Counseling Today
Foundations of Professional Identity

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Pearson
330 Hudson Street, NY, NY 10013
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

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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
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. To access these materials, go to 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.

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