

*Second Edition*

# Counseling Today

## *Foundations of Professional Identity*

**Darcy Haag Granello**  
*The Ohio State University*

**Mark E. Young**  
*University of Central Florida*



**Pearson**

330 Hudson Street, NY, NY 10013

Director and Publisher: Kevin M. Davis  
 Portfolio Manager: Rebecca Fox-Gieg  
 Content Producer: Pamela D. Bennett  
 Portfolio Management Assistant: Casey Coriell  
 Executive Field Marketing Manager: Krista Clark  
 Executive Product Marketing Manager: Christopher Barry  
 Media Project Manager: Lauren Carlson  
 Procurement Specialist: Deidra Smith  
 Cover Designer: Melissa Welch, Studio Montage  
 Cover Photo: Frank Chen/Moment/Getty Images  
 Full-Service Project Management: Sudip Sinha, iEnergizer Aptara<sup>®</sup>, Ltd.  
 Composition: iEnergizer Aptara<sup>®</sup>, Ltd.  
 Printer/Binder: LSC/Crawfordsville  
 Cover Printer: LSC/Crawfordsville  
 Text Font: PalatinoLTPro

Copyright © 2019, 2012 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. To obtain permission(s) to use material from this work, please visit <http://www.pearsoned.com/permissions>.

Acknowledgments of third-party content appear on the page within the text, which constitute an extension of this copyright page.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees, or distributors.

#### Library of Congress Cataloging-in-Publication Data

Names: Granello, Darcy Haag, author. | Young, Mark E., author.  
 Title: Counseling today : foundations of professional identity / Darcy Haag  
 Granello, The Ohio State University, Mark E. Young, University of Central  
 Florida.  
 Description: Second edition. | Boston : Pearson, 2019. | Includes  
 bibliographical references and index.  
 Identifiers: LCCN 2017042453 | ISBN 9780134816425 | ISBN 0134816420  
 Subjects: LCSH: Counseling—Vocational guidance—United States. | Educational  
 counseling—United States. | Counselors—Professional  
 relationships—United States.  
 Classification: LCC BF636.64 .G73 2019 | DDC 158.3023—dc23 LC record  
 available at <https://lcn.loc.gov/2017042453>

1 18



ISBN 10: 0-13-481642-0  
 ISBN 13: 978-0-13-481642-5

To my dad, Douglas M. Haag, who gave me my roots, and to my husband, Paul, who gives me my wings.

—DHG

To J. Melvin Witmer, Professor Emeritus, Ohio University, with deep respect.

—MEY

## About the Authors

### Darcy Haag Granello, PhD



Darcy Haag Granello is Professor of Counselor Education at The Ohio State University, a Licensed Professional Clinical Counselor in Ohio, and Director of The Ohio State University Suicide Prevention Program. She has published over 70 articles, co-authored three books, made more than 200 national and international presentations, and secured more than \$2 million in grants and funding. Darcy's research and interests are in the areas of suicide prevention and assessment and in methods to promote the cognitive development of counselors and counselors-in-training. She has received state and national awards for her research in counselor development, and she seeks to find ways to

enhance the training and education of counselors to promote the development of professional identity and cognitive complexity. She is founder and listowner for COUNSGRADS, the national listserv for graduate students in counselor education.

### Mark E. Young, PhD



Mark Young is Professor of Counselor Education at the University of Central Florida in Orlando. For more than 20 years, he worked as a counselor in community mental health, college counseling centers, private practice, and corrections. He has been a state and national leader in counseling. For the past 14 years, he has conducted research and provided services for couples at the UCF Marriage and Family Research Institute. His writing is focused on practical issues that counselors face, including maintaining their personal wellness, understanding clients' religious and spiritual perspectives, developing a theoretical orientation, and understanding the client/counselor alliance. His most recent books are

*Learning the Art of Helping* (2017) and *Counseling and Therapy for Couples* (2007).

## To Our Students

Welcome to the profession of counseling! As counselors, we are always excited to see people follow their passion in life. We know that our profession offers unlimited opportunities for you to evolve into the professional you want to be and to have a career filled with meaning and purpose. It is our hope that you will find the profession of counseling a lifelong career that challenges you to learn and grow.

We think it only fair to let you know that you are in for quite a challenging journey. Becoming a counselor changes you and tests you. Counseling is not just something that *you do*, it is someone *you become*. Counseling requires you to work on yourself as you constantly gain new knowledge and skills. In your graduate program, you will be asked to read books, write papers, and take tests. But even if you master all of these academic skills, you will not have everything you need to be an outstanding counselor. Ultimately, you will need to integrate everything you are learning with the person you already are as you endeavor to become the counselor you wish to be.

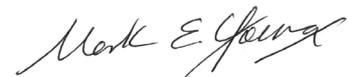
As you begin your professional journey, we encourage you to strive to become more intentional—to be clearer about what you want from your graduate education, from your career, from your relationships with others, and from yourself. To do this, you will need to adopt a self-reflective approach. This means periodically stopping to think about what the material you are learning means to you. A self-reflective approach can help guide you to develop clarity about your goals. Rather than just allowing life (or classes, or counseling skills) to happen *to* you, it is important that you take control of your own experiences and learning. During your journey give yourself permission to be in the moment, to learn new things, to take risks, and to not know. We encourage you to allow yourself time to explore ideas and options, and not to rush to a decision or conclusion. It's okay to relax, take a deep breath, and think before you respond. Moreover, try not to hold yourself to unrealistic expectations about what you “should” know or how fast you “should” learn. Your journey will require patience.

Our intent in writing this book is to share our passion and enthusiasm for counseling, to give you an understanding of how your graduate training can help shape you into a counselor, and to take a strong stand that all counselors need to be trained to the highest possible standards. The world needs you to be the absolute best counselor, with the strongest sense of professional identity and the highest level of professional integrity that you can possibly have. You, and your future clients, deserve no less.

Darcy Haag Granello



Mark E. Young



v

# Preface

Helping students in counseling programs learn to develop a sense of professional identity is one of the most important tasks that educators face. As students learn about the profession of counseling, they must also begin to see themselves as professionals. To do this, they must learn, and then begin to internalize the knowledge, standards, ethics, and skills that are at the foundation of the profession. We believe that this sense of internalized, professional identity can be strengthened with an intentional and self-reflective approach to learning that can begin from the very first course a student takes in the counseling program. Thus, this book is intended to help set a solid foundation for the student's journey toward becoming a professional counselor.

In this book, we use a developmental perspective that encourages students to take a self-reflective stance toward becoming counselors. Counseling students who are self-reflective continually stop and think about what the material they are learning means to them; they consider how their own personality, beliefs, values, thoughts, and experiences influence the way they look at the world, and they reflect on their own development as professionals. Throughout the book, we offer ideas and suggestions for students to adopt a self-reflective approach to the topics that we cover. This approach to self-discovery, however, should not stop at the end of this text or even at the end of graduate school. Professional counselors who are self-reflective spend their entire careers seeking to better understand themselves and their work so that they can continually improve the care that they provide to others. Self-reflection, then, is an ongoing process of self-evaluation and self-awareness that enhances both our personal and professional lives. Helping counseling students learn the skills and habits of self-reflection is a core idea that is infused throughout this text.

One of the primary goals of this text is to get students excited and energized about the counseling profession and to help them begin to see it as a vibrant, ever-changing field that is populated with people who are trying to make a difference. Thus, the text does not merely repeat static information about the profession that will most certainly be covered in depth in other classes. Instead, the text helps students envision themselves as part of the profession by providing the context for application of their learning to their own lives. For example, the chapter on theories of counseling (Chapter 6) is not simply a recitation of existing counseling theories. Instead, this chapter discusses the major underpinnings of counseling theories and then helps students understand *why* counselors need theories, *how* counselors choose a theory, and what steps they can take to begin to develop their own theoretical stance. In short, the book provides content and then focuses on the application of that information to the world of the counselor.

## New to the Second Edition

We have made significant updates and additions to the content of this new edition.

- Clear learning objectives for each chapter list what students should know and what they should be able to do at the conclusion of each chapter.

- 2016 CACREP Professional Orientation and Ethical Practice Standards are listed in the Advance Organizers and Reflective Questions sections at the beginning of the chapters where chapter content supports those standards. In addition, we have provided a correlation table on page xii to provide a quick reference to which standards are applicable to those chapters.
- Direct and clear links to issues of social justice and advocacy are provided in every chapter (for example, *A Social Justice Approach to Choosing a Theory* in Chapter 6; *Research as a Form of Social Justice* in Chapter 7; and *A Social Justice Approach to Understanding Client Expectations* in Chapter 8).
- The latest information about state licensure requirements, updates to the ASCA National Model, and a discussion of licensure portability are included.
- This new edition provides even more first-person stories from diverse counselors and counselors-in-training, including a first-person Snapshot of a Marriage and Family Therapist (Chapter 2), a counselor in a RAMP Certified School Counseling Program (Chapter 11), twins enrolled in a graduate program in counseling (Chapter 4), and a counselor operating from a Gestalt perspective (Chapter 6).
- Chapter 4, now entitled *How Do Counselors Integrate Personal and Professional Identity?*, is completely revised to help students understand the personal aspects of becoming a counselor and to encourage them to take control of their own personal and professional development.
- Chapter 5 includes a section on success in online education for counseling students learning in distance education programs, including a list of tips and strategies compiled from counseling students enrolled in online counseling programs.
- Chapter 10, now entitled *How Do Counselors Promote Social Justice and Engage in Culturally Competent Counseling?*, is completely revised to link to the most recent Multicultural and Social Justice Advocacy Counseling Competencies.
- Chapter 13, *How Do Counselors Support Wellness in Themselves and Their Clients?*, is completely revised to help counseling students develop a foundation for wellness during their graduate training that can extend into their work with clients.
- Chapter 6 includes an updated Spotlight on *Pastoral, Biblical, and Christian Counseling* to help students understand the role of counseling from these perspectives.
- Chapter 14 includes updated connections to the role of technology in counseling and the use of technology for graduate students in training, including an updated Snapshot by a counselor who uses advances in technology in counseling training and practice.
- New Counseling Controversies, including *Coaching vs. Counseling*, *Online Counseling*, and *High Stakes Testing*, keep students engaged with the latest trends and issues in the field.
- More than 300 updated reference citations help ground the text in the most up-to-date research on counselor professional identity development, counselor training, and the practice of counseling.

## Organization of This Book

Our organizational framework for the text first introduces students to the profession of counseling by helping them understand how the profession fits within the greater context of the helping professions (Chapter 1). It then focuses on helping students build an understanding of the many facets of the counseling profession. We are surprised to find that foundations textbooks do not typically include information on what counselors actually *do*. Therefore, we spend several chapters discussing the many roles of the counselor and what a counseling session might look like in practice (Chapters 2, 8, and 9). Also included are chapters to help students place the different content areas in context, for instance, chapters on how counselors use theories (Chapter 6), engage in research (Chapter 7), work in a diverse society (Chapter 10), and apply ethics (Chapter 12). We also have included a chapter specifically designed to help counseling students get the most from their graduate programs (Chapter 5). Finally, because the process of becoming a counselor can be emotionally as well as physically draining, we include a chapter on maintaining wellness and balance in life as students go through the journey toward becoming professional counselors (Chapter 13). The following provides a brief overview of what you'll find in each chapter:

- Chapter 1 provides a brief historical overview of the profession of counseling through a discussion of the key ideas and values that have emerged and moved the profession forward. Students are encouraged to understand how counseling differs from other helping professions as well as how their own values and beliefs might coincide with—or differ from—those at the foundation of the counseling profession.
- Chapter 2 highlights the many roles of the counselor. This chapter highlights 20 different counseling roles, stories from practicing counselors about how they engage in these roles, and opportunities for students to reflect on how they might fit in these roles.
- Chapter 3 moves to a discussion of professional identity through an exploration of the education and professional qualifications of counselors and an introduction of the professional counseling associations.
- Chapter 4 introduces students to the developmental journey of professional counselors. The chapter helps students understand the complexity of mixing personal and professional identities, and provides a perspective on lifelong learning and growth.
- Chapter 5 helps students get the most from their graduate programs. The chapter provides strategies for learning and then focuses on helping students have healthy interactions with faculty, peers, and professionals as well as setting appropriate expectations for relationships with family and friends.
- Chapter 6 gives students a framework to understand how counseling theories can inform practice and helps students grapple with the decision that counselors make as to whether or not they need to choose a theory at all. Students are

exposed to several major dimensions of counseling theories that can help them explore the ever-changing role of theory in practice.

- Chapter 7 introduces students to the connection between research and practice. With the introduction of a practitioner-scientist model, students see how keeping up with the current research, as well as conducting their own outcome studies, can enhance their counseling programs and the care they give to their clients.
- Chapter 8 gives students a peek into the counseling session. Students are exposed to the counseling process from different perspectives, including a first-person account by a counseling client about what she thought was beneficial about the counseling process.
- Chapter 9 introduces students to the many different settings where counseling takes place. Through stories of visits to various counseling offices as well as first-person accounts by those who work in these settings, students learn that counseling is truly a diverse and exciting profession.
- Chapter 10 challenges students to think about the diverse world in which they will practice. Although multicultural and social justice perspectives are infused into every chapter, this chapter encourages students to stop and reflect on their own cultural identity, to learn about the counseling profession's efforts to encourage a multicultural perspective, and to consider the important role of social justice and advocacy.
- Chapter 11 helps students understand the important role that assessment has in counseling. Students learn that effective counseling is based on a full understanding of the client's problems and strengths.
- Chapter 12 encourages students to understand the important role of ethics and the law in the counseling profession and introduces the concept of aspirational ethics. Students are introduced to several ethical decision-making models to help them make appropriate ethical choices.
- Chapter 13 reminds students that to help our clients, we must also take care of ourselves. This chapter encourages students to develop their own individualized wellness plans and provides resources and ideas for staying mentally, emotionally, and physically healthy during graduate school and beyond.
- Chapter 14 is a glimpse into the future of counseling. Students reading this text represent our profession's future, and we provide some insights and ideas about where the profession might be headed, including a first-person account from a counselor (and his Web-based avatar) about the role of technology in counseling.

## Special Features

There are many special features throughout the text that help provide differing perspectives and approaches to counseling. We believe it is important to share these diverse ideas and expose students to the complexity of the counseling world. Students need to

understand these complexities so that they are prepared to meet these challenges head on. To help convey these complexities, we include the following in each chapter:

- *Words of Wisdom* provide advice and guidance from experienced counselors, clients, and famous people whose words can inspire.
- *Spotlights* highlight current trends and important viewpoints that help readers develop a sense of professional identity.
- *Snapshots* are first-person stories by real counselors who work in the field and have influenced the profession as well as counseling students who will help shape the future of the profession.
- *Fast Facts* offer interesting snippets of data about counseling and counselors.
- *Counseling Controversies* feature two sides of an issue that is currently being debated in the field, such as, “Should counselors engage in diagnosis of mental and emotional disorders?”
- *Informed by Research* provides brief overviews of important research studies to help students recognize the relationship of research to practice.

## Also Available with MyLab Counseling

This title is also available with MyLab Counseling, an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through video clips, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure that they master key learning outcomes.

- **Learning Outcomes and Standards measure student results.**  
MyLab Counseling organizes all assignments around essential learning outcomes and national standards for counselors.
- **Video- and Case-Based Exercises develop decision-making skills.**  
Video- and Case-Based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client-therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.
- **Licensure Quizzes help students prepare for certification.**  
Automatically graded, multiple-choice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.
- **Video Library offers a wealth of observation opportunities.**  
The Video Library provides more than 400 video clips of actual client-therapist sessions and high-quality role plays in a database organized by topic and

searchable by keyword. The Video Library includes every video clip from the MyLab Counseling courses plus additional videos from Pearson's extensive library of footage. Instructors can create additional assignments around the videos or use them for in-class activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

## Instructor's Supplements

**Online Instructor's Manual with Test Bank** The Instructor's Manual with Test Bank is a comprehensive resource available to adopting instructors. For each chapter, there is a chapter overview, discussion questions, and sample test items with an answer key.

**Online PowerPoint Lecture Slides** These lecture slides highlight key concepts and summarize key content from each chapter of the text. Both the online Instructor's Manual with Test Bank and online PowerPoint Lecture Slides are available on the Instructor Resource Center at [www.pearsonhighered.com](http://www.pearsonhighered.com). To access these materials, go to [www.pearsonhighered.com](http://www.pearsonhighered.com) and click on the Instructor Resource Center button. Here professors can log in or complete a one-time registration for a user name and password.

## Acknowledgments

During the writing of this book, we were blessed by encouragement, support, and care from family, friends, and colleagues. Chief among these are our spouses, Paul Granello and Jora Young, both writers themselves, who offered their love and opinions. We must also acknowledge Kevin Davis, our first editor, who saw and immediately understood the vision for this rather unconventional text. We also want to thank our newest editor, Rebecca Fox-Gieg, who shepherded the book through its final stages.

We also wish to recognize our colleagues in counselor education who share our passion for creating a strong sense of professional identity and upholding the highest professional standards among future generations of counselors. We hope that this text provides you with a starting place for these important conversations with your students. We are particularly indebted to several colleagues who have been instrumental in the development of the ideas in this book, including Colette Dollarhide, Kara Ieva, Jonathan Ohrt, Daniel Gutierrez, Marisol Tobey, and especially Tracy S. Hutchinson, who worked on so many of the special features in this text. We would also like to thank the reviewers who added insight into updating this new edition: Jennifer Baggerly, University of North Texas at Dallas; Erika Raissa Nash Cameron, University of San Diego; and Nancy Nolan, Vanderbilt University.

Finally, we wish to extend our heartfelt gratitude to the many students who have been part of our counselor education programs over the years. You have shared your excitement and passion with us, and you have taught us through your learning. It is through you that we have defined and refined our ideas, and it is because of you that we know that our profession is in good hands.

## 2016 CACREP Standards

This text addresses all of CACREP standards listed in Section I, Professional Orientation and Ethical Practice. In each chapter that addresses specific standards, the corresponding standards are included at the start of the chapter. In addition, the chart below lists all of the standards for Professional Orientation and Ethical Practice and lists the corresponding chapter in which the standards are addressed.

<b>Standards</b>	<b>CHAPTER in which the standard is addressed</b>
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE:	
a. history and philosophy of the counseling profession and its specialty areas	1
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2
d. the role and process of the professional counselor advocating on behalf of the profession	2
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	10
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	3
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	3
h. current labor market information relevant to opportunities for practice within the counseling profession	3
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	12
j. technology's impact on the counseling profession	14
k. strategies for personal and professional self-evaluation and implications for practice	4
l. self-care strategies appropriate to the counselor role	13
m. the role of counseling supervision in the profession	2

## Brief Contents

<b>CHAPTER 1</b>	Who Are Counselors?	1
<b>CHAPTER 2</b>	What Do Counselors Do?	39
<b>CHAPTER 3</b>	How Are Counselors Trained and Regulated?	81
<b>CHAPTER 4</b>	How Do Counselors Integrate Personal and Professional Identity?	117
<b>CHAPTER 5</b>	How Do Counseling Students Get the Most from Their Graduate Programs?	146
<b>CHAPTER 6</b>	How Do Counselors Use Theories?	182
<b>CHAPTER 7</b>	How Do Counselors Use Research?	215
<b>CHAPTER 8</b>	What Happens in a Counseling Session?	250
<b>CHAPTER 9</b>	Where Do Counselors Work?	280
<b>CHAPTER 10</b>	How Do Counselors Promote Social Justice and Engage in Culturally Competent Counseling?	309
<b>CHAPTER 11</b>	How Do Counselors Collect and Use Assessment Information?	344
<b>CHAPTER 12</b>	How Do Counselors Make Legal and Ethical Decisions?	381
<b>CHAPTER 13</b>	How Do Counselors Support Wellness in Themselves and Their Clients?	417
<b>CHAPTER 14</b>	Counseling Tomorrow	444

# Contents

<b>CHAPTER 1</b>	<b>Who Are Counselors?</b>	<b>1</b>
	Professional Counseling and Professional Identity	1
	<i>What Is a Professional Identity?</i>	2
	<i>Reflecting on What You Are Learning</i>	2
	<i>This Text Is a Field Guide to Counseling</i>	3
	What is Counseling?	4
	The Helping Professions Today	6
	<i>What Is a Counselor?</i>	6
	<i>Psychiatry</i>	8
	<i>Social Work</i>	9
	<i>Marriage and Family Therapy</i>	9
	<i>Psychology</i>	10
	<i>Comparing the Helping Professions</i>	11
	Counseling Yesterday: The History of the Counseling Profession	15
	<i>The Big Ideas of Counseling</i>	16
	Brief History of the American Counseling Association	33
	Summary	35
	End-of-Chapter Activities	36
<b>CHAPTER 2</b>	<b>What Do Counselors Do?</b>	<b>39</b>
	Counseling: A Multi-Faceted Profession	45
	<i>Counselor as Therapist (Direct Service Provider)</i>	46
	<i>Counselor as Group Leader</i>	46
	<i>Counselor as K–12 Guidance Curriculum Expert</i>	47
	<i>Counselor as Diagnostician</i>	52
	<i>Counselor as Assessor</i>	52
	<i>Counselor as Consultant</i>	56
	<i>Counselor as Administrator or Program Planner</i>	57
	<i>Counselor as Documenter or Record Keeper</i>	60
	<i>Counselor as Researcher or Scientist</i>	62
	<i>Counselor as Learner</i>	63
	<i>Counselor as Teacher or Educator</i>	64
	<i>Counselor as Supervisor or Supervisee</i>	65
	<i>Counselor as Crisis Interventionist</i>	66
	<i>Counselor as Advisor</i>	67
	<i>Counselor as Expert Witness</i>	68
	<i>Counselor as Prevention Specialist</i>	68
	<i>Counselor as Businessperson or Entrepreneur</i>	69
	<i>Counselor as Mediator</i>	70
	<i>Counselor as Advocate or Agent of Social Change</i>	71
	<i>Counselor as Member of Professional Associations</i>	73
	Summary	78
	End-of-Chapter Activities	78

<b>Contents</b>	<b>xv</b>
<b>CHAPTER 3</b>	<b>How Are Counselors Trained and Regulated? 81</b>
	How Many Counselors are There? 82
	The Education of Counselors 83
	<i>Educational Requirements</i> 85
	<i>Core Curriculum</i> 86
	<i>Beyond Graduate School</i> 97
	Counseling Licensure and Certification 97
	<i>Mental Health Counseling Licensure</i> 97
	<i>School Counselor Licensure</i> 99
	<i>Certification</i> 100
	Counseling Associations and Organizations 102
	<i>The American Counseling Association</i> 102
	<i>The Divisions of ACA</i> 105
	<i>Chi Sigma Iota</i> 113
	Summary 114
	End-of-Chapter Activities 114
<b>CHAPTER 4</b>	<b>How Do Counselors Integrate Personal and Professional Identity? 117</b>
	Who are Counseling Students? 117
	Why Do People Become Counselors? 121
	What Types of People Become Counselors? 121
	What are the Characteristics of Effective Counselors? 121
	How Do People Determine Their Personal and Professional Fit with the Counseling Profession? 132
	What is the Personal Journey Toward Becoming a Counselor? 133
	<i>Counselor Professional Identity Development</i> 134
	<i>Models of Counselor Development</i> 135
	How Do You Make Sure You Continue to Develop? 138
	<i>Self-Reflection</i> 140
	Summary 143
	End-of-Chapter Activities 143
<b>CHAPTER 5</b>	<b>How Do Counseling Students Get the Most from Their Graduate Programs? 146</b>
	Preparing for Success in your Graduate Program 149
	Getting Ready to Start 152
	<i>Prepare Your Attitude</i> 153
	<i>Prepare Your Support Network</i> 153
	<i>Prepare Your Physical Space</i> 154
	<i>Prepare Your Schedule</i> 156
	<i>Prepare Your Mind</i> 158
	The Successful Graduate Student 163
	<i>Successful Peer Relationships</i> 163
	<i>Successful Relationships with Faculty</i> 165

	<i>Successful Interactions with Counselors and the Professional Community</i>	169
	<i>Success in the Classroom</i>	172
	<i>Success in Online Education</i>	173
	<i>Success in Navigating the Program Culture</i>	174
	<i>Success in Maintaining Your Own Mental Health</i>	175
	<b>Next Steps: Life After Graduate School</b>	176
	<i>Preparing Your Resume</i>	176
	<i>Getting a Ph.D.</i>	176
	<i>Seeking References</i>	179
	<b>Summary</b>	179
	<b>End-of-Chapter Activities</b>	179
<b>CHAPTER 6</b>	<b>How Do Counselors Use Theories?</b>	<b>182</b>
	<b>Theories of Change: Counseling Theories</b>	183
	<i>What Are the Major Theoretical Positions?</i>	183
	<i>Psychodynamic Theories</i>	184
	<i>Behavioral/Cognitive Theories</i>	185
	<i>Humanistic/Existential Theories</i>	185
	<i>Eclectic/Integrative Theories</i>	185
	<i>Other Approaches</i>	187
	<i>A Social Justice Approach to Counseling Theory</i>	189
	<i>Dimensions of Personality Applied to Counseling Theories</i>	189
	<i>Focusing Your Search for a Theory</i>	193
	<b>Behavioral, Cognitive, Eclectic/Integrative, and Rogerian/Person-Centered Theories</b>	195
	<i>Behavior Therapy</i>	195
	<i>Cognitive Therapy</i>	198
	<i>Eclectic/Integrative Counseling</i>	201
	<i>Rogerian/Person-Centered Theory</i>	204
	<b>How do Counselors Choose a Counseling Theory?</b>	207
	<i>On What Basis Should I Choose a Counseling Theory?</i>	210
	<b>Summary</b>	211
	<b>End-of-Chapter Activities</b>	212
<b>CHAPTER 7</b>	<b>How Do Counselors Use Research?</b>	<b>215</b>
	<b>Why Counselors Use Research</b>	217
	<i>The Reactive Approach: Responding to External Pressures</i>	217
	<i>The Proactive Approach—Responding to Internal Pressures</i>	221
	<i>Research as Form of Social Justice</i>	223
	<i>Resistance to Research: Why Counselors Don't Engage in Research</i>	224
	<b>How Counselors Use Research</b>	225
	<i>Using Existing Research and Scholarship to Inform Practice</i>	226
	<b>Understanding the Major Classifications of Scholarly Research</b>	227
	<i>Literature Reviews or Position Papers</i>	227
	<i>Quantitative Research</i>	230

<b>Contents</b>		<b>xvii</b>
	<i>Qualitative Research</i>	236
	<i>Program Evaluation</i>	238
	<i>Other Types of Articles and Research</i>	241
	Engaging in Your Own Research as a Counselor	242
	Summary	247
	End-of-Chapter Activities	247
<b>CHAPTER 8</b>	<b>What Happens in a Counseling Session?</b>	<b>250</b>
	What Counseling Is Like for the Client	251
	<i>Before Counseling Begins: The Decision to Seek Counseling</i>	251
	<i>What Clients Expect from Counseling</i>	252
	<i>Using a Social Justice Approach to Understanding Client Expectations</i>	252
	<i>Hopes and Dreams: The Client's Belief in the Process of Counseling</i>	253
	<i>Secrets and Lies: The Client's Struggle to Open Up</i>	254
	What Counseling Is Like for the Counselor	256
	<i>The Joys and Satisfactions of Being a Counselor</i>	256
	<i>Some of the Dissatisfactions of the Counselor Role</i>	258
	<i>Responsibility</i>	262
	<i>Countertransference</i>	262
	A Roadmap of the Counseling Process: The Shared Journey of Counselor and Client	264
	<i>Stage I. Establishing the Relationship</i>	264
	<i>Stage II Assessment</i>	266
	<i>Stage III Treatment Planning</i>	266
	<i>Stage IV Intervention and Action</i>	267
	<i>Stage V Evaluation and Reflection</i>	269
	The Skills of Counseling	270
	<i>The Skills of the Therapeutic Relationship</i>	270
	<i>Skills You Will Learn</i>	271
	<i>Skills to Work on Now</i>	272
	<i>Things to Eliminate Now</i>	275
	Summary	277
	End-of-Chapter Activities	277
<b>CHAPTER 9</b>	<b>Where Do Counselors Work?</b>	<b>280</b>
	Who is in the Room?	282
	Counseling Modalities	284
	<i>Group Work Including Group Counseling, Group Psychotherapy, and     Psychoeducation</i>	284
	<i>Couples Counseling</i>	286
	<i>Family Counseling, Including Multiple Family Groups</i>	287
	<i>Classroom Lessons (Also Called Classroom Guidance)</i>	288
	Counseling Specializations	289
	<i>A Social Justice Approach to Counseling Specializations</i>	289
	<i>Counseling Specializations Based on the Interventions Used</i>	289
	<i>Counseling Specializations Based on Setting</i>	294

**xviii Contents**

	<i>Counseling Specializations and Specific Training Requirements</i>	296
	Counseling Settings: The Environment Where Counseling Takes Place	296
	<i>A Traditional Counseling Office</i>	299
	<i>Other Settings Where Counseling Takes Place</i>	300
	Summary	305
	End-of-Chapter Activities	306
<b>CHAPTER 10</b>	<b>How Do Counselors Promote Social Justice and Engage in Culturally Competent Counseling?</b>	<b>309</b>
	You: A Culture of One	312
	Counseling and Social Justice	316
	The U.S. Population: A Testament to Diversity	322
	<i>Counseling and Diversity</i>	323
	<i>Diversity and Oppression in the Lives of our Clients</i>	334
	Multicultural and Social Justice Counseling	335
	<i>Strategies to Enhance Your Own Multicultural and Social Justice Competence</i>	338
	Summary	340
	End-of-Chapter Activities	341
<b>CHAPTER 11</b>	<b>How Do Counselors Collect and Use Assessment Information?</b>	<b>344</b>
	What Kinds of Assessments Do Counselors Use?	345
	<i>Interviewing</i>	345
	<i>Questionnaires, Surveys, and Rating Scales</i>	348
	<i>Standardized Tests or Instruments</i>	348
	<i>Measures of Program Accountability or Counseling Effectiveness</i>	349
	Why Should Counselors Spend So Much Time on Assessment?	349
	<i>Let's Start with a Case Study: What's Wrong with Raymond?</i>	350
	What Should Counselors Assess?	352
	<i>Strengths and Positive Psychology</i>	352
	<i>What Is Assessed Varies by Client Problem, Population, and Setting</i>	353
	<i>Assessment in School Counseling</i>	353
	<i>Assessment in Mental Health Counseling</i>	355
	<i>Assessment in Marriage, Couples, and Family Counseling</i>	356
	Steps in the Assessment Process	357
	<i>Selecting Good, Developmentally and Culturally Appropriate, and Comprehensive Methods</i>	357
	<i>Establishing a Relationship</i>	359
	<i>Administering the Assessment</i>	360
	<i>Interpreting Assessment Data</i>	361
	<i>Writing Up Assessment Results and Generating Suggestions for Intervention</i>	361
	<i>A Social Justice Approach to the Process of Assessment</i>	362
	<i>What Do You Do After You Have Collected Information?</i>	362
	<i>Assessment of Personality</i>	363
	<i>Personality Assessment Theories</i>	364
	<i>What Are Personality Theories?</i>	364
	<i>Galen's Four Temperaments (Example of a Type Theory)</i>	365

<b>Contents</b>	<b>xix</b>
<i>Phrenology</i>	365
<i>Sheldon's Body Types: Type Based on Body Shape</i>	366
<i>The "Big Five" Theory of Personality and NEO Personality Inventory</i>	366
<i>John Holland's Self-Directed Search (SDS): Personality in Career Choice</i>	368
<i>Implicit Theories</i>	370
<b>Ethics in Assessment</b>	<b>371</b>
<i>Ethical Issues to Practice Now</i>	371
<b>Summary</b>	<b>377</b>
<b>End-of-Chapter Activities</b>	<b>378</b>
<b>CHAPTER 12</b> <b>How Do Counselors Make Legal and Ethical Decisions?</b>	<b>381</b>
<b>The Purpose of Ethics in the Practice of Counseling</b>	<b>383</b>
<i>Professional Codes of Ethics</i>	384
<b>The Role of Personal Ethics and Values</b>	<b>385</b>
<i>The Role of the Counselor's Personal Values</i>	385
<i>When Personal and Professional Values Collide</i>	387
<i>Understanding Ethical Practice from a Social Justice Perspective</i>	388
<b>Major Ethical Issues in Counseling</b>	<b>390</b>
<i>Rules Related to Professional Responsibility</i>	390
<i>Rules Related to Competence</i>	391
<i>Rules Related to the Counselor's Own Moral Standards and Values</i>	391
<i>Rules Related to Confidentiality</i>	391
<i>Rules Related to the Welfare of the Client</i>	392
<i>Rules Related to Professional Relationships</i>	394
<b>Ethics and the Law</b>	<b>396</b>
<b>Major Legal Issues in Counseling</b>	<b>398</b>
<i>Legal Principle: Counselor Competency</i>	399
<i>Legal Principle: Client Rights and Informed Consent</i>	400
<i>Legal Principle: Privileged Communication and Confidentiality</i>	402
<i>Legal Principle: Documentation and Records</i>	405
<i>Other Legal Requirements for Counselors</i>	408
<b>When Counselors Violate Ethical and Legal Requirements</b>	<b>409</b>
<b>Ethical Decision-Making in Practice</b>	<b>411</b>
<b>Summary</b>	<b>414</b>
<b>End-of-Chapter Activities</b>	<b>414</b>
<b>CHAPTER 13</b> <b>How Do Counselors Support Wellness in Themselves and Their Clients?</b>	<b>417</b>
<b>A Brief Historical Sketch of Wellness in Counseling</b>	<b>418</b>
<b>Definitions and Dimensions of Wellness</b>	<b>420</b>
<i>Dimensions of Wellness</i>	422
<b>Wellness in Counseling</b>	<b>427</b>
<i>Strengths-Based Counseling</i>	427
<b>The Stress of Counseling and Potential for Burnout</b>	<b>431</b>
<i>A Social Justice Approach to Preventing Burnout</i>	433
<i>Insulating Yourself Against Stress and Burnout</i>	435

Maintaining Your Wellness as a Counseling Student	436
<i>Physical Wellness</i>	436
<i>Emotional Wellness</i>	437
<i>Intellectual Wellness</i>	439
<i>Spiritual Wellness</i>	439
<i>Relationship Wellness</i>	439
<i>Developing Your Own Personal Wellness Plan</i>	440
Summary	441
End-of-Chapter Activities	442
<b>CHAPTER 14 Counseling Tomorrow</b>	<b>444</b>
Global and Societal Trends	445
<i>Speeding Up: Technology, More Work, and Stress</i>	445
<i>Health, Healthcare, and Aging</i>	447
<i>Increasingly Diverse Society</i>	448
The Experimental Prototype Counselor of Tomorrow (EPCOT)	449
<i>Eclectic or Integrative</i>	450
<i>Culturally Aware and Competent</i>	453
<i>Understanding and Accepting of Differences</i>	454
<i>A Leader at Work</i>	454
<i>A Lifelong Learner</i>	455
<i>Technologically Competent</i>	456
<i>Planful and Intentional in Maintaining Personal Wellness</i>	458
<i>Able to Read and Evaluate Research</i>	459
<i>Active in Professional Organizations</i>	460
<i>Able to Work with Couples, Families, Individuals, and Groups</i>	461
<i>A Social Justice Advocate for Clients and the Profession</i>	461
<i>A Reflective Practitioner</i>	462
<i>Ethically Aware</i>	462
<i>Able to Use Assessment Data to Plan Intervention and Treatment</i>	463
In the Crystal Ball	463
<i>The Rise of Ecotherapy</i>	464
<i>The Mainstreaming of Japanese Therapies, Meditation, Yoga, and Eastern Perspectives</i>	464
<i>Increasing Problems with Process Addictions</i>	464
<i>The Death of Counseling Theories</i>	465
<i>A Focus on Health, Wellness, Prevention, Complementary and Alternative Medicine, and Using Discoveries in Neuroscience</i>	466
<i>Virtual Reality Will Be Used to Train Counselors and Help Clients Practice</i>	467
Concluding Comments: Where's My Jet Pack?	469
End-of-Chapter Activities	470
<i>References</i>	473
<i>Name Index</i>	504
<i>Subject Index</i>	514