supervisors and consultants to nurture and sustain work engagement levels among counselors.

Supervisors of mental health counselors have an important role in helping counselors understand organizational contexts and how they may influence and support their professional growth. It is important to understand one's work context and the potential impact of organizational and professional values on one's own professional development. Consequently, sensitizing counselors, consultants and supervisors who function across a variety of settings, including schools, hospitals and mental health agencies, to the significance of work engagement and its linkage to EBP can increase possibilities for improving counselor professional expertise. Further implications for counselors, supervisors and consultants working in mental health and school settings are discussed in the manuscript.

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The Black Church

Theology and Implications for Counseling African Americans

Janeé R. Avent, Craig S. Cashwell

Researchers, scholars and counseling practitioners have noted the differences in help-seeking behaviors among racial/ethnic minority clients. With African Americans in particular, researchers have attributed some of these differences to African Americans' preference for seeking help from spiritual resources rather than professional counseling resources. However, less articulated in the literature are the rationales behind this preference.

Often, within the counseling context, client spirituality is an important part of the healing process. There is substantial evidence that one's religious life is a critical feature of the developmental process and can serve to improve one's overall well-being. Further, researchers have found positive benefits to incorporating spirituality and faith into one's life, including improved physical and psychological health. Therefore, counselors are expected to assess the impact of a client's spirituality and religion on his or her mental health and overall well-being. Moreover, attending to the spiritual needs of clients is an essential part of developing culturally sensitive treatment plans and recommendations.

As with other racial groups, spirituality has served as a source of support for many African American families as they have faced various challenges. These stressors include both systemic oppressions (e.g., overt racism) and familial stressors (e.g., parenting). Given these life stressors, perhaps spirituality and religion offer some explanation as to why African Americans are better adjusted than some experts expect and predict. Many African Americans have relied on their religion and spirituality during difficult life transitions. These coping strategies have proven effective in this community many times. Because of the salience of spirituality and religion in the experience of African Americans, particularly as it relates to their psychological health, it behooves professional counselors to increase their knowledge and awareness of the African American religious experience.

In order to understand the Black Church and the people who worship there, counselors must familiarize themselves with the historical context and theological underpinnings that frame the Church's modes of operations and likely many individual parishioners' help-seeking behaviors. This article provides an overview of the Black Church's inception during slavery, its role in the Civil Rights Era and its relevance in the lives of many African Americans in the 21st century. In order to understand current influences, counselors must grasp the historical role and relevance of the Black Church in the African American community. Further, it is theology that unites the collective Black Church but also differentiates between local congregations. Often, individual Black churches and denominations vary in theological principles, and therefore differ in how they execute beliefs about their purpose, roles and responsibilities. These overarching, guiding principles likely influence parishioners' individual lives and their choices, including decisions regarding whether to seek help from professional counselors. Thus, this article provides an overview of the history and development of the Black Church, its theological foundations and how this information has important implications for counselors working with religious African American clients.

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Read full article and references:

Avent, J. R., & Cashwell, C. S. (2015). The Black church: Theology and Implications for Counseling African Americans. *The Professional Counselor*, 5, 81–90, doi:10.15241/jra.5.1.81



Dig to Live

An Investigation of the Psychological Well-Being of Women Miners in Davao Oriental, Southeastern Philippines

Rose Anelyn Visaya-Ceniza

The researcher of the present study aimed to depict the socio-demographic characteristics and life circumstances of a group of women miners in the Philippines in terms of their psychosocial well-being in order to formulate a self-efficacy enhancement program to respond to the particular needs of the women miners. The researcher utilized a descriptive multiple case study research design. In-depth qualitative data were gathered from the 14 women to capture their individual life circumstances and the impact of small-scale mining on their life experiences and psychosocial functioning. The women miners' individual life aspirations also were encapsulated to provide a clearer picture of their coping, persistence and management of their situation. Data were gathered through the respondents' journal entries, outputs during the structured learning exercises and the transcripts from the focus group discussion. This study was conducted in the Municipality of Banaybanay, Province of Davao Oriental, Southern Philippines, where small-scale mining of raw magnesite rocks is prevalent.

According to the women miners, they can bear the heat of the sun, the hazards at work and the workload at home in order to preserve their family and provide what they need. Their husbands' income is not enough for the family's basic needs, typical of the life conditions of the rural poor. The work is back-breaking and long, and includes quarrying the rocks through sharp blows of a hammer and wedge, hitting the rocks in succession to break them into small pieces, and packing them in a sack that should weigh no less than 50 kilos. Each sack is bought for 10 pesos (Philippine money) by a local buyer; the women lug the heavy sacks to the buyer's loading area themselves. The average target for each woman is 25 sacks per day to sustain daily family needs.

Based on the data drawn from the survey of psychosocial health status, the women artisanal miners' daily experience of multiple burdens is clear. Despite their attitude of perseverance, their efforts seem to have low impact in improving their life circumstances. It is evident in the presented individual case studies that the women artisanal miners perform multiple roles, as a mother, wife, grandmother, household manager and miner.

Data showed that the stress management styles of the women miners have high impact with regard to viewing the future. The women remain optimistic and hopeful. For coping techniques employed, one participant stated that watching television series is a common means of relaxation among the women in the community. Watching television provides an opportunity for sympathetic catharsis and brings the stress to a manageable level.

Since these women are willing to sacrifice for their families, there is a great need for them to be nurtured in terms of their attitude to persist. Though they have the determination to keep on going, they also need to recharge from time to time. This ability to manage the toll of their physical and psychological load would lead them to a sense of self-efficacy. Having a sense of self-efficacy would hopefully allow them to select challenging settings and explore their environments or create new ones.

The author previously published portions of this article titled "An Exploration of the Psychosocial Health Status of Women Artisanal Miners in Mindanao, Philippines" in *Procedia: Social and Behavioral Sciences*, 91, 505–514.

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Photos provided by the author, Rose Anelyn Visaya-Ceniza.

Special Section
Counselor Education and Supervision



Development of an Integrative Wellness Model

Supervising Counselors-in-Training

Ashley J. Blount
Patrick R. Mullen

The practice of counseling is rich with challenges that impact counselor wellness. Consequently, counselors with poor wellness may not produce optimal services for the clients they serve. Wellness is regarded as a cornerstone in developmental, strengths-based approaches to counseling and is an important consideration when training counselors. Thus, a focus on methods by which counselor educators can prepare counseling trainees to obtain and maintain wellness is necessary.

Numerous organizations have articulated standards for best practices in supervision. For example, the Association for Counselor Education and Supervision's 2011 *Standards for Best Practices Guidelines* highlights 12 categories as integral components of the supervision process. The categories include supervisors' responsibilities and suggestions for actions to be taken in order to ensure best practices in supervision. The 2014 American Counseling Association *Code of Ethics* states in Standard F.1.a that supervision involves a process of monitoring "client welfare and supervisee performance and professional development." Furthermore, supervision can be used as a tool to provide supervisees with necessary knowledge, skills and ethical guidelines to deliver safe and effective counseling services.

Researchers have suggested that the construct of wellness needs further clarification and articulation as a method of supervision. Currently, only Lenz and Smith's 2010 model of supervision with a wellness perspective is available. However, it does not apply to counselors-in-training specifically or focus on the wellness constructs highlighted in the proposed integrative wellness model (IWM). Therefore, this article serves to review relevant literature on supervision and wellness, introduce the IWM, and present implications regarding implementation and evaluation.

The article will discuss the history and importance of supervision for counselors-in-training; highlight the theoretical tenets of a new supervision model (i.e., the IWM); address implementation strategies for the IWM; discuss strengths, limitations and goals of the IWM; and provide a case study for application of the IWM. The IWM focuses on well-being and integrates developmental and wellness components. Therefore, the purpose of this paper is to introduce the IWM for counseling supervision, which integrates existing models of supervision, matching the developmental needs of counselors-in-training and theoretical tenets of wellness.



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A Counseling Formula

Introducing Beginning Counseling Students to Basic Skills

Susan A. Adams, Alice Vasquez, Mindy Prengler

Trying to figure out why counseling works is a complex and daunting exploration. There are no easy answers; however, when beginning counseling students attempt to master the initial basic skills on their journey to becoming counselors, it can become overwhelming and anxiety producing. In every counseling session, students bring their own human qualities and life experiences that shape them as individuals. They must understand that their needs, motivations, values and personality traits can either enhance or interfere with their counselor effectiveness.

Cognitive mapping can provide a road map that helps expand students' awareness while building the foundation of their counseling skills. It involves practical integration of learning attributes and prior knowledge into a new situation to serve as an interactive teaching environment where students feel safe. Through the use of a simple graphic visual, students can successfully interpret and apply basic skills to their counseling method approach.

Creating a classroom of trust filled with simplistic, graphic learning tools can generate a safe learning environment and reduce anxiety. Anxiety creates unnecessary barriers to learning and blocks what is in the students' minds with what is in their clients' minds. In other words, cognitive mapping helps a foreign concept become graphically related to prior learning experience by using links between old and new learning. This visual representation of those communication links between student counselor and client can result in productive sessions of change and can enhance the process for acquiring, storing and using information.

The simple, graphic images outlined in this article are designed to help beginning counselors initially understand the interconnectedness of the different elements of their new chosen profession. As student counselors become more experienced, they also begin to experience personal and professional growth that results in their own awareness, insight and change, similar to how clients begin to change. They move to a deeper understanding of how to use basic skills with theory, along with intentional therapeutic interventions and techniques, to facilitate change for clients. All of these valuable tools challenge us and encourage us to continue on our lifelong learning journey to become better counselors.

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Read full article and references:

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Factors Influencing Counseling Students' Enrollment Decisions

A Focus on CACREP

Eleni M. Honderich
Jessica Lloyd-Hazlett



As the implications of graduating from a CACREP-accredited counselor preparation program increase for students' postgraduation licensure and employment opportunities, it becomes paramount for the profession to ensure that prospective students are able to make well-informed decisions when choosing a program. Such choices entail cost-benefit analyses framed by students' personal and professional needs and goals. Program accreditation status is not an enrollment criterion that all prospective counseling students prioritize. However, awareness of CACREP accreditation and the implications of program accreditation status for postgraduation outcomes are exceedingly integral to counseling students' enrollment decisions.

The present article examines factors that influence counseling students' decisions regarding enrollment in graduate-level programs, with particular attention to students' awareness of CACREP accreditation prior to and following enrollment. Limited research exists that specifically assesses enrollment decision factors for graduate-level counseling students. No known studies have explored the role that program CACREP accreditation status plays in students' graduate-level enrollment decisions.

Study participants represented a national sample of 359 master's- and doctoral-level students currently enrolled in both CACREP- and non-CACREP-accredited counselor preparation programs. An online survey assessed the following: (a) basic demographic information, (b) factors that influenced participants' enrollment decisions, (c) factors that participants wished they had considered more when making enrollment decisions, and (d) levels of awareness of and importance ascribed to CACREP accreditation prior to and following program enrollment.

The results indicated that accreditation was the second most influential factor (after program location) for participants when making an enrollment decision. Additionally, for participants attending non-CACREP-accredited programs, accreditation was

the top factor that participants wished they had considered more in their enrollment decision-making process. Prior to enrollment in a graduate-level counseling program, nearly three quarters of the participants reported having little familiarity with the concept of CACREP accreditation. Following enrollment, participants' levels of both familiarity and importance ascribed to CACREP accreditation significantly increased.

Considering participants' lack of awareness of CACREP accreditation prior to enrollment in a graduate counseling program, implications of this study's findings are discussed, including examination of potential ethical responsibilities of counselor preparation programs and the broader counseling profession to address this phenomenon. Suggestions are made to facilitate more effective dissemination of information about CACREP accreditation and related postgraduation implications to prospective students prior to enrollment, with the ultimate goal of assisting students in making enrollment decisions most congruent with individualized personal and professional objectives.

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Read full article and references:

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Professional Identity Development of Counselors-in-Training in a School Internship Program in Turkey

Meral Atıcı

This qualitative study presents the findings of interviews with nine school counseling supervisors and the analysis of document data from 11 counseling student interns, 11 guidance teachers and 34 students who attended group guidance activities during the counseling students' internships.

School counseling supervisors were interviewed by the researcher to elicit their views on the contribution and effects of school counseling internship programs for counseling students, the assistance provided by the school counselors to counseling students, problems met during internships, and any recommendations for school counseling internships. The counseling students' evaluations of the school counseling internship program and supervisors in terms of their own professional development, their opinions of guidance teachers and their students, and their views on the effects of group guidance activities on students' behavior were analyzed as document data.

The findings of interviews with school counselors showed that during their school counseling internships, counseling students gained experience in many of the activities typically carried out by a school counselor, such as classroom guidance, group guidance, individual counseling, seminars, consultation, and application of individual assessment and measurement techniques. Similarly, counseling students' evaluation of the internship program showed that through school counseling internships, counseling students developed their counseling skills and enhanced their abilities in conducting the activities mentioned above. That is, through the school counseling internship program, counseling student interns had opportunities to do many activities that a school counselor normally does, and they also became competent in these activities.

All school counseling supervisors in the study stated that there were positive outcomes from the counseling students' internships for the school students who attended counseling activities, for the counseling students themselves and for the school counselors. School counseling supervisors' impressions about these positive outcomes were consistent with teachers and school students' evaluations about the effects of the activities. School counselors were able to provide proactive counseling services to many students with the help of counseling students. Results from both school counselors and counseling interns indicated that the school counselors helped the counseling students by observing them and giving feedback, providing information and advice, organizing counseling practice sessions, and being role models for them. It is clear that feedback and advice from university supervisors were useful and effective in helping counseling interns plan and carry out successful activities, find solutions to problems, and assess the activities. Similarly, in interviews, school counselors pointed out that their feedback for counseling interns impacted the achievement of group activities.

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Read full article and references:

Atıcı, M. (2015). Professional identity development of counselors-in-training in a school internship program in Turkey. *The Professional Counselor*, 5, 137–151. doi:10.15241/ma.5.1.137



The Impact of Transformational Learning Experiences on Personal and Professional Counselor-in-Training Identity Development

Michelle Kelley Shuler
Elizabeth A. Keller-Dupree

The promotion of professionalism is a significant component of counselor training and is recognized by the Council for Accreditation of Counseling and Related Educational Programs as a core curriculum requirement for graduate counseling programs. Development in this area includes both personal and professional growth and is often referred to as counselor development or counselor professional identity. Many view counselor identity development as a process that results in congruency between personal worldview and professional worldview, or consider it an equal combination of professional (e.g., roles, decisions, ethics) and personal selves (e.g., values, morals, perceptions). Recent research has provided counselor education with a model for professional identity development, including transformational tasks to assist with identifying the personal and professional facets of one's developing counselor identity.

Transformational learning experiences for counselor training can be described as expressive or experiential activities that facilitate the ability to express feelings and meanings related to life issues. Experiential activities in counselor training have been applied to creative approaches in the classroom as well as in individual and group supervision. By all accounts, the benefits of including expressive arts in training suggest an outlet for teaching by assisting the counselor-in-training (CIT) with reframing and deepening understanding of experience and enhancing development of personal awareness skills, all of which are considered highly important to the personal and professional development described in models of supervision. To date, few studies have examined pedagogical methods used to enhance CITs' level of professional development. As a result, there is a dearth of literature exploring strategies to incorporate student self-reflective experiences, along with transformational learning experiences, into counselor education in order to influence professional identity development.

Accordingly, this study was designed to examine the impact of a 2-day seminar using transformational learning experiences on CIT personal and professional identity development. More

specifically, through the professional identity development model, this mixed-methods research study examined how the integration of transformational learning practices impacted CITs' self-reported skill development on the Professional Performance Review Policy Standards (PPRPS) assessment tool and how reflective journaling impacted CITs' personal development.

Seventeen ($N = 17$) graduate counseling students completed five learning experiences and journaled about each activity afterward. Participants also completed the PPRPS at four data collection time points. Results demonstrate that the transformational learning experiences improved PPRPS results across all 10 items, though results were not statistically significant. Qualitative analysis results show that the activities brought awareness to life challenges, the need for change, the impact of group processing and the future use of these activities in clinical practice. Study implications include integrating transformational learning experiences into core and peripheral counseling courses in order to support personal and professional identity development. In doing so, counselors-in-training are deepening their intrapersonal and interpersonal learning and developmental journey, thus potentially enriching the skills and techniques that they will eventually use in counseling relationships with future clients.

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Read full article and references:

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There is a dearth of research exploring multiple perspectives on counseling sessions beyond those of client and counselor. Several researchers have examined clients' and counselors' experiences and perspectives in counseling, but few researchers have added a third lens by exploring the process through client, counselor and observer perspectives. In the research that does exist, discrepancies have been found among these three perspectives. Thus, including all three perspectives creates a more complete picture of the process. The authors of the current study asked the following research question: What are the similarities and differences in what is meaningful in counseling from the perspectives of a supervisor, CIT and client? The researchers examined multiple perspectives on meaningful in-session events through a supervisor's observation of counseling sessions and interviews with the counselors and clients. The authors anchored the results with the perspective of a supervisor observer.

The authors designed this study to approach therapeutic impact with what is meaningful in session, which is illustrated well by the following statement from Mahrer and Boulet (1999): "The emphasis is on whatever touches you as something impressive happening here rather than relying on your theory, your knowledge, and your being on the lookout for particular kinds of traditional significant in-session changes" (p. 1484). These meaningful experiences may be cognitive, emotional, relational or behavioral in nature. Meaningful experiences were defined in each case by the supervisor and by the participant. The qualitative tradition of phenomenology was fitting for answering this research question, with the assumption that multiple realities exist—in this case, multiple realities of the counseling process—and are all relevant. Further, this tradition provides a way to describe the meaning of participant experiences in counseling. A single session unit and significance sampling were used in the data collection for this study.

The following themes emerged from the study: immediacy (with several subthemes), nonverbals and intuition, rescuing, depth of congruence, insights, and goal setting. For each theme that the supervisor deemed meaningful in the counseling session, authors present the event in their article from the three perspectives of supervisor, CIT and client. The findings from this study contribute to an understanding of the counseling process by providing an examination of the similarities and differences among meaningful happenings from three different perspectives. In answering the

Supervisor, Counselor-In- Training and Client Perspectives in Counseling

A Qualitative Exploration

Corrine R. Sackett, Gerard Lawson, Penny L. Burge

research question, beginning with themes from the supervisor's perspective, the authors found that a supervisor, CITs and clients were in general agreement about what was meaningful, with some differences in how they experienced the events given their positions. Purposely approaching the findings through a supervisor's lens allowed the authors to clearly delineate implications for supervision.

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Read full article and references:

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Development of Counseling Students' Self-Efficacy During Preparation and Training

Patrick R. Mullen, Olivia Uwamahoro,
Ashley J. Blount, Glenn W. Lambie



Read full article and references:

Mullen, P. R., Uwamahoro, O., Blount, A. J., & Lambie, G. W. (2015). Development of counseling students' self-efficacy during preparation and training. *The Professional Counselor*, 5, 175–184. doi:10.15241/prm.5.1.175

The primary goal of counselor preparation programs is to educate and train students to become competent counselors by equipping them with necessary skills, knowledge and experiences. The practice of counselor training is a complex, intentional process of reflective educational and experiential activities to promote the development of knowledge and skills. Furthermore, students training to be counselors change and gain self-awareness throughout their educational experience.

Self-efficacy represents an individual's beliefs or judgments about his or her ability to accomplish a given goal or task. Furthermore, self-efficacy is a recognized measure of development in the counseling field, has a positive influence on work-related performance, and consequently works as an outcome and developmental consideration for counselor training. In addition, there is an assortment of published research examining counseling trainees' self-efficacy; however, limited research has examined counseling trainees' development of self-efficacy in a longitudinal fashion based upon their experiences from start (e.g., educational courses) to finish (e.g., initial clinical experiences) in counselor preparation programs.

The purpose of this longitudinal investigation was to examine the effects of a counselor preparation program on students' development of counseling self-efficacy. In addition, this study examined the relationship between counseling students' demographic characteristics and their reported self-efficacy at three times throughout their program. The student participants were 179 master's-level counseling trainees in a single CACREP program in the Southeastern United States. The Counselor Self-Efficacy Scale was administered to the students at the following three points in their program: new student orientation, clinical practicum orientation and final internship group supervision meeting.

Findings indicated that students' experience in their preparation program resulted in higher levels of self-efficacy. In addition, the findings indicated that students' self-efficacy had the largest increase between the start of the counseling program and their initial clinical experiences, rather than between their initial clinical experiences and the conclusion of the program. The results from this study demonstrate that master's-level counseling trainees' self-efficacy increases as a result of their experiences in their preparation program, providing further evidence for Bandura's 1986 theory of self-efficacy. The results from this study build on existing literature by indicating that coursework has a significant impact on trainees' self-efficacy prior to their initial clinical experiences. This investigation also identified a new finding—counseling students enter their initial clinical experiences with a high level of self-efficacy. This article discusses the implications of these findings for the field of counselor education and clinical supervision.

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Factors Contributing to Counselor Education Doctoral Students' Satisfaction with Their Dissertation Chairperson

Cheryl Neale-McFall
Christine A. Ward

The process of successfully completing a doctoral program is a multifaceted journey that depends upon a variety of factors. One key component of degree completion hinges on the dissertation process. It is well documented in the literature that multiple invested entities (student, faculty, department, university) are affected by a student's achievement of a doctoral degree, which stems from the successful completion of a dissertation. Data show that attrition rates are declining for most students in Ph.D. programs; however, rates for students in the field of humanities continue to stall. Specifically, the single most frequent finding in Bair & Haworth's 2004 meta-synthesis study addressing doctoral attrition is that successful degree completion is related to the amount and quality of contact between a doctoral student and his or her advisor.

The present study was conducted in order to better understand which variables best predict satisfaction in the relationship between counseling doctoral students and their dissertation chairperson. Specifically, the study was designed to address gaps in the literature regarding selection criteria and chairperson behaviors as predictors of satisfaction among counselor education doctoral students. A survey instrument containing items pertaining to participants' selection criteria of their dissertation chair (success/reputation, research/methodology, collaborative style, obligation/cultural), chairpersons' behaviors (work style, personal connection, academic assistance, mentoring abilities, professional development) and participants' overall satisfaction with their dissertation chairperson was used. Separate multiple regression analyses were conducted in order to predict current doctoral students' and recent doctoral graduates' overall satisfaction with their chairperson. Results from both regressions were statistically significant, and the overall findings reveal how counselor education doctoral students' selection criteria for their chairperson, and the behaviors that the chairperson exhibits, are influential in predicting overall satisfaction in the advisor–advisee relationship.

Findings from the current study reveal how counselor education doctoral students' selection of their chairperson and the behaviors that the chairperson exhibits are influential in predicting students' overall satisfaction with the student–chairperson relationship. Therefore, understanding the most influential selection criteria

(similar work ethic, personality match, previous relationships) and chairperson behaviors (patience, investment in the relationship and the student, advocacy for the student, effective feedback) can result in greater satisfaction in the advisor–advisee relationship. By utilizing the current study's findings and understanding which selection criteria and chairperson behaviors are most likely to influence overall satisfaction, counselor educators can enhance their advising behaviors to best meet the needs of students, thereby increasing the likelihood that students will successfully defend their dissertations and graduate from the counselor education doctoral program.

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