



# Orientation to **Professional Counseling**

Past, Present, and Future Trends

edited by **Sylvia C. Nassar** and **Spencer G. Niles**



AMERICAN COUNSELING  
ASSOCIATION

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# Orientation to Professional Counseling

## Past, Present, and Future Trends

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# Table of Contents

Foreword	v
<i>Courtland C. Lee</i>	
Preface	vii
Acknowledgments	ix
About the Editors	xi
About the Contributors	xiii
<b>SECTION I</b>	<b>Foundational Elements of Professional Counseling</b>
Chapter 1	Professional Counseling and Ethical Practice 3
	<i>Barbara Herlihy, Matthew Lyons, and Jeffrey Strozier</i>
Chapter 2	Human Growth and Development in a Multicultural Context 31
	<i>Cheryl Holcolmb-McCoy, Shanita Brown, and Aisha Al-Qimlass</i>
Chapter 3	Individual and Group Helping Relationships 65
	<i>Ann Vernon and Darcie Davis-Gage</i>
Chapter 4	Research and Assessment in Counseling 89
	<i>Richard S. Balkin</i>
<b>SECTION II</b>	<b>Counseling Specialties</b>
Chapter 5	Addictions Counseling 109
	<i>Virginia A. Kelly</i>

Chapter 6	Career Counseling <i>Mark Pope</i>	137
Chapter 7	Clinical Mental Health Counseling <i>Carla Adkison-Johnson</i>	165
Chapter 8	Rehabilitation Counseling <i>Michael J. Leahy, Vilia M. Tarvydas, Annemarie Connor, and Trenton Landon</i>	185
Chapter 9	College Counseling and Student Affairs <i>Perry C. Francis</i>	221
Chapter 10	Marriage, Couples, and Family Counseling <i>Richard E. Watts, Rick Bruhn, Mary Nichter, and Judith Nelson</i>	251
Chapter 11	School Counseling <i>Amy Milsom</i>	285
SECTION III	<b>Current Issues for Personal and Professional Development</b>	
Chapter 12	Current Issues and Trends in the Counseling Profession <i>Thelma Duffey and Shane Haberstroh</i>	311
Chapter 13	Personal and Professional Counselor Identity Development <i>Craig S. Cashwell and W. Bradley McKibben</i>	341
	Index	361

# Foreword

*Courtland C. Lee*<sup>1</sup>

I have been a counselor educator for 38 years. I have seen and used a number of orientation to the counseling profession books in my preparation of counselors at several leading universities. These books have always served a useful purpose in helping give students an overview of the profession as they prepare for their counseling careers. When introducing beginning students to the profession of counseling, I ask myself the following: What is it that I want them to know? How do I begin the socialization process that will ultimately result in knowledgeable professional counselors? The answers to these questions usually focus on ensuring that students get an understanding of the foundations of the profession, an overview of the specialties that make up the profession, and an examination of current issues that impact the personal and professional development of a counselor. Over the years I have observed that an understanding of these three areas provides a solid professional foundation in the training and development of counseling students.

This book, edited by Sylvia C. Nassar and Spencer G. Niles, colleagues of long standing whose careers I have watched grow in stature over the years, hits the mark in all three of these areas. For me, this book represents the next generation in the introduction to the counseling profession text genre. With *Orientation to Professional Counseling: Past, Present, and Future Trends*, the editors have enlisted an impressive collection of individuals to introduce readers to the foundations of counseling, the specialties that enrich the profession, and current issues that impact counselors both professionally and personally. I know and have worked closely with many of the contributors to this

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<sup>1</sup>Courtland C. Lee is a professor in the Counselor Education Program at The Chicago School of Professional Psychology, Washington, DC, and served as American Counseling Association President, 1997–1998.

book over the years and can attest to the fact that they are scholarly leaders in the counseling profession and provide keen insight into their respective subject areas.

The contents of this book also reflect issues that professional counselors will confront in the highly technical, culturally diverse, globally interconnected world of the second decade of the 21st century. The chapters in each of the three sections of the book reflect the realities of this contemporary world as they relate to the profession of counseling.

Section I explores the foundational elements of professional counseling, including ethics, multicultural competency, individual and group counseling, and assessment and research in counseling. Any individual beginning a career as a professional counselor must be anchored in these elements, and the chapters in this section provide this foundational framework.

Section II looks at a number of the counseling specialties that form crucial pieces of the broad quilt that can be considered the counseling profession. Although each chapter makes a cogent case for the significance of the specialty, the overarching theme throughout this section of the book is that counseling is in reality a unified profession.

Section III places the book in its place in time—the end of the second decade of the 21st century. The chapter contributors in this section do this by examining current issues that impact the evolution of the profession and the ongoing development of counselors.

As I reflect on the excellent work that Nassar, Niles, and the contributors to this book have done, I am struck by the myriad issues and trends that swirl around the profession of counseling, for example, multiculturalism and social justice, licensure and certification, accreditation, health care legislation, counselor advocacy, best practice, just to name a few. These issues and trends present those of us who prepare counselors with the challenge of orienting our students to the profession within the context of the questions I posed earlier. I am pleased that the American Counseling Association took up this challenge by publishing this book and entrusting its completion to two preeminent leaders in the field.

# Preface

## How This Book Came About

This book was years in the making. Really, when we think about it in retrospect, we can recount our very earliest conversations about the counseling profession and our unique and distinct perspectives, which evolved in tandem with the profession itself.

For Sylvia, this included perspectives gained over several terms on the National Board for Certified Counselors, over several terms on the state licensure board and as state board ethics chair, as a section and then senior associate editor of the *Journal of Counseling & Development*, as a member of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards Revision Committee, and most recently as an appointee to an Association for Multicultural Counseling and Development committee to revise the Multicultural Counseling Competencies.

For Spencer, it included his roles and perspectives as a several-term journal editor (of the *Journal of Counseling & Development* and *The Career Development Quarterly*), a several-term president of the National Career Development Association, and president of Chi Sigma Iota.

Both of us were professional counselors and subsequently career academicians. Both of us have been in roles as administrators of counselor education programs. Both of us have received numerous awards and distinctions throughout our careers, and both of us have published extensively in the counseling literature. Both of us have consulted nationally and internationally on professional counseling, credentialing, and competency development.

In our combined and overlapping tenures, we have witnessed the emergence and development of professional counseling—from the early battles for state licensure and other professional recognitions to competency and standards development, to the quickly emerging need for and implications of policy work at the national and international levels.

The rationale for, and relevance of, this text is that it provides both a historical perspective as well as—and more important—a comprehensive

overview of the critical current issues for contemporary counselors-in-training. Fully aligned with 2016 CACREP Standards, it introduces all of the content areas identified as being practiced by counselors in the United States today. It also orients beginning counselors to the range of specialty areas currently encompassed by the counseling profession and underscores the core content and expertise common within a unified counseling identity. We believe that this perspective is critical in fostering and strengthening a unified identity among all counselors and essential to ensuring the success of the counseling profession, both nationally and globally.

## **Overview of the Book**

Early on in the development of this project, we made two key decisions. First, we decided that the book would be an edited volume—that is, chapter authors would be identified and invited based on their expertise and prominence regarding the particular content of the chapter. Although both of us, as textbook editors, have expansive experience and perspectives, we decided that it was important that the voices of experts in specific content areas be represented throughout the text. Thus, the array of chapter authors and their historical contributions to the field, both individually and collectively, are daunting. These authors are truly the leaders of the profession as we now know it!

Second, we made the commitment to align the text as fully as possible with the 2016 CACREP Standards. Other texts may incorporate and cite the standards, but they reflect the authors' or editors' perspectives on key topics and content within the field. Although our perspectives and those of the chapter authors are certainly represented, we defer to the current CACREP Standards as representing those of the counseling profession, and it is our intent to fully support them in our orientation to professional counseling as well as to support past, present, and future trends.

We believe that you will find our textbook both stimulating and engaging. The chapters are generally written in the first person and speak directly to their counselor-in-training audience. Each chapter includes learning objectives, learning activities, review questions, and supplementary resources. Section I (Foundational Elements of Professional Counseling) chapters intersperse thought questions, brief case examples, and implications for practice throughout. Section II (Counseling Specialties) chapters incorporate both the contextual and practice dimensions to reflect those same dimensions in the 2016 CACREP Standards. These chapters additionally include voices from the field (perspectives from practicing professional counselors in their respective areas of expertise) as well as special considerations. Finally, Section III (Current Issues for Personal and Professional Development) chapters incorporate, again, voices from the field as well as rich opportunities for self-reflection for counselors-in-training.



# Acknowledgments

We acknowledge the wealth of information we have gained from each of the professional counselors who have crossed our paths daily over the past three decades and dedicate this book to all of the future counselors who aspire to join our profession. Furthermore, we thank the Council for Accreditation of Counseling and Related Educational Programs for its visionary leadership and the professional standards it promulgates for and on behalf of the counseling profession and thus for providing the basis for the current text. We also thank the American Counseling Association, Chi Sigma Iota, the National Board for Certified Counselors, and the myriad other counseling organizations that promote the professionalization of counseling. Last but in no way least, we give our unending thanks to Aisha Al-Qimlass, who served tirelessly as the editorial project manager for this text, and to the American Counseling Association editorial staff for its gentle patience and support throughout the project.



## About the Editors

**Sylvia C. Nasser, PhD**, is currently a professor and doctoral program coordinator of counselor education at North Carolina State University. She earned her doctorate in counseling and counselor education from the University of North Carolina at Greensboro in 1994 and her master's degree in guidance and counseling in 1984. She has served in a variety of clinical mental health, school, and college settings over the past 30 years, and her initiatives have included promoting the professionalism of counseling and counselor education. Her scholarship spans multicultural, gender, and career development issues, with a special focus on Arab American acculturation and ethnic identity development. She has published nearly 90 books, refereed articles, and other instructional materials and delivered more than 100 conference presentations. Dr. Nasser recently served on the Association for Multicultural Counseling and Development's Multicultural Counseling Competencies Revision Committee and on the Council for Accreditation of Counseling and Related Educational Programs 2016 Standards Revision Committee. She has served as board member for the Census Information Center Advisory Board to the Arab American Institute, the National Board for Certified Counselors, and the North Carolina Board of Licensed Professional Counselors. She is past associate editor for multicultural issues for the *Journal of Counseling & Development*, for which she currently serves as senior associate editor. Her recent National Science Foundation and National Aeronautics and Space Administration-funded projects have examined career stereotyping and evaluated curriculum tools. Dr. Nasser's undergirding areas of scholarship and consulting include acculturation, advocacy, career development and underrepresentation issues, program evaluation, clinical supervision, and internationalization. She has provided training and consultation on such issues to international colleagues at institutional and governmental levels in Canada, Finland, Germany,

Lebanon, Mexico, and Qatar. She received the Extended Research Award from the American Counseling Association in 2013 and the Distinguished Service Award from the Association for Counselor Education and Supervision in 2016. She was named the Michael G. Morris Endowed Chair in Eastern Michigan University's College of Education for 2014–2015 and Research Triangle Institute International University Scholar for 2016–2017.

**Spencer G. Niles, PhD**, serves as dean of and professor in the School of Education at the College of William and Mary in Williamsburg, Virginia. Previously he served as distinguished professor and department head for the Department of Educational Psychology, Counseling, and Special Education at The Pennsylvania State University and professor and assistant dean in the Curry School of Education at the University of Virginia. Dr. Niles is the recipient of the National Career Development Association's (NCDA) Eminent Career Award; an NCDA Fellow; a Fellow of the American Counseling Association (ACA); a recipient of ACA's Thomas J. Sweeney Award for Visionary Leadership and Advocacy, President's Award, David K. Brooks, Jr., Distinguished Mentor Award, and Extended Research Award; and a recipient of the University of British Columbia Noted Scholar Award. He has served as president of NCDA (2003–2004), president-elect of NCDA (2017–2018), and president of Chi Sigma Iota (2016–2017); is a board member of the International Centre for Career Development and Public Policy; was a two-term editor of *The Career Development Quarterly* and the *Journal of Counseling & Development*; and currently serves on numerous journal editorial boards. He has authored or coauthored approximately 130 publications and delivered more than 150 presentations on career development theory and practice.

Dr. Niles is an honorary member of the Japanese Career Development Association, an honorary member of the Italian Association for Educational and Vocational Guidance, and a lifetime honorary member of the Ohio Career Development Association. He has conducted career counseling training in Argentina, Australia, Belgium, Canada, Denmark, England, Estonia, Finland, Germany, India, Ireland, Italy, Japan, New Zealand, Portugal, Qatar, Rwanda, Singapore, South Africa, Spain, and the United Arab Emirates. His current research addresses creating and sustaining hope in career and life planning among marginalized populations.

# About the Contributors

**Carla Adkison-Johnson, PhD**, is a professor in the Department of Counselor Education and Counseling Psychology at Western Michigan University. She has published extensively in the areas of counselor preparation, clinical mental health counseling, and child-rearing practices in African American families. Her research has garnered attention in the legal, child welfare, and counselor education literature.

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He has served as chair of the Council for Accreditation of Counseling and Related Educational Programs board; president of Chi Sigma Iota International; president of the Association for Spiritual, Ethical, and Religious Values in Counseling; and Association for Counselor Education and Supervision representative to the American Counseling Association Governing Council.

**Annemarie Connor, PhD**, is an assistant professor of rehabilitation sciences at Florida Gulf Coast University. She has a doctorate in rehabilitation counselor education from Michigan State University and nearly 15 years of clinical experience as a licensed occupational therapist. Her research and scholarly interests include the working alliance, psychological wellness, social participation, and vocational rehabilitation.

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**Thelma Duffey, PhD**, is a professor in and chair of the Department of Counseling at the University of Texas at San Antonio and immediate past president of the American Counseling Association (ACA). Dr. Duffey was the founding president of the Association for Creativity in Counseling, a division within the ACA, and is editor of the *Journal of Creativity in Mental Health*. Dr. Duffey served as guest coeditor of the *Journal of Counseling & Development* special issue on counseling men and the *Journal of Counseling & Development* special section on relational-cultural theory. Dr. Duffey, an ACA Fellow, has received numerous leadership and research awards from professional organizations, such as the Association for Counselor Education and Supervision; the ACA; the Texas Counseling Association; the Southern Association for Counselor Education and Supervision; the Association for Creativity in Counseling; the Texas Association for Counselor Education and Supervision; and the Association for Assessment, Research, and Counseling. She has more than 60 peer-reviewed publications and three edited and coedited books: *Creative Interventions in Grief and Loss Therapy: When the Music Stops, a Dream Dies*; *A Counselor's Guide to Working With Men*; and *Child and Adolescent Counseling Case Studies: Developmental, Relational, Multicultural, and Systemic Perspectives*.

**Perry C. Francis, EdD, LPC, NCC, ACS**, is a professor of counseling at Eastern Michigan University, where he also manages the College of Education Counseling Training Clinic. He has been involved in the leadership of the American College Counseling Association for more than 20 years. He has written and presented in the area of ethics and college counseling for more than 20 years and manages the college counseling program at Eastern Michigan University.

**Shane Haberstroh, EdD**, is an associate professor and doctoral program director in the Department of Counseling at the University of Texas at San Antonio. He is a past president of the Association for Creativity in Counseling and served on its founding board. He is currently the Association for Creativity in Counseling representative to the American Counseling Association Governing Council and the Governing Council liaison to the Research and Knowledge Committee of the American Counseling Association. Dr. Haberstroh serves as associate editor of the *Journal of Creativity in Mental Health*. He has published a coedited book and numerous articles and book chapters primarily focused on developmental relational counseling, online counseling, creativity in counseling, and addiction treatment and recovery. His collaborative research project on relational competencies won the 2010 Texas Counseling Association Research Award, and his collaborative publication on assessment practices in counselor education programs was recognized with the 2014 Association for Assessment and Research in Counseling/Counseling Outcome Research and Evaluation Outstanding Outcome Research Award. Dr. Haberstroh began his career in 1992 as a residential technician in a 28-day drug treatment program and has worked as a counselor and supervisor in addiction treatment centers, private practice, and criminal justice settings. He has been a counselor educator since 2003, and he joined the faculty at the University of Texas at San Antonio in 2004.

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**Cheryl Holcomb-McCoy, PhD**, is dean of the School of Education and a professor of education at American University in Washington, DC. Previously she held appointments as vice provost for faculty affairs and vice dean of academic affairs at Johns Hopkins University. In counselor education, she served as associate professor of counselor education at the University of Maryland, College Park, and assistant professor and director of the School Counseling Program at Brooklyn College of the City University of New York. Dr. Holcomb-McCoy earned a doctorate in counseling and educational development from the University of North Carolina at Greensboro and a master of education in school counseling and bachelor of science in early childhood education, both from the University of Virginia. Her areas of research specialization include the measurement of multicultural self-efficacy and the examination of school counselors'

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**Virginia A. Kelly, PhD, LPC**, is a professor at Fairfield University in Fairfield, Connecticut. Her primary area of scholarly interest is addictions, specifically the ways in which addiction impacts families. She teaches classes in research, assessment, and addiction in the family.

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